



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 2026

Responsibility

Individual: Deputy Head / Head of Pre-Prep

Review Cycle: (Annual)

Next scheduled review: September 2027

Last interim review: September 2026



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 an award (eg pen or special highlighter) from the Head.



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 'Values' 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 as well as linking heavily to our school values.

Golden Time

Golden Time for Years 3 & 4 takes place during an afternoon 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 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 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 or Head of Year 7 & 8 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 and 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 for C Points 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 using MyConcern. All staff are encouraged to communicate verbally with relevant colleagues as well as registering a concern on the ISAMS system for C p

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

Prevention and De-Escalation

Where possible, with the assistance of things such as behaviour cards and interventions from Tutors / DHP / Learning Support Dept, a strong emphasis is placed on preventing poor behaviour as well as the isolated cases of supporting those pupils who may need to be secluded.



Seclusion is defined as one or more members of school staff secluding a pupil if they detain that one pupil in a place apart from any other person (except the member or members of staff) otherwise than as a disciplinary penalty – including by:

- Physically obstructing the pupil's way of leaving a place
- Securing a place so that a pupil cannot leave it
- Causing the pupil to believe they will be punished if they leave the place.

Power to restrain pupils and the Use of Reasonable Force

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 (Reasonable Force, Seclusion and Restraint)

It is important to keep detailed, up-to-date written records of all incidents when force has been used and to immediately inform the Head, Deputy Head or in their absence a member of the SLT. Written Recordings of any seclusion will also need to take place. These must be completed as soon as practicable after the event by the staff involved, no later than the same day.

These records should include:

- the names of the pupils and staff involved and any witnesses together with where and when the incident took place
- Time, date, location and approximate duration of the intervention



- Any relevant needs or circumstances of the pupil, including whether the pupil has identified SEND
- In the case of reasonable force being used, a brief account of the incident, any known identified or potential triggers, any preventative or de-escalation strategies used and the type of and degree of reasonable force applied
- Why the intervention was deemed necessary
- the pupils' response
- the outcome of the incident
- Details of any injury suffered by any of the parties or damage to property, as well as any post-incident support.

The school will report to parents any incidents which involve reasonable force, seclusion and restraint. This includes non-force restraint, such as the removal of a walking aid.

Conclusion

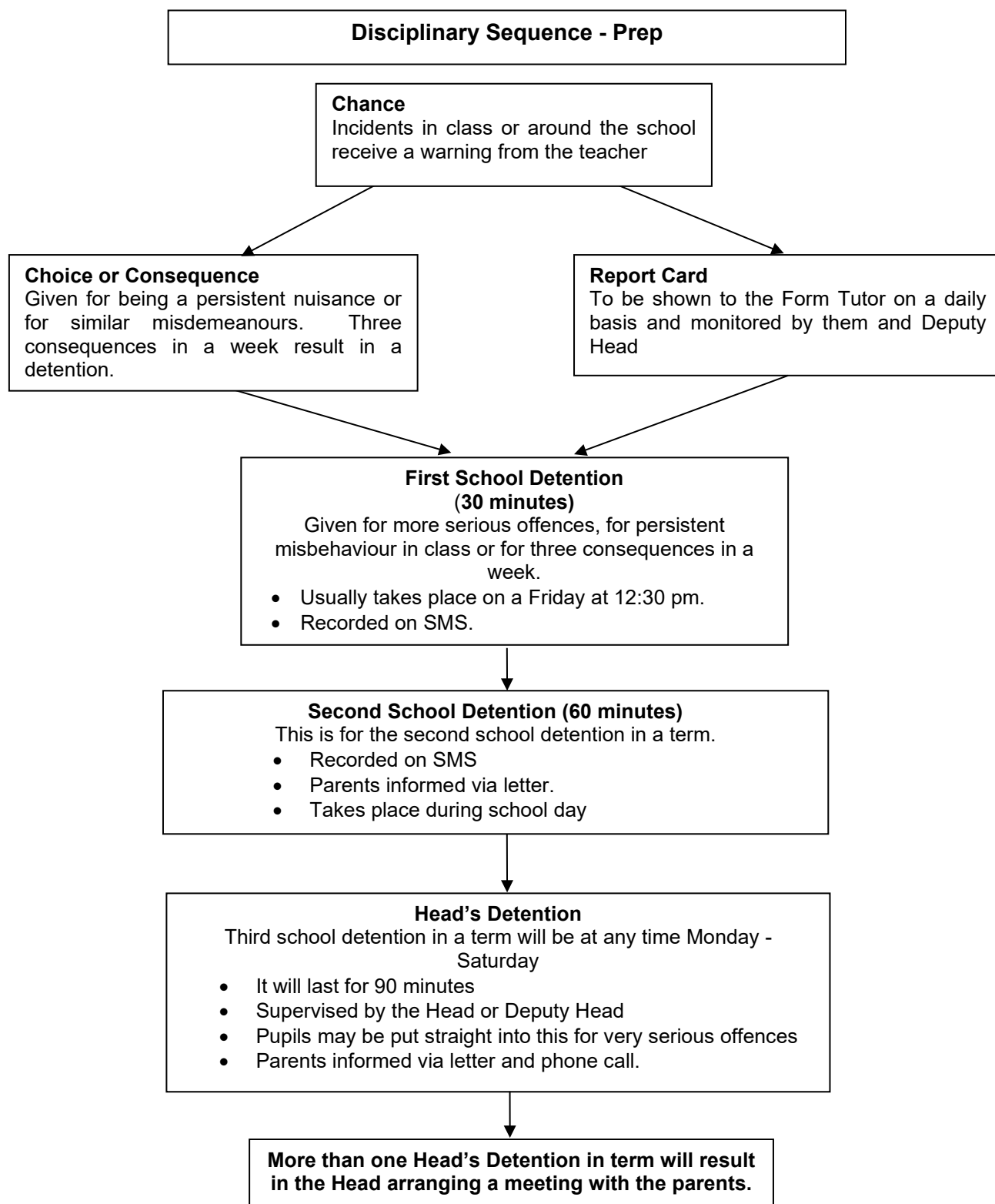
As the above guidelines imply, the use of reasonable force is only warranted in very exceptional circumstances and should NOT be regarded as a normal method of enforcing discipline.

