



Behaviour & Sanctions Policy (including EYFS)

Aims of this Policy

At Donhead Preparatory School we believe that good behaviour is essential to creating a safe, happy and successful learning environment where every child can flourish.

As a Jesuit school, we seek to form young people who show respect, kindness, self-discipline, compassion and responsibility. Pupils should treat one another with dignity and consideration and understand that their behaviour affects the wellbeing of others.

The purpose of this policy is to ensure that expectations are clear, consistent and fair, and that all pupils are supported to make positive choices and take responsibility for their actions.

This policy has regard to Keeping Children Safe in Education 2026, Working Together to Safeguard Children 2026, the Equality Act 2010, the Education and Inspections Act 2006, the Education (Independent School Standards) Regulations 2014, the Independent School Standards guidance (April 2026), Behaviour in Schools (February 2024), Restrictive Interventions, including Use of Reasonable Force, in Schools (effective April 2026), and the EYFS Statutory Framework for Group and School-based Providers (effective September 2026). It should be read alongside the Child Protection and Safeguarding Policy, Anti-Bullying Policy, RSHE Policy, Online Safety Policy, Inclusion Policy, Special Educational Needs and Disability Policy, Complaints Procedure and Staff Code of Conduct.

This policy also recognises that behaviour and safeguarding are closely linked. Some behaviour incidents may constitute safeguarding concerns and must be responded to in line with the Child Protection and Safeguarding Policy, with safeguarding taking priority over behaviour management.

This policy also includes suspension, required removal and expulsion.

- We aim for every member of the school community to feel valued and respected, and that each person is treated fairly and well. In addition, we aim for all pupils to be free to work in a calm, supportive and purposeful atmosphere.
- We aim to create a caring community, whose values are built on mutual trust and

respect for all. We recognise the God-given right of every child to be treated with dignity, respect, tolerance and understanding and appreciate that our Behaviour and Sanctions Policy must fully reflect this.

- We aim to promote a good system of discipline that supports the self-esteem of each individual and promotes self-confidence.
- We believe that good discipline stems more from active encouragement and praise than it does from an effective system of sanctions. Therefore, we look to recognise and reward the contribution of the pupils to the life of Donhead and fully understand that young people require encouragement, support, and guidance in their own individual learning and in managing their relationships with others. Some pupils are more accomplished at this than others and we recognise the need to differentiate for the individual in our Behaviour and Sanctions Policy, with flexibility being the key. We also believe that a structured and consistent system for behaviour and sanctions is required to provide equal opportunity to all pupils. We encourage our members of staff to always listen to what the young person has to say.
- We fully understand the need to consider special educational needs and disabilities in our Behaviour and Sanctions Policy. Staff must make all reasonable adjustments to take into consideration these difficulties when reviewing the behaviour of pupils and understand that the Behaviour and Sanctions Policy must be flexible to meet the needs of these pupils.
- The Behaviour and Sanctions Policy, therefore, is to outline the way in which all members of the school can live and work together in a supportive way. Its aims to promote an environment where everyone feels happy, safe, and secure, and in which good quality teaching and learning can take place.
- We look to ensure that the children grow up to be grateful for their own gifts and those of others, to be discerning about the choices they make, and compassionate towards others. We will strive to do this through justice, respect, equality, and forgiveness which we extend to all who are part of our school lives.

At Donhead, we are committed to ensuring that this policy promotes good behaviour, sets out clear and appropriate sanctions in the event of poor choices, is implemented effectively and guarantees a record to be kept of the sanctions imposed on pupils for serious behaviour incidents.

The Headteacher is responsible for implementing this policy. Jesuits in Britain CIO, as proprietor, is legally responsible for ensuring that the school meets the Independent School Standards. The Governing Body exercises delegated oversight on behalf of the proprietor, including monitoring implementation, patterns in sanctions and restrictive interventions, and any disproportionality. All staff, including temporary staff, volunteers and relevant contractors, will receive induction and appropriate refresher training on behaviour expectations, safeguarding escalation, reasonable adjustments, searching and confiscation, and restrictive interventions. Staff authorised to search pupils or likely to use restrictive interventions will receive role-appropriate training.

