



King's College
TAUNTON

PREP SCHOOL

**Behaviour Policy
including Rewards and Sanctions**

(This policy is applicable to all pupils including those in EYFS)

Policy Date: September 2025

Responsibility

Individual: Deputy Head / Head of Pre-Prep

Review Cycle: (Annual)

Next scheduled review: September 2026

Last interim review: September 2025



INTRODUCTION

This policy has been written with regard to the Department of Education “Behaviour and Discipline in Schools” – a guide for Head teachers and school staff, 2016.

At King’s College Prep we encourage the establishment of good teacher/pupil relationships and support the school’s values through a system of rewards and sanctions which are designed to promote a calm, disciplined and safe learning environment. The school’s system of rewards and sanctions is outlined in this document.

The School records pertinent sanctions imposed on the children centrally with the use of the ISAMS system. The ISAMS file includes the pupil’s name, year group, date and sanction imposed. This system automatically sends an email notification of the offence to the pupils Tutor, Deputy Head Academic, Deputy Head Pastoral and Headmaster. In accordance with the Equality Act 2010, reasonable adjustments are made for pupils with special educational needs or disabilities.

BEHAVIOUR AND DISCIPLINE IN THE PREP

Golden Rules and the Code of Conduct

Discipline at King’s Prep is based on the six “GOLDEN RULES” which pupils are expected to observe at all times. These are designed to create a culture of “goodness”. These are as follows:

Do be considerate	Do not hurt anybody
Do be kind and helpful	Do not hurt people’s feelings
Do work hard	Do not waste your or other people’s time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth



In Years 5 to 8 they have been adapted slightly and are called “The Code of Conduct” to make them more accessible to the older children.

Be honest	Don't cover up the truth
Be considerate	Don't hurt people's feelings
Be kind and helpful	Don't be selfish
Listen to other people	Don't interrupt
Work hard	Don't waste your or other people's time
Look after property	Don't waste or damage things

Rewards and Sanctions

The school works hard to promote good behaviour through a programme of rewards and sanctions and this helps to set the tone of the whole school.

Rewards – Work

Verbal Encouragement and Praise

Children who maintain their effort and/or achievement will receive verbal praise and encouragement from the teacher.

Merits

These are awarded by subject teachers for achievement and/or for effort and they are recorded by the Form Tutors. A termly competition is held for the House gaining the most merits.

“Super Standard”

If a child's half term achievement grades are all B or above and effort marks 2 or above, then they are awarded a “super standard” which is worth 3 merits. This will be indicated by the Form Tutor on the Grade Sheets.

Head's Commendations (HMC)

If a child produces an exceptional piece of work, they are asked to take it to show the Head where they will receive a special commendation (worth 3 merits). A list of the children gaining this honour will be read out in the weekly school assembly, held on Mondays. Children gaining three or more HMCs in a term will receive a pen from the Head as a further reward.



Rewards – Conduct and Behaviour

Verbal Encouragement and Praise

Pupils will be complimented on examples of considerate or thoughtful behaviour.

Plus Points

These are to be awarded to pupils for sustained thoughtful, considerate or helpful behaviour or for showing initiative around the school. They should be recorded in the allocated area on the ISAMs system. The role of the Form Tutors is to monitor the Pluses and communicate with their tutees on a regular basis.

People who gain as many plus points as possible and not exceeded the specific chance, choice and consequence threshold will qualify for Golden Time (Y3&4), Plus Rewards (Y5-7) or Town Time (Y8) (*see below*). The leading tutor group is presented with a cup on a half termly basis and at the end of the term a trophy is awarded to the winning house.

Plus Rewards

Pupils in Years 5, 6 and 7 are rewarded for their good behaviour with the twice termly Plus Rewards sessions (the dates of these are published in the School Diary every term). These will be approximately 90 minutes in duration. The children are informed what activities will be offered at the end of that half-term. All of the tutors are involved in arranging these activities. Pupils qualify for the Plus Rewards if they have maintained good behaviour throughout the half term and not exceeded the specific chance, choice and consequence threshold. Pupils are told of this threshold at the start of each half-term.

Tutors should try and look at the behaviour during the whole of that period and avoid allowing one poor week to overshadow a sequence of good ones. The Deputy Head Pastoral, in consultation with a respective Tutor (or other Senior Staff), is allowed to use their discretion when deciding whether someone qualifies for the Plus Rewards. Pupils may be allowed to participate in part of their Rewards time if, for instance, a poor week was outweighed by generally good behaviour throughout a half term.

The pupils should be given at least 24 hours' notice if they have not qualified.

Pastoral Certificates

Pupils who add a great deal to their tutor class, in terms of their conduct, their positivity and in terms of their desire to be inclusive will be recognised each half term in a Special Assembly. These will often be pupils who may not be recognised elsewhere in the school but who add a great deal to the Pastoral Life of a class.

Golden Time

Golden Time for Years 3 & 4 takes place during an afternoon at least once a half term and it is supervised by the Form Teachers (they are shown in the school diary). Pupils qualify for Golden Time in a similar way to the Plus Rewards.



