



Behaviour Management Policy A Whole School Policy including EYFS

We will enable each child to thrive personally, socially and academically, preparing them for the future by creating an environment that promotes wellbeing, encourages curiosity and celebrates individual success.

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1. Introduction

At Twickenham Prep School ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs B Barnes.

2. Whole-School Approach to Behaviour

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

3. Code of Conduct

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations

are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents and pupils adhere to an established routine and code of conduct. The Staff Code of Conduct is available to staff on the Reference Drive and the School Rules are displayed prominently around the School.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation, so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and Guidelines and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online or outside of School. The School's Anti-Bullying Policy is available on the website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions detailed in sections 7 and 8 of this policy, up to and including suspension/exclusion.

4. Roles and Responsibilities

The roles and responsibilities of governors, staff, parents and pupils involved in the implementation of this policy are detailed fully in [Appendix 1](#). These include the roles and responsibilities of:

- Governors
- Headmaster
- Deputy Head and Head of Pre-Prep
- Class Teachers (Reception – Year 3) and Form Tutors (Prep)
- Subject Teachers
- Other Staff
- Pupils

- Parents

5. Unexplained Absences

In accordance with the School's safeguarding obligations, we will always follow the procedures set out in the School's Missing Child Policy when responding to an unexplained absence.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

6. School Rules and Guidelines

The School Rules and Guidelines ([Appendix 2](#)) are designed to encourage positive behaviour and self-discipline.

The Class Teacher/Form Tutor discusses the School Rules and Guidelines with his/her class. If there are incidents of poor behaviour, the Class Teacher/Form Tutor will discuss these with the whole class during circle time or tutor time. They can be summarised by the overriding principle of treating others as we would wish to be treated ourselves.

7. Behaviour Management within the Prep Department

7.1. Promoting Good Behaviour

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

The School's Prefects assist the School in promoting and setting an example of good behaviour at all times. They set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils in a variety of ways:

- Teachers congratulate pupils, both verbally and through written comments in their exercise books.
- Teachers give pupils merits for very good work and effort.
- Pupils have their names read out in Celebration Assembly when they reach 10, 20, 40, 50, 70, 80, 100 and 110 merits. A Headmaster's commendation certificate is awarded for 30 merits and bronze, silver, gold and platinum award certificates for 60, 90, 120 and 150 merits respectively. When pupils reach 150 merits they are also presented with a silver merit lapel badge in recognition of their efforts.
- Class commendations are awarded to classes who impress in their attitude and performance. When a class receives a commendation the Deputy Head is notified and they are recognised in Celebration Assembly. When a class receives three commendations their tutor will reward them for their efforts. Classes play an active role in discussing the nature of this reward with their teacher.

- Individual and group commendations are awarded for impressive effort, behaviour and good manners both inside and outside of the classroom. A record is kept of any commendation awarded to a group or individual and these are read out during Celebration Assembly. Pupils receiving a commendation also receive a merit.
- Work or achievement both in and out of school are recognised during the weekly Celebration Assembly, and outstanding work is also celebrated with parents being invited to attend assembly.
- There are also weekly junior and senior Sports Awards for the pupils who have most impressed each week. These are presented in Celebration Assembly.
- In Year 7 and 8 pupils are rewarded for good behaviour and work by receiving a £5 Amazon voucher, when they reach 25, 50 or 75 merits and a £10 Amazon voucher when they reach 100 merits.
- The school magazine, published annually, includes examples of some of the year's best work and achievements from the different classes and subjects and is a celebration of the life of the School.
- Behaviour grades are awarded by Class Teachers and Subject Teachers to give an indication of a pupil's behaviour in lessons or around the School.

7.2. Responding to Misbehaviour

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff. School staff will respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

7.3. Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules and Guidelines at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and Guidelines, and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

Teachers undertake to apply any sanctions fairly, reasonably and proportionately and, where appropriate, after due investigative action has taken place. Teachers can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at the School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding & Child Protection Policy.

