

**B1. BEHAVIOUR MANAGEMENT POLICY**

*Our mission is to develop happy, confident and successful children who are well prepared for their future.*

ISSR no.	9a
Policy Owner	Deputy Head Pastoral
Reviewed by Deputy Head Pastoral	03.03.24
Reviewed by Headteacher	04.03.24
Reviewed by Governing Body (Education)	07.03.24
Renewal date (by)	07.03.25

## **RATIONALE**

Westbrook Hay School is an inclusive community, everyone has the right to feel secure and to be treated with respect. The happiness, confidence and success of the pupils is given the highest priority. This policy is written with regard to the non-statutory advice Behaviour and Discipline in schools (2024); the Equality Act 2010 and Keeping Children Safe in Education (KCSIE). This policy applies to the whole school including Early Years Foundation Stage (EYFS). This policy should be read in conjunction with the Child Protection and Safeguarding Policy and the Whole School Policy on Discipline Exclusion (including EYFS).

## **AIMS OF THE POLICY**

Our aim is that through the implementation of this policy the school community should be able to recognise and understand what behaviour is expected and why. Rewarding positive conduct and work should always be the first priority of the school and unacceptable behaviour should not be allowed to impact on the learning and wellbeing of others.

## **RESPONSIBILITIES**

It is the responsibility of all members of the Westbrook Hay Community, whether pupils, parents or staff, to treat everybody with courtesy and respect.

### **Staff Responsibilities:**

- Staff should model good behaviour and create an environment where positive behaviour is consistently encouraged;
- Staff should ensure that all pupils clearly understand the rewards and sanctions system and what is meant by good behaviour, underpinned by our **School Values** (Page 3) of: courage, independence, integrity, reflective learning, responsibility and togetherness;
- Staff must avoid 'blanket' punishments and be consistent in rewards and sanctions, ensuring that these are recorded and communicated appropriately with pupils, parents and staff;
- Staff should support the school's expectations of behaviour through the curriculum, particularly during SCARF (Safety, Caring, Attainment, Resilience and Friendship) Lessons, Form Periods, Section Assemblies and Whole School Assemblies;
- Staff should work closely with the Form Tutors and Heads of Year, always looking to consider what lies behind any behaviour, so that the reasons or causes can be fully understood and supported;
- Pre-Prep Staff should record Stage 2-4 behaviour, as per the Pre-Prep Intervention Ladder, on **School Base via Day Book**. Any Stage 0-1 behaviour that

staff wish to record on School Base via Day Book should be discussed with Pre-Prep Pastoral Lead and recorded, if appropriate;

- Years 3-8 Staff should record merits and demerits on School Base via Day Book. Any inappropriate behaviour that does not warrant a demerit can be initially discussed with the Form Tutor and/or Head of Section;
- Any behavioural, pastoral or safeguarding concerns should be recorded on **My Concern**. These will be received and acted on appropriately by the Designated Safeguarding Lead (DSL). At times it will be necessary to record an incident on School Base via Day Book and on My Concern
- Records on School Base via Day Book and on My Concern should include a brief and factual explanation of the incident, with the Senior Deputy Head, Deputy Head (Pastoral), Head of Section and Form Tutor copied into any entries;
- Where the word 'bullying' is used by pupils or parents, a **Conflict Investigation Form (CIF)** should be completed by the relevant member of staff and submitted to the Deputy Head;
- Significant conversations held by staff with pupils, parents or other staff should be recorded on a **Significant Conversation Form (SCF)** and submitted to the Head Teacher's PA;
- Staff must adhere to all other relevant policies including the Child Protection and Safeguarding Policy, the Anti-Bullying Policy and the Whole School Policy on Disciplinary Exclusion (including EYFS).

