CHEPSTOW HOUSE

All School Policy for Behaviour, Discipline and Exclusion

September 2026 – August 2027

Policy Reviewed by Karen Etherington Review date: June 2026 Next review date: June 2027 Signed: Submitted: June 2026

This Policy was created 2009 and has been reviewed annually since.

Chepstow House
Policy for Behaviour, Discipline and Exclusion

Unless a difference between school and nursery is stated any reference to school refers to the school and nursery

Policy Statement
Chepstow House School is an inclusive community. We welcome pupils from a variety of backgrounds, whilst being respectful of local law, we do not discriminate. We treat everyone as an individual and aim to develop the whole person equipped to take her or his place in the modern world.

Based on mutual trust, at Chepstow House we want to ensure that every member of the community feels valued and respected. In order for children to achieve to their best ability, it is vital that they understand how to behave, play and study together in a considerate manner. To achieve this, we believe that it is important that, children, staff and parents value good behaviour. Therefore, in addition to the academic curriculum, we are also concerned with instilling the importance of right, wrong, fairness and tolerance. Children learn best when they are in a safe and supportive community, when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

The school adopts a zero-tolerance approach to any bullying issues, all staff must challenge any abusive behaviour between peers that comes to their notice and will report these on to the DSL immediately. Please see the Safeguarding policy for further details about dealing with child-on-child abuse.

Associated Policies
This policy statement should be read alongside our organisational policies and procedures including:

- Safeguarding Policy
- Staff Conduct policy
- Ethical and professional conduct (Inspired Education Group policy)
- Anti-bullying policy
- Acceptable Use Policy for Staff
- Acceptable Use Policy for Pupils
- Online Safety Policy
- Social Media Policy
- Taking, Storing and Using Images of Children policy
- Mobile Phone and Electronic Device Policy

School Aims

- To provide a happy, stimulating learning environment that caters for the needs of individual children.
- To instil in children a high level of self-esteem and confidence in their own worth.
- To encourage pupils to apply themselves diligently to tasks and develop positive attitudes both in their work and in their personal relationships.
- To help pupils acquire skills and knowledge relevant to life.
- To develop a sensitivity to the needs of others and instil respect for religious, moral and cultural values, tolerance of other races, religions and ways of life, and recognition of the rights of all, irrespective of race, creed, gender or impairment.
- To develop co-operation in all aspects of school life.
- To discourage aggression in all its forms.
- To ensure the safety of all members of our school.
- To encourage children to take responsibility for their own actions and realise that actions have consequences.
- To develop respect for their own and other peoples' property.
- To understand the need for and develop acceptable behaviour in a variety of situations.
- To make our school a happy, safe and caring place to be.

At Chepstow House it is important that:

Children

- Learn what good behaviour is.
- Learn to care for one another.
- Learn to value friendship.
- Develop self-confidence.

Staff

- Teach effectively with few behaviour problems.
- Are caring, consistent and fair.

Parents

- Feel confident that their children are developing not only academically, but also personally and socially.
- Know that their children will receive support when they need it.
- Are able to discuss issues openly in a positive atmosphere.

Special educational needs and disabilities

The School welcomes pupils with special educational needs and disabilities (SEND) and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on SEND.

We will work with all children to ensure they can manage their behaviour. We recognise that some pupils may require additional support and guidance in order to understand and follow routines and expectations. While the same behaviour standards and sanctions apply to all pupils, staff will make reasonable adjustments to ensure these pupils can access expectations fairly and are not disadvantaged.

For illustrative purposes only, examples of reasonable adjustments may include:

- Speaking to their class teacher at regular intervals
- Giving clear, step-by-step instructions
- Allowing additional processing time
- Using visual prompts or written reminders to support understanding
- Providing a calm space for regulation before re-engaging in the school day
- Adjusting seating to reduce sensory overload
- Utilise resources from the classroom sensory boxes
- For some children, working with a Learning Support Assistant.