Town Time

Town time takes place approximately every half term. The pupils are escorted into town across a long lunch break in the final week of half term. This is seen as good preparation for senior school. Pupils in Year 8 qualify for Town Time by good behaviour throughout the half term and having not exceeded the specific chance, choice and consequence threshold. Tutors are allowed to discuss with the DHP when deciding whether someone qualifies for the Town Time and the pupils should be given at least 24 hours' notice if they have not qualified.

See Rewards Summary Diagram on page 10

Sanctions – Work

It is the responsibility of each member of staff to make sure that the work they set is completed to their satisfaction. If a child fails to do this he/she must be given the opportunity to complete the task in their own free time, and usually within 24/48 hours. If the child still has not done the work, the nature of the offence will be written on the centralised ISAMS system in the pupils file.

The ISAMS file includes the pupil's name, year group, date and sanction imposed. This system automatically sends an email notification of the offence to the pupil's Tutor, Deputy Head Academic, Deputy Head Pastoral and Headmaster.

The work detention will usually take place on a Friday and will be supervised by the Deputy Headmaster (Pastoral) or the Head of Year 7 & 8. The Form Tutor of the individual must be informed by the subject teacher when this happens.

Report Cards

If a child's behaviour is giving cause for concern, whether academic or behaviourally, the Form Tutor must be informed. The name of a pupil who is causing concern may also crop up at one of the regular pupil progress staff meetings or at the weekly staff briefing. A meeting will then be arranged with the relevant staff (usually either the Deputy Head Pastoral, Deputy Head Academic) and a course of action will be discussed.

The Deputy Head Pastoral and Deputy Head Academic have a variety of work/conduct/organisation report cards. If a child is put on a report card, he/she must give the card to the member of staff at the beginning of each lesson.

Parents will be informed if their child is put on report. The Form Tutor must check the card at the end of the day (during Tutor Period) and if previously specified the relevant member of SLT will also see it. Whenever possible the report card experience should be a positive and a constructive one for the individual.

Sanctions – Conduct and Behaviour

Unsatisfactory behaviour must not be tolerated. Staff should establish clear and consistent standards in the classroom and around the school. There will be occasions when staff will need to admonish and punish; consistency is particularly important at this time. In cases that are



deemed pertinent the nature of the offence will be written on the centralised ISAMS system in the pupil's file. The ISAMS file includes the pupil's name, year group, date and sanction imposed. This system automatically sends an email notification of the offence to the Deputy Head Academic, Deputy Head Pastoral and Headmaster.

The following forms of sanction are used within the school's behaviour policy:

- **Chance – Choice – Consequences System**

Implement the Chance-Choice-Consequence structure for dealing with low level disruption, poor behaviour and academic issues.

C1 (Chance) – A verbal warning is given to the child/children in question and their name is entered onto the appropriate area of the board when in a classroom. When outside the classroom a verbal warning will be given. In both cases the warning will be entered onto the ISAMS system in the Rewards and Sanction area using the box titled **C1**.

C2 (Choice) – A verbal instruction will be given to the child/children in question (this will relate to the particular issue, the verbal apology and the detention to be conducted by the individual/group and the staff member at the next convenient time) and their name is entered onto the appropriate area of the board when in a classroom.

When outside the classroom a verbal instruction will be given.

In both cases a 5 minute detention will be served by the child/children in the presence of the member of staff concerned and this be entered onto the ISAMS system in the Rewards and Sanction area using the box titled **C2**.

C3 (Consequence) – A verbal instruction will be given to the child or children in question (this will relate to the particular issue, the verbal apology and detention/job/apology letter to be conducted by the individual/group and the staff member at the next convenient time) and their name is entered onto the appropriate area of the board when in a classroom. When outside the classroom a verbal instruction will be given. In both cases a 20-25 minute period of time will be served by the child/children in order to write the apology letter needing to be handed to the staff concerned. This issue will be entered onto the ISAMS system in the Rewards and Sanction area using the box titled **C3**.

The Deputy Head Pastoral will normally oversee these detentions.

The points associated with the above sanctions will be accumulated over the course of the academic year. Tutors will be requested to check their tutees on a weekly basis as a minimum requirement. Tutors should discuss trends with children to avoid continued low-level disruption Chance & Choice (**C1 & 2**) and Consequences (**C3**).

Scores will result in lost time during Golden Time/Plus Rewards/Town Time (in its entirety or a part of) at the end of half term.

Accumulation of scores above certain scores in each half term will result in missing the whole of Golden Time/Plus Rewards/Town Time at the end of half term. Depending on the length of each half term will depend on how many points a pupil will be allowed to accumulate before a sanction is applied.



Depending on the age of the child, and their subsequent behaviour, a child may lose part of their Golden Time or Plus Rewards. This will be decided by the DHP and the Form tutor.

Each half term each pupil starts their scores from 0 so no points carry over into the next half-term.