Promoting Positive Behaviour

Discipline and good order are the responsibilities of all staff. We focus on highlighting positive behaviour and promoting positive behaviour which is celebrated and highlighted as an example to others during whole school assemblies. We recognise that awards are much more powerful than sanctions. Where such sanctions are necessary, these are carried out in a way of self-reflection and an opportunity to learn from mistakes. We work closely with our parents to form a partnership to help pupils correct any poor choices.

Positive behaviour, respectful relationships and anti-bullying expectations are also taught explicitly through RSHE, assemblies, pastoral provision and the wider curriculum. This includes teaching about consent, personal boundaries, respectful relationships, online behaviour, harmful stereotypes, discrimination, and how to seek help.

At Donhead We:

- Share with others.
- Use our manners.
- Listen carefully everyone in the Donhead community and visitors.
- Keep our hands and feet to ourselves
- Care for our Common Home.
- Include everyone.
- Help each other.
- Raise our hands in class to be respectful of all learners.
- Stay in our space and keep it tidy.
- Walk quietly in the corridors.
- Travel to and from school in the correct uniform and wear the correct clothing for games and PE.
- Observe silence before, during and after Assembly and Mass.

All staff at Donhead are committed to promoting these expectations and helping all pupils to understand and achieve them. The expectations are clearly displayed in all classrooms and around the school.



Rewards & Celebrations

- **Oral praise** - It is essential to encourage good behaviour whenever it is observed. We aim for a generous culture, and we should be diligent in the use of oral praise to acknowledge progress, effort, or any positive general behaviour within school.
- **Coupons** – The purpose of the Coupon System is to enable a system to reward pupils for their positive contribution to the school and to help create an environment in which all children can achieve their full potential. The system is designed for all areas of school life. The coupon system should be used enthusiastically to give as much positive feedback as possible in the many and varied areas of school life. **Please be proactive in the award of coupons.** A maximum of 10 coupons should be awarded on any occasion.
- **Merits and Commendations** - Pupils who gain 100 coupons in one week are awarded a merit sticker. A Commendation Certificate is awarded when the pupil has gained 3 merit stickers. Form Teachers should award merit stickers and Commendation Certificates each Friday for every pupil in their class.
- **Coupon Badges** - Bronze Award (for achieving 1000 coupons through the term), Silver Award (for achieving 1500 coupons through the term), Gold Award (for achieving 2000 coupons through the term).
- **Headteacher's Award** – Excellent examples of work will be given a Headteacher's

Award sticker during class visits. Pupils may also visit the Headteacher's Office with high standard of work.

- **Semper Magis Certificate** - The Semper Magis Certificate is awarded for outstanding work/contribution in any area of school life. Any nominations should be emailed to the Headteacher's Office and the work presented to the Headteacher. The certificate is awarded in assembly and the pupils acknowledged in the Newsletter.
- **Celebration** – formal and informal Prize Giving events as well as weekly celebrations take place throughout the school year to allow for the public awarding and recognition of achievement both in and out of school.
- **Jesuit Pupil Profile Lunch** – We recognise and reward one pupil from each class every term who made the most effort to live by Jesuit Pupil Profile Virtues and they have a Headteacher's breakfast as well as receiving a certificate.
- **Stars of the week certificates** – Pre-Prep teachers choose pupils to receive a Star of the Week award.
- **Kindness badges** – badges are awarded in assembly for pupils who consistently treat others with kindness and compassion.

Behaviour Levels & Sanctions

At Donhead, misconduct is not tolerated in any way. Any misconduct is managed using the steps outlined in the behaviour levels. This is to ensure that all pupils are treated in a fair manner where the focus is on consistency to allow all pupils to thrive and learn in a safe, orderly environment. All staff members are expected to react promptly, appropriately, and consistently to any behaviour incidents, recording them on CPOMS, particularly where behaviour may indicate a safeguarding concern. Where appropriate, staff should consider any contributing factors identified when dealing with incidents of misconduct involving students with SEN, mental health issues, or who are overcoming a life event such as bereavement.

