



Behaviour management policy

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1 Aims

- 1.1 This is the behaviour and discipline policy of Exeter Pre-Prep School (**School**), Department for Education number 878/6046, comprising the Nursery, Reception and Years 1 and 2.
- 1.2 The aims of this policy are as follows:
- 1.2.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
 - 1.2.2 to create, promote and maintain high standards of behaviour amongst pupils;
 - 1.2.3 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;
 - 1.2.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
 - 1.2.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and / or breaches of discipline;
 - 1.2.6 to encourage pupils to accept responsibility for their behaviour;
 - 1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
 - 1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
 - 1.2.9 to set out the sanctions available to the School in the event of pupil misbehaviour;
 - 1.2.10 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.3 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.
- 1.4 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

2 Scope and application

- 2.1 This policy applies to Exeter Pre-Prep School. Please refer to the [website](#) for the separate policies for Exeter School (Department for Education number 878/6033), including the Behaviour management policy of Exeter School.
- 2.2 This policy (together with the School rules and ICT acceptable usage policy for pupils) and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:



- 2.2.1 in or at School (to include any period of remote provision);
 - 2.2.2 representing the School or wearing School uniform;
 - 2.2.3 travelling to or from School;
 - 2.2.4 on School-organised trips; or
 - 2.2.5 associated with the School at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:
- 2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the School; or
 - 2.3.3 bring the School into disrepute.

3 Regulatory framework

- 3.1 This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014;
 - 3.1.2 Education and Skills Act 2008;
 - 3.1.3 Children Act 1989;
 - 3.1.4 Childcare Act 2006;
 - 3.1.5 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.6 Human Rights Act 1998;
 - 3.1.7 Equality Act 2010;
 - 3.1.8 Education and Inspections Act 2006, including sections 93 and 93A;
 - 3.1.9 Education Act 1996, including the provisions relating to searching pupils and their possessions; and
 - 3.1.10 The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 **Keeping children safe in education** (DfE, September 2026) (**KCSIE**);
 - 3.2.2 **Working together to safeguard children** (DfE, March 2026);
 - 3.2.3 **Information sharing advice for safeguarding practitioners** (DfE, May 2024);
 - 3.2.4 **Behaviour in schools: advice for headteachers and school staff** (DfE, February 2024);



- 3.2.5 **Restrictive interventions, including use of reasonable force, in schools** (DfE, December 2025, effective from 1 April 2026);
- 3.2.6 **Searching, screening and confiscation: advice for schools** (DfE, July 2022, in force from 1 September 2022);
- 3.2.7 **Mobile phones in schools: guidance** (DfE, June 2026);
- 3.2.8 **Sharing nudes and semi-nudes: advice for education settings working with children and young people** (UKCIS, March 2024);
- 3.2.9 **Mental health and behaviour in schools** (DfE, November 2018);
- 3.2.10 **Creating a school behaviour culture: audit and action planning tools** (DfE, April 2024);
- 3.2.11 **Equality Act 2010: advice for schools** (DfE, May 2014, updated June 2018);
- 3.2.12 **Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019;**
- 3.2.13 **Guidance for appropriate adults** (Home Office, April 2003); and
- 3.2.14 **Relationships education, relationships and sex education and health education** (DfE, September 2026).
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
 - 3.3.1 ICT acceptable usage policy (pupils);
 - 3.3.2 Anti-bullying policy;
 - 3.3.3 Safeguarding and child protection policy and procedures;
 - 3.3.4 Risk assessment policy;
 - 3.3.5 Learning support policy;
 - 3.3.6 Staff code of conduct;
 - 3.3.7 Pupil code; and
 - 3.3.8 Relationships and health education policy.
- 3.4 For the Anti-bullying policy, Safeguarding and child protection policy and procedures for Exeter School, please refer to the [website](#).
- 4 Publication and availability**
 - 4.1 This policy is published on the School website.
 - 4.2 This policy is available in hard copy on request.
 - 4.3 A copy of the policy is available for inspection from the School reception during the School day.



