

## ST LAWRENCE COLLEGE JUNIOR SCHOOL

### **Good Behaviour Policy** **(including Discipline & Exclusions)**

***This policy is applicable to Junior School Pupils, including Day,  
Boarding and those in EYFS***

#### **INTRODUCTION**

St Lawrence College Junior School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

We are an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aiming to develop the whole person so each is equipped to take his/her place in the modern world.

A happy school - like any family - needs to give to each member a sense of security and care. We aim to achieve this within a close community with clearly-understood boundaries. The partnership between home and school is crucial. By working closely together, so much can be achieved for the good of the child. As a Christian school we strive to treat each other with respect and compassion but also use our behaviour policy to correct, forgive and support change.

We have zero tolerance to sexism, misandry, homophobia, biphobia and sexual violence harassment. We are aware of the Human Rights Act 1998, the Equality Act 2010 and KCSIE 2024 and the relevance of these for this policy.

#### **CODE OF CONDUCT**

Our school community of Governors, staff, parents and pupils adheres to a code of conduct, rather than to a prescriptive lists of rules. We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. Our School Anti-bullying policy includes how we would deal with cyberbullying; and poor behaviour online would be dealt with as per the sanctions detailed in this policy. Our school Acceptable Use Policy and Statements of Agreement give pupils and parents awareness of our online safety measures and guidance.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They are taught to follow a set of School Expectations.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated, as clearly explained in our Anti-Bullying Policy. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or disability. We will take into account a pupil's SEND when deciding on rewards and sanctions.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

## INVOLVEMENT OF PARENTS AND GUARDIANS

We are aware of the protected characteristics and parents are part of the process of becoming an Rights Respecting School whereby the whole community respects the rights of others and children know and understand their rights and the rights of others:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

And that it is against the law to discriminate against someone because of any of these characteristics.

Parents and Guardians who accept a place for their child at SLCJS undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Governors' policy usually not to allow holidays to be taken during term.

## INVOLVEMENT OF PUPILS

Our experience shows that the ethos of, and respect for, the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the School Council, PSHE (Social, Health, Education, Economics, Personal), Form Time, House Meetings and an annual questionnaire of the children's views.

### ***Pre-Prep (Nursery-Year 2)***

#### Golden Rules

We are gentle – We don't hurt others  
We are kind and helpful – We don't hurt anybody's feelings  
We listen – We don't interrupt  
We are honest – We don't cover up the truth  
We work hard – We don't waste our time or others' time  
We look after property – We don't waste or damage things

We have three positive expectations for our school rules:

We are:

- Ready
- Respectful
- Safe

(These are adapted from Paul Dix's inspirational book 'When the adults change, everything changes').

All pupils know these rules, understand them and can apply them with confidence if asked to reflect on their choices. Our staff team role model these behaviours and use these consistently to help children grow to be responsible members of our community.

The core principle of our behaviour management policy is one of reinforcement of our positive expectations. We like the pupils to know what we expect rather than have a negative approach of telling them what they cannot do. The School Expectations are set out in our Handbook for Parents, and parents of new pupils are asked to read and explain these expectations to their children before they enter the school. Parents and Guardians undertake to support the authority of the Head in enforcing these expectations in a fair manner that is designed to safeguard the welfare of the community as a whole.

The SLT undertake to apply any corresponding sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time, but will continue to reflect the school's positive approach to behaviour management.

## TEACHING AND LEARNING

We aim to raise the aspirations of all our pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

## TRANSITIONS WHEN JOINING OUR SCHOOL OR MOVING UP

Joining a new school is always challenging, as is moving from one key stage to another. Different schools and different parts of each school have different expectations, and it is important that these are understood.

- All parents are taken on a tour of the school before their child joins and offered the opportunity to meet the team and the Head of College and Deputy Head of College responsible for the Junior School. Following on from a tour the child is offered a taster day to experience school life in the Junior School.
- Parents whose child is moving from Pre-Prep to Prep are also offered a further tour to acclimatise to the new environment and opportunities.
- Towards the end of the summer term all classes enjoy a 'Moving Up' morning whereby they spend time with their new class in their new classroom.

