



WELLESLEY PREP SCHOOL

CHILDREN'S BEHAVIOUR AND EXCLUSIONS POLICY & PUPIL SANCTIONS RECORD

This policy applies to all parts of Wellesley Prep School including the Early Years Foundation Stage, although the EYFS Policy documents are more detailed in outlining specific principles relating to Early Years pupils.

Updated: Sept 2026
Review date: Sept 2027

INTRODUCTION

Wellesley Prep School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, 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 teamwork and leadership through our extensive programme of extra-curricular activities.

Wellesley Prep School is an inclusive community. We welcome pupils from a variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take their place in the modern world. The education of our children to enforce a very genuine sense of inclusivity is paramount, and any form of maltreatment, including child-on-child abuse, will be taken seriously, and the victims will be believed.

This policy has been drafted to comply with the DfE non-statutory advice document "Behaviour and Discipline in Schools" (2014).

SCHOOL ETHOS

The School has a very happy atmosphere which can be attributed to the sensitive and sensible way in which the staff teach the children. The enthusiasm for the children to be successful creates a stimulating environment that is conducive for learning.

The success of the School's curriculum should be measured by the involvement of our pupils in a wide variety of activities. All achievement should be valued as significant. Our aim is to produce well-rounded, enthusiastic learners who will make a strong contribution to their senior schools both as good citizens and as pupils who are prepared to work hard to achieve success.

At its heart, Wellesley Prep School is a 'family school' and this means more than us being parent-friendly with approachable staff, or child-centred in our teaching, or having a family at the helm. What we mean by 'family school' is that our community *behaves* like a family. A family is built on love and respect for one another – and so is Wellesley Prep School.

The School promotes attitudes of mutual respect and responsibility. The School promotes equality of opportunity regardless of gender, race or ability. Any form of racism is both abhorrent and unacceptable at our school.

The school adopts a preventative approach to harmful behaviours associated with misogyny, sexual harassment, harmful gender stereotypes and violence against women and girls.

Wellesley Prep School's **code of conduct** requires children to:

- Encourage each other
- Try their hardest
- Be truthful, fair and well-mannered
- Value kindness above all else

CHILDREN'S BEHAVIOUR

We have high expectations of our pupil's behaviour. Our **school aims and ethos and the code of conduct** have a significant impact upon our approach to whole school behaviour. Namely, we encourage our children to take responsibility for their words and actions. We teach them to understand the impact of both positive and negative behaviour. Excellent attitudes and behaviour are built upon positive pupil/teacher relationships and coaching and discussion about how behaviour might be improved. Most behavioural issues at the school are minor and dealt with by our sanction system and coaching from staff. The **Tutor** is responsible for their tutees' behaviour and their role is to mainly support and guide children. Our aim is to always model and expect positive behaviour to pre-empt the necessity for sanctions. Tutors rely on the Deputy Head/DSL for support in their role and, if necessary, can use outside agencies for advice.

However, there are some behaviours deemed more serious than others which might warrant an instant referral to the senior management team. These could include:

- Any form of violence
- Any form of racism
- Sexual harassment or sexual violence
- Online Sexual Abuse
- Bullying – either physical or mental
- Cyber-bullying
- Unfair pressure or influence on others
- Stealing
- Rudeness
- Foul language
- Graffiti or vandalism
- Anti-social behaviour
- Barging and running inside
- Bad behaviour on trips

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is set out in the Parent Handbook. The school is strongly committed to promoting equal opportunities for all.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. 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.

Cyberbullying

Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behaviour.

The most common places where cyberbullying occurs are:

- Social media, such as Discord, Facebook (less so now), Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps (WhatsApp) on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

Special Concerns

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online – both their personal content as well as any negative, mean, or hurtful content – creates a kind of permanent public record of their views, activities, and behaviour. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved – not just the person being bullied, but those doing the bullying or participating in it.

Cyberbullying has unique concerns in that it can be:

Persistent – Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

Permanent – Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

Hard to Notice – Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognise.

INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Wellesley Prep School 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/private study.