- 4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:

- 5.1.1 References to the **Proprietor** are references to the Board of Governors of Exeter School.
- 5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.
- 5.1.3 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view. This requirement does not apply to the giving of notice for cancellation of a place or the withdrawal of a pupil from the School. The persons required to consent or give notice of cancellation or withdrawal are set out in the parent contract.
- 5.1.4 References to a **Review** are to the review by a panel of the Head's decision in accordance with the permanent exclusion and removal: review procedure.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
- 6.3 School leaders will:
- 6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour, culture and an environment where everyone feels safe and supported;
- 6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- 6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;



- 6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within this behaviour and discipline policy;¹
 - 6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at times affect a pupils behaviour; and
 - 6.3.6 encourage engagement with experts e.g. education psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 6.4 School staff will:
- 6.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour;
 - 6.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
 - 6.4.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
 - 6.4.4 communicate school expectations, routines, values and standards (set out in [Appendix 1](#)) both explicitly through teaching behaviour and in every interaction with pupils; and
 - 6.4.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conducts.
- 6.5 In order to achieve this, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least annually
Reviewing induction and ongoing training for staff	Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Head	As required, and at least yearly

¹ The behaviour in schools guidance states schools should consider aligning this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications (NPQ). Although note that eligibility to undertake some NPQs is limited to teachers and school leaders in state funded schools.



Formal annual review including effectiveness of policy and procedures in promoting good behaviour and review of patterns and trends relating to disciplinary measures taken	Proprietor	Annually
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7 Promoting high standards of behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE education, relationships education programme and the School's pastoral support system. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of the School rules, good habits and routines).
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in [Appendix 1](#).
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 7.5 Responding to unacceptable behaviour
- 7.5.1 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the School's behaviour and discipline policy.
- 7.5.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 7.5.3 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
- 7.5.4 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 7.5.5 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.



8 Minor breaches of discipline

- 8.1 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see [Appendix 2](#) for details of possible sanctions).
- 8.2 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 8.3 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 Serious breaches of discipline

- 9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head or Deputy Head.
- 9.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in permanent exclusion or a requirement to leave the School include but are not limited to:
 - 9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which includes promotion / advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;
 - 9.2.2 actual or attempted theft, blackmail, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
 - 9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
 - 9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
 - 9.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 9.2.6 abuse in intimate personal relationships between peers (teenage relationship abuse);
 - 9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;



- 9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);
 - 9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 - 9.2.10 supply or possession of pornography;
 - 9.2.11 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of firearms, knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
 - 9.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
 - 9.2.13 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes); and
 - 9.2.14 other misconduct specifically provided for in the School's parent contract and School rules.
- 9.3 Sanctions for serious breaches of discipline include:
- 9.3.1 **Suspension:** a pupil may be sent or released home for a limited period as a disciplinary sanction.
 - 9.3.2 **Removal:** the Parents may be required to remove a pupil from the School if, after consultation with one or more of the Parents and if appropriate the pupil, the Head is of the opinion that:
 - (a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or
 - (b) by reason of the pupil's conduct or behaviour, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or
 - (c) the pupil's presence at the School presents a risk to himself / herself and / or to any other pupil and the pupil's removal is considered necessary and proportionate; or
 - (d) the School is no longer able to provide adequately for the pupil's special educational needs; or
 - (e) one or more of the Parents have treated the School or members of its staff or any member of the School community unreasonably or acted in a way which could bring the School into disrepute or contrary to the terms of the School's code of conduct for parents and visitors which is published on the School website.



In these circumstances and at the sole discretion of the Head the Parents may be permitted to withdraw the pupil as an alternative to removal being required. The Head shall act with procedural fairness in all such cases and shall have regard to the interests of the pupil and parents as well as those of the School.

- 9.3.3 **Permanent Exclusion:** a pupil may be permanently excluded from the School for a serious breach of discipline as defined in 9.2, suspected, criminal offences and for the avoidance of doubt, for persistent lower-level breaches.
- 9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 3](#).
- 9.5 Complainants will be taken seriously and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 9.6 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting will be held in accordance with the procedures set out in [Appendix 4](#).
- 9.7 The School will act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:
- 9.7.1 the factual findings made;
 - 9.7.2 whether or not they constitute serious misconduct; and
 - 9.7.3 the sanctions under consideration.
- 9.8 Sanctions imposed will be fair and proportionate to the breach.
- 9.9 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The School reserves the right to report these findings to regulators and / or local authorities / police and / or refer to disciplinary procedures and findings in references provided for the pupil.
- 10 Intervention, support and reintegration**
- 10.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The School has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 10.2 The range of intervention strategies that the School may put in place include as appropriate but are not limited to:
- 10.2.1 frequent and open engagement with parents;



- 10.2.2 providing mentoring and coaching;
 - 10.2.3 short-term behaviour report card (junior school) or short-term behaviour support books or longer-term home-school agreements in the senior school; and
 - 10.2.4 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 10.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.
- 10.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 10.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom or suspension.