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).

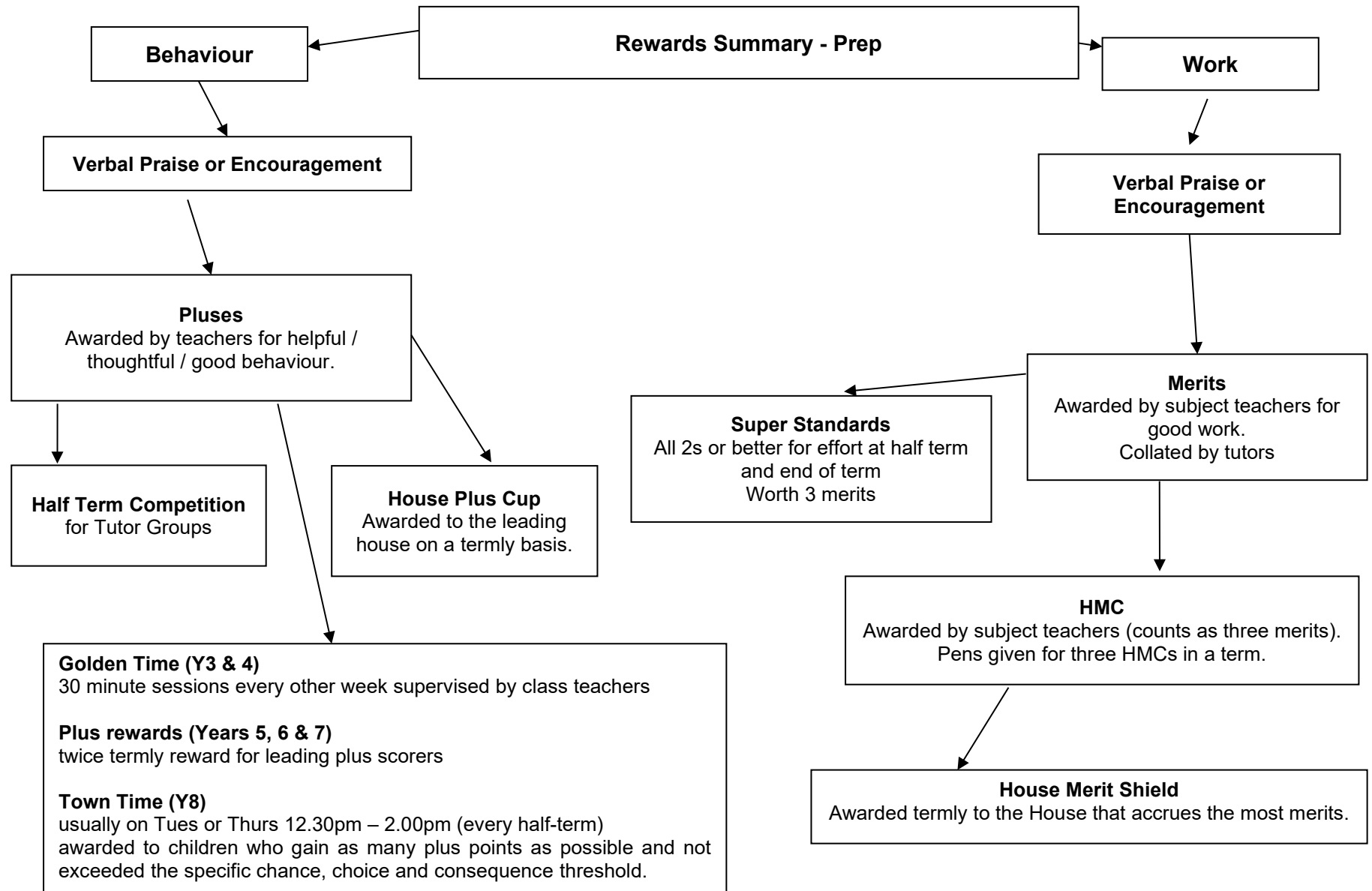
This gives the pupil a chance to consider, if possible with the help of discussions at home, the possibility that expulsion may subsequently be ordered unless conduct improves. Suspension, if found guilty, may be the action against a pupil who is found to have made a malicious accusation against a member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