These adjustments do not remove consequences outlined in the Behaviour Policy for behaviour but ensure that pupils are supported to meet expectations in a way that reflects their individual needs.

The school may signpost families to external professionals including play therapist, child counsellor or behaviour consultants.

What we mean by Good Behaviour

Good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful and thoughtful to one another.

We encourage children:

- To care for themselves, to be responsible for their own personal safety, to develop self-esteem, to take pride in their own achievements.
- To value others, their similarities and differences, to empathise with and respect their feelings, to care for and co-operate with others and to enjoy and respect their achievements.
- To develop a feeling of corporate responsibility by learning to care for their school environment and develop an understanding of and concern for the wider environment and the world.

This behaviour is encouraged in every area of school activity and children are helped to recognise examples of good behaviour at all times.

How we encourage Good Behaviour

- At the start of each year, the school rules (See appendix 1) are discussed and then the teachers may create class rules to reflect these. The school rules must be displayed in the classroom. It is also important to discuss rewards and sanctions to celebrate and reinforce positive behaviour and deter unacceptable behaviour.
- Recognise, highlight and praise good behaviour as it occurs.
- Praise children for behaving well.
- Ensure that we are firm but fair and that our criticism is constructive.
- Explain and demonstrate the behaviour we wish to see.
- Encourage children to be responsible for their own behaviour.
- Reward individuals and groups of children for behaving well.
- Use relevant teaching materials to support our aims.

Good behaviour is recognised through rewards and privileges. These may include:

- Awarding merits, stickers, smiley faces, stars, etc.
- Using a marble reward system to give additional time for children to pursue activities of their own choice.
- Using Golden Time
- Sending positive emails home/making telephone calls home
- Learning about examples of good behaviour in assembly
- Receiving school behaviour badges/stickers

Stopping Inappropriate Behaviour

On occasions children may forget our code for good behaviour and be inconsiderate towards others. Appendix 2 details some considerations regarding children's behaviour. We believe that children need to learn why behaviour might not be appropriate and be given time to understand and practice. The school has several support systems in place to meet the needs of all children, see Appendix 3 for more information.

Zones of Regulation are used and modelled across the school to help children understand their feelings and the cause of these feelings and next steps. This system teaches children to self-regulate their feelings and in turn their behaviours. More details can be found here, https://zonesofregulation.com/how-it-works/

Some classes use a traffic light system as a visual demonstration and a preventative measure for inappropriate behaviour of the class, group or individual.

In the majority of cases this system and positive reinforcement of good behaviour will prevent inappropriate behaviour, on other occasions a firm reminder will be sufficient. However, sometimes this may not be enough and, depending on the situation, it may be necessary to put further actions into place. Below are the steps we would put in place to deal with persistent poor behaviour.

Addressing behaviour that falls below expectations

Nursery

After initial discussion with child about persistent unkind or poor behaviour, the below will be explained to them and then carried out.

Parents will be informed verbally if either Step 1 or Step 2 has been put in place throughout the day.

Step 1:	Put incentives in place to encourage improved behaviour eg award of special toy.
Step 2:	Removal of child from the situation for thinking time within the classroom and to ensure safety of others (no child would be isolated).
Step 3:	If behaviour continues to escalate, cause concern or disruption - Formal **c**ommunication with the parents. Arrange a meeting with the parents, Nursery teacher and Head of Nursery to discuss ways of working together to develop good behaviour strategies.

Addressing behaviour that falls below expectations

Main School

We recognise that as pupils are growing in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates types of behaviours that may take place and suggested consequences or steps taken that align with the behaviour.