11 The role of Parents

- 11.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School conventions and rules and this policy.
- 11.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately e.g. by the police if they are involved.
- 11.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.
- 11.4 Parents will be notified of disciplinary sanctions:
- 11.4.1 imposed for significant minor breaches of discipline (i.e. gating or more serious sanctions or persistent minor breaches such as demerits); and those
 - 11.4.2 imposed for serious breaches of discipline and any rights of review;
- as required and / or within School reports.
- 11.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

12 The role of pupils

- 12.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be



taught they have a duty to follow the school behaviour management policy and uphold the school rules and should contribute to the school culture.

- 12.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

13 Additional needs

- 13.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

13.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

13.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

13.1.3 whether in the light of conclusions reached in respect of 13.1.1 and 13.1.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them;
- (b) the fair exercise of powers;
- (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's safeguarding and child protection policy and procedures);
- (d) maintaining academic and behaviour standards; and
- (e) ensuring the well-being and dignity of pupils.

- 13.2 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the Head of Junior School Learning Support, or the senior school Learning Support Co-ordinator and further action in accordance with the School's Learning Support Policy will be considered.

14 Safeguarding and child-on-child abuse

- 14.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach to abuse² in order to

² This wording reflects KCSIE, but schools should be aware of the research undertaken by the Lucy Faithfull Foundation, Everyone's Safer which concludes that these approaches may deter disclosure, particularly when students fear harsh sanctions or feel their peers will be stigmatised and consider how to address this.



prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- 14.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
 - 14.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 14.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
 - 14.1.4 causing somebody to engage in sexual activity without consent;
 - 14.1.5 upskirting and / or attempts to commit upskirting;
 - 14.1.6 consensual and non-consensual sharing nudes and semi-nudes images and or videos (including digitally manipulated or AI-generated images and or videos. This is also known as sexting or youth produced sexual imagery; and
 - 14.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 14.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 14.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 14.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in child School's safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding and child protection concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the safeguarding and child protection policy and procedures will take priority).



15 Malicious allegations

- 15.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Head will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 15.2 Where a Parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.
- 15.3 The School will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

16 Use of reasonable force

- 16.1 Corporal punishment is not used at the School and force must never be used as a form of punishment.
- 16.2 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in [Appendix 5](#). More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

17 Staff training

- 17.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:
- 17.1.1 how staff can support pupils in meeting high standards of behaviour;
 - 17.1.2 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way; and
 - 17.1.3 where applicable to reflect the need of particular pupils.
- 17.2 The level and frequency of training depends on the role of the individual member of staff.
- 17.3 The School maintains written records of all staff training.

18 Risk assessment

- 18.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.
- 18.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (including



Education Health and care plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

- 18.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.
- 18.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Head who has been properly trained in, and tasked with, carrying out the particular assessment.

19 **Record keeping**

- 19.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- 19.2 The School will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 19.3 The School will keep a separate record for exclusions and suspensions, and pupils taken off roll.
- 19.4 The School will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.
- 19.5 This record is reviewed regularly by the Head so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the School.
- 19.6 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.



Appendix 1 School rules

These rules must be observed by all pupils in order to promote the general harmony of the School community. Other specific regulations are published in separate notices.

It is essential that all members of the community, both at School and away from it, should act at all times responsibly and with consideration for others, and for the good of the School and their families.

Courtesy: Children should be courteous to adults and to each other at all times. Politeness and good manners are an important feature of life at Exeter Pre-Prep School.

Hours: The school is responsible for pupils throughout the normal school day. Pupils will not be supervised on the premises before 8.00 am, and it is expected that all pupils will be off site by 5.30 pm. Pupils should not leave the premises during school hours except with permission from the Head and when accompanied by an adult. A late room operates each day until 5:30pm at the latest. Any child staying until this time is encouraged to participate in one of the many after school clubs.