Accumulation of a score of 9 points in a week will result in a Detention on the Friday lunch break (12.30-1.10pm). This may result in missing the whole of Golden Time/Plus Rewards/Town Time at the end of half term.

An end of half term detention (due to accumulation) will result in parents being informed.

- **Report Cards** – An individual may be put onto a report card if there are consistent patterns of behaviour or conduct that are causing concern. This will happen following consultation between the Form Tutor and any relevant members of the teaching staff.
- **Detentions** – These may be used for a variety of offences and are sometimes quite short in their length. The more serious an offence is deemed the longer the detention will be.
Formal and longer detentions are only to be given for serious indiscretions and may result in missing the whole of Golden Time/Plus Rewards/Town Time at the end of half term.
Any member of staff who is unsure about the type of punishment to give should check with the individual's Form Tutor or with a senior member of staff. Detentions are to be recorded in the allocated area on the ISAMS system by the DHP. The Deputy Head will notify the tutor and parents will be informed of the detention taking place.
- A **Formal First Detention** lasts for half an hour and takes place during a lunchtime.(Usually Friday; supervised by the Deputy Head)
- The **Formal Second Detention** in a term lasts for one hour. Parents will be informed via letter at this stage and they will be told when it will take place. The Second Detention will not take place out of normal school hours.
- **Children who receive a Second detention (or a Head's Detention – see below) would usually not participate in the Plus Reward/Town Time activity during that half of the term.**
- **Head's Detention** (90 mins) – If a child is in weekly detention more than twice, a subsequent detention will be held at any time from Monday to Saturday. Parents will be given 48 hours' notice of this.
- A child might also be placed in this detention for a major offence. This would, if in Year 8, normally result in the loss of Town Time.



Concerns

Staff can report concerns they may have for an individual child through the ISAMS system in order to help track issues that may be evident but not over the disciplinary threshold. Concerns can be raised regarding behaviour, attitude, social circumstances and anything else that staff feel could be usefully logged and tracked on the system. All staff are encouraged to communicate verbally with relevant colleagues as well as registering a concern on the ISAMS system.

The Disciplinary Sequence

A copy of the School's Disciplinary Sequence is posted in every tutor room, together with the "Golden Rules"/"Code of Conduct".

It is the role of a Form Tutor to monitor the standards of conduct achieved by the members of the tutor group. Tutors must refer to the diagram when talking to the children about their conduct. (see the example on page 9)

Detailed Description of the "Plus" & "Chance-Choice-Consequence" Scheme

Staff will record pluses and chance-choice-consequences in the allocated area on the ISAMS system. The Form Tutors must monitor the totals for each week.

The aim is for each pupil to gain as many plus points as possible and remain below the specific chance-choice-consequences threshold for that particular half term.

Where a chance-choice-consequences has been given the reason should be stated in the comment box in the specific area on the system. The individuals must be told if they have been given a chance-choice-consequence so that they are fully aware of their wrong-doing and to put things right as stipulated.

The reasons pluses are given should also be noted in the comment box in the specific area on ISAMS system. A child who shows initiative and consistently helpful behaviour in a week should be rewarded.

See Sanctions Summary Diagram on Page 12

Power to restrain pupils

Corporal punishment is forbidden by law. A staff member is not allowed to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury.



Although teachers may not use corporal punishment as a disciplinary sanction, they and others, if authorised to do so by the Head, may use power to restrain a pupil as is reasonable to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property including their own
- behaving in a way which is prejudicial to the good discipline and order of the school whether in the classroom or elsewhere where the teacher has lawful control of a pupil.

Reasonable Force

The degree of force must be in proportion to the incident and the minimum to achieve the desired result. The use of reasonable force might be justified in the following situations:

- violent behaviour by a pupil such as fighting or attacking a member of staff or another pupil
- acts of vandalism
- behaviour by a pupil, such as rough play, the misuse of objects or running in the corridors, which is likely to cause personal injury or damage to property
- refusal by a disruptive pupil to leave a classroom.

Recording Incidents

It is important to keep detailed, up-to-date written records of all incidents when force has been used and to immediately inform the Headmaster, Deputy Head or in their absence a member of the SLT. These records should include:

- the names of the pupils involved and any witnesses together with where and when the incident took place
- the reason why the use of force was necessary
- a description of the incident including the steps taken to calm the situation before the force was deemed to be necessary and the nature of the force used
- the pupils' response
- the outcome of the incident
- Details of any injury suffered by any of the parties or damage to property.

Conclusion

As the above guidelines imply, the use of force is only warranted in very exceptional circumstances and should NOT be regarded as a normal method of enforcing discipline.