Ensuring safety

- Bullying in any form is a profoundly serious offence and is unacceptable. This includes all forms of discrimination (e.g. physical, verbal, online and cyberbullying) and behaviour linked to protected characteristics as outlined in the Equality Act 2010. Bullying may involve repeated behaviour or a serious one-off incident, particularly where there is sexual harassment, discriminatory abuse, harmful sexual behaviour or significant emotional harm. The Anti-Bullying Policy sits alongside (and supports) the school's Behaviour and Sanctions Policy.
- Some behaviour incidents may also constitute child-on-child abuse and must be treated as safeguarding concerns first. This includes sexual violence, sexual harassment, harmful sexual behaviour, sexist or misogynistic behaviour, image-based abuse, coercive behaviour, initiation or hazing-type behaviour, and abuse linked to exploitation.
- Staff must never dismiss abusive behaviour as banter, part of growing up or normal school behaviour. Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, staff must follow the Child Protection and Safeguarding Policy and refer concerns immediately to the Designated Safeguarding

Lead (DSL).

- The school recognises its duties under the Equality Act 2010. Behaviour expectations, sanctions and support must be applied fairly and proportionately, with reasonable adjustments where appropriate. Particular care must be taken to ensure that pupils are not disadvantaged because of race, religion or belief, sex, disability, sexual orientation, gender reassignment, pregnancy or maternity, or because of additional vulnerabilities including SEND, looked after or previously looked after status, young carer responsibilities, adoption, family circumstances or mental health needs.
- Dishonesty and vandalism are unacceptable.
- School bounds must be observed. They are clearly and regularly explained. Likewise, all safety instructions should be followed.
- Dares that might lead to risk of danger or damage are not permitted. Pupils are not permitted to climb through windows or on rooftops.
- The school may prohibit items through its published rules and may require a pupil to hand over an item. Any search of a pupil or their possessions must be conducted only by authorised staff, on reasonable grounds, with regard to the pupil's age, needs, dignity, privacy and safeguarding, and in accordance with the school's separate Searching, Screening and Confiscation procedures. Except where an immediate risk makes this impracticable, staff should seek the pupil's cooperation and ensure that another member of staff is present. Intimate searches must never be carried out by school staff. Where a search for a weapon or other dangerous item is necessary and consent is withheld, or there is an immediate risk, the Headteacher or DSL should consider police involvement. Items that may be prohibited under school rules include:
 - Food or drink brought into school contrary to the school's allergy, health or site rules;
 - Mobile phones and other personal technology brought or used contrary to school rules;
 - Weapons, illegal drugs, stolen items, or any article reasonably suspected to have been used, or intended to be used, to commit an offence or cause injury or damage.

Donhead operates as a mobile-phone-free environment during the school day unless a specific exception has been authorised by the Headteacher for medical, safeguarding or educational reasons. Any unauthorised use of mobile phones or personal devices may result in confiscation and sanctions in accordance with this policy.

Behaviour expectations apply equally online and offline. Cyberbullying, misuse of images, inappropriate online communication, and the use of AI to generate or share harmful content are taken seriously and will be managed in line with safeguarding procedures. The school's filtering and monitoring systems support online safety, but do not replace staff vigilance.

The school may impose a reasonable and proportionate sanction for misconduct when a pupil is taking part in a school-organised or school-related activity, travelling to or from school, wearing school uniform, identifiable as a Donhead pupil, or where the behaviour has repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the school's reputation. Safeguarding concerns will be referred to the DSL and, where appropriate, to external agencies.

Any sanction must be lawful, reasonable and proportionate in the circumstances. Staff must consider the pupil's age, understanding, SEND, disability, communication needs, mental health,

relevant vulnerabilities and any safeguarding context, and must make reasonable adjustments where required by the Equality Act 2010. A sanction must never be degrading, humiliating, discriminatory or imposed because of behaviour arising from a disability where an appropriate adjustment or support response is required. Corporal punishment is prohibited in all circumstances, including the threat of corporal punishment, and applies to all pupils, including those in the EYFS.

Verbal Warning - A conversation should always be the first step in sanctioning a pupil; it may be appropriate as a sanction alone. Where possible, verbal warnings should always precede a formal sanction. For example, talking at an inappropriate time in a lesson should result in a verbal warning. If a pupil repeats the behaviour again, a further sanction may be used.