Level of disregard	Definition	Examples	Actions	Staff usually involved
Low	Actions that are disruptive to the climate for learning and social interactions	Shouting out/interrupting. Throwing things. Breaking the class rules. Wandering around the classroom. Refusing to work. Thoughtlessly being impolite. Thoughtlessly stopping other children learning. Irritating/winding up other children/name calling/ teasing. Unhelpful, uncooperative behaviour. Leaving the classroom without permission. Misuse of school equipment. Inappropriate behaviour at lunchtime.	• Praise those sitting nearby showing appropriate behaviour. • A glare, a shake of the head to show disapproval. • Reminder of the rules. • Warning by teacher/TA - a clear concise message. 'X' if you carry on doing 'Y' then 'Z' will happen. • Sitting/working alone. The child should be relocated to another seat or area where they will have a clear explanation of the behaviour required of them to return to their original seat. This behaviour may be the completion of a task or a time period for appropriate action. This will be a maximum of ten minutes. • Removing part of Golden Time. • Repeated low level will be brought to the parents attention. **In all these possible strategies once the child has successfully completed their sanction this will be acknowledged.**	Class/subject teachers TAs LSA
Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	Spoiling other people's work. Taking other people's property. Persistent breaking of the class rules. Deliberately Breaking school rules. Frequently avoiding 'in-seat' work. Persistently refusing to work. Deliberately being impolite. Deliberately stopping other children learning. Repeated name-calling/teasing/winding up Persistent unhelpful, uncooperative behaviour. Misuse of cloakrooms/toilet areas. Frequent inappropriate behaviour at	• Written apology. • Child spoken to by SENDCO/Deputy Head of school • Behaviour targets set with child. • Informal discussion with parents or notification in home link book. • Recommending support from other professionals such as SENDCo, Tooled Up, play therapist	Class Teacher LSA Deputy Head SENDCo

		lunchtime. Not handing in mobile devices to teacher.		
Level of disregard	**Definition**	**Examples**	**Actions**	**Staff usually involved**
High	Actions that are seriously damaging to self and or others and that undermine the climate for learning and social interactions	Swearing and rudeness Dangerous play. Theft. Refusing to follow staff instructions or go to designated person/classroom Racist/minority group remarks or behaviour. Persistently and deliberately hurting another child (body or feelings) Leaving school without permission. Vandalism Inappropriate touching. Being disrespectful, swearing at or hitting any member of staff / child. Repeated physical aggression to another adult or child. Bullying and persistent threatening, intimidating or harming behaviour. Anti-social behaviour. Continuing to not hand in mobile devices to teacher, using personal mobile devices in the school day.	• Child misses playtime and lunch time break on the day, or next day. If occurs after lunch Friday golden time will be missed instead. • Behaviour Plan will be put in place. • Parents invited in for a discussion. • An internal exclusion may be necessary, where the child may be placed in an alternative area to work or spend their break or lunchtimes. • Warning of suspension. • Parents called immediately. • Fixed time suspension. An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action**.** **Permanent Exclusion is an extreme step and will only be taken in cases where: Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.**	Class teacher LSA Deputy Head SENDCo Head Governor

Staff record behavioural incidents on the pupil's file and/or behaviour log. These are filed as school records.

In the majority of cases this system and positive reinforcement of good behaviour will prevent inappropriate behaviour, on other occasions a firm reminder will be sufficient. However, sometimes this may not be enough and, depending on the situation, it may be necessary to put further actions into place. Below are the steps we would put in place to deal with persistent poor behaviour.

Step 1:	The class teacher will monitor behaviour within the classroom, setting targets and expectations. Persistent inappropriate behaviour will be logged in class file by the class teacher. The class teacher will make year group staff aware as well as the relevant key stage curriculum coordinator.
Step 2:	The class teacher will meet with parents if inappropriate behaviour persists.
Step 3:	The class teacher to meet with their mentor, Key Stage lead or Deputy Head to discuss appropriate actions to be taken.
Step 4:	Arrange a meeting with the parents, class teacher and Deputy Head to discuss ways of working together to improve the child's behaviour. A formal behaviour chart and tracking may be used.
Step 5:	Meeting held with parents, Head teacher, Deputy Head and class teacher.
Step 6:	As a final resort, the pupil may be excluded from school. This course of action would only be considered after all possible avenues have been explored. Very careful arrangements would be made to monitor the situation to ensure that a child returning to school after exclusion is helped to behave appropriately.
Step 7:	Permanent exclusion for a grave misdemeanour when a situation is unresolvable.