Internal Suspension may be ordered for an offence which is serious, but circumstances determine the sanction is served at school. It will be monitored by the Deputy Head Pastoral and a pupil will be given work to complete by their subject teachers. Consideration will be given to the welfare of

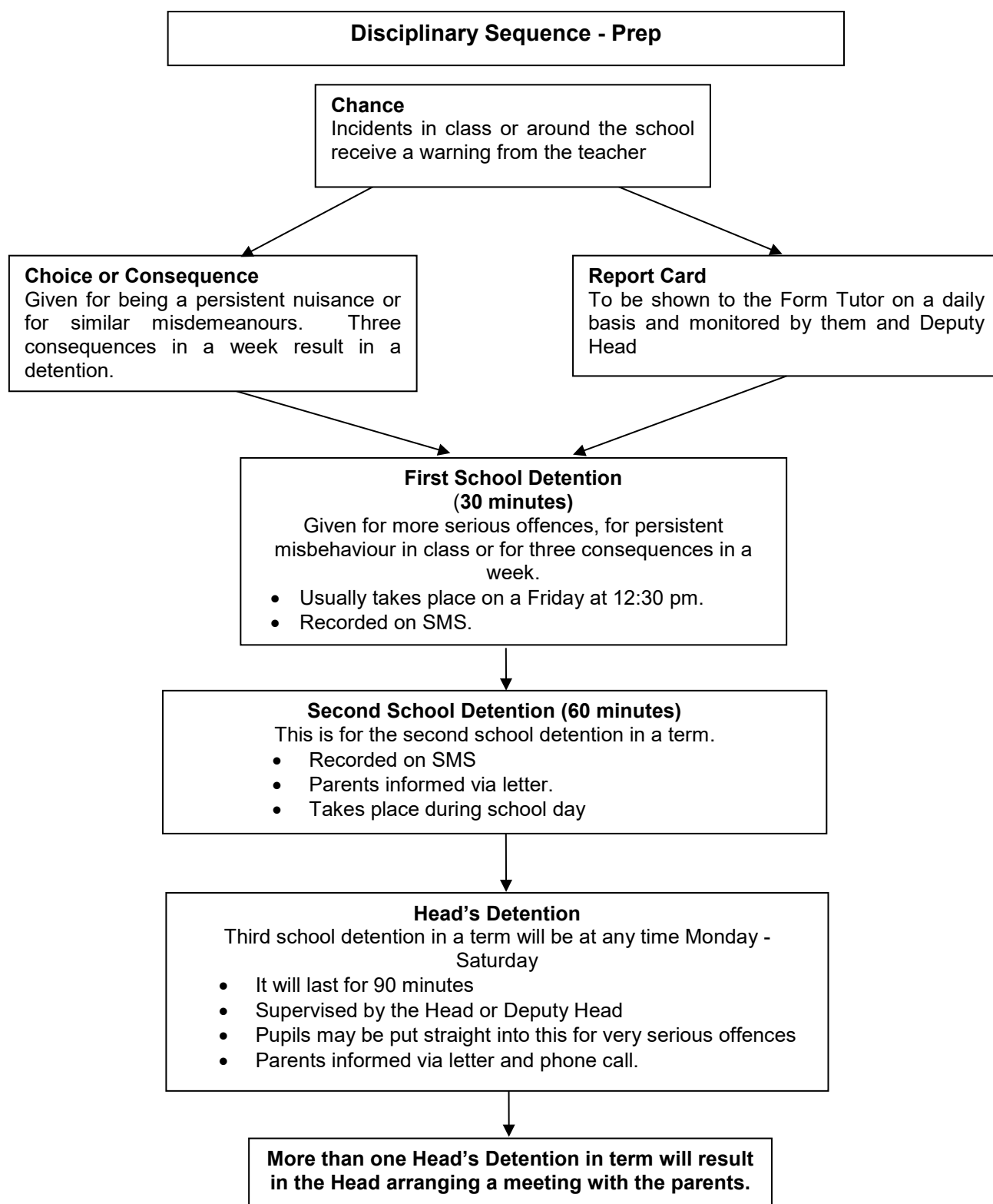


the pupil during the sanction and (particularly in the case of a boarding pupil) the bearing of the Internal Suspension may finish at 4.30pm.

Suspension may be ordered if a pupil persists in misdemeanours after warnings or is involved in bullying, theft, use of derogatory terms, lying, bringing proscribed articles or substances to School, repeated truancy from lessons or other serious wrong-doing (including behaviour online out of school time).