### **Pastoral Leadership Team (PLT) Responsibilities:**

- The PLT is made up of the Senior Deputy Head, Pre-Prep Pastoral Lead, DSL, Heads of Section, Head of Pre-Prep and led by the Deputy Head Pastoral.
- The PLT members work closely with Class and Subject Teachers and Form Tutors to identify pupils who may require additional support.
- The PLT meets on a regular basis and is responsible for discussing pupils of concern, tracking patterns of behaviour and putting in place additional support, whether academic (Learning Support etc.) and/or pastoral (DSL etc.).
- During these discussions, different levels of support might be agreed by the PLT and implemented by the: Form Tutor, Head of Section, Youth Mental Health First Aider, Head of Learning Support (and other outside agencies), Emotional Literacy Support Assistant (ELSA), DSL or School Counsellor
- Heads of Year should make staff aware of significant pupils of concern during the weekly Whole School Staff Meeting
- The Deputy Head Pastoral should make the Executive Group (EG) aware of significant pupils of concern and any additional support in place during the weekly EG Meeting
- During an investigation of a serious behavioural incident, it might be necessary for a member of the PLT to complete a **Serious Behavioural Incident (SBI)**

**Investigation** Report Form and/or a **Serious Sanction Report (SSR)** Form, these should be submitted to the Deputy Head, who will then notify the Head, if appropriate

**Executive Group (EG) Responsibilities:**

- The EG will be made aware of significant pupils of concern and any additional support in place during the weekly EG Meeting, this may result in further discussion and recommendations to the Deputy Head Pastoral and the PLT
- The Head oversees the behaviour management of the school, in consultation with the Senior Deputy Head, Deputy Head Pastoral and the PLT, the Head Teacher should ensure that reasonable adjustments are being made for pupils with special education needs (SEN) and/or disabilities

**Parent and Guardian Responsibilities:**

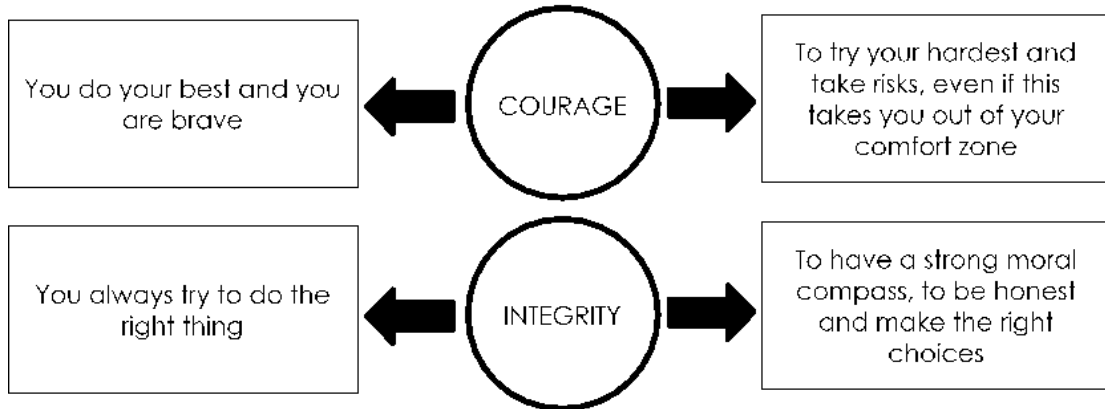
- When signing the Parents' Contract, parents and guardians agree to support the authority of the Head Teacher in meeting the expectations of the Behaviour Management Policy in a fair manner that ensures everyone feels secure and treated with respect
- Parents and guardians should support the school in matters of: appearance, attendance, behaviour, punctuality, school uniform and standards of academic work.