Examples of sanctions that are used in the School include (but are not limited to):

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff
- Parents contacted to advise of the misbehaviour
- The setting of written tasks as punishments, such as an account of their behaviour or essays
- Withdrawal of privileges
- Withdrawal from a lesson, school trip or team event
- Confiscation of property that is being used inappropriately or without consideration.
- School based community service, under the supervision of a member of staff
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform and other behaviour checks, or being identified for behaviour monitoring.
- Pupils may:
 - Be asked to move to a place nearer the teacher, or to sit on their own. Teachers are permitted to remove a pupil entirely from the classroom, if felt appropriate given the pupil's behaviour. The pupil must be given work to complete and be supervised during this time.
 - Be asked to redo a task or undertake additional work until it meets the required standard
 - Be issued with a caution (Year 3 - 8 only) – see 7.4
 - Be issued with a demerit or detention – see 7.5/7.6
- Suspension for a specified period, removal or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

The class teacher is responsible in the first instance for dealing with minor infringements and poor behaviour, such as lateness, casual rudeness, or disruption in class and late or poorly completed work.

The teacher may choose to impose an appropriate sanction. However, before sanctions are issued, pupils are given clear boundaries within which to operate. Sometimes a reprimand might suffice, but in the instances where a pupil persists in unacceptable behaviour, a warning is given and, if necessary a sanction issued.

If a pupil repeatedly acts in a way that disrupts or upsets others, the School contacts the pupil's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the pupil.

In applying sanctions, especially those with serious consequences, the School undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding & Child Protection Policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School holds records of all sanctions imposed for serious misbehaviour on CPOMS.

In cases of suspected bullying, procedures set out in the School's Anti-Bullying Policy will be followed.

Repetition of misbehaviour or in situations where the misbehaviour is felt to be significant, the matter will be reported to the Pastoral Team, and may lead to further sanctions. The Pastoral Team comprises of:

- Mrs Barnes – Pre-Prep
- Mr Edwards – Boys Prep
- Mrs Hepburn – Girls Prep
- Mr Howorth – Years 7/8

7.4. Cautions (Year 3 – 8)

This sanction is intended to capture low level disruptive behaviour that does not meet the demerit threshold. In such circumstance a warning will be given by the teacher; this is an opportunity for pupils to make a better choice. If it persists, a caution will be issued and pupils will be required to miss five minutes of their break.

If pupils are issued with a caution it will be recorded by the teacher. This will allow staff to monitor behaviour, track individual pupils and where necessary initiate communication with parents.

Each subsequent offence in the same lesson will result in the addition of an extra five minutes missed break. Where there are repeated instances of low level disruptive behaviour and no improvements seen, a demerit may be issued.

7.5. Demerits

These are issued when a pupil has failed to produce homework after 24 hours' grace or failed to heed repeated warnings regarding behaviour. In some more serious circumstances a demerit may be awarded without being given a warning. Demerits count against the pupil's merit tally and against the House total. Demerits are entered in the pupil's homework diary and a record is kept by the Deputy Head. All pupils receiving a demerit will also be required to attend a 'during school detention'.

7.6. Detention

School staff have authority to issue detention to pupils, including same-day detentions and detentions that take place outside of school hours. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

- **During School Detention:** These can be given by the teacher for persistent offences e.g. calling out or disruptive behaviour or if a pupil has failed to produce homework after 24 hours' grace. Detentions are held during first break or lunch time break and will be supervised by the teacher. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet.
- **After School Detention:** This is given if a pupil receives three demerits in a term (Years 3 - 8) or in light of a serious single offence e.g. fighting. Parents are informed and an after-school time is agreed in line with the pupil's collection or travel arrangements. Detention is from 4pm-5pm and is supervised by the Deputy Head or a member of the SLT in his absence.
- **Saturday Detention:** This is given if a pupil in Year 6-8 has already had two after-school detentions or for a one-off serious offence. This is supervised by two staff members.

Form Tutors and Class Teachers may decide that a pupil would benefit from using a daily monitoring form. Although not necessarily a sanction, they are a tool that can be used to improve a pupil's organisation and focus. These are kept by, and issued after consultation with the Deputy Head.

7.7. Supporting Pupils Following a Sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School.

These strategies may include:

- A targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will

happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate

- A phone call with parents
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school.
- Inquiries into circumstances outside of school, including at home, conducted by a member of the safeguarding team
- Considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

7.8. Serious Misbehaviour

In serious cases, further disciplinary action may be necessary. The School's Exclusion Policy is available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including temporary and permanent exclusion, that the Headmaster can impose for serious breaches of the School Rules and Guidelines, including but not limited to criminal behaviour.