Property:

- a. All property must be treated with respect. Pupils must look after their own possessions, including books and equipment lent by the school, by making sure that it is clearly marked with their names. Any found property should be handed to a teacher. Money and valuables must not be left in cloakroom areas.
- b. Borrowing other people's property, without their permission, is not allowed. Any incident of theft will be treated as a serious breach of school rules.
- c. Any damage to school property or possessions must be reported at once to a member of staff. Deliberate damage to the property of the school, or to that of other people, is regarded as a serious offence.
- d. Pupils should not bring expensive toys, sweets or money to school without the permission of a teacher.
- e. Boys and girls should not trade or 'swap' any items at school.

Bounds: The normal bounds encompass the fenced and gated site around the school chapel building. Pupils are not permitted in the car parking area to the rear of the building, or past the speed hump by the front gates. Pupils are only permitted in the Forest School area and tennis court with adult supervision.

Clothing: School uniform must be worn with pride during normal school hours and on the way to and from school. All items should be clearly marked with the pupil's name. Children will need appropriate clothing/kit when representing the school. Details are in the Parent Handbook.

Safety: Nothing dangerous or destructive may be brought to school. Due care and attention should be given to all school safety procedures, especially fire precautions.

Bullying: Any form of bullying, either verbal or physical, is totally unacceptable. Pupils should inform a teacher at once if others are being unkind to him/her.

Mobile phones: Pupils are not allowed to bring a mobile phone into school during the school day. Smart watches with camera devices are also not allowed to be worn by pupils in school.



Internet/website: Permission of the school is required in order to publish anything about Exeter School.

ICT – Use of computers: Please refer to the school IT acceptable use policy.



Exeter Pre-Prep Pupil Code

Virtue

As an Exonian, I commit to:

**Kindness
and
Integrity**



- Being kind, gentle and honest.
- Caring for other people, school property and nature.

**Endeavour
and
Collaborate**



- Showing good manners and trying my best.
- Sharing and being fair.

**Welcome
and
Serve**



- Being respectful, welcoming and friendly to everyone.
- Helping around school and in my community.

**Inspire
and
Challenge**



- Working hard and showing enthusiasm with my learning.
- Listening carefully and learning from my mistakes.



Appendix 2 Rewards and sanctions

1 Rewards

As reflects the ethos of the school, our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued and we aim to 'catch them being good', thus promoting the desired behaviour in the most positive way.

The most common reward is praise (often accompanied by a sticker or awarding a house point token, depending on the class) to individuals and groups. It is earned by the maintenance of good standards, displaying above-and-beyond effort or for particularly noteworthy achievements.

- 1.1 Each class applies its own reward systems depending on the age and maturity of the children. Children also receive Head's awards for (exceptionally) good work or for excellent behaviour (as observed by or reported to the Head). Rewards are also applied on the playground by the support staff. These are reported to the class teacher and the Head for general reinforcement.

2 Sanctions

- 2.1 In addition to the particular sanctions set out in this [Appendix 2](#) the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.
- 2.2 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.

Although rewards are central to the encouragement of good behaviour, realistically there is occasionally the need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is often punishment enough.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviour are required to avoid future punishment;
- There should be a clear distinction between minor and major offences;
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges (such as the use of certain toys on the playground or loss of some playtime), to referral to the Head, and finally letters to parents.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence but very much reflects it. In class, adults will issue a clear warning in the first instance before any sanction is considered.



Suitable sanctions

These may include:

- Withdrawal of part of playtime: most children will only require a few minutes' loss of playtime. It would be rare to miss a whole playtime unless the undesirable behaviour was becoming consistent.
 - Setting the pupil a specific task, e.g. a piece of writing connected with the incident (e.g. the child's version of the incident) or writing a letter of apology.
 - Contacting parents by phone, e-mail or by speaking to them at the end of the day in the presence of the child to ensure that the correct version of events is reported.
 - If it is considered appropriate, a writing task as above may be set, to be done at home so that parents are involved and are asked to sign it.
 - Rarely, continual disruption in class, despite warnings, will result in the pupil being put on an individual reward system to modify the behaviour patterns.
 - Inappropriate behaviour in the playground may result in a similar solution to the one above or the pupil concerned may have to spend a given number of breaks with the staff member on duty.
- 2.3 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 2.4 The school will have regards to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 2.5 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.
- 2.6 It will also consider any special circumstances relevant to its imposition including;
- 2.6.1 the pupil's age;
 - 2.6.2 any special educational needs or disability they may have; and
 - 2.6.3 any religious requirements affecting them.