**Pupil Responsibilities:**

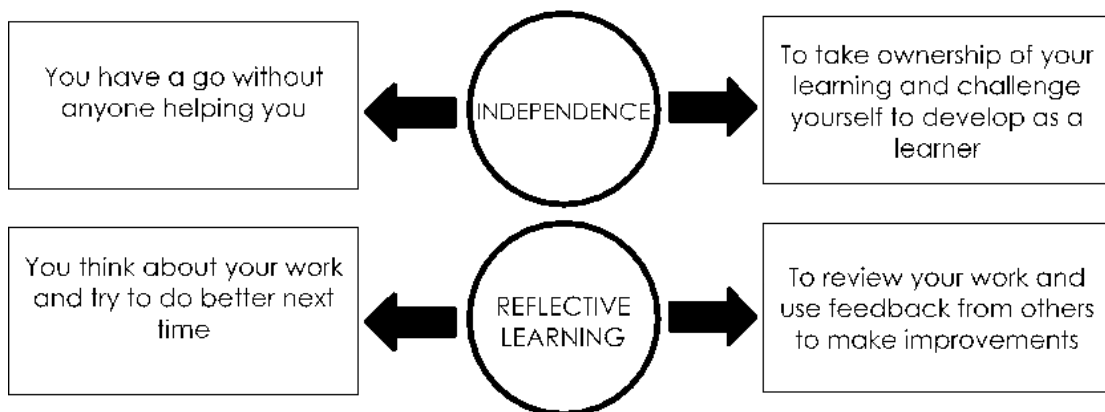
- Pupils are encouraged to take responsibility for their own behaviour at an age appropriate level.
- Regular reference is made to the **Learning Behaviours** at Westbrook Hay, led by the Deputy Head (Academic), which outline the expectations of pupils during lessons.
- Although certain areas of the school, such as the Science Lab, have specific rules which must be followed for the pupils' safety and wellbeing, it is not possible to set out every rule which must be obeyed. Pupils are encouraged to use common sense at all times and promote the school values.
- Pupils should be aware that good behaviour is expected at all times when at school or when representing the school off site, such as attending a school trip or sports fixture.
- Pupils must also be aware of the School's Anti-Bullying Policy (including cyber bullying, prejudice based bullying and discriminatory bullying), which can also be found in their Planners.

## SCHOOL VALUES

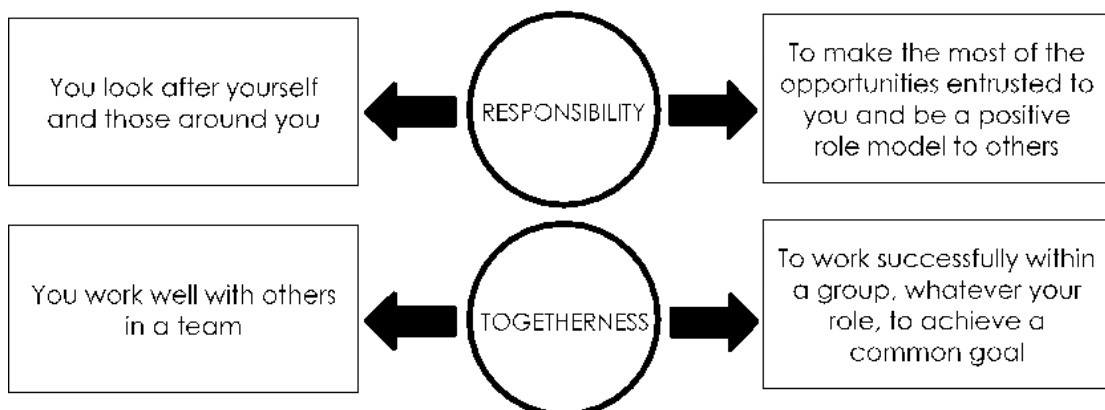
### Moral Values – You as a person



### Intellectual Values – You as a learner



### Civic Values – You and the community



## PRE-PREP REWARDS AND SANCTIONS

In Pre-Prep (Nursery to Year 2), it is important that praise and rewards have a considerable emphasis and children will receive recognition for a positive contribution to school life. The school acknowledges achievements and efforts of children, both in and out of school. The expectations of behaviour in Pre-Prep are based on the School Values and rewards are central to the encouragement of good behaviour. We aim to reward success fairly and consistently, as well as provide valuable opportunities to correct choices and reflect upon mistakes.