- The school, through the class or form teacher, will ensure that pupils and parents are aware of behavioural expectations and understand both incentives and sanctions. This will include: School rules, including good behaviour, fire safety and online safety and much of this information will be passed on in the September 'Meet the Teacher' meeting.
- Children will be given opportunities to acclimatise to new classrooms and staff in the run up to any transitional year.
- For children with SEND or anxiety, a further programme of gradual familiarity is organised, for example meeting our SENDCo and spending time with parents and the school team.
- The school requests a previous school report which gives an opportunity to get to know the child's learning profile and discuss any possible reasonable adjustments or extra pastoral support that may be required.
- All children are allocated a Buddy who will have similar interests and ensure that the new pupil can navigate their way around our school with a friend.

For pupils who are moving up to Kirby House, the Deputy Head of College with responsibility for the Junior school will monitor how well children settle following any transition and will ensure that academic and pastoral information is shared with appropriate Senior School colleagues to minimise the accompanying stress associated with change.

### **TRANSITIONS DURING THE SCHOOL DAY**

Our school also has numerous brief transitions between lessons, classrooms, to and from changing rooms etc. Where possible these should be minimised, and with younger children supervised to minimise opportunities for poor behavioural choices. Greater opportunities for independence will be afforded to children as they progress through the school. The team are aware that children with SEND such as ASD will need more support for example visual timetables, social stories and discussion. Alongside which all children preparing for a school trip will discuss the risk assessment and be offered an opportunity to share any concerns.

Transitions away from school routine can be unsettling for some children and ideally these should be discussed with the class or individual affected as early as possible so that they have time to process the change.

### **INCENTIVES & SANCTIONS**

In line with the school's stated approach to behaviour management, staff are expected to 'emphasise the positive' at all times and to take every opportunity to encourage, praise, reward and celebrate the success of pupils.

Normally, when a child misbehaves and/or breaks a school rule, an encouraging, corrective word from the teacher will achieve the desired result. First and foremost it is important that children understand the *reason* why this behaviour is undesirable, so teachers are encouraged to give a clear explanation, and/or to discuss the problem with the child. We believe that there also needs to be a clearly understood and consistently applied system for use when inappropriate behaviour is in obvious breach of the accepted code.

We are a school with conscious inclusion and staff will be aware to avoid the 'halo effect' of perception whereby pupils of colour are perceived and therefore treated as older than they actually are.

### **Pre-Prep Department (Nursery-Year 2)**

Reference:		Page 4 of 12
Owner:	DHC (JS)	
Version:	1.13	
Reviewed:	Jan 26	
Next review:	Jan-27	

The Pre-Prep has a positive behaviour approach towards discipline in which praise and reward are the main strategies for promoting good behaviour.

Staff should reinforce positive behaviour by acknowledging it, praising it and rewarding it.

Rewards given to reinforce good behaviour include:

- collecting stickers in sticker books
- rainbow stickers
- head's certificates
- notes home
- kindness tree awards
- collecting puzzle pieces which culminate in a class treat. All children should receive regular rewards for their good work and behaviour.

(PSHE) promotes moral values, builds a sense of team and helps develop social skills. An important part of early education is to learn that others have feelings and rights and that we should all respect each other.

Sanctions for dealing with misbehaviour may include:

- Initially a discussion about their behaviour and the rules.
- Sitting alone to continue with work.
- Being sent to another classroom to work there for a period of time.
- Missing part of weekly play times (this may be as a 'time in' with an adult where

appropriate)

- For older children, writing a letter of apology for misbehaviour
- Missing opportunities to represent the school

Sanctions should be as soon as possible after the event as young children cannot remember the next break time or next day what happened the day before. Persistent or serious behaviour issues will be discussed with parents as a close relationship between school and home is vital.

When children have on-going behaviour issues, a discussion will be had between teaching staff, SLT and SENDCo to discuss further strategies to be used, and an individual behaviour support plan may be created. For any significant or ongoing concerns the Head of Pre-Prep will refer the matter to the Head of the Junior School and Deputy Head who will consider an internal exclusion, fixed-term or permanent exclusion as per the policy set out for the Prep department to follow.