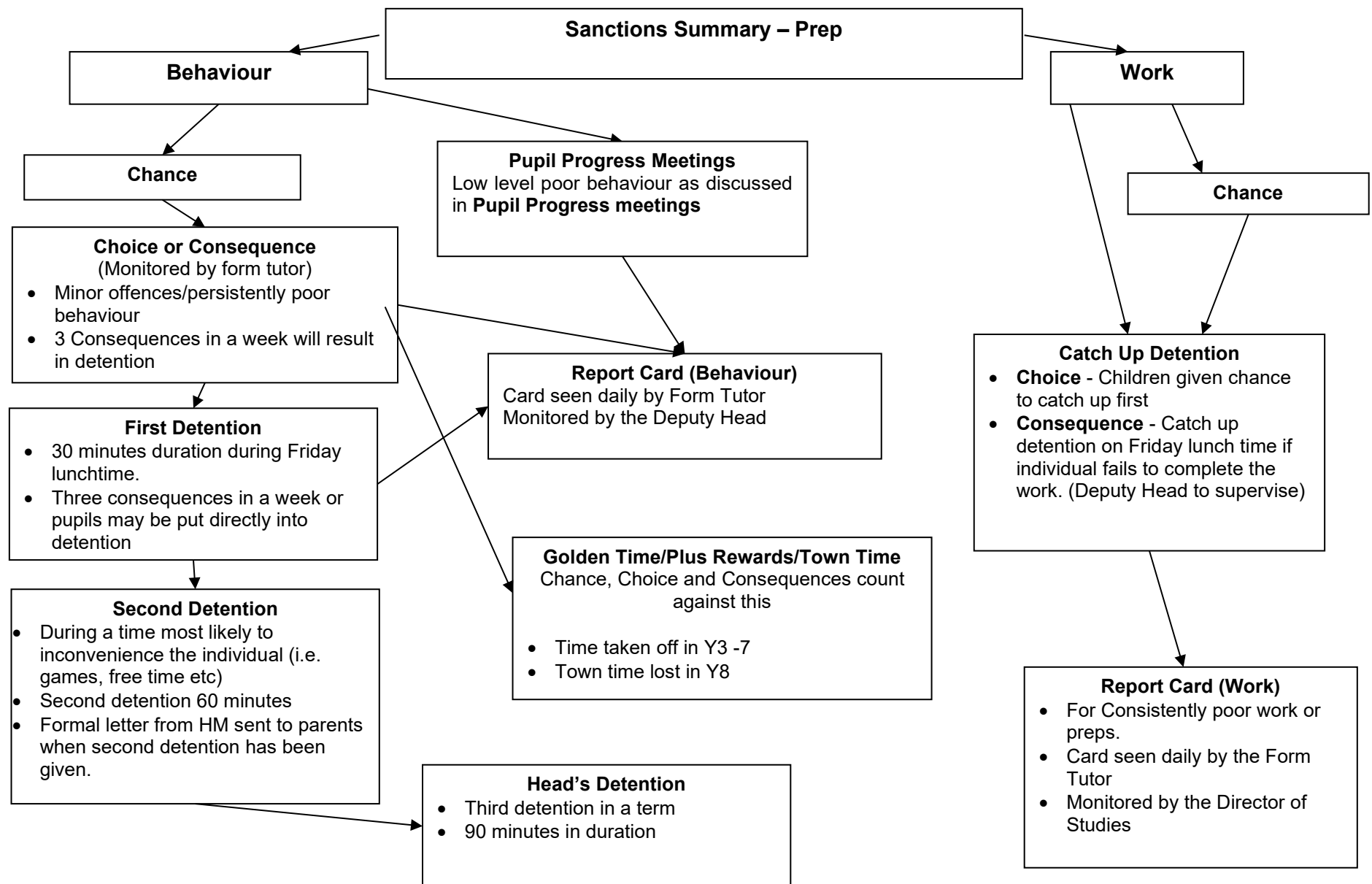
Expulsion may be ordered in certain circumstances, normally following suspension except in cases of serious misconduct. If this sanction is being considered, both pupil and parents will normally be invited to a meeting with the Headmaster. Parents may in some cases be offered the opportunity to withdraw 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