We will always telephone the home on the first day of an unexplained absence to make sure that your child has not suffered an accident. Please note that it is the Headmaster's policy to not authorise 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. In September 2013 we formed a school council which can act as a forum for suggestions and complaints about our rewards and sanctions. The Head also meets prefects weekly. This aims to encourage further dialogue between children and the staff. Recent online surveys in Year 7&8 provided useful information, with workshops designed afterwards to discuss the findings.

SCHOOL RULES AND REGULATIONS

The school's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Copies of the Rules and Regulations are set out in the Parent Handbook and may change from time to time. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Examples of sanctions include demerits, report cards, meetings with staff before, during or after school, withdrawal of privileges, suspension for a specified period, removal or

expulsion. The school's policy on Discipline and Exclusions is set out in the Parent Handbook.

WELLESLEY SCHOOL: REWARDS & SANCTIONS

Aims and Ethos

The aims and ethos are a framework for the specific rules and regulations, rather than a list of "do's and don'ts".

The **aims and ethos** are displayed in every classroom and underpin all teaching/coaching regarding collective or individual behaviour at Wellesley Prep. All staff aim to use positive language closely linked to (or directly taken from) the aims and ethos when they speak to children about behaviour and attitude.

BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying, including cyber-bullying, is unacceptable (please refer to our bullying policy for more information, including information on cyber bullying).

Child-on-child abuse

Child-on-child abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. It can affect any child/young person, sometimes vulnerable children are targeted. For example:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Black and minority ethnic children are under identified as victims but are over identified as perpetrators
- Both girls and boys experience child on child abuse however they are likely to experience it differently i.e. girls being sexually touched, victims being upskirted, assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) violence.

- It is influenced by the nature of the environments in which children/young people spend their time - home, school, peer group and community - and is built upon notions of power imbalances
- Sharing nudes and semi-nude images and or videos (whether or not by consent and with or without the use of generative AI).
- Child-on-child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another and have the opportunity or be in an environment where this is possible.
- Staff should be mindful that early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.
- Hazing is a term regarding initiation rituals that often involve humiliation and abuse.
- Patterning is another term that refers to the filming of children being physically abused or humiliated and sharing this on social media.

While perpetrators of child-on-child abuse pose a risk to others they are often victims of abuse themselves.

The school will not tolerate racist, faith-based or other discriminatory language, behaviour or harassment. Such incidents will be addressed through the Behaviour Policy and, where there are safeguarding implications, will also be referred to the DSL and managed in accordance with the Safeguarding and Child Protection Policy.

Any signs of child-on-child abuse should be reported to the DSL/DDLSs. In addition to this, records on ISAMS should be updated and a "note of concern" must be filled out. Children should be aware of the signs and dangers of this through their PSHE/RSE curriculum (which includes "Relationships" as a theme throughout the year groups) and feel comfortable in passing their concerns to their form teacher, or any other member of staff. All staff should be aware of any concerns and pass this onto DSL/DDSL and tutors to ensure quick action is taken and information shared amongst the staff body. Mobile phones are not permitted on the school site, but should there be events outside of school that impact upon a child's safety this should be shared with both the school and parents. Attention should be made to the dangers of sexting in schools (see "The UK Council for Child Internet Safety (UKCCIS)."

The OFSTED report (March 2021) into Sexual Harassment and Sexual Violence in schools highlights the scale of the (growing) problem

*Child-on-child abuse also included sexual harassment; either physical, verbal or online.

- If a child is involved in any form of abuse as the perpetrator, he/she must also be regarded as a victim. In both cases parents must be informed, met with in person by the DSL and a clear strategy put in place to ensure the situation is closely monitored. This should include a Risk Assessment and a Child Care Plan.
- Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.”
- Potential victims, who already feel guilt or shame, should feel listened to, believed and that the school does not view a disclosure as inconvenient.
- WELLESLEY PREP HAS A ZERO TOLERANCE OF SEXUAL HARRASSMENT OR VIOLENCE

Progression through the school

The aims and ethos apply through the whole school, but the application of specific rewards and sanctions are differentiated according to the age and educational needs of the pupils. Arrangements are also made for children to be introduced to their new teachers before they transfer from one year group to the next. Pupils are also given increasing responsibilities as they move through the school, including responsibilities to work with and support younger children, through the House system, and as Prefects and Monitors.

