



Discipline and Exclusions Policy

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1 TABLE OF CONTENTS

2	Availability of the Policy (Reg 33(b))	3
3	Introduction	3
4	Responsibilities	4
5	Recognising Positive Behaviour.....	4
6	Negative Behaviour	4
7	Dealing with Negative Behaviour	5
8	Students with Identifiable Behaviour Difficulties.....	6
9	Recording	6
10	Exclusions	6
11	Guidelines	7
12	Staff Training.....	7
13	Complaints.....	7

Discipline and Exclusions Policy

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

2 AVAILABILITY OF THE POLICY (REG 33(B))

This policy is available to all parents and carers:

- On the school website: www.daffodilprepschool.org.uk
- In printed form upon request from the school office

3 INTRODUCTION

At Daffodil Preparatory School we expect all individuals to be respected and their individuality valued. Any form of bullying or other anti-social behaviour will not be tolerated.

We strive to develop pupils' moral, social and cultural values and promote discipline, behaviour, excellent personal manners/morals and mutual respect for all.

We seek to achieve good behaviour as a norm within a secure and happy environment by setting high standards and applying rules firmly and fairly. Sanctions will only be used as a last resort.

To achieve our aims this discipline and exclusions policy should be read in conjunction with our Behaviour Policy, both of which will be supported by the whole school; parents, staff and students. These policies and expected behaviour are based on a sense of community and will be implemented fairly and consistently.

4 RESPONSIBILITIES

- All adults must take responsibility for students' behaviour around school. High standards of behaviour depend on staff setting a good example. All staff should teach and model 'good' behaviour and manage students positively whenever possible.
- Take the initiative in establishing a positive ethos, communicating in a clear and friendly manner, and giving and expecting respect.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. Shared values and attitudes will promote responsible behaviour, encourage self-discipline and encourage in students a respect for themselves, for other people and for property.
- Students must be fully aware of our expectations of acceptable behaviour; they must understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.
- All students and staff must understand that bullying, inappropriate behaviour will not be tolerated in any form.
- The Head Boy/ Girl is encouraged to assist staff in upholding the required standards of behaviour in the school.
- To treat problems when they occur in a professional, caring and sympathetic manner in the hope of achieving an improvement in behaviour.

5 RECOGNISING POSITIVE BEHAVIOUR

Whenever a student has achieved a goal, however small or large, it must be recognised. The school acknowledges that pupils work better when their good work and good behaviour is recognised. Teachers will praise pupils on their good behaviour, enthusiasm and hard work verbally or by writing positive comments in the planner or on their work.

Incentives such as stamps in planners, star of the week, term certificates, table points, prizes are seen as a motivating force for positive behaviour.

Most students respond to this positive approach, where their efforts are seen to be valued, and hence make considerable efforts to improve their work, and where necessary, their behaviour.

6 NEGATIVE BEHAVIOUR

Regarding unacceptable behaviour, students need to know where the bounds of acceptable behaviour lie, as this is a part of growing up. School rules should be obvious and clearly displayed.

Problems are normal when students are learning and testing the boundaries of acceptable behaviour. Our achievement is tested not by the absence of problems, but rather by the way we deal with them. In addressing problems, we should:

- Be positive and build relationships
- Know our pupils as individuals
- Do not shout
- Keep calm and do not overreact
- Listen as it will earn respect

- Ascertain the facts and judge only when certain
- Avoid sarcasm and humiliation as it will breed resentment
- Carry out any sanctions and be consistent, firm and fair
- Follow up problems to their conclusion
- Avoid collective punishment
- Use punishments only as a last resort
- Communicate with relevant staff on any action taken

Any unacceptable behaviour is dealt with by the staff member working with the student in a caring, supportive and fair manner, with some flexibility regarding the age and understanding of the student.

We need to remind ourselves that the vast majority of our pupils are co-operative and supportive. In dealing with the few who present problems a successful resolution is more likely to be achieved if we can establish our authority firmly and calmly.

Each case is treated individually. Students are made aware that they are responsible for their own actions and that breaking rules will lead to reprimands.

7 DEALING WITH NEGATIVE BEHAVIOUR

At all times staff should encourage good behaviour through praise and rewards and treat each student equally and fairly. No member of staff must in any way physically chastise a student.

Teachers may use the following approaches to challenge behaviour, depending on each student's needs:

- Tell the student what is required in simple terms, rather than explaining the unwanted behaviour
- Talk to the student – discuss what has happened to find out why the student behaves as they do
- Redirect to another activity
- Set targets and give rewards
- Move the student from the group to work on their own
- Repeating work or additional work
- Withdrawal of privileges e.g. Break etc

If the unacceptable behaviour carries on, the student will be spoken to by SLT and if this fails, the student will be put in isolation. Sanctions above phase 5 (punishment 2), the parents/ carers will be notified through a letter. (Please refer to our Behaviour Policy)

Cases of extreme misbehaviour may need to be brought directly to the attention of the governing body. The parent/carers will be requested to come into school. We believe that a successful partnership between parents and the school can bring out the best in students.

8 STUDENTS WITH IDENTIFIABLE BEHAVIOUR DIFFICULTIES

Students who may have identifiable behaviour difficulties will be treated in ways advised by specialists in this field.

All staff should adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff should work in partnership with those who know the student to:

- Find out why the student behaves as he/she does
- Understand the factors that influence a student's behaviour
- Identify early warning signs that indicate possible behaviours are developing

This approach will help to ensure that early and preventative intervention is the norm.

9 RECORDING

Day to day behaviour issues will be recorded in the home/school planner. Any escalation will be recorded in the school discipline and exclusion tracker.

10 EXCLUSIONS

If a student's behaviour is constantly of concern. Exclusion needs to be considered. This would only happen as the very last resort.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or student
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti Bullying Policy)
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

At Daffodil Preparatory School we have a zero-tolerance policy towards any kind of abusive or threatening behaviour from parents towards any member of staff, student, other parent or member of the Governing Body.

This includes any derogatory comments made on social media websites, regarding any member of staff, student, Governing Body member or the school. We also expect our staff members and Governing Body members to abide by this requirement.

As zero tolerance suggests, if after conducting an investigation we find that this unacceptable behaviour has taken place, we will seek to remove your student from the setting. There will be no warning, or second chance given.

If this regrettable situation occurs, the decision of the Governing Body will be final and future re-admission is not an option.

11 GUIDELINES

Teachers in our school do not use any form of corporal punishment. Staff only intervene physically to restrain students or to prevent injury to a student, or if a student is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of students.

If an incident requiring the use of force should take place within school, immediate steps will be taken to discuss why the incident occurred and steps that could be taken in the future to prevent a re-occurrence.

12 STAFF TRAINING

All staff and students receive training in positive behaviour management and the range of intervention techniques.

13 COMPLAINTS

Parents and pupils have a right to complain about actions taken by school staff with regard to the use of the discipline and exclusion policy. Any such complaints should follow the procedure according to the Complaints Policy.