A detailed record of incidents is maintained by staff in an excel document.

### School Houses

On entry into the School, a child joins one of three School Houses: Fiske, Sutton and Waymouth. These Houses compete against each other by collecting as many house points as possible, competing in sports, quizzes and other activities. The Houses include children from Early Years through to Year 6.

### Incentives

Individual children are rewarded, and earn points for their Houses, by being given a plus for effort/progress in class. Outstanding examples of positive achievement and behaviour can result in the award of a certificate of Commendation. School representation points are awarded for participating in Inter house events, like the poetry recital, or when representing the school in a sporting, musical (including choir performances) or other academic contexts. House points are also

awarded for participation in inter-school matches/tournaments, inter-house events and other activities.

House point charts are displayed in the Junior School so that both staff and children can keep a check on individual and collective totals. Pupils earn coloured stars when they achieve certain milestones and will upgrade these through the year as their total increases. Currently 75 house points is a bronze star, 150 a silver star and 225 a gold star.

Individual forms and year groups also have their own class targets and incentives to encourage good behaviour and a positive working environment and mindset.

*In both Pre-Prep Dept. and Prep Dept., the Form Teacher/Tutor may also use additional form rules and incentives as a means of reinforcing his/her positive expectations.*

In our PSHE lessons, in an age appropriate manner, we begin to address issues of boundaries, consent, body confidence and stereotyping, with support and resources from the NSPCC Share Aware campaign.

Academic progress and achievement is celebrated by the annual award of individual subject and year-group prizes. Excellent examples of pupils' work are displayed around school and included in the annual school magazine, the Junior Lawrentian. The pupil's written reports (issued in December and July) provides another opportunity for him/her to be congratulated on his/her effort, achievement and progress. For spot acknowledgement of excellent behaviours or going beyond and showing exemplary behaviour and SLCJS attitudes, a Headteacher Award will be awarded in assembly.

### Sanctions

On the other hand, an obvious and/or repeated breach of the school expectations is marked by a blue card being issued. For a minor misdemeanour, a child will receive a verbal warning before being given a blue card. However, a more serious act of misbehaviour may result in a blue card being given without prior warning. Blue cards can be given for poor verbal or physical choices including those that hurt, or are intended to hurt other children or staff. They can also be issued for damage to property.

In all instances requiring investigation by the Senior Leadership Team (SLT), a consistent **Restorative Questions** format will be followed. This approach is designed to help pupils reflect on their actions and empathise with the wider school community when behaviour has been inappropriate.

Both the **affected individuals** and those **responsible for the behaviour** will be asked a set of restorative questions. These questions aim to:

- Encourage accountability
- Promote understanding of impact
- Support emotional development
- Foster reconciliation and positive relationships

Those affected are asked:

**1. What happened and what did you think about it?**

*(Helps them explain the event and their thoughts in simple words.)*

**2. How did it make you feel, and how do you think others felt?**

*(Encourages empathy and emotional awareness.)*

**3. What was the hardest part for you?**

*(Keeps the language simple and relatable.)*

**4. What could you do to help make things better?**

*(Focuses on positive action and responsibility.)*

Those whose actions are responsible for the behaviour are asked:

**1. What happened?**

*(Tell us what took place in your own words.)*

**2. What were you thinking when it happened?**

*(What was going through your mind at the time?)*

**3. Who was affected and how?**

*(How did it make other people feel or what changed for them?)*

**4. What can you do to help make things better?**

*(What could you do now to put things right?)*

A detailed record of all disciplinary incidents (which includes an explanation of why each blue card is given), is maintained by staff through CPOMS. A formal termly report is analysed by the SLT and discussion with Form Teachers follows as appropriate. Behavioural issues are shared with Governors through the Education Welfare Committee.

Child on Child Abuse: We are aware and would act immediately upon any indications of child-on-child abuse, whereby children can abuse other children. "This can take many forms including cyberbullying, sexual violence and harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling and other forms of physical harm, sexting and violent rituals.