Discipline & Sanctions

The Deputy Head/Pastoral Lead oversees discipline throughout the school. The school's aims and ethos represent the minimum standard we expect from all pupils. Any behaviour dipping below this standard should be reported to the child's tutor.

EYFS

Children in the Early Years at Wellesley are still very young and as such their ages and stages of development should always be considered in relation to the way in which they are expected to behave, and discipline enforced. Children in the EYFS are taught a few simple rules - no running inside, kind hands, quiet voices and to respect each other and each other's belongings. They are shown how to behave by example and through reinforcement using stories, games and activities. If children in the EYFS stray away from what is expected, the correct type of behaviour is reinforced, and they are encouraged to think about what they may have done wrong.

Miss Becky Gibson-James in her role as Head of Pre-Prep/DDSL is the named person responsible for managing behaviour and discipline in the

EYFS, supported by Ms Sam Clarke, Head of Foundation Stage and Mrs Jo Douglas, Nursery Manager (DDSL).

Pre-Prep (Year 1 and Year 2)

Each teacher uses their own visual reward and sanction resources, that the children can see throughout the day. The children are spoken to as soon as possible as to why they are being rewarded or why their behaviour has not been appropriate. It is the form tutor's responsibility to teach and model behaviour to their class and discuss any reasons for sanctions. Parents and careers are seen daily by teachers and open communication is key to supporting each child on their journey.

Miss Becky Gibson-James in her role as Head of Pre-Prep/DDSL is the named person responsible for managing behaviour and discipline in KS1.

Prep (Year 3 to Year 8)

- In all Years children have a pupil profile on ISAMS which allows staff to input information, including both rewards and sanctions. Details of any action, sanction and contact with colleagues/parents is recorded there too.
- If a child's behaviour conflicts with the school's Code of Conduct, then they may receive a warning (found in "Rewards & Sanctions" on ISAMS) from the relevant teacher.
- Three warnings lead to a Demerit, which requires the child to spend a proportion of their free time with the Deputy Head where the matter is discussed, and an appropriate sanction is given. This should be differentiated depending on the age, type of mistakes made and whether a child has any SEND/mental health factors which may have contributed. The Deputy Head would also, at this point, contact the parents.
- It is the form tutor's responsibility to positively coach any tutee receiving warnings to help them change their behaviour.
- The Pastoral Lead (Deputy Head) may be consulted at any point by the tutor and, if appropriate, children might be sent to speak to the Pastoral Lead about their behaviour.
- The Pastoral Lead should be consulted immediately for any extreme misbehaviour (e.g. extreme rudeness/disrespect, vandalism or bullying) and an investigation and bespoke sanction will be carried out.

- The Headmaster will be informed and involved in the event of any serious behavioural incident which might lead to exclusion from the school.

Extra Guidance for Prep Staff

- Staff should read the Learning support register carefully and ensure that certain pupils' needs and difficulties are taken into consideration when enforcing warnings/demerits.
- Staff should act as role models in relation to our Code of Conduct.
- Tutors are responsible for monitoring their tutees behaviour and any concerns about a child's behaviour should be reported to the tutor in the first instance.
- The PE department run specific changing room practice sessions for pupils who struggle to be timely and organised before and after games sessions.
- **THERE IS NO FORM OF CORPORAL PUNISHMENT**, and staff must never strike a child for any reason whatsoever. Any accidental contact with a pupil that might be considered inappropriate must immediately be reported to the Headmaster so he is prepared should the parents request to see him.

Rewards

EYFS

In the EYFS there is a great emphasis on reinforcing and rewarding good/expected behaviour using stickers. These are given to the children, and they stick them onto their jumpers, which they then wear with pride, this is a very visual approach. The Reception children also take part in the 'Star of the Week' and 'Trophy Winner' reward system with the rest of the Pre-Prep.

Pre-Prep (Year 1 and Year 2)

The school's Code of Conduct is on display in every classroom and is referred to when discussing expected behaviour and each class has their own visual reward system. In the Pre-Prep Friday assembly, one child from each class is rewarded with a 'Star of the Week' certificate and is asked to shake the Head of Pre-Prep's hand. There is also one weekly trophy winner, from Reception to Year 2. The trophy sits on their desk and a photo of them is put up in the main school, outside the Headmaster's office. At the end of the spring term, the Year 2 children are placed into a 'House' and are then able to be awarded house points with the Prep school. Children are rewarded for many characteristics, reflective of the school's Code of Conduct, personal academic success, and British Values.