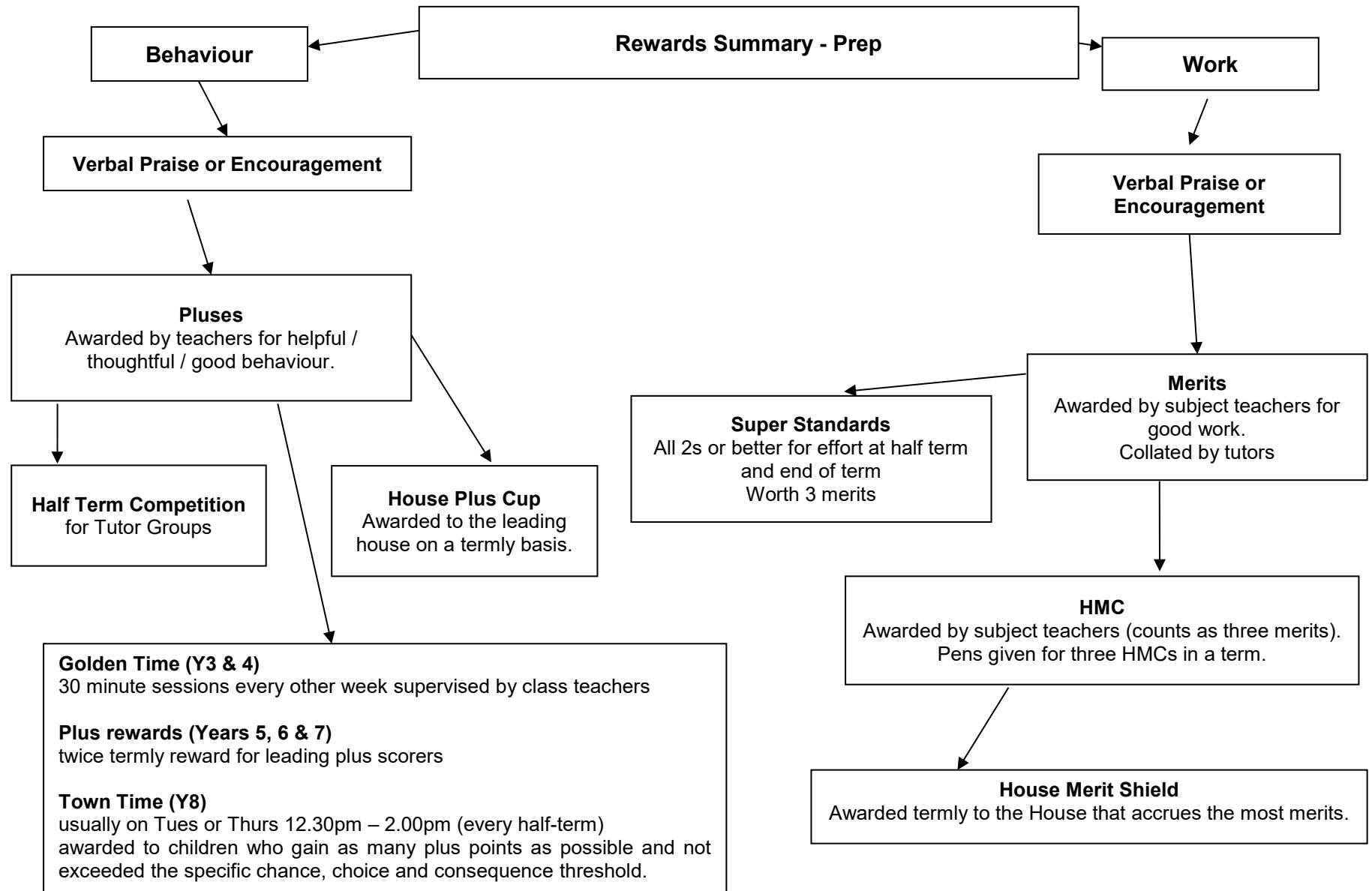
This gives the pupil a chance to consider, if possible with the help of discussions at home, the possibility that expulsion may subsequently be ordered unless conduct improves. Suspension, if found guilty, may be the action against a pupil who is found to have made a malicious accusation against a member of staff.

