ST JAMES

Preparatory School

Behaviour and Discipline Policy

2025-26

Version Control

Date of adoption of this policy	01.09.2024
Date of last review of this policy	22.04.2026
Date for next annual review of this policy	07.01.2027
Policy owner (SMT)	Head Teacher
Policy owner (Proprietor)	Board of Trustees (if required)

Signed: Annabel Lubikowski Date: 31.08.2025

Authorised by the Board of Trustees (change as appropriate)

Contents

1 Aims 3
2 Scope and application 3
3 Regulatory framework 3
4 Publication and availability 4
5 Definitions 4
6 Responsibility statement and allocation of tasks 5
7 Promoting good behaviour 6
8 Minor breaches of discipline 6
9 Serious breaches of discipline 6
10 Parent involvement 8
11 Additional needs 8
12 Safeguarding 9
13 Malicious allegations against staff 9
14 Use of reasonable force 10
15 Searching pupils 10
16 Training 10
17 Risk assessment 10
18 Record keeping 11

Appendix

Appendix 1 Rewards and Sanctions 12
Appendix 2 Investigations into serious breaches of discipline 14
Appendix 3 Disciplinary meeting with the Head 15
Appendix 4 Use of reasonable force 16
Appendix 5 Searching and confiscation 19
Appendix 6 DfE Mobile phones in schools guidance January 2026

1 Aims

1.1 This is the behaviour and discipline policy of St James Preparatory School (**School**).

1.2 The aims of this policy are as follows:

1.2.1 to promote good behaviour amongst pupils;

1.2.2 to actively promote and safeguard the welfare of pupils at the School and to protect all who come into contact with the School from harm;

1.2.3 to ensure, so far as possible, that every pupil in the School is able to benefit from and make his / her full contribution to the life of the School, consistent always with the needs of the School community;

1.2.4 to set out clear and fair process for the proper investigation of allegations of poor behaviour and/or breaches of discipline;

1.2.5 to encourage pupils to accept responsibility for their behaviour;

1.2.6 to set out the sanctions adopted by the School in the event of pupil misbehaviour

1.2.7 to help create a culture of safety, equality and protection.

2 Scope and application

2.1 This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).

2.2 This policy (together with the School rules and all School policies on behaviour and discipline) applies to all pupils at the School and at all times when a pupil is:

2.2.1 in or at School;

2.2.2 representing the School or wearing School uniform;

2.2.3 travelling to or from School;

2.2.4 on School-organised trips;

2.2.5 associated with the School at any time.

2.3 This policy shall also apply to pupils at all times and places in circumstances where failing to apply this policy may:

2.3.1 affect the health, safety or well-being of a member of the School community or a member of the public;

2.3.2 have repercussions for the orderly running of the School; or

2.3.3 bring the School into disrepute.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 *Statutory framework for the Early Years Foundation Stage* (DfE, March 2014);

3.1.3 Education and Skills Act 2008;

3.1.4 Childcare Act 2006;

3.1.5 Data Protection Act 2018 and General Data Protection Regulation (GDPR); and

3.1.6 Equality Act 2010.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Working together to safeguard children 2018 (DfE, February 2019);

3.2.2 Information sharing advice for safeguarding practitioners (DfE, July 2018);

3.2.3 Behaviour and discipline in schools (DfE, January 2016);

3.2.4 Use of reasonable force (DfE, July 2013);

3.2.5 Searching, screening and confiscation: advice for schools (DfE, January 2018);

3.2.6 Mental health and behaviour in schools (DfE, November 2018);

3.2.7 Relationships education, relationships and sex education and health education (DfE, June 2019);

3.2.8 Sexual violence and sexual harassment between children in schools and colleges (DfE, May 2018); and

3.2.9 Keeping children safe in education (DfE, September 2024) (**KCSIE**).

3.3 The following School policies, procedures and resource materials are relevant to this policy:

3.3.1 ICT acceptable use policy for pupils;

3.3.2 Anti-bullying policy;

3.3.3 E-Safety policy;

3.3.4 Safeguarding policy;

3.3.5 Special educational needs and Disabilities Policy;

3.3.6 Expulsion and removal review procedure.

4 Publication and availability

4.1 These policies are published on the School website.

4.2 These policies are available in hard copy on request.

4.3 A copy of these policies are available for inspection from the Deputy Head during the School day.

4.4 These policies can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 References to the **Proprietor** are references to the Board of Governors.

5.1.2 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. In the event that the application of this definition is likely to introduce excessive delays, due to intervening School holidays, the School's approach is to take sensible and reasonable steps so as to minimise any hardship or unfairness arising from such delays.

5.1.3 References to the **Head** are references to the Head of the School and may include deputies.

5.1.4 References to **Parent** or **Parents** includes one or both of the parents, or those with parental responsibility, or care of a child e.g. a legal guardian or education guardian.