Prep (Year 3 to Year 8)

Pupils are rewarded through our house point system. House points can be given for outstanding (for that particular child) behaviour, effort or achievement. They should not be used to reward expected behaviour but can be given for exemplary adherence to the Code of Conduct.

- House points are recorded on ISAMS. Form tutors and pastoral lead are alerted when this happens, and they monitor progress going forward.
- When children receive a certain number of House Points, they receive a token or certificate equating to a Bronze, Silver, Gold or Platinum award and they go to see the Headmaster to receive a chocolate and to celebrate their achievement.
- Time is allocated for Form Tutors to monitor data of their classes; both celebrations and concerns.
- Every Friday assembly, Super House Points (worth 5 House points) are awarded to individuals (or small groups such as the Year 8 prefect teams) who are nominated by staff for particularly outstanding adherence to the school Code of Conduct.
- Each point goes towards the house total. House totals are added up every term with the leading house for that period (not the leader overall) receiving cookies from the kitchen at morning break.
- A Headmaster's commendation is awarded each week and is proposed and agreed to by the staff.
- At the end of every term the overall winning House for that term is announced and Magnus the Monkey is awarded to the winning House Captain.

Pupils with Special Educational Needs/Difficulties

The School has a duty under the Equality Act 2010 to make reasonable adjustments where appropriate in the expectations, rewards and sanctions appropriate to pupils with SEND. Staff are made aware of any assessments of children with SEND, and their needs and provision are discussed regularly. The principles of the Code of Conduct make clear that they should be made to feel included and supported, but also that they have responsibilities to try their best in their work, attitudes and behaviour.

PHYSICAL INTERVENTION BY STAFF (see also Restrictive Intervention and Reasonable Force Policy)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Headmaster and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. However, force cannot be used to search for these items. Such searches must be conducted in the presence of another member of staff unless there is an imminent threat, and this is not possible. It would be preferable for a member of Senior Management to be present.

Any incident of this sort should be reported to the Bursar and recorded immediately, and parents should be informed on the same day or as soon as reasonably practicable.

N.B: THERE IS NO FORM OF CORPORAL PUNISHMENT, and all staff must never strike a child for any reason whatsoever. Any accidental contact with a pupil that might be considered inappropriate must immediately be reported to the Head so he is prepared should the parents request to see him. It is unlawful to use force as a punishment.

(Restrictive Interventions, including the use of Reasonable Force in schools, DfE April 2026)

BULLYING & SERIOUS INCIDENTS

Our anti-bullying policy is a vitally important document. All staff must ensure they are aware of its contents and procedures.

Serious incidents (e.g. stealing, graffiti, bullying) and recurring problems will be immediately referred to the Pastoral Lead. At this point the problem is considered very serious. Parents will be informed. The punishment for this type of behaviour will involve one of the following:

- Referral to the Headmaster
- Exclusion from trips
- Exclusion from sport / matches
- Being sent home early from residential trips
- Letter to and involvement of parents

Finally, persistent problems or a major incident will be automatically referred to the Headmaster. This could lead to suspension or expulsion.

Disciplinary action will also be taken against any pupil found to have made malicious accusations against staff, if these are found to be without foundation.

PUPIL EXCLUSIONS POLICY

Wellesley Prep School recognises that it is educationally right to impose sanctions if a pupil's behaviour continually falls short of expectations. Physical punishment is illegal and never sanctioned by the school; but the following sanctions are regarded as a reasonable range of sanctions to which the Headmaster and staff might resort in cases of poor behaviour, whether this be when pupils are on the school site, within the school grounds or representing the school on trips and visits: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, placing a pupil on report, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion.

Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances. Only the Headmaster, or a member of the SMT acting on the Headmaster's instruction in his absence, may exclude a pupil.

Related Policies

The Pupil Exclusions policy is designed to operate in the context of the following school policies and documents:

- The School aims and ethos
- Behaviour Policy (above)
- Anti-Bullying Policy
- Pupil Sanctions Record (ISAMS)
- Complaints Procedure
- The Parents' Handbook

Fixed Term Exclusion (suspension)

Fixed term exclusion (suspension) may be imposed when other measures such as report cards and meetings with the Headmaster have not brought about a desired change in a pupil's behaviour, and/or in a situation in which serious misconduct has occurred.