Examples of serious misbehaviour which may result in more severe sanctions include (but are not limited to):

- Drug abuse
- Alcohol and tobacco abuse
- Vaping
- Theft
- Bullying (including cyber-bullying, prejudice based and discriminatory bullying)
- Child on Child (including online) abuse
- Physical assault/ threatening behaviour
- Fighting
- Sexual violence and sexual harassment
- Racist, sexist, misogynistic, transphobic or homophobic abuse
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes
- Damage to property
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Exclusion Policy may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

The School may be forced to permanently exclude a pupil, or require a pupil to be withdrawn in the event that other disciplinary measures, including temporary exclusion, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School will follow a standard procedure for managing serious misdemeanours. This may include:

- A verbal warning by the Deputy Head or the Headmaster
- Written communication with the parents informing them of their child's unacceptable behaviour
- A meeting with parents to formalise a probationary period with clear targets that the pupil must meet
- In serious or recurring cases, a fixed term or permanent exclusion.

It is forbidden for a pupil to bring prohibited items (see 14.2) onto school premises. Any pupil, who is found to have brought a prohibited item to school, will be temporarily excluded until a proper investigation into the incident has been carried out. Such behaviour may result in permanent exclusion from the School. The police and social services will be informed if appropriate.

7.9. Removal from Classrooms

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- To allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including pastoral support aimed to improve behaviour so they can be integrated and succeed within the classroom setting.

8. Behaviour Management within EYFS and the Pre-Prep Department

The named person responsible for behaviour in the EYFS and Pre-Prep is the Head of Pre-Prep, Mrs B Barnes. Expectations are high with regards to behaviour as they are for the Prep Department. Minor breaches of discipline are dealt with by the duty staff or the Class Teacher or the Teaching Assistant. The Head of Pre-Prep is informed of action taken if follow-up is deemed necessary.

8.1. Encouraging Positive Behaviour

The School:

- Recognises, highlights and praises good behaviour as it occurs. Pupils are praised for behaving well
- Is firm but fair and any criticism is constructive. Positive behaviour and expectations are explained and demonstrated e.g. during assemblies, class and story time
- Encourages pupils to be responsible for their own behaviour. Individuals and groups are awarded for behaving well and making good personal choices
- Leads by example.

8.2. Praise and Rewards for Good Behaviour

- Individual stickers, smiley faces, stars, merits and reward charts
- Group table rewards in the classroom and Dining Room e.g. stars, trophy, marbles in a jar. Golden time is given as a class reward to pursue activities of the pupils' choice
- Comments to parents, about good behaviour are made verbally at the end of the day, written in the Reading Diary or sent home via certificates
- Examples of good behaviour are recognised in class and assembly
- Commendations for individuals and groups are read out in assembly
- Visits to the Head of Pre-Prep as recognition of good behaviour are encouraged.

8.3. Sanctions

On occasion the pupils may forget how to behave appropriately and be inconsiderate towards others. In the majority of cases, a firm reminder will be sufficient to prevent it from happening again. Sometimes, however, this may not be enough and therefore it may be necessary to:

- Have time-out to 'think' about personal choices
- Discuss the incident with all parties and reprimand individuals as necessary
- Separate pupils within the class or playground
- Separate a pupil from the class and refer him/her to the Head of Pre-Prep
- Loss of some or all playtime depending on circumstance
- Loss of privileges enjoyed by others in the class
- Contact parents to inform them of the incident and discuss ways of working together to improve the pupil's behaviour.

8.4. Procedure for Dealing with Continued Unacceptable Behaviour

Any unacceptable behaviour by a pupil will be dealt with by staff in the following way:

- If necessary, the pupil will be taken to another room to calm down or to be separated from others
- The pupil may spend time with the Head of Pre-Prep discussing the situation to help the pupil reflect on his/her choices
- Parents will be informed if their child's behaviour is of particular concern
- Staff will work with parents to promote good behaviour and a consistent approach will be agreed upon between parents and staff to dissuade unwanted behaviour
- The Head of Pre-Prep will provide information on external professionals if this is necessary
- Information regarding particular pupils' needs, will be discussed in weekly staff meetings to ensure continuity of approach from all staff working with the pupils concerned. Specialist teaching staff will be kept aware of strategies being used
- If a pupil's behaviour shows no sign of improving, the parents will be asked to meet with the teacher and Head of Pre-Prep to review the strategies that are in place and to set new targets to promote improvement. Learning Support and outside agencies may be involved to advise/diagnose or address specific challenges if there is an underlying cause for the behaviour e.g. medical or emotional issues such as difficulty regulating emotions / behaviour, a lack of resilience and difficulties with peer relationships and social skills. If need be, the Headmaster may also be involved.