Spotting the signs and symptoms of child-on-child abuse:

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others

Children with, or family members with, any of the nine Protected characteristics will be safe in our school and our sanctions will reflect zero tolerance towards issues of sexism, racism, homophobia, religious prejudice and so on. We will be mindful of the age of children and educate them in educate tolerance, both as part of the PSHE curriculum and more intensively if any incidents occur.



Children and staff are aware of the United Nations Children's Rights and through the Rights Respecting School Award the community is always learning to be more respectful of each other's rights.

Vulnerable groups are usually 10 years and upwards. Girls are more likely to be victims. Young people with domestic abuse in the family home are more vulnerable. Abusers can be younger than their victims." Safeguarding Network.

Teachers must discuss any incident which they judge to warrant a blue card with a member of SLT before the card is issued. In this manner there is greater consistency and allows SLT to fully consider any issues with regards to the Equality Act (including the pupil's SEND) or any extenuating circumstance of which the class teacher may not be aware e.g. Safeguarding concerns, the ill health of a parent or parental divorce can impact upon a child's behaviour and therefore require a reasonable adjustment to the sanctions.

The teacher issuing the blue card informs the child's Form Tutor who completes and sends it home with the child. The blue card should be signed by a parent and returned to the Form Tutor the following day. All blue cards must follow the Restorative Questions to ensure the pupil understands why the card has been issued.

By this system, parents are kept informed of unacceptable behaviour of any significance and share in the process of correcting it.

A blue card is automatically accompanied by sanctions as follows:

1. The Form Teacher or Deputy Head will discuss the incident with the child's parent.
2. The pupil misses a breaktime, during which (s)he is expected to complete a 'Stop and Think' reflection sheet which asks them to reflect on which of our 'School Rules' they have not met and to consider ways to improve their behaviour going forwards.

If a second (or further) blue card is received during any half-term period:

1. A pupil's parents are called in for a meeting with the Head (or Deputy Head).
2. The pupil maybe placed on a good behaviour report card. This involves reporting to the Deputy Head at specified times of day for an appropriate period (agreed with parents at the above meeting). This will depend upon the nature of the blue cards. If a child acts in a way that presents a risk to themselves, others, or property as a result of dysregulation then parents will be asked into meet with a combination of Head, Deputy Head or SENDCo. A blue card may/may not be issued in these circumstances.

At the Head of College's discretion, eg in the event of serious misbehaviour in the first instance, an immediate escalation to 'Stage 2' (above) will result. Hence, any serious behavioural incident will automatically result in parents being contacted and consulted by the Head of College (or Deputy Head of College).

Finally, it is school policy that any form of corporal punishment is strictly prohibited. Staff may use physical intervention to avert an immediate danger of physical injury to a person including the child him/herself). Staff must follow the school's Restraint Policy and log all incidents.

Under no circumstances are corporal punishment or other physical sanctions to be used.

#### Restraint in the day school and boarding house



- Physical force to control or restrain pupils should only be used as a last resort and must always be limited to the minimum that is reasonable in the circumstances. Please see the Restraint Policy for further details. It can only be justified if it is:
  - a) in self defence with an imminent risk of injury
  - b) in the interest of the pupil's own safety and where there is a developing risk of injury
  - c) in the interest of the safety of others and where there is a developing risk of injury
  - d) to avoid significant damage to property

## REFERRALS TO SOCIAL SERVICES

Should the nature of the incident have sufficient child protection implications then it is the responsibility of the DSL, a DDSL or another colleague to make a referral to social services through the 'Front Door' – a single integrated team that are responsible for dealing with all requests for support. The 'Request for Support' form can be accessed through the **Kent Safeguarding Children Multi-Agency Partnership (KCSMP)** website.

In such cases it would be recommended that the College's Safeguarding and Child Protection Policy is also consulted.

## GOOD BEHAVIOUR IN THE BOARDING HOUSE

This policy applies to our day and boarding pupils and our expectations in the Boarding House are consistent with the rules in school; for pupils to be ready, respectful and safe. All staff follow these expectations and discuss them regularly with all children, including those in our Boarding House.