On the Spot Imposition - An immediate step towards restitution (e.g., picking up the mess that has been made) or intervention (e.g., temporarily confiscating the item of pupil's property causing distraction) should follow a verbal reprimand/warning.

Should certain behaviours be repeated by the pupil after warnings have been given, the following steps should be followed by staff and referred to with the pupil:



Behaviour incidents must be recorded according to their seriousness and safeguarding significance. Level 1 incidents will normally be recorded in the pupil's diary by the member of staff who dealt with the incident. Level 2 and Level 3 incidents, repeated Level 1 incidents, and any incident involving bullying, discrimination, child-on-child abuse or a safeguarding concern must also be recorded on CPOMS by the member of staff who dealt with the incident, with an alert sent to the Assistant Headteacher Wellbeing, the relevant Form Teacher and appropriate support staff. Level 4 and Level 5 incidents, suspensions, required removals, expulsions, searches, confiscations and restrictive interventions must additionally be entered in the central serious-behaviour and sanctions record.

- Level 1 notes will be dealt with and recorded in diaries by the staff member who encounters the incident.
- Three Level 1 notes will normally prompt consideration of a Level 2 note and will be recorded in the diary and on CPOMS. Escalation is not automatic and must take account of the individual circumstances, safeguarding, SEND, disability and reasonable adjustments.
- It is the responsibility of the staff member to inform AHT Wellbeing.
- All Level 2 and Level 3 Notes should be recorded on CPOMS by the adult who has dealt with it and add an alert to AHT Wellbeing and the relevant Form Teacher as well as any support adults who work with that child.

Reflection Time

Reflection Time is facilitated in the first and second instance by the Assistant Headteacher Wellbeing. A third Reflection Time in a single term will normally be facilitated by the Deputy Headteacher. If a fourth Reflection Time is considered necessary, the pupil will normally attend an after-school Reflection Time with the Headteacher, subject to the individual circumstances, safeguarding context, SEND, disability, reasonable adjustments and proportionality. The Assistant Headteacher Wellbeing maintains the Reflection Time record and ensures that parents are informed. The Form Teacher may contribute to the discussion where appropriate.

Reflection Time usually takes the form of reflective work to aid pupils who have made poor choices to think about the impact of their behaviour on others and themselves. A letter of apology may be written to a member of staff or another pupil; analysis of the school expectations will also usually be undertaken. This reflective work aims to help the pupils to understand their behaviour and in turn improve.

Members of staff must use their professional judgement with regards to pupils with SEN and should adhere to the recommendations on their pupil profile or behaviour plan.

Headteacher Reflection Time

A Reflection Time for up to one hour after school may be imposed by the Headteacher for serious behaviour, including serious violence, racism or bullying. Where a pupil has already served three lunchtime Reflection Times and a further incident occurs, an after-school Reflection Time will normally be considered. The response remains subject to the individual circumstances, safeguarding context, SEND, disability, reasonable adjustments, available support and proportionality.

Before imposing an after-school detention, staff must consider the pupil's age, SEND, disability, medical and safeguarding needs, travel arrangements, the safety of the journey home and whether the pupil has caring responsibilities. Parents will be given reasonable notice in accordance with school procedure. Detentions must be supervised, recorded and of a reasonable duration, and must not prevent a pupil from eating, drinking, using the toilet or receiving necessary medication or care.

During this detention, reflective work will indicate the seriousness of the behaviour being

sanctioned. A letter or letters of apology may be appropriate. Analysis of provisions in the Equality Act 2010, the principles in the Behaviour Policy or the Anti-Bullying Policy may also be undertaken. In some cases, welfare support or counselling may be provided alongside the sanction to help the pupil address the causes of poor behaviour and make better choices in future. In some cases, supervised removal from the normal classroom may be a more appropriate sanction than an after-school reflection. It will take place in a suitable designated area under appropriate adult supervision for no longer than necessary. The pupil will continue to receive education, pastoral support, food, drink, toilet access and any required medication or reasonable adjustments. Removal must not become seclusion and must be recorded, reviewed and communicated to parents where appropriate.