### **Behaviour Charts**

Visual behaviour charts are used throughout Pre-Prep as a means of promoting positive behaviour and as a way of illustrating to pupils a clear route towards rewards and sanctions. The design of these may vary in different classes but the principles are the same. At the beginning and throughout the year, every class will discuss the importance of such a chart and how it relates to relevant rewards and sanctions. Where appropriate, children should also be involved in the design and evaluation process, suggesting possible themes. Some common principles of behaviour charts are as follows:

- The behaviour chart is displayed in a prominent and accessible place in the classroom.
- Behaviour charts are used for promoting good behaviour and attitudes for learning but also serve to allow children to see that there is a consequence to their actions.
- There are 5 levels to a chart. Level 1 is the lowest and Level 5 is highest and children can move between the levels across the day.
- The charts are reset each day with all pupils' names and/or photos being returned to the centre, at Level 3.
- Moving up (positive behaviour) – a child can climb up a level by demonstrating behaviour that exceeds the expectations of that individual.
- Moving down (negative behaviour) – a verbal warning will always be given before moving a child down the chart, it should not come as a surprise that they drop down a level.
- If a child reaches Level 1 of the behaviour chart, they move to Stage 2 of the Pre-Prep Intervention Ladder.
- Our aim is to enable all children to learn to the best of their ability and not to allow repeated inappropriate behaviour to prevent this.
- Subject Teachers will use the behaviour chart during their lessons, or provide feedback to the Class Teacher, to track positive and negative behaviour.

### **Celebrating and Rewarding Good Behaviour**

We encourage positive pupil-teacher relationships and support for the school's values. This is achieved through a system of rewards and sanctions which are designed to promote a calm and disciplined learning environment, in which individuals feels safe, valued and proud to be a part of the Westbrook Hay Community. Rewards are received for any action that goes above and beyond the normal expectations, such as: effort, helpfulness and kindness.

Good behaviour is expected from all and is encouraged in many ways throughout Pre-Prep, including:

- Verbal praise, stickers, House Tokens and end of year certificates/prizes.
- **Golden Time** – each class will be awarded with a weekly period of Golden Time which may be an extension of free-flow play, an extension of break time or a time to have free choice of an activity in the classroom. This reward is not guaranteed and needs to be earned by each individual child across the week.
- **Class Treat** – the children work collaboratively, as a class group, to fill their class jar with a token, which is chosen at the start of the year with the children and might be marbles, coins or jewels. The children participate as a group and earn a 'token' for collaborative effort. Once the class jar has been filled, the children are rewarded with a small class treat, such as extra play time. These rewards are chosen with the children prior to the jar being used, the emphasis is on collaboration which helps to encourage team effort and a sense of community. Tokens are never removed from the class jar. Under no circumstances will food be given out as a reward.
- **Praise Postcards** – staff may choose to send home a Praise Postcard for exceptional work, behaviour and/or attitude. These are addressed to the children.
- **Wow Work** – children have the opportunity to feature on the 'Wow Work' board in the Pre-Prep Atrium on a weekly basis. Class Teachers nominate one child per class and display either a piece of work or a special act which the teacher wishes to showcase.
- **Values Certificates** – these are awarded for displaying one of the School Values whilst in school. It may be learning or behaviour based. Class Teachers and Teaching Assistants decide who has particularly distinguished themselves during the week. Certificates are awarded during the Friday Celebration Assembly and the children will receive a special badge.
- **Achievements Outside of School** – the Final Celebration Assembly of each half term will showcase any achievements outside of school, such as: placing in a competition or achieving a level in Music or Sports etc. Athletics Certificates can also be shared in this assembly. Parents and guardians are also invited

half-termly to complete a star to tell us about their child's efforts and kindness at home. These will be displayed in the Atrium.