Exclusions (both temporary and permanent) is applied for serious breaches of school rules and expectations. Only the Head in conjunction with the Board of Governors may exclude a pupil.

We expect all our children to behave in a non-aggressive manner and to be polite and helpful to all members of our school community at all times. We hope that the children will take these values out into the wider world with them.

Working in partnership with parents to support pupil learning and behaviour is the key to Chepstow House's approach. All staff should endeavour to develop positive, mutually respecting relationships with parents as a priority. Parents should be regularly consulted about any learning or behaviour issues their child has. Good parent – teacher relationships allow children to feel supported in school.

Exclusions

If the problem is severe or recurring then temporary exclusion (suspension) procedures and permanent exclusion may be implemented. The staged procedure would initially be an internal suspension then an external fixed period suspension and finally permanent exclusion. A very serious problem may result in the normal staged procedure being abandoned and a pupil being sent home immediately. Only the Head in conjunction with the Board of Governors may exclude a pupil.

Fixed Term Exclusions

For serious breaches of the school's behaviour, discipline and exclusion policy, pupils can be excluded for one or more fixed periods. A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been utilised to no avail or if an exceptional 'one-off' offence has been committed. Examples may include:

- serious violence, actual or threatened, against a pupil or a member of staff.
- sexual abuse or assault
- bringing illegal drugs to school
- carrying an offensive weapon

All Exclusions and Fixed Term Exclusions are recorded in a separate file.

It is important to note that exclusion will not be used for minor incidents such as academic performance or lateness.

Parental Communication

Parents will be communicated at all stages of the exclusion process, including the level of behaviour, the actions and the steps that have been put in place to deal with disciplinary offences. If exclusion, is required this will be communicated to the parents by the Head.

The Head teacher will provide the following in writing to the parents:

- The exact period and the reasons for the exclusion
- The parents' duties during the exclusion
- Details of the support school will provide – the school will make every effort to put in place arrangements to ensure the continuing education of the pupil.
- The parents right to make an appeal to the governing body
- If relevant the school day on which the pupil can return to full time education.
- Details of the reintegration interview.

Appeals

Parents are entitled to appeal to the governing body against any exclusion. A copy of the Inspired Education Appeals Policy for Exclusion can be obtained from the school office. The Governors' decision is final.

Continuing Education

The school will continue to provide education for a pupil who remains on roll. For temporary exclusions, the school will consider how the pupil can be integrated back into school at the end of the exclusion period.

CHS School Rules: (see Appendix 1)

Children should

- Be Respectful: Honest, kind, take turns and listen to others.
- Be Well-Mannered: Show consideration and politeness towards each other. Bad language is never respectful and will not be tolerated
- Be Responsible: For their actions including being safe around the building and looking after their own belongings.
- Be Caring and Sharing
- Be Helpful
- Be Hard-working

Children should not

- Play fighting games or piggy-back games; no swinging, tripping, kicking or any other kind of close physical contact during play.
- Use physical or verbal abuse in any form. We have a zero-tolerance approach to abuse of any kind. It should never be passed off as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children

Corporal Punishment and Restraint

Chepstow House uses the Department for Education guidance on physical restraint of any child and it is part of the Induction programme for all who work at the school.

At no point will physical or corporal punishment be used in dealing with inappropriate behaviour. Staff in both nursery and the main school must not give or threaten corporal punishment to a child and must not use or threaten any punishment which could adversely affect a child's well-being.