Repeated or serious behaviour following Headteacher Reflection Time, including serious violence, offences involving prohibited items or unlawful conduct, may result in consideration of suspension, required removal or expulsion. The Headteacher will consider the individual circumstances, safeguarding context, reasonable adjustments, available support and whether a lesser measure would be appropriate before reaching a decision.

In summary, formal sanctions beyond a verbal warning for unacceptable behaviour progress through the school's behaviour levels and may include Reflection Time, Headteacher Reflection Time, supervised removal from the normal classroom, suspension, required removal or expulsion. The response selected will depend on the seriousness and circumstances of the incident and will not necessarily follow every preceding stage.

- A Level 1 Note in the diary.
- Three Level 1 notes will normally prompt consideration of a Level 2 note and a short Reflection Time with the Assistant Headteacher Wellbeing.
- Two Level 2 notes will normally prompt consideration of a Level 3 note and a full lunchtime Reflection Time.
- A Level 3 note will normally result in a full lunchtime Reflection Time, subject to the individual circumstances and appropriate adjustments.
- Lunchtime Reflection with AHT
- Lunchtime Reflection with AHT
- Lunchtime Reflection with DHT
- After school detention with HT
- Suspension, required removal or expulsion

Guidelines for Staff

- At any stage along the phases detailed above, it might be deemed necessary to place a pupil on a Report Card administered and monitored by the AHT Wellbeing. The Form Teacher and AHT Wellbeing are responsible for monitoring a pupil's record of sanctions. In the case of concerns over a pupil's excessive tally of either, the Form Teacher will raise the matter with the AHT, and an appropriate plan of action will be formulated, which might include the use of a Report Card or the involvement of the pupil's parents. Staff should remain alert to patterns of behaviour that may indicate safeguarding concerns, including child-on-child abuse, and report these in line with safeguarding procedures.
- Every classroom displays a guide as to how rewards are earned, and sanctions are implemented as a reminder to all pupils about behaviour expectations. All staff should engage with the expectations of this policy to ensure consistency and to help Donhead pupils understand and be clear about what is expected of them.
- At the Headteacher's discretion, where the sanctions above cease to be effective or relevant, the pupil's parents will be included in discussions about further action. Such action might include referral to other agencies, such as a counsellor, or consideration of suspension, required removal or expulsion. Any decision will take account of the individual circumstances, safeguarding context, SEND, disability, reasonable adjustments, available support and whether a lesser measure would be appropriate.
- Confiscated items must be logged, stored securely and dealt with reasonably in accordance with the law, the school rules and the nature of the item. Ordinary items should normally be returned to the pupil or parent within a stated and reasonable time. Illegal, dangerous or evidential items must not be returned where doing so would be unsafe or unlawful; the Headteacher or DSL will decide whether they should be handed to the police, destroyed or otherwise disposed of. Staff must take reasonable care of any item retained and record the reason for confiscation, its storage, disposal or return, and any safeguarding action.
- Any allegation or concern about a member of staff must first be handled under the Child Protection and Safeguarding Policy and must never be dismissed or treated as malicious without a fair safeguarding assessment. No disciplinary action will be taken against a pupil merely because an allegation is unsubstantiated, unfounded or false. Where, after appropriate safeguarding consideration, there is clear evidence that a pupil knowingly and deliberately fabricated an allegation, the Headteacher may consider a proportionate response that takes account of the pupil's needs, circumstances and any support required.
- A central record must be maintained of every serious behaviour incident and the sanction imposed, including Level 4 and Level 5 incidents, bullying, discriminatory incidents, child-on-child abuse, suspensions, required removals, expulsions, searches, confiscations and restrictive interventions. Records must include the incident, action taken, decision-maker, reasons, safeguarding considerations, reasonable adjustments, parent communication and outcome. The Headteacher and Governing Body, exercising delegated oversight on behalf of Jesuits in Britain CIO as proprietor, will review this information regularly for patterns, recurrence and disproportionality.