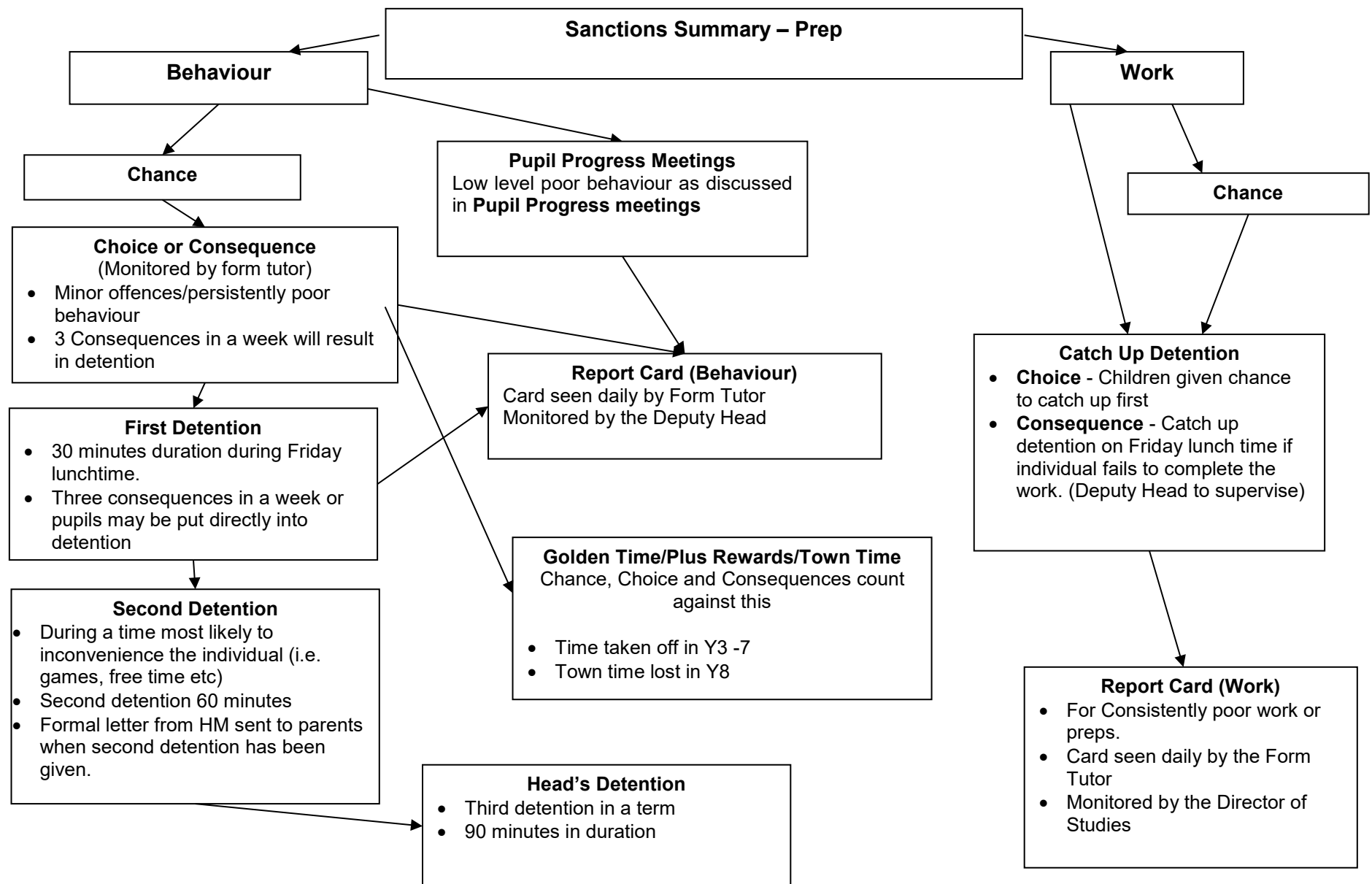
Expulsion may be ordered in certain circumstances, normally following suspension except in cases of serious misconduct. If this sanction is being considered, both pupil and parents will normally be invited to a meeting with the Headmaster. Parents may in some cases be offered the opportunity to withdraw the pupil. In other cases the Headmaster may expel the pupil forthwith. The appropriate procedure to be adopted in any case is entirely at the discretion of the Headmaster. Expulsion, if found guilty, may be the action against a pupil who is found to have made a malicious accusation against a member of staff.





Behaviour Policy







BEHAVIOUR AND DISCIPLINE IN THE PRE-PREP

The Head of Pre-Prep is the named person with responsibility for behaviour management issues in the Pre-Prep.

Children, particularly the young, are **always** learning. The role of the staff in the Pre-Prep must at all times be to encourage good behaviour.

It is more effective to receive reward than punishment when learning. The balance between rewards and sanctions should lean heavily towards rewards. Great emphasis should be placed upon merited praise and reward. Children should also be encouraged to praise each other. The aim of this policy is to promote good behaviour, rather than merely deter poor behaviour.

Personal, social and emotional development is an extremely important part of every child's learning. Incidents will occur throughout the day where teachers and children will be able to address developmental opportunities involving discipline. These can be focussed on during 'circle time' discussions for Personal, Social and Emotional Development in the Early Years Foundation Stage and Personal, Social, Health and Economic Education for KS1.

In the Early Years Foundation Stage children will be expected to work towards goals to:

- Value and contribute to their own well-being and self-control
- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously
- Understand what is right, what is wrong and why
- Have an awareness of the boundaries set, and of behavioural expectations within the setting
- Consider the consequences of their words and actions for themselves and others
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect

During KS1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. As members of a class and school community they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of the school.



The Golden Rules

All children in Pre-Prep follow a system of Golden Rules which have the sole purpose of keeping everyone safe, happy and healthy. The Golden Rules are revised with the children at the beginning of each academic year through a series of assemblies led by the Head of Pre-Prep. They are also linked to our Fundamental British Values assembly characters to support the children's developing understanding.

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do listen	Do not interrupt
Do look after property	Do not waste or damage property
Do be honest	Do not cover up the truth
Do work hard	Do not waste our or other people's time

Rewards

Praise is the most effective and readily available reward. It shows respect and improves self-esteem. It is most effective if immediate.

We praise and reward children for following the Golden Rules in class in a variety of ways:

- Staff congratulate children verbally, with stickers or by awarding them a Rocket Point (Years 1 and 2).
- Each class has its own system of rewarding good work and to acknowledge outstanding effort.
- During the week all children have the opportunity to show their class examples of outstanding efforts/awards/certificates which have been achieved both internally and externally.