REWARDS AND SANCTIONS IN BOARDING

Rewards and Sanctions

Rewards and sanctions in the Boarding House are different and separate from the School (as they would be if a child was a day pupil) and any reward or sanction given after 6.30 pm during the week and at weekends should be considered a Boarding reward or sanction. The Houseparent will communicate with the Deputy Head Pastoral/Form Tutors if she feels it necessary for the School to be aware of any rewards or sanctions given.

Each term, boarding staff are reminded what credits should be awarded for and how we manage behaviour. In the Boarding Log Books is a document on “Managing Behaviour” which staff should refer to.

Rewards – Conduct and Behaviour

- Verbal encouragement and praise: Boarders should be complimented on examples of considerate or thoughtful behaviour.
- Credits: These are given by all staff and written up and displayed in each area. Staff write a brief description of why the credit was awarded and it is clear for all to see how many credits each child has. Every week those that have won credits get entered into the ‘credit raffle’ and names are drawn out, with those children then drawing out a reward. We carry out the ‘credit raffle’ after supper and celebrate what the children have won credits for. The children have decided the rewards and ‘prizes’ include extra tuck, getting a staff member to take your tray, first to get your food, running the tuck shop, selecting what game to play in the Sports Hall, etc.
- At the end of each term, we have a credit celebration evening. A presentation is made to the children detailing the total number of credits given, the winning area and the highest scorers in each area. The pupil with the highest number of credits in junior girls, senior girls, junior boys and senior boys goes to McDonalds for their supper with Mrs Hardy. We also have ‘The Big Credit Draw’ when all the credits for the whole term get put into the box and the few lucky pupils that get drawn, also get to go to McDonalds.



Sanctions – Conduct and Behaviour

Staff should establish clear and consistent standards in and around the Boarding House. There will be occasions when staff will need to manage behaviours and sanctions will be issued.