Restraint of pupils

The school seeks to minimise restrictive interventions through prevention, early support, de-escalation and individual planning. Reasonable force may be used only by a member of staff, or another person lawfully authorised by the Headteacher, when it is necessary and proportionate

to prevent a pupil committing an offence, injuring themselves or another person, damaging property, or prejudicing the maintenance of good order and discipline. It must never be used as a punishment. Any decision must take account of the pupil's age, understanding, SEND, disability, communication needs, medical needs, trauma and other vulnerabilities. For EYFS children, physical intervention may be used only where necessary to prevent personal injury or serious damage to property, or in other circumstances permitted by law, and must be recorded and reported to parents on the same day or as soon as reasonably practicable.

- Avert immediate danger of serious personal injury to a person, including the pupil

themselves.

- Avert immediate danger to prevent the commission of an offence against the law.
- Avert immediate threat of serious, dangerous damage to property.

Any physical intervention must be necessary, reasonable and proportionate, use the minimum force for the minimum time, and stop as soon as it is no longer necessary. Staff must avoid techniques that interfere with breathing, circulation or communication, cause pain as a means of control, involve pressure to the neck, chest, abdomen or joints, or place a pupil face down, except where an immediate life-threatening emergency leaves no safer alternative. Staff must summon assistance and obtain medical attention whenever injury, breathing difficulty or significant distress is suspected.

- Pupil self-harming.
- Pupil attacks on staff or another pupil.
- Pupils engaged in deliberate, dangerous acts of vandalism.
- Physical intervention may be considered where a pupil is attempting to leave the school site and doing so creates an immediate risk of injury or other serious harm. A pupil must not be physically prevented from leaving solely because they are disobeying an instruction; staff should summon assistance, maintain observation where safe, follow the school's missing-pupil and safeguarding procedures, and contact parents or emergency services as appropriate.

Before intervening physically, a member of staff should, wherever practicable, tell the pupil to stop, explain what is expected and state that physical intervention may be used if the immediate risk continues. Staff may use only techniques for which they have received appropriate training and which are necessary and proportionate in the circumstances. Examples may include interposing between pupils, blocking a path where this can be done safely, guiding a pupil away from immediate danger using the least restrictive contact available, or separating pupils. Staff must not improvise holds or use any technique that creates an avoidable risk of pain, injury, breathing restriction or distress.

Staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any physical restraint should be undertaken with the absolute minimum force to avoid personal injury. The member of staff should try to get help from another member(s) of staff and continue to try to communicate with the pupil throughout the incident, making clear that physical intervention will stop as soon as it ceases to be necessary.

Sometimes it may be dangerous to try to restrain a pupil. In this instance, staff should remove other pupils, send for help, and try to make the area as safe as possible while continuing to try to communicate with the pupil. Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

Seclusion means preventing a pupil from leaving a room or area of their own free will. It must not be used as a punishment or for staff convenience and may be used only where it is immediately necessary to prevent serious harm and no less restrictive option is sufficient. The

pupil must be continuously observed, the door must not be locked, and the intervention must end as soon as the immediate risk has passed. Every use of seclusion or non-force restraint must be recorded and reported to parents in accordance with the April 2026 guidance, with safeguarding, medical and post-incident review arrangements applied as appropriate. After any restrictive intervention, the member of staff must immediately secure appropriate first aid or medical attention, inform the Headteacher and DSL, and complete the school's record as soon as practicable and normally within 24 hours. In accordance with the statutory guidance effective from April 2026, every significant incident involving force must be recorded and reported to the pupil's parents as soon as practicable. The record must include the antecedents and de-escalation attempted, why intervention was necessary, the type and duration of intervention, staff and witnesses involved, any injury or distress, support offered, safeguarding action, parent notification and follow-up. The pupil and staff involved must be offered appropriate post-incident support and an opportunity to give their account. The Headteacher will determine whether any referral, allegation or low-level concern procedure is required. The Governing Body, exercising delegated oversight on behalf of Jesuits in Britain CIO as proprietor, will review anonymised data on restrictive interventions, including patterns and disproportionality, and ensure that individual plans and staff training are updated where necessary.

Suspension, Required Removal and Expulsion

Suspension, required removal and expulsion are serious measures used only by the Headteacher in accordance with this policy, the Parent Contract and the principles of natural justice.