Reach for the Stars

'Reach for the Stars' is a behaviour system adopted to encourage best behaviour and effective communication between the Pre-Prep and parents. The children are able to relate easily to the weather symbols. 'Reach for the Stars' is a five tier strategy that is used in KS1 and EYFS have the choice of differentiation. (In Nursery there will be less emphasis placed on the 'Reach for the Stars' behavioural strategy and greater emphasis placed on individual needs. Discipline is based on positive reaction. Children will be removed from the cause of a problem, distracted by a different activity, may be spoken to firmly but quietly or given time to calm down as appropriate).

- The children begin each and every day with their individual name peg on the middle tier – a sun symbol. This is where they are when achieving the behavioural expectations of the class.
- They then have the choice throughout the day to display excellent behaviour – propelling them onto the next layer that of the rocket and after a graded number of times onto the exceptional top layer, the symbol of the star.



- It is at this stage the child will be awarded a Star Certificate and respective badge to keep at Celebration Assembly.

Purple Award = 10 Rocket points

Bronze Award = 25 Rocket Points

Silver Award = 45 Rocket Points

Gold Award = 70 Rocket Points

Diamond Award = 100 Rocket Points

Celebration Assembly

At the end of each week children from each class are rewarded in our Celebration Assembly with a Merit Badge / Certificate for outstanding effort and for keeping the Golden Rules. Their names are recorded in that week's Pelican Newsletter.

Golden Time

At the end of each week Golden Time (approximately 20 minutes on a Friday afternoon) is earned for all Pre-Prep children who have kept the Golden Rules that week.

Sanctions

With the best will in the world, there will be times when children display behaviour that does not lend itself to 'the happy environment' required for the best learning to take place. 'Reach for the Stars' is again used for the times when children display behaviour not in keeping with the Golden Rules.

- If after a reminder of the Golden Rules and a subsequent warning, in which the child is told / asked to identify which rule is being broken, the child persists in breaking the rule they will be asked to move their named peg from the sun symbol to the sun / cloud symbol referred to as the 'thinking cloud'
- If the child rectifies their behaviour they are praised and told to move their peg back to the sun symbol.
- If the child continues to break the rule they are told to move their peg to the bottom layer of the tier – the storm cloud symbol which will result in 5 minutes loss of Golden Time. This cannot be earned back and parents will be informed by the class teacher at the end of the day.

Strategies to support good behaviour:

We believe in positive motivation and aim to help re-establish a child to good behaviour. Classroom organisation and management can play a key role in supporting children's behaviour in the classroom.

- Minimise attention for poor behaviour whenever possible
- Pupils may be told where to sit for lessons within a structured, working group
- Children may have a particular place to sit on the carpet or near to the teacher
- Encouragement of good behaviour through reward systems and positive praise



- Talk to children in a calm, consistent, non-confrontational manner
- Time-Out area can be used for children to spend a time proportionate to their age calming down if deemed appropriate (i.e. 3 minutes for a three-year-old, 4 minutes for a four-year-old etc.)

If a child is having difficulty with their behaviour in the classroom the following strategies may be used if appropriate:

- The child will be reprimanded and warned to stop the behaviour before sanctions implemented (clear, direct instructions, i.e. "Stop!")
- Class teachers to keep a log of behaviour on iSAMs (Wellbeing Manager)
- Class teachers will inform other staff of behaviours being exhibited in order for them to be monitored during playtimes / hobbies etc.
- Reduced playtimes to complete work not completed / reflect on poor behaviour (max. 10 minutes) where appropriate
- Informally talking to parents with or without the child present
- Formal interview with parents if difficulties persist with class teacher and Head of Pre-Prep
- If a child shows no signs of improvement in behaviour the child's parents must be sent a written warning, explicitly stating what the child is saying or doing that is unacceptable, and warning the parent that the school may require the child to be withdrawn from the school on a temporary or permanent basis if the behaviour does not stop. Unacceptable verbal behaviour within this context includes any form of comments which are racist, offensive, provocative or aggressive.
- We will not use corporal punishment or any other punishment which physically hurts the child or may humiliate them.
- Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

Biting

Many children go through a stage of biting other children and staff. We know this is an emotive subject and when this occurs, particularly if a child bites regularly, the following procedure will be followed:

- The victim will be comforted by their key person / class teacher and any required medical treatment given.
- The perpetrator will be taken from the play area and told, in a manner appropriate to the child's age that the behaviour was unacceptable. The child will not be shouted at and only one member of staff, preferably the child's key person / class teacher will deal with this.
- Sanctions will be applied as stated in the behaviour management policy.



- Staff will use their written observations and knowledge of the child to try to pinpoint trigger points and reasons.
- The incident will be reported on iSAMs (Wellbeing Manager)
- Parents of both children will be informed.

Physical contact:

We believe that physical contact between adults and children plays an important role in building relationships. However, this must be within clear boundaries to ensure the safety of children and adults.