### **SANCTIONS AND CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURES**

We aim to actively promote and emphasise positive behaviour, rather than merely deter negative behaviour. As a school we set high behaviour expectations and teachers are expected to recognise when children are striving to achieve them.

Where behaviour falls below our expectations it will be dealt with appropriately depending on the age of the child and the type of behaviour. Inappropriate behaviour will be dealt with immediately and in a calm manner. Poor behaviour can usually be dealt with a firm reminder. In an environment where respect is central, loss of respect, or disapproval, is powerful.

Any sanction must be reasonable and should ensure that reasonable adjustments are being made for pupils with special education needs (SEN) and/or disabilities. Depending on the situation, it may be necessary to apply appropriate sanctions. The use of sanctions should be characterised by certain features:

- It should be clear why the sanction is being applied;
- It will be made clear what changes in behaviour are required to avoid future sanctions;
- It is the behaviour, rather than the person that is being punished.

While the school will always try to encourage positive behaviour and use reward strategies, sometimes intervention may be required. To ensure the consequences of poor behaviour are understood by the children and that the system of interventions is clear, consistently and fair, staff use the Westbrook Hay Pre-Prep Intervention Ladder:

<b>WESTBROOK HAY PRE-PREP INTERVENTION LADDER</b>
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(This list is not exhaustive, or overly prescriptive, every child and case are different)

Stage	Behaviour	Interventions	Strategies
0	<p>Isolated or infrequent incidents:</p> <ul style="list-style-type: none"> <li>● Low level disruption</li> <li>● Inappropriate talking or noise making</li> <li>● Calling out</li> <li>● Not listening</li> <li>● Pushing in the line</li> <li>● Running or jumping down the stairs</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal warning</li> <li>● Possible discussion with Pre-Prep Pastoral Lead whether behaviour should be recorded on School Base via Day Book and communicated with parents and guardians</li> </ul>	<ul style="list-style-type: none"> <li>● Reminder of expectations</li> <li>● Positive reinforcement</li> </ul>
1	<p>Repeated behaviours of Stage 0, but continued despite verbal warning, may also include:</p> <ul style="list-style-type: none"> <li>● Leaving classroom without permission</li> <li>● Poor behaviour at Lunch Time</li> <li>● Disrupting learning</li> <li>● Rough play leading to hurting others or damaging property</li> <li>● Inappropriate Language, including swearing</li> </ul>	<ul style="list-style-type: none"> <li>● Verbal warning</li> <li>● Visual warning (movement of level on class behaviour chart)</li> <li>● Possible discussion with Pre-Prep Pastoral Lead whether behaviour should be recorded on School Base via Day Book and communicated with parents and guardians</li> </ul>	<ul style="list-style-type: none"> <li>● Reminder of expectations</li> <li>● Positive reinforcement</li> <li>● Use of classroom rewards to motivate</li> <li>● Adapt task with short term rewards</li> <li>● Reconsider seating plan</li> <li>● Check learning needs are being met</li> <li>● Clear warning of consequences of continued poor behaviour</li> </ul>
2	<p>Previous Verbal/Visual Warnings ignored and/or repeated Stage 0-1 behaviours in same session or day</p>	<ul style="list-style-type: none"> <li>● Visual warning (movement of level on class behaviour chart)</li> <li>● Time Out and removal from classroom in a staged approach:                             <ul style="list-style-type: none"> <li>● Level A – parallel class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Time Out gives the child and their peers a break and an opportunity to get on with their work</li> <li>● Level A will enable the child to see other children behaving well</li> <li>● Level B will provide the child with an opportunity</li> </ul>