Appendix 3 Investigations into serious breaches of discipline

- 1 The Head will generally appoint a senior member of staff to carry out an investigation of an allegation, complaint or rumour of serious breaches of discipline, but if appropriate, the Head may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened. The investigator should not have had any prior involvement in the management of any of the matters under investigation.
- 2 If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a Parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.
- 3 Arrangements may be made for a pupil to be taught outside of their normal cohort or may be suspended from the School as a neutral act pending the outcome of a disciplinary process. Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the suspension under regular review. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, and at the discretion of the Head, the pupil may be offered a segregated regime on School premises.
- 4 It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to KCSIE and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 5 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils (including the victim and / or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.
- 6 Where the pupil is the subject of a police investigation the Head to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code C and any other code of practice apply.
- 7 The outcome of the investigation, where delegated to a member of staff or other third party, will be reported to the Head. If the findings of the investigation appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in [Appendix 4](#) of this policy.
- 8 Considerations when there is suspected criminal behaviour.
 - 8.1 Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.



- 8.2 The School will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the School (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
- 8.3 Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
- 8.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the School may decide to continue its investigation and impose sanctions.
- 8.5 The School will follow its safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.



Appendix 4 Disciplinary meeting with the Head

- 1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.
- 2 **Attendance**
 - 2.1 The pupil and their Parents (if available) will be invited to attend the disciplinary meeting with the Head. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the Parents only.
 - 2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.
 - 2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head as soon as reasonably practicable so that appropriate arrangements can be made.
 - 2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 3 **Meeting**
 - 3.1 Documents available at the disciplinary meeting with the Head may include:
 - 3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;
 - 3.1.2 relevant documents including:
 - (a) the investigation report;
 - (b) the pupil's conduct record;
 - (c) the relevant School policies and procedures.
 - 3.2 The Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Head considers are open to them.
 - 3.3 The pupil and their Parents will have an opportunity to make representations on:
 - 3.3.1 the investigator's findings;
 - 3.3.2 whether they constitute serious misconduct;
 - 3.3.3 the appropriate sanction to be imposed.



- 3.4 Unless the Head considers that further investigation is needed, the Head will close the meeting and inform the pupil and the Parents that they will be notified of their decision in writing or verbally inform them.

4 Decision

- 4.1 The Head will consider:
- 4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities;
 - 4.1.2 whether the findings constitute serious misconduct; and
 - 4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil).
- 4.2 The Head may permanently exclude or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
- 4.3 The Head will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.
- 4.4 A decision to permanently exclude or remove a pupil shall take effect within seven working days of the date of the Head's letter confirming their decision. Until then, the pupil may remain suspended and away from School premises.

5 Review

- 5.1 The Parents or the pupil may request a Review of the Head's decision:
- 5.1.1 to permanently exclude or remove a pupil from the School; or
 - 5.1.2 where the pupil is suspended from the School for 11 working days or more; or
 - 5.1.3 where suspension would result in the pupil missing a public examination.
- 5.2 A request for a Review must be made in writing within seven working days of the date of the Head's letter confirming their decision.
- 5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

6 Leaving status

- 6.1 If a pupil is permanently excluded or removed, their leaving status will be one of the following: permanently excluded, removed or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.



- 6.2 Additional points of leaving status to be considered may include:
- 6.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;
 - 6.2.2 the form of reference which will be supplied for the pupil;
 - 6.2.3 the entry which will be made on the School record and the pupil's status as a leaver;
 - 6.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school;
 - 6.2.5 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;
 - 6.2.6 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;
 - 6.2.7 whether the pupil will be entitled to leavers' privileges;
 - 6.2.8 the conditions under which the pupil may re-enter School premises in the future; and
 - 6.2.9 **financial aspects:** payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.



Appendix 5 Restrictive interventions, including use of reasonable force

- 1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance *Restrictive interventions, including use of reasonable force, in schools* (DfE, April 2026).
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 causing injury to themselves or others;
 - 2.2 committing a criminal offence;
 - 2.3 damaging property;
 - 2.4 causing disorder among pupils at the school, whether during a teaching session or otherwise.
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 4 In these circumstances, "reasonable" means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances..
- 5 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their Parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 6 Where reasonable force is used by a member of staff, the Head must be informed of the incident and it will be recorded in writing. The pupil's Parents will be informed about serious incidents involving the use of force.