Our underlying objective in boarding is to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the Christian and inclusive values and ethos of the school. It is the role of the JS Boarding House Mother and her Assistant, alongside the matron and the Head of Kirby to maintain consistent behavioural expectations. In the incident of a boarder not following our three school rules, the JS Boarding team will discuss with the JS SLT, between the staff there will be an agreement regarding what action to take. Sanctions may include a possible restricted time on a device or if more serious, a blue card being issued. The behavioural expectations extends to boarders conduct online, with regular monitoring by House Staff and the schools filtering and monitoring procedures. Parents will be informed. Staff will consider carefully the pastoral wellbeing of the child who has transgressed when deciding upon sanctions and for some children living away from home can create emotional vulnerabilities. In the case of serious sanctions, which are namely a fixed or permanent exclusion, the Head of College will be consulted and Governors informed. All incidents will be logged on the main JS database and communication will flow between form teachers and House staff.

Boarders are expected to treat others with dignity, kindness and respect, and there is a raft of measures to promote positive behaviour, including positive reinforcement (such as verbal praise, day trips out, parties and the boarders raffle) and equally consequence systems of sanctions. The DHJS works closely with the House boarding staff regarding behavioural issues.

Boarders are regularly taken off-site for Local Area Visits to parks, shops, and nearby attractions such as the cinema or play spaces. For these excursions, if an LAV Risk Assessment (RA) has been stored and previously agreed upon, and staff conduct a further dynamic RA, they should follow the protocol. There will be a minimum of two staff members on any off-site excursion for Junior School (JS) boarders. For higher-risk activities, such as trampolining or beach visits, parents of boarders must request specific advanced consent. Staff will carry a school mobile phone to maintain contact with parents. They will also plan routes and travel options to minimise risk while allowing boarders opportunities to develop life skills, such as using public transport.

When crossing busy nearby roads, a combination of staff and pupils will wear hi-vis vest for safety. Staff on the trip will have the authority to change plans if the intended destination becomes unsafe or if the pupils are not behaving in a responsible manner. Kirby House staff or JS SLT are on-call for an emergency. Further information is available in the Educational Visits policy.

Within school PSHE lessons and assemblies, all boarders are aware that they have the right to feel safe in person and online, knowing that bullying, physical threats or abuse are not tolerated, and that they belong. Boarders know that school staff can support them should cyberbullying occur. The JS boarders are supervised at all times, and on the occasion where they may go briefly to their bedroom to collect an item, a member of staff will always be just outside their room on at the bottom of the stairs. For reasons of privacy, staff will not enter the bathrooms but will supervise from outside. Staff are aware that child on child abuse would be particularly hurtful in a boarding environment whereby the victim would not be able to escape during the day or night. Boarding pupils benefit from supervision from our Boarding House Master, Boarding House Mother, the Assistant Boarding House Mother and our Gap Tutors. This high level of supervision means that child on child abuse is highly unlikely.

Should Boarding staff ever need to use restraint they would follow the College's restraint policy and document the incident for JS SLT. Should there ever be a need to do so, any search of boarders' personal belongings will be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State following the SLC school policies with care. In any such circumstances the Head of College and Bursar would be informed.

## **SERIOUS MISBEHAVIOUR INTERNAL EXCLUSIONS**

If a pupil has been issued a blue card and SLT judge loss of playtime sanction to be too light and temporary exclusion sanction too heavy, the child may be given an internal exclusion. This will involve being excluded from their peer group by being set work to complete in a classroom with children from a different year group throughout the day.

Serious misbehaviour will normally result in a temporary or permanent exclusion from school (see below). At this level, a formal record is kept of all sanctions imposed upon pupils. This record includes:

- The pupil's name and year-group;
- The nature and date of the offence;
- The sanction imposed.

By centralising this record, patterns can be identified by the school and also by inspectors.

The school recognises its duties under the Equality Act (2010) and will make reasonable adjustments for pupils with special educational needs/disabilities, see the AEN policy.