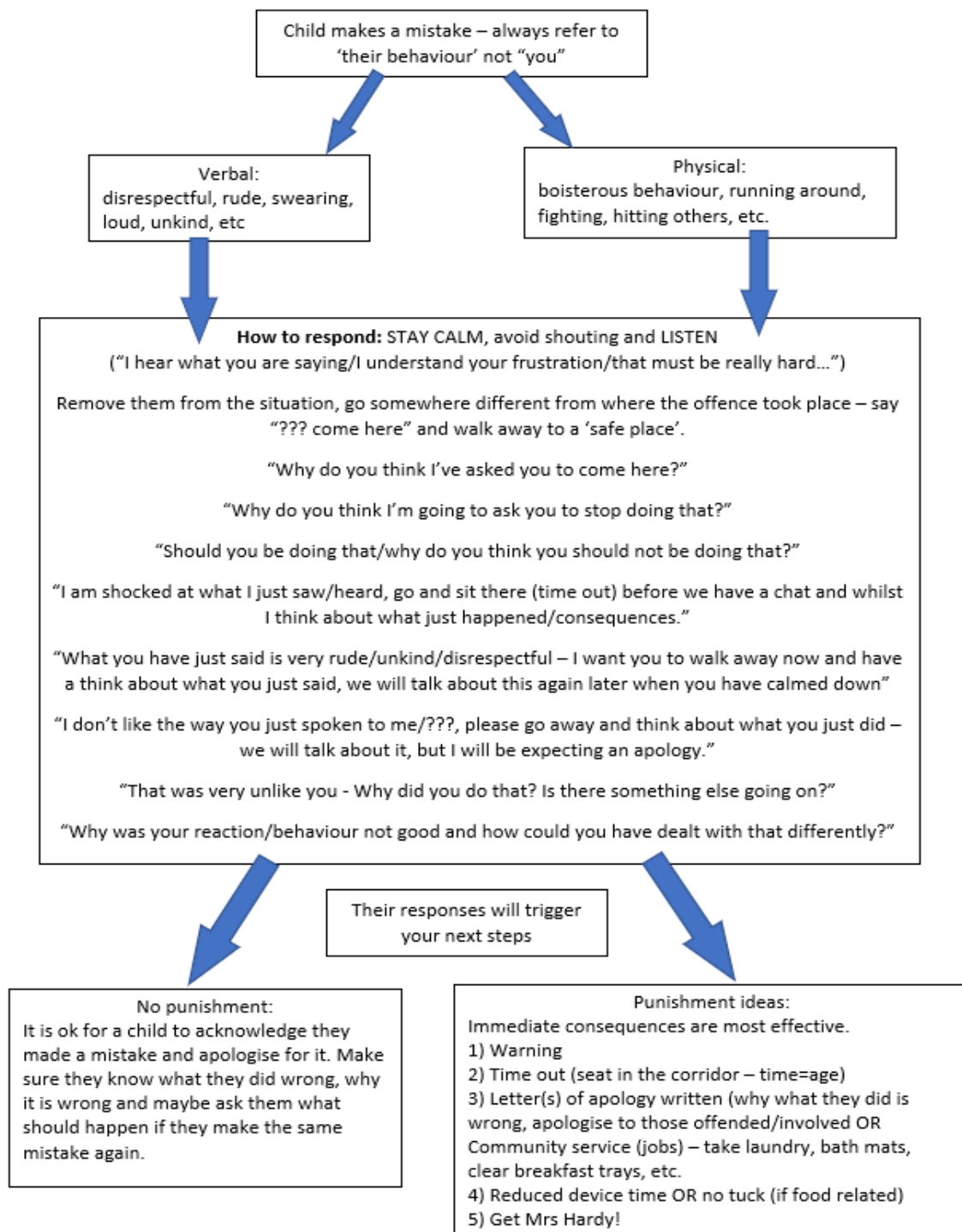
The following forms of sanctions are used within the boarding house:

- **Verbal Warnings:** Children will make mistakes and poor choices, they will also need regular reminders to keep their areas tidy, not get too loud, etc. It is our job to correct these behaviours quickly and calmly – most times children will respond to verbal warnings, especially if they are provided with a reason why that behaviour is not appropriate.
- **'Time Out':** If a child has not heeded a verbal warning or does something that requires more than a verbal warning, we would use a 'Time Out' of around 10 minutes. In this time the child needs to be kept away from the other children, is not allowed their devices (if applicable) and should use this as a time to reflect on what they have done. At the end of the 'Time Out' staff must ask the child to say what they have done wrong, why it wasn't appropriate behaviour and how they could have dealt with the situation differently. If appropriate the member of staff might ask the child to write a letter of apology. 'Time Outs' should be logged on the 'Pupil Concerns' Form.
- **Contact Houseparent -** In cases of a more serious nature, staff would get the Houseparent or Assistant Houseparent, either of whom are always available to come and assist as required. The Houseparent will then decide on the appropriate course of action after consulting other members of SLT if necessary. This could result in the Houseparent giving that child 'community service' or restricting treats such as tuck or device time, contacting parents or in more extreme cases internal or external suspension or even expulsion.

All incidents will be reviewed and assessed taking into account any number of factors. The Houseparent works closely with the Deputy Heads and the Head, who all live on site. The Houseparent will discuss any concerns around boarders' behaviour as and when necessary. We must remember the boarding house is 'home' to many of these children during term time, so the children must be able to differentiate between school and 'home' within the boarding setting.



Disciplining ideas/strategies:





From 'Managing Behaviour' in the Boarding Log Books

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.

Pre-Prep is committed to providing a safe, caring, and inclusive environment where all children feel valued, respected, and supported. We recognise that young children are still developing their understanding of emotions, social interactions, and appropriate behaviour. Positive behaviour is encouraged through warm, consistent relationships, clear expectations, and age-appropriate guidance.