		<ul style="list-style-type: none"> <li>• Level B – reflection time with Pre-Prep Pastoral Lead</li> <li>• Potential loss of a short period of Golden Time and/or Break Time</li> <li>• Behaviour recorded on School Base via Day Book</li> <li>• Pre-Prep Pastoral Lead ensures that the pupil and additional support are discussed at the PLT Meeting</li> <li>• Communication with parents and guardians and potential meeting with Class Teacher and Pre-Prep Pastoral Lead</li> </ul>	<p>to discuss and reflect on their behaviour with the Pre-Prep Pastoral Lead</p> <ul style="list-style-type: none"> <li>• Class Teacher and the Pre-Prep Pastoral Lead will decide whether a loss of Golden Time and/or Break Time is appropriate</li> </ul>
3	<p>Persistent behaviour that falls below expectations, such as reaching Stage 2 on a number of occasions over a short period of time, and/or behavioural incidents which may include:</p> <ul style="list-style-type: none"> <li>• Sustained lack of effort in learning</li> <li>• Deliberately causing a disturbance</li> <li>• General refusal to follow instructions</li> <li>• Challenging authority</li> </ul>	<ul style="list-style-type: none"> <li>• Time Out, loss of Golden Time and/or Break Time, removal from classroom in a continued staged approach:             <ul style="list-style-type: none"> <li>• Level C – completion of <b>Behavioural Reflection Sheet</b> (BRS) with Head of Pre-Prep</li> </ul> </li> <li>• Behaviour recorded on School Base via Day Book</li> <li>• Head of Pre-Prep ensures that the pupil and additional support are discussed at the PLT Meeting, as well as</li> </ul>	<ul style="list-style-type: none"> <li>• Head of Pre-Prep will decide whether a loss of Golden Time and/or Break Time is appropriate</li> <li>• Level C will provide the child with an opportunity to discuss and reflect on their behaviour with the Head of Pre-Prep and complete a BRS together</li> <li>• BSP created, where appropriate, with involvement from the child, Form Tutor, Pre-Prep Pastoral Lead, Head of Pre-Prep and potential involvement of the Head of Learning Support</li> </ul>

	<ul style="list-style-type: none"> <li>Intentionally hurting others or damaging property</li> </ul>	<p>potential involvement of the Head of Learning Support</p> <ul style="list-style-type: none"> <li>Communication with parents and guardians and meeting with Pre-Prep Pastoral Lead and/or Head of Learning Support and Head of Pre-Prep</li> <li>If deemed appropriate, use of <b>Behavioural Support Plan (BSP)</b>, to support the child in upholding the school values</li> </ul>	<ul style="list-style-type: none"> <li>2 week plan with targets for the child, circulated to staff, plan sent home daily by Class Teacher and a weekly Review with Pre-Prep Pastoral Lead and/or Head of Pre-Prep</li> <li>To further support the child, the PLT and Head of Learning Support may feel it is appropriate to involve outside agencies at this stage, parents and guardians will be consulted</li> </ul>
4	<p>Continued and persistent behaviour that falls below expectations, which has not improved despite previous warnings and support, including use of BRS and BSP, and/or serious behavioural incidents which may include, but are not restricted to:</p> <ul style="list-style-type: none"> <li>Discriminatory or offensive language</li> <li>Physical assault (including repeated biting in EYFS)</li> <li>Theft</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour recorded on School Base via Day Book</li> <li>Head of Pre-Prep ensures that the pupil and additional support are discussed at the PLT Meetings, as well as potential involvement of the Head of Learning Support</li> <li>Communication with parents and guardians and meeting with Head of Pre-Prep and/or Deputy Head (Pastoral), Senior Deputy Head and Head</li> </ul>	<p>One of the following sanctions or similar may be applied:</p> <ul style="list-style-type: none"> <li>Time Out, loss of Golden Time and/or Break Time, removal from classroom with Head of Pre-Prep</li> <li>Internal, external and/or permanent exclusion</li> </ul>

Although under the Pre-Prep Intervention Ladder parents and guardians will automatically receive communication from Stage 2, it is likely that there will be earlier communication, where staff consider it appropriate. Parents and guardians will be kept informed of the behaviour listed above

and any resulting support (including outside agencies), interventions and strategies by email, phone call and/or organised meeting.