Before deciding, the Headteacher will investigate fairly, consider relevant evidence and the pupil's account, take safeguarding advice where required, consider SEND, disability and reasonable adjustments, and assess whether support or a lesser measure would be appropriate. The school's duty to safeguard all pupils remains paramount. A pupil must not be sent home informally or excluded without the decision and reason being recorded.

Parents will be notified promptly and the decision will be confirmed in writing, stating the reasons, start and end dates where applicable, arrangements for education and welfare, any return-to-school or reintegration arrangements, and the available review procedure. A suspended pupil will not be left unsupervised while awaiting collection. The school will take reasonable steps to provide suitable work and maintain safeguarding oversight during a suspension. Required removal is distinct from expulsion and may be considered where the pupil's conduct or progress, or the parents' conduct or failure to cooperate, makes continued attendance unreasonable under the Parent Contract. Any permanent decision will be proportionate, evidence-based and confirmed in writing, with arrangements for records and transition handled lawfully and in the pupil's best interests.

Leaving status

If a pupil is expelled or required to leave, their leaving status will be one of the following: 'expelled' or 'withdrawn by parents.' Points considered as part of the decision on leaving status will include:

Where a pupil's name is to be deleted from the admission register, the school will comply with its statutory notification and information-sharing duties to the local authority, including where the pupil's destination is unknown or the circumstances raise a safeguarding concern. The school will not delete a pupil from the admission register until the applicable legal conditions are met and will cooperate with the local authority to support continuity of education and prevent the pupil from becoming missing from education.

- The form of letter which will be written to the parents and the form of announcement in the school that the pupil has left.
- The form of reference will be supplied for the pupil.
- The entry which will be made on the school record and the pupil's status as a leaver.
- Arrangements for transfer of any work to the pupil, parents, or another school.
- Whether (if relevant) the pupil will be permitted to return to the school premises to sit examinations.
- Whether (if relevant) the school can help in finding an alternative placement for the pupil.
- The conditions under which the pupil may re-enter school premises in the future.

Parents' Review:

Parents may request a Governors' Review of a decision to expel or require a pupil to leave in accordance with the Parent Contract. The written decision will state the deadline and method for requesting a review, the documents that may be submitted, whether the parents and pupil may attend and be accompanied, the composition and independence of the review panel, and the possible outcomes. The panel will consider whether the decision and procedure were fair, lawful and proportionate, and its reasoned outcome will be confirmed in writing.

Information shared with a receiving school will be accurate, relevant, necessary, proportionate and shared securely in accordance with safeguarding duties and data-protection law. The school will distinguish fact from opinion and will transfer the child protection file separately and securely in line with Keeping Children Safe in Education 2026. Information will not be withheld where sharing is necessary to safeguard a child.

The Governing Body, exercising delegated oversight on behalf of Jesuits in Britain CIO as proprietor, will review behaviour, safeguarding concerns and data on suspension, required removal and expulsion regularly to ensure that the policy is applied fairly, proportionately and in line with safeguarding duties.

APPENDIX 1: SANCTIONS IN PREP SCHOOL – Verbal warnings are always first if the offence is not of a serious nature.

Level 1:

Examples: Rudeness, talking when lining up, outdoor voice inside, poor attitude, disrupting learning, pushing, not playing appropriately. Behaviour which merits a little more than a verbal warning	Repeated behaviour Three repetitions in one week will normally prompt consideration of Level 2; escalation is not automatic.
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Level 2: 15 MINUTE LUNCHTIME REFLECTION with Assistant Headteacher Wellbeing

Examples: 3 x Level 1s in a week, unkind to someone online or in person, rude to adults or pupils, lack of JPP virtues, rough play resulting in injury.	Repeated behaviour in a term Two repetitions will normally prompt consideration of Level 3; the response remains individually assessed.
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Level 3: 30 MINUTE LUNCHTIME REFLECTION with Assistant Headteacher Wellbeing x2 & x1 Deputy Headteacher