Physical intervention may be used to avert immediate danger of personal injury. Any occasion on which physical intervention is used must be recorded and parents informed on the same day or as soon as reasonably practicable.

A person will not be taken to have used corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

If necessary, staff will undertake Positive Handling training to support children's needs.

For further details on the discipline and physical restraint, see the Inspired Education Discipline and restraint policy.

Action in respect of false allegations from pupils towards staff

In the event that an allegation from a pupil to a member of staff is shown to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible if it was not a pupil.

The situation will be taking very seriously with all parties and parents of the child/ren informed.

Support for both the pupil, parents and the staff member will be offered, this may include counselling. It may be required that Safeguarding procedures are put in place and the Safeguarding policy would be used. Sanctions would be considered in line with the steps detailed in this policy above. An action plan/ risk assessment may be used. A written report covering the reasons for the decision that the allegation is considered to be false or unfounded would be produced.

Records of allegations found to be false should be removed from personnel records and not referred to in employer references.

Guidance

This policy has been written with reference to the following guidance for schools:

KCSIE (DfE, 2026)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

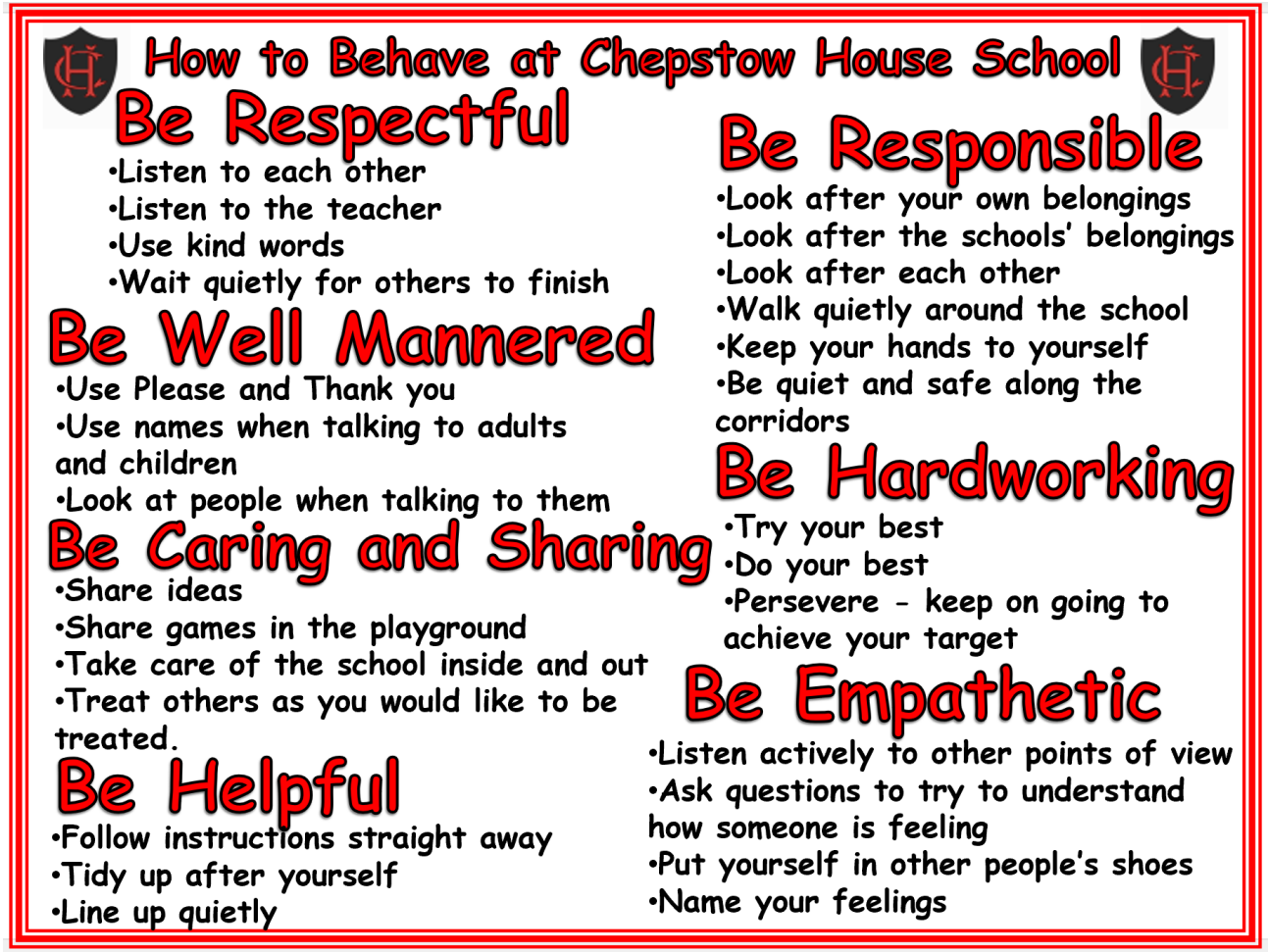
Behaviour in schools (DfE, 2024)
https://www.gov.uk/government/publications/behaviour-in-schools--2