### **EARLY YEARS BEHAVIOUR MANAGEMENT**

Behaviour Charts used in the Early Years (Nursery and Reception) have been designed to be in line with the rest of the Pre-Prep. They operate in a similar manner but are adapted to suit the needs of our youngest children.

Children in the Early Years are developing their understanding of, and settling into, the routines and expectations of the Pre-Prep. In these classes, staff work with the children to establish the boundaries and rules. The role of the staff is to support the children in having the necessary language and understanding to deal with a difficult situation, such as to move away from a situation, to tell a grown up or to find something else to do etc. The staff offer reminders of, and choices for, appropriate behaviour, such as 'we need to remember to share' or 'I am looking to see who is listening' etc.

It will be made clear to the children the type of behaviour which is unacceptable and this will be followed up with praise for the correct behaviours. Where staff might be concerned about a child's behaviour in the Early Years, this will be passed on to relevant staff and communicated with parents and guardians, where staff consider it appropriate. As children in the Early Years become more developmentally aware of the boundaries and/or if the behaviour of a child becomes more serious (such as rough play leading to hurting others or damaging property etc.), they may need to be escalated to the Pre-Prep Intervention Ladder.

### **YEARS 3-8 REWARDS AND SANCTIONS**

It is generally accepted that while sanctions can help to discourage and contain bad behaviour, it can have only a limited effect on the promotion of good behaviour. Staff at Westbrook Hay will always look to promote positive behaviour and reward the good that pupils do, rather than using sanctions. Corporal punishment is never used.

There are many reasons why a child's behaviour might deteriorate and these may well lie beyond their immediate education at Westbrook Hay. The school therefore has internal lines of communication, from Form Tutors to members of the PLT, to make sure that relevant staff are aware of any broader reasons as to why a pupil might be finding aspects of school life challenging and that the most appropriate support is provided. Early intervention through discussion with pupils will be the

starting point in almost all cases, so that a pupil can reflect on why they have made a particular decision and this can inform their choices in the future.

### **REWARDS (MERITS AND HEAD'S COMMENDATIONS):**

- The main rewards currency is '**Merits**';
- Merits are based on the School Values (courage, independence, integrity, reflective learning, responsibility and togetherness) and given for showing these qualities during school day;
- Merits can be issued by any member of staff but only one merit shall be given at any one time;
- Merits are recorded by staff signatures in the Pupil Planners and Form Tutors will transfer merits from the Pupil Planners onto School Base;
- These will all contribute towards the House Points Competition during the End of Term Assembly and the merits will be cleared at the end of each term to restart for the next term;
- Individual prizes will be given out during the End of Term Assembly for those who have achieved the most merits over the course of the term;
- Merits should be given out fairly and regularly, under no circumstances should food be given out as a reward;
- For those who have gone 'above and beyond', a **Head Teacher's Commendation** can be given;
- A Head Teacher's Commendation could be given for the best piece of work in a set, an outstanding project or to a group of pupils who have helped with a particular school event;
- Nominations for a Head Teacher's Commendation should be emailed to the Head Teacher's PA by Monday at 12:00 for a certificate to be signed by the Head and handed out during a Tuesday Assembly;
- Nominations should be accompanied with a few words or short sentence about why the pupil is receiving a Head Teacher's Commendation.

### **SANCTIONS (DEMERITS AND SELF-IMPROVEMENT CARDS):**

- It is important that a verbal warning is given for a first offence of inappropriate behaviour, pupils should be made aware of what they have done wrong and the impact on learning and/or wellbeing.
- Once a verbal warning has been issued, a '**Demerit**' is given for repeated inappropriate behaviour which falls below expectations and this is logged on School Base via Day Book with a brief and factual explanation of the reason for giving the demerit and any further information about how the situation was resolved, whether an additional loss of free time or apology letter etc. The use of the term 'detention' is no longer used.