The School will follow these procedures in a way that is appropriate to the maturity and development of the child and the misdemeanour.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

9. Allegations Against Staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding & Child Protection Policy and Low-Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy,

and the School's Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the temporary or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

10. Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the School's Safeguarding & Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

11. Special Educational Needs

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

12. Misbehaviour Outside of School or Online

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- Taking part in any activity organised by the School, or related to the School
- Travelling to and from school
- Wearing school uniform

- In some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Exclusion Policy.

13. Use of Reasonable Force

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Headmaster have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have. De-escalation and prevention will be prioritised to minimise the need for restrictive interventions. Staff will seek to understand the underlying triggers challenging behaviour to provide proactive support and will consider if there are reasonable alternative ways to manage a situation and achieve the desired outcome. They will consider the impact of reasonable force on pupil's overall welfare, balanced against any actions taken and seek to maintain respect for a pupil's dignity.

Staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time.

The use of force can include either:

- Passive contact (such as standing between pupils, or blocking a path)
- Active contact (such as leading a pupil by the arm away from a situation) .

Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means
- The relative risks associated with physical intervention compared with using other strategies.

A debrief process will follow a significant incident of force or other restrictive intervention to understand what happened and why to facilitate reflection and learning. Every member of staff will inform the Head of Pre-Prep or Deputy Head immediately after they have needed to restrain a pupil physically. The School will record and report each significant incident in which a staff member uses reasonable force on a pupil beyond appropriate physical contact between pupils and staff as soon as practicable. This log is reviewed termly by the Headmaster to identify any disproportionate use of reasonable force and / or other restrictive interventions in pupils who have protective characteristics, SEN or other types of vulnerability.

The School will always inform a parent when it has been necessary to use physical restraint on their child and invite them to the School, to agree, if necessary, a protocol/plan for managing their child's behaviour. Parents of EYFS and Pre-Prep pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

14. Searching and Confiscation

This policy follows closely the guidelines set out in "[Screening, Searching and Confiscation](#)" (DfE, July 2022).

The School reserves the right to search pupils and their possessions.

14.1. Searching with Consent

The Headmaster, or a member of staff authorised by the Headmaster, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding & Child Protection Policy.

14.2. Searching Without Consent

The consent of a pupil will usually be obtained before conducting a search unless the Headmaster (or authorised member of staff) reasonably suspects that the pupil has in his/her possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in his/her possession any of the following prohibited items:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Solvents
- Nitrous Oxide products
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Fireworks
- Pornographic or offensive images
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause injury to or damage to the property of any person (including pupils).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Headmaster (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Headmaster (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record on CPOMS of all searches carried out, including the results of any search, and the actions taken following that search.

15. Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff, but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable, but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies a banned item, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Examples of banned items include (but are not limited to):

- Chewing and bubble gum
- Items containing nuts
- Toys
- Medicines
- Mobile phones (during school hours)
- Electronic games.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

16. Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules and Guidelines, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search

through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding & Child Protection Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should retain the material as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School will not erase any data or files from the device when there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules and Guidelines (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another child), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Rules and Guidelines, and may then punish the pupil in accordance with this policy and the Suspension and Exclusion Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding & Child Protection Policy.

17. Teaching & Learning

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

18. Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Parental Complaints Procedure (which applies equally in the EYFS setting) is on the School's website and sets out how parents can raise a formal complaint and how the School will handle it.

19. Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Questionnaires are also sent to pupils and parents to gather information on pastoral care and reported to Governors.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural problems within the School. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE lessons or amending this policy.

Appendix 1: Roles and Responsibilities

1. Governors

The Headmaster has the day-to-day authority to implement the School's Behaviour Management policy, but Governors may give advice to the Headmaster about particular disciplinary issues. The Headmaster must take this into account when making decisions about matters of behaviour.

2. Headmaster

It is the responsibility of the Headmaster, under the School Standards and Framework Act 1998, to implement the Behaviour Management Policy consistently throughout the School. It is also the responsibility of the Headmaster to ensure the health, safety and welfare of all pupils in the School.

The Headmaster has the responsibility for giving temporary exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a pupil. These actions are taken only after the Governors have been notified.

3. Deputy Head and Head of Pre-Prep

The Deputy Head and the Head of Pre-Prep, in liaison with the Headmaster, support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Deputy Head (Prep Department) and the Head of Pre-Prep (Pre-Prep Department):

- Maintain records on CPOMS of all reported serious incidents of misbehaviour and sanctions including detentions
- Liaise with Subject Teachers and Class/Form Tutors (as appropriate) concerning incidents of unacceptable behaviour and give support and advice regarding appropriate action to be taken.