Preventing and responding to bullying (DfE, 2026)
http://www.gov.uk/government/publications/preventing-and-tackling-bullying

Mental health and behaviour in schools (DfE, 2018)
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Promoting children and young people's emotional health & wellbeing (DfE, 2023)
https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Appendix 1: All School Rules



Appendix 2: Specific considerations for children at play

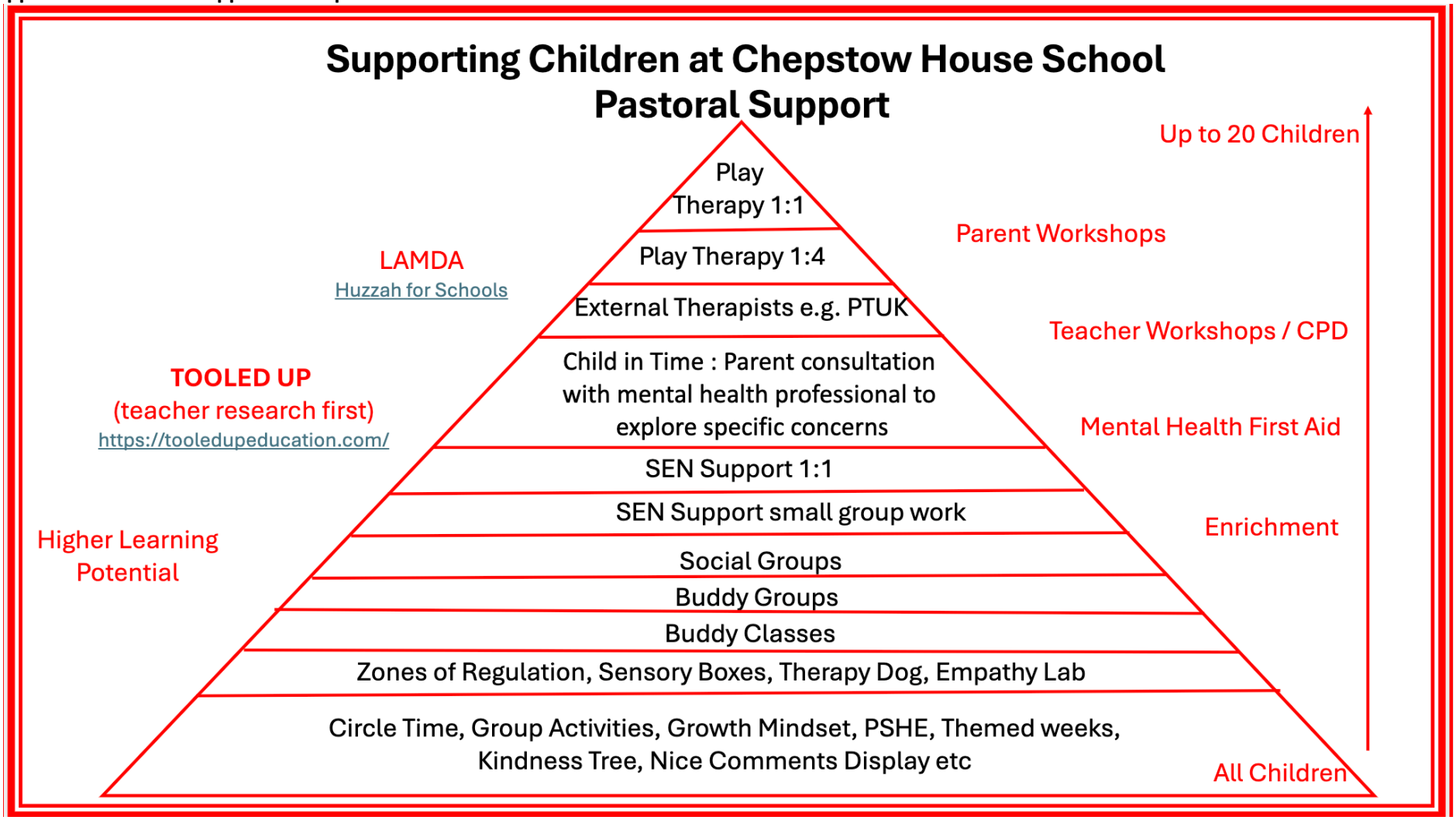
Rough and tumble play and fantasy aggression

- Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

- We take hurtful behaviour very seriously. On occasion most children will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

Appendix 3: Pastoral Support at Chepstow House



Appendix 4- Parent Code of Conduct

Inspired Education Group Parent Code of Conduct

1. **Commitment to working with parents.**

We are proud at Inspired schools to have excellent relationships, based on shared beliefs and common goals, between students, staff and parents – this partnership is key to the success of our schools and ensuring students can continue to flourish in a positive and supportive environment.

We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.

The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.

Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards and set a good example in their own speech and behaviour.

2. **Communicating with school.**

We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.

We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.

In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.

We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. **Behaviour and communication that is unacceptable.**

We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.

Behaviours that we consider to be unacceptable include, but are not limited to:

- Communication or behaviour that is disrespectful, offensive, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone, by email or on social media.
- Behaviour or communications that breach school policies, safety or procedures.
- Disruptive behaviour including offensive language or displays of anger which interferes or threatens to interfere with the normal, daily operation of the school.
- Inappropriate posting of libellous, defamatory, malicious or threatening messages on emails and on traditional and social media about the school or individuals connected with it, including creating or joining private groups or chats that victimise or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. **Consequences of breaching parent code of conduct.**

Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.
Where that is not possible, the school reserves the right to take any actions to ensure that members of the school community are not subject to abuse. Actions the school can take are, but not limited to include:

- request for a meeting to resolve the issue.
- issue a warning regarding the behaviour and how that breaches this code.
- withdraw the right to be on school premises or at school events.
- give notice to parents that the enrolment contract with their child/ren has been rescinded and an alternative school will need to be found

Appendix 5 – Anti - Bullying Policy
Anti – Bullying Policy

Appendix 6- Uniform and Appearance Policy

- Personal pride is reflected in the students' behaviour, attitudes and attire.
- Every Student must wear the schools full uniform at all times
- Students should not remodel or deface the uniform in any way.
- Students must be clean-shaven.
- The only jewellery allowed are stud earrings, , a watch and a wrist bracelet.
- Hair should be worn tidily.

Whilst it is recognised that this is a difficult area to legislate upon, and may conflict with students' own desire to express themselves, these expectations should be respected and parents should ensure that when students leave for school, they conform to the guidelines for uniform and appearance.