## **EXCLUSIONS**

In the occasional extreme case, the Head of the College may need to consider excluding a day or boarding pupil from school. This course of action would be considered only in the event of a serious or repeated breach of the school's Good Behaviour Policy and/or Anti-Bullying Policy, and/or in a situation whereby the safety or welfare of other pupils is seriously compromised.

Before excluding a pupil, the Head of College will discuss this with SLT and/or a member of the Governing Body.

Serious accusations made by a pupil against a member of staff that on full investigation are found to be malicious are likely to be considered at a level to warrant exclusion, temporary or otherwise.

### **Temporary Exclusion (Suspension)**

Only the Head of College, or, in their absence, the Deputy Head, can suspend a pupil. Before deciding to suspend a pupil, the Head of College will:

- Ensure that an appropriate investigation has been conducted;
- Ensure that all relevant evidence has been considered;
- Give the pupil an opportunity to be heard;
- Discuss with all relevant parties, including parents / carers.

After which the Head of College will confirm the reasons for, and length of, the suspension in writing to the parents / carers.

Work will generally be set for the child during the period when they are suspended. In addition, consideration will be given to any relevant problems of the suspended child, and how they might be addressed in the interim, together with re-integration after the suspension period.

Suspension constitutes a clear warning about continued membership of the school community, and this warning should be regarded as final. The Head of College would, in all cases, be reluctant to suspend a child more than twice.

### **Permanent Exclusion (Expulsion)**

Only the Head of College can expel a child and, before doing so, the Head of College will follow the same procedure as for suspension.

Since suspension should always be regarded as a warning that expulsion may follow next, the Head of College considers that all pupils and their parents should clearly understand the consequences of

expulsion. Some parents may prefer, after due consideration, voluntarily to withdraw their child as an alternative to the school imposing an expulsion. However, it must clearly be understood that the Head of College reserves the right to insist on expulsion.

In making decisions about expulsion, the Head will take into account any additional educational needs, disabilities, gender or cultural differences that may be relevant to the case.

### **Appeal**

A decision to expel a child is not taken lightly. The Head of College will have given careful consideration to any representations by the parents and will have consulted with the Head of College and/or a member of the Governing Body.

If the decision is confirmed, the parents will be informed immediately, and they may, if they wish, appeal against the decision (see Complaints Policy: Independent Resolution), by writing to The Clerk to the Governors, at the College, within seven days of being notified by the Head of College.

This policy will be reviewed in accordance with the policy review schedule.

## Revision History

Version No.	Revision Date	Summary of change	Approved by	Updated by
2	08/08/2018	Card colour from Yellow to Blue and addition of Internal Exclusion	(going to EWC Sept 18)	HSS
3	16/1/2019	Addition of internal, fixed-term, and permanent exclusion to the Pre-Prep section		
4	30/9/2019	New School expectations – publication November 19	Going to Governors October 19	ER
5	14/1/2021	KCSIE 2024 Internet Legends Pre-Prep Department update	Going to Spring Council March 2021	ER
6	5/7/21	Additional Reference of Peer on Peer abuse	Policy annual review cycle	ER
7	14/9/2021	Addition: Paul Dix School rules (page 3)	PWG and Council Dec 21	ER
8	26/05/2022	Child on Child Terminology Reference to Acts Conscious Inclusion Development of PSHE Update KCSIE 2024	PWG	ER
9	1/8/2022	Addition of section regarding boarding rewards and sanctions	PWG	ER
1.10	22/03/23	Addition of transitions, referrals, allegations against staff and a streamlining of the Blue card system.	PWG	RJP
1.10	August 2023	Reviewed – no changes	Council	ER
1.11	November 2023	Additions of Pre-Prep for House, Rights Respecting Schools, Boarding House Master, CPOMS and reporting to Governors.	PWG	ER
1.12	April 25	Adding details re boarders online behaviour, off site behaviour and restraint. School expectation text replaced by clearer reference to 3 school rules.	PWG	ER
1.13	January 2026	Revision of House points system, changes to sanctions and restorative questions added	Going to EWC Jan 2026	CEB