Following the award of three class commendations, the Deputy Head will reward those concerned, in liaison with the Form Tutor.

4. Class Teacher (Reception – Year 3) or Form Tutor (Year 4 – 8)

The principal duty of a Class Teacher or Form Tutor is to establish and develop as supportive a relationship as possible with his/her class, being available to talk and listen on a regular basis.

Tutors encourage pupils to be organised both as they prepare for the day and at the start of each week, as they sign and monitor the Homework Diaries.

PSHE, Tutor Time and circle time are used to consider appropriate behaviour within the school community and to reinforce the School Rules/Guidelines and ethos.

Class Teachers (Year 3) and Form Tutors follow up with the pupils any demerits issued by subject teachers. In liaison with the Deputy Head, they may issue a monitoring form for the pupil or contact the parents to inform them of the situation.

The teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

5. Subject Teacher

It is the responsibility of all teachers to ensure that the School Rules and Guidelines are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Subject teachers have high expectations of the pupils with regard to behaviour and they strive to ensure that all pupils work to the best of their ability.

Subject teachers treat each pupil fairly, and enforce the School Rules and Guidelines consistently. The teachers treat all pupils in their classes with respect and understanding.

If a pupil misbehaves repeatedly in class, the teacher will record the incident/s on CPOMS. In the first instance, the teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the teacher seeks help and advice from the Head of Pre-Prep or the Deputy Head.

6. Other Staff

All staff (including those working in After School Clubs and Peripatetic Music Teachers etc) are responsible for ensuring good behaviour is encouraged and maintained. Support is provided by the Deputy Head for Prep, Head of Pre-Prep for Pre-Prep and The Wrap Club and the Head of Music for Peripatetic Music Teachers.

7. Pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Pupil Council, which meets regularly. Pupils are regularly asked to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils including EYFS pupils understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture.

Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

8. Parents & Guardians

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

Appendix 2: School Rules & Pupil Guidelines

School Values

Calm

- Do enter classrooms focused and ready to learn
- Do come in calmly from break
- Do walk calmly in the building and keep to the left

Considerate

- Do consider other people's feelings
- Do be responsible for your own possessions and be considerate towards other people's belongings
- Do arrive with the correct books and come to your lessons ready to learn

Courageous

- Do contribute to your lessons and ask for help when you need it
- Try, try and try again
- Aim high with your learning and don't say "can't"

Courteous

- Do wait for others when coming through a door
- Do listen to others, waiting for people to finish speaking before joining in a conversation
- Do remember your manners at all times

School Rules & Pupil Guidelines

Appearance

- Hair should be tidy, its natural colour and an acceptable length and style
- Long hair should be tied back. Hair accessories should be purple and simple in style
- School uniform (or PE kit when designated) should be worn to and from school
- Girls are permitted to wear plain stud earrings but they must be removed/covered for PE activities
- All School uniform must be clearly named

Before and after school

- Pupils should wait quietly in either the rear playground or at the front of the School
- Pupils should wait outside until 8.30am unless they are attending an early morning club or having breakfast in the dining room
- In the event of bad weather before 8.30am pupils will be sent to their classroom early or be asked to wait under the covered walkway
- School bags should be packed for lessons in the morning and be zipped up when in the cloakrooms
- Pupils represent the school whenever they are in uniform and are expected to demonstrate good behaviour travelling to and from school and when using the school minibuses

Assembly

- Pupils from Year 2 to Year 8 should always wear a blazer to assembly when not in their Games kit
- As assembly is a time for reflection, pupils are expected to enter and leave the Hall quietly

Break times

- Pupils must always respect other people's property in the cloakrooms
- Prep pupils shouldn't eat in the buildings except during wet breaks and then only in allocated classrooms
- Pretend fighting is not allowed in school
- Pupils must be considerate towards others playing at break times
- Pupils are expected to respond quickly if the whistle is blown
- Pupils should look out for others who might need help or friendship

Snacks

- Pupils are expected to always bring in healthy snacks to eat
- Pupils should bring a water bottle to school and remember to drink regularly
- For the safety of others pupils must never bring in nuts or snacks containing nuts to school

Mobile Phones

- Mobile phones can only be brought to school for pupils in Year 6, 7 and 8 if parents have completed a permission slip
- Mobile phones should be turned off on arrival at school and handed in during registration and then collected from the School Office at the end of the day. Pupils arriving after registration should hand their mobile phones into the School Office.