Examples of acceptable touch (not exhaustive):

- Child seeks a hug from a trusted adult, then the adult will reciprocate the hug – letting go as soon as the child does, or tactfully ending the contact if it has gone on past a comfortable point.
- Child seeks to hold the hand of a trusted adult or has to be carried in line with development needs.
- Child needs comfort, then the adult might put an arm around them or stroke their hair.
- Guide a child or keep them safe – for example hand or the back of their shoulder or holding their hand crossing a road. Pulling them back from danger.
- Touching gently on the shoulder or arm to gain a child's attention.
- Helping into position for fine or gross motor activities.
- Changing nappies, providing first aid or other care in line with our intimate care policy.
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Examples of unacceptable touch (not exhaustive):

- Where the adult is seeking a hug from a child or affectionate touch against the child's wishes.
- Insisting on touch where the adult is unknown to the child.
- Excessive or unnecessary force or 'rough handling'.
- Any contact that causes concern with reference to our staff code of conduct and safeguarding policy.

As a rule of thumb, we respond to the needs of the individual child and in a like-for-like manner.

Use of Physical Intervention

Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property.

The use of physical intervention is always used as a last resort when children are posing a danger to themselves or others. It must always be proportionate, for the shortest time possible and planned to cause the minimum distress to all involved. It should never be a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical.



The degree of force used should be the minimum needed to achieve the desired result. Physical intervention should only be considered an option if:

- Calming and defusing strategies have failed to de-escalate the situation
- There is a significant risk of harm to the child or other children if there is no intervention
- Not intervening is likely to result in more dangerous consequences than intervening.

Certain types of physical contact to “punish a child or cause pain, injury or humiliation” is explicitly forbidden (Educational Act 1996). For example:

- Kicking, slapping, punching
- Tripping
- Holding child face down to the ground
- Any contact/hold that may restrict breathing/airways
- Forcing limbs against their joint

Recording and Reporting Physical Intervention

All restrictive holds are recorded on year group Physical Intervention Logs stored on SharePoint. Parents / carers will be notified that their child has been physically restrained the same day. The time and date of informing parents will be logged along with any feedback. The HoPP (and DSL if deemed appropriate) will be informed of the incident within 24 hours.

If it is likely that reporting an incident to a parent / carer will result in significant harm to the pupil, we will seek further guidance and support from Children’s Social Care.

Risk management

Any child who has needed to be restrained or who has challenging behaviour which might make this necessary should have a risk assessment and a behaviour plan specifying known situations most likely to trigger difficult behaviour. Any strategies (de-fusing techniques most likely to help) should be agreed with parents/carers and communicated to all staff who work with the child. (This must be reviewed every half term)

Health & Safety

The young person’s health and safety must always be considered first and monitored. Any restraint must be ceased immediately if significant signs of physical distress are seen. i.e sudden changes in colour, difficulties in breathing, vomiting.

Staff are not under a duty to run the risk of personal injury, by intervening where it is not safe to do so. If the situation is assessed as being too dangerous, staff should remove other children, retire to a safe distance, and call for another member of staff to help.



If parents / carers wish to make a complaint about physical intervention used by a member of staff or other authorised person, they will complain to the HoPP in the first instance, or to the Head if the manager was the staff member executing the intervention. The incident will then be investigated under the relevant disciplinary procedure.

Legalities/context and framework

Section 93 of the Education & inspection act 2006 stipulates that reasonable force may be used to prevent a pupil/child:

- Committing a criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for older pupil)
- Where there is a risk of injury to others or to the pupil (child)
- Where there is a risk of significant damage to property
- Where good order and discipline is compromised

Playtime Supervision

All teachers and Teaching Assistants are timetabled for supervision on a rota basis. They are expected to maintain order: usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being asked to move their Golden Time peg or to sit out on the bench for a period of time proportionate to the age of the child. Staff keep note of children who continually misbehave and share this with the child's class teacher for monitoring. Persistent or serious misbehaviour at playtimes is brought to the attention of the Head of Pre-Prep. This may result in loss of privileges and playtimes. Parents will be informed.

Parents and School

Parents play a vital role in their child's education and can positively influence behaviour in school. It is important to have a shared understanding of the school's expectations to promote good behaviour. All parents have access to this policy via the school website as well as it being included in the Handbook for New Parents. It is expected that parents will support school policies. If home and school work together then any difficulties are usually resolved.

If parents are concerned about their child being upset or hurt in school they are asked to come and tell their child's class teacher. Should they wish to take the matter further, they will be encouraged to speak to the Head of Pre-Prep and then, if still unhappy, to the Headmaster. Children may sometimes be unwilling or feel unable to tell an adult in school, especially if they are new, have little English or believe that they are being bullied. We encourage parents to inform the school as soon as possible if their child has confided in them (preferably the next day).

Sometimes behavioural difficulties may stem from home circumstances and parents are encouraged to let the school know if there is anything happening at home that might contribute to their child demonstrating a change in normal behaviour at school.