Aims

We aim to:

- Promote positive behaviour and respectful relationships.
- Support children in developing self-confidence and self-esteem.
- Help children learn to manage their feelings and behaviour appropriately.
- Foster kindness, empathy, cooperation, and respect for others.
- Provide consistent responses to behaviour that reflect children's developmental stages.
- Work in partnership with parents and carers to support children's emotional development.

Principles

We believe that:

- All behaviour is a form of communication.
- Young children need support and guidance to understand expectations.
- Positive reinforcement is more effective than punishment.
- Children learn best through secure, trusting relationships.
- Adults should model respectful and appropriate behaviour at all times.
- Each child is unique and may require individual strategies and support.

Promoting Positive Behaviour

Staff will:

- Build strong, positive relationships with children.
- Praise and acknowledge positive behaviour and effort.
- Model kindness, respect, patience, and good manners.
- Provide clear and consistent routines.
- Ensure the environment is well-organised and stimulating.
- Use age-appropriate language to explain expectations.
- Encourage sharing, turn-taking, and cooperation.
- Help children identify and express their emotions.
- Provide opportunities for children to make choices and develop independence.

Examples of positive reinforcement include:

- Verbal praise.
- Smiles and positive facial expressions.
- Stickers or reward systems where age-appropriate.
- Sharing achievements with parents and carers.
- Celebrating acts of kindness and cooperation.



Supporting Challenging Behaviour

We understand that young children may display behaviours such as:

- Hitting, biting, kicking, or pushing.
- Throwing objects.
- Tantrums or emotional outbursts.
- Refusal to cooperate.
- Difficulty sharing or taking turns.

When challenging behaviour occurs, staff will:

1. Remain calm and respond sensitively.
2. Ensure the safety of all children.
3. Acknowledge the child's feelings.
4. Help the child understand appropriate ways to express emotions.
5. Redirect the child towards positive activities or behaviours.
6. Explain boundaries in simple, age-appropriate language.
7. Offer comfort and reassurance when needed.
8. Record and monitor repeated incidents where appropriate.

Behaviour That May Require Additional Support

If a child consistently experiences difficulties with behaviour, we will:

- Observe and assess possible triggers.
- Work closely with parents and carers.
- Adapt strategies and routines where appropriate.
- Seek advice from external professionals if needed and with parental consent.
- Develop an individual support plan where necessary.

The Golden Rules

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 (Reception – Y2) 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 be kind and helpful

Do listen

Do look after property

Do be honest

Do work hard

Do not hurt anybody

Do not hurt people's feelings

Do not interrupt

Do not waste or damage property

Do not cover up the truth

Do not waste our or other people's time



Reach for the Stars (KS1)

'Reach for the Stars' is a behaviour system adopted to encourage best. The children are able to relate easily to the weather symbols. 'Reach for the Stars' is a five tier strategy that is used in.

- 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 (Reception – Y2)

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 (Reception – Y2)

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 (KS1)

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.



Partnership with Parents and Carers

We will:

- Share behaviour expectations with families.
- Discuss concerns openly and respectfully.
- Work together to maintain consistent approaches.
- Celebrate children's achievements and progress.

Special Educational Needs and Disabilities (SEND)

We recognise that some behaviours may be linked to additional needs. Staff will:

- Make reasonable adjustments where necessary.
- Work with families and professionals.
- Ensure all children receive appropriate support.
- Promote inclusion and equal opportunities.

Biting

Biting is a common but distressing behaviour in early childhood. We handle incidents with sensitivity and aim to support both the child who bites and the child who is bitten.

Why Children Bite

Biting may occur due to:

- **Exploration** or sensory stimulation.
- **Teething** discomfort.
- **Cause-and-effect curiosity**.
- **Attention-seeking**.
- **Imitation** of peers.
- **Frustration**, anxiety, or stress.
- **Lack of language skills** to express emotions.

Response and Prevention

We use the “**Who, What, When, Where**” method to understand each incident:

- **Who** was involved?
- **What** happened before and after?
- **When** did it happen?
- **Where** did it take place?

Prevention Strategies:

- Provide teething toys or sensory items.
- Adjust routines to reduce tiredness or hunger.
- Closely monitor high-risk situations (e.g. sharing toys).



- Reinforce positive behaviour with attention and praise.
- Encourage emotional expression using language, visuals, and play.
- Create calm, predictable environments to reduce stress.
- The incident will be reported on My Concern
- 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.

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. 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 Headteacher. 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.