- The Deputy Head, Deputy Head (Pastoral), Head of Section and Form Tutor are copied into any logging of demerits on School Base via Day Book;
- Only one demerit shall be given at any one time, per pupil.
- Three demerits will result in a meeting with the Form Tutor, most likely during a morning or lunch break, to discuss the reasons behind the demerits and parents and guardians will be informed, if they are not already aware.
- The purpose of the meeting is to give the opportunity for pupils to reflect on their behaviour and the conversation should be led by the Form Tutor, this will differ depending on the reasons why the demerits have been given.
- It is expected that a pupil who has received three or more demerits will be discussed at the weekly PLT meeting and different levels of support might be agreed and implemented by the: Form Tutor, Head of Section, Youth Mental Health First Aider, Head of Learning Support (and other outside agencies), Emotional Literacy Support Assistant (ELSA), DSL or School Counsellor.
- Six demerits will result in a meeting with the Head of Section and it is likely that the pupil will be placed on a **Self-Improvement Card** with specific target(s) based on their behaviour, which is used to support the pupil and monitored by the Head of Section.
- Nine demerits will result in a meeting with the Deputy Head (Pastoral) and/or Deputy Head and a Self-Improvement Card with specific target(s) based on their behaviour, which is monitored by the Deputy Head Pastoral and/or Deputy Head. This may also lead to a more serious sanction.
- Twelve demerits will result in a meeting with the Head and may lead to a more serious sanction.
- In some cases, the inappropriate behaviour of a pupil may need escalating at an earlier stage, but this should be done through conversation, initially with the Form Tutor, then Head of Section and Deputy Head Pastoral and/or Deputy Head.
- A more serious one-off act of inappropriate behaviour may result in a more serious sanction that is determined by the Deputy Head, in consultation with the Head Teacher.
- Demerits should be recorded on School Base via Day Book. Any inappropriate behaviour that does not warrant a demerit can be initially discussed with the Form Tutor and/or Head of Section.
- As with merits, demerits will be cleared at the end of each term to restart for the next term. However, demerits will remain logged on School Base via Day Book.
- The number of merits should far outweigh the number of demerits collected by pupils. However, merits will not be deducted by demerits.

#### **EXCLUSIONS – PRE-PREP AND PREP SCHOOL (NURSERY – YEAR 8)**

Exclusions may be used for serious incidents of poor behaviour that fall far beneath our expectations, such as: alcohol or drug misuse, discriminatory or offensive language, physical assault (including repeated biting in EYFS), sexual misconduct, smoking, stealing, theft, vandalism, malicious accusations against staff, etc. Additionally, an accumulation of incidents or poor behaviour, or instances where poor behaviour has continued despite previous sanctions, may result in an exclusion. An exclusion could be issued to any Westbrook Hay pupil.

When the decision has been taken to exclude a pupil, this will result in a standard letter being sent to parents and guardians, by the Head. The letter will state the seriousness of the poor behaviour, the reasons behind the exclusion and an explanation of the [Whole School Policy on Disciplinary Exclusion](#). There are three types of exclusion:

- **Internal Exclusion** – a pupil will be removed from the regular timetable and will be supervised by a member of staff for a fixed period of time, usually a morning or an afternoon.
- **External Exclusion** – a pupil will be removed from the regular timetable and a parent will be required to collect them from school as soon as possible. The school may agree to work being sent home but this is not a requirement. An external exclusion will usually be for a fixed period of time, stated by the school in the exclusion letter, usually between one and five school days.
- **Permanent Exclusion** – a pupil will be removed from the school roll permanently and a parent will be required to collect them from school as soon as possible.

A pupil may be permanently excluded without previously being internally or externally excluded, but in most cases a permanent exclusion follows the staged approach of an internal and/or external exclusion.