Examples: 2 x Level 2s, deliberately hurting someone online or in person, swearing, damaging school property, bullying online or in person.	Repetition Repeated behaviour will normally prompt consideration of Level 4; serious incidents may be escalated immediately where proportionate.
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Level 4: 1 HOUR REFLECTION AFTER SCHOOL with HEADTEACHER

Examples: Flagrant or persistent disobedience, damage to property / minor vandalism, misuse of ICT, interfering with teachers' possessions or documents, violence, dishonesty in serious matters, bringing prohibited Items into School Bullying behaviour, deliberately injuring another child, Serious bad behaviour in public or on fixtures, Serious insolence or rudeness to staff or parents, Serious contravention of ICT policies, vandalism, breaking bounds, stealing, endangering other people or self, cheating in an exam.	Repetition Repeated or sufficiently serious behaviour may prompt consideration of Level 5; no outcome is automatic.
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Escalation following 3 previous lunch reflections.	
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Level 5: SUSPENSION, REQUIRED REMOVAL OR EXPULSION

Examples: Persistent or repeated Level 4 behaviour; serious violence towards staff or pupils; possession or use of a weapon, illegal drug or other dangerous prohibited item; serious sexual violence or harassment; or other conduct so serious that suspension, required removal or expulsion may be considered. Any safeguarding concern will be managed under the Child Protection and Safeguarding Policy before or alongside disciplinary action. Prohibited Items Offences Sexual Offences	Possible response Suspension, required removal or expulsion may be considered by the Headteacher, subject to the individual circumstances, safeguarding, reasonable adjustments and proportionality.	Further or repeated behaviour The Headteacher will review the appropriate response; no outcome is automatic.
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APPENDIX 2: SANCTIONS FOR BEHAVIOUR IN PRE-PREP SCHOOL & EYFS

EYFS implementation. In the EYFS, behaviour is supported through co-regulation, clear and developmentally appropriate boundaries, positive relationships, modelling and partnership with parents. Staff must consider whether behaviour communicates an unmet need, developmental difference, SEND, disability, medical need or safeguarding concern. "Short Reflection Time" must not amount to seclusion, humiliation or withdrawal of necessary care, food, drink, rest, toileting, learning or supervision. A child must never be isolated in a locked room or left without appropriate adult oversight. Any sanction must be brief, proportionate, age-appropriate and focused on safety, repair and learning. Corporal punishment is prohibited and any physical intervention must follow the restrictive-interventions section of this policy and the EYFS recording and parent-notification requirements.

Level 1: Low level behaviour (calling out, constant interruptions) Poor attitude to schoolwork	Verbal warning given and refer to the 'At Donhead We...' Brief supervised reflection time with an adult
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Level 2: Unkindness to a member of staff or other children (verbal) Poor conduct/letting down the school.	Discussion with AHT Wellbeing at breaktime Parents informed to re-enforce positive behaviour at home.
Level 3: Repeat of above whilst on level 3 Physical aggression to other children Bad behaviour on school trips/matches Swearing or inappropriate language	Sent immediately to AHT Wellbeing Parents contacted regarding behaviour Action plan or Report card may be introduced Privileges may be removed, such as activities or fixtures. Meeting with Form Teacher
Level 4: Repeat of above Bullying Stealing Intentional damage to school or property	Parents required to have meeting with AHT Wellbeing and Form Teacher Other agencies, may be contacted if appropriate Reflection Time, suspension, required removal or expulsion may be considered by the Headteacher. The response will depend on the seriousness and circumstances of the incident and will not be automatic.
Any other issues will be done by a case-by-case basis.	

General Note

These appendices provide guidance rather than an automatic tariff. Their purpose is to support consistency and fairness, but serious incidents may be referred immediately to a higher level where this is necessary and proportionate. Staff must exercise professional judgement and consider the circumstances of the incident, the pupil's age and understanding, safeguarding concerns, SEND, disability, communication and medical needs, reasonable adjustments, previous support, and any apology, honesty, contrition or cooperation after the event. The response selected must remain lawful, reasonable, proportionate and focused on safety, repair and learning.

Reviewed: September 2026. Next review: September 2027, or earlier following a change in legislation, statutory guidance, safeguarding practice or school procedure.