Permanent Exclusion

Permanent exclusion may be imposed in response to the most serious forms of misconduct, including proven malicious allegations against staff, where a pupil poses serious physical danger to others, and/or in situations

where fixed term exclusions have not brought about the required change in a pupil's behaviour. In the extremely rare event where it might appear necessary to permanently exclude a pupil, the school will work closely with parents to ensure that a suitable alternative can be achieved for the longer-term interests of the child.

If a pupil is expelled or required to leave, his/her leaving status will be one of the following:

“expelled”, or “removed”; “removal” means that it has been suggested by the school that the parents should remove their child as this is in the best interests of the pupil.

What Behaviour Merits Exclusion?

No list will describe every nuance of a pupil's behaviour, and the school's ethos of fostering a spirit of understanding will be the starting point for the exercise of discipline. However, the following are examples of behaviour that merit exclusion:

- Theft
- Bullying
- Cyber-bullying
- Physical assault/ threatening behaviour
- Fighting
- Inappropriate sexual behaviour
- Racist abuse
- Damage to property
- Persistent disruptive behaviour
- Parental misbehaviour

Appeals Against Exclusions

Appeals against exclusions are complaints. Those parents who wish to appeal against an exclusion will be directed to the school's complaints policy, which is available on the school website or as a hard copy when requested from the School Office.

Managing Pupils' transition

The school ensures that all pupils are well supported through the transition process. Their behaviour and emotional wellbeing are well monitored by their form tutor, and any concerns are relayed back to other staff and SLT during daily briefings. 'Leavers' are reminded that the school expects the highest standards for every minute that they are a pupil at the school and for them to be ambassadors for the school after they have left.

Staff Guide: When is physical intervention allowable? (see also Restrictive Intervention and Reasonable Force Policy)

- **Physical contact with pupils** – Avoid physical contact with pupils unless unavoidable. These unavoidable situations tend to fall into three areas:
 1. To use reasonable force to prevent harm coming to the child (see restrictive intervention guidance below)
 2. To demonstrate a physical skill e.g. in sport (but never done one to one)
 3. Unavoidable child-initiated contact (e.g. a pre-prep child grabbing your leg)

Sometimes, physical contact with pupils can be unavoidable (i.e. where all other possible alternatives are inappropriate (e.g. running away from a pre-prep child who wants to grab your leg) but should be for the shortest amount of time possible. Never initiate unnecessary contact such as horseplay. A handshake is not inappropriate contact!

- **Restrictive Intervention and use of reasonable force** - Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, damage to property or serious disorder and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded on the school's Restrictive Intervention Reporting Form (online) and reported immediately to the DSL/Headmaster who will inform parents as soon as possible and decide what to do next. Restrictive interventions will only be used when absolutely necessary to keep people safe and in accordance with the law, Department for Education (DfE) guidance, safeguarding principles and the Equality Act 2010.
- The use of restrictive interventions is regarded as a safeguarding matter as well as a behaviour management issue.

Disciplinary action against pupils who are found to have made malicious accusations against staff

If a pupil is found to have made a malicious accusation against staff, then the disciplinary action will be decided upon and carried out by the Headmaster. The Headmaster will review each case individually, seek advice

from appropriate external agencies and then sanction an appropriate disciplinary action which may include permanent exclusion.

PUPIL SANCTIONS RECORD POLICY

At Wellesley Prep School a central record on ISAMS is kept of the following offences:

- Demerits
- Behavioural Report Cards
- Bullying
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Theft
- Any other activity that is illegal under English law

The sanctions that will be imposed are set out in the school's policy on Discipline and Exclusions. Parents' attention is drawn to our Complaints Policy.

It is the policy of Wellesley Prep School to keep all our pupil sanctions records securely until your son or daughter has left, when they will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

TEACHING AND LEARNING

Wellesley Prep School aims to raise the aspirations of all its 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 cooperate and to work hard.

COMPLAINTS

Copies of the Complaints Procedure are available to parents on request or via the school website.