5.1.5 References to a **Review** are to the review by the panel of the Head's decision in accordance with the expulsion and removal: review procedure.

6 Responsibility statement and allocation of tasks

6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.

6.2 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	The Deputy Head	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	The Deputy Head	As required, and at least annually
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	The Deputy Head	As required, and at least annually
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	The Deputy Head	As required, and at least annually
Formal annual review including effectiveness of the policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	Chair of Board of Governors	Annually

7 Promoting good behaviour

7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSHE, RSE programme and the School's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behavior, whether in-person or online.

7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 1.

7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.

8 Minor breaches of discipline

8.1 The School has pastoral support systems in place to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the School rules and policies for behaviour and discipline.

8.2 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal interviews, investigations and/or with the pupils involved. Low level sanctions may be given following such processes (see Appendix 2 for details of possible sanctions).

8.3 In addition to the particular sanctions set out in Appendix 1, the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School rules.

8.4 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the School community as a whole.

9 Serious breaches of discipline

9.1 Allegations, complaints or rumours of serious breaches of discipline should be referred to the Head.

9.2 The main categories of misconduct which are likely to be considered to be serious breaches of discipline and which may therefore result in expulsion or a requirement to leave the School include but are not limited to:

9.2.1 supply which means providing or sharing (whether or not for money or other consideration) or facilitation of supply e.g. sale, exchange or sharing (which include promotion/advertisement or facilitating supply) / possession / use of drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the School policy on smoking, drugs and substances;

9.2.2 actual or attempted theft, blackmail, physical violence, intimidation, racism or prejudice based bullying or other potentially criminal offences including being an accessory or conspirator;

9.2.3 physical or emotional abuse or harassment;

9.2.4 harmful/inappropriate sexual behaviour including sexual violence and sexual harassment and upskirting;

9.2.5 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;

9.2.6 supply or possession of pornography;

9.2.7 behaviour which may constitute a criminal offence, such as:

(a) possession or use of unauthorised firearms or other weapons;

(b) vandalism, defacement and/or destruction of school property;

9.2.8 persistent attitudes or behaviour which are inconsistent with the School's ethos;

9.2.9 other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises;

9.2.10 other misconduct specifically provided for in the School's parent contract and School rules.

9.3 The range of sanctions for serious breaches of discipline include:

9.3.1 **Suspension:** a pupil may be sent or released home for a limited period either as a disciplinary sanction or as a neutral act pending the outcome of an investigation or pending a Review.

9.3.2 **Removal**: the parents may be required to remove a pupil from the School if, after consultation with one or more of the Parents and if appropriate the pupil, the Head is of the opinion that:

(a) the pupil has committed a breach or breaches of School rules or discipline for which removal is the appropriate sanction; or

(b) by reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities and / or the community life offered by the School; or

(c) one or more of the Parents have treated the School or members of its staff or any member of the School community unreasonably.

In these circumstances, and at the sole discretion of the Head, the Parents may be permitted to withdraw the pupil as an alternative to removal being required.

9.3.3 **Expulsion**: a pupil may be expelled from the School for a serious breach of discipline as defined in 9.3, suspected criminal offence and for the avoidance of doubt, for persistent lower level breaches. Expulsion is reserved for the most serious breaches.

9.4 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in Appendix 2.

9.5 If the findings of the investigation, on a balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary

meeting will be held in accordance with the procedures set out in Appendix 3.

9.6 The Head is required to act fairly and in accordance with the principles of natural justice and will ensure that where a pupil's place at the School is at risk, the Parents and the pupil are provided with sufficient information about the allegations to understand them and the factual findings made in the investigation; and will have an opportunity to make representations about:

9.6.1 the factual findings made;

9.6.2 whether or not they constitute serious misconduct; and.

9.6.3 the sanctions under consideration.

9.6.4 Sanctions imposed will be fair and proportionate to the breach.

9.7 If a pupil is withdrawn from the School before the conclusion of disciplinary procedures, the School reserves the right to complete the procedures, in the absence of the pupil and the Parents if necessary, and to make appropriate findings. The School reserves the right to report these findings to regulators and/or local authorities/ police/ and/or refer to such disciplinary action in references provided for the pupil.

10 Parent involvement

10.1 The School seeks to work in partnership with Parents over matters of discipline, and it is part of the Parents' obligations to the School to support the School conventions and rules.

10.2 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct but may be prevented from doing so immediately by the police if they are involved.

10.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.6.

10.4 Parents will be notified of disciplinary sanctions:

10.4.1 imposed for significant minor breaches of discipline (i.e. gating or more serious sanctions or persistent minor breaches such as demerits); and those

10.4.2 imposed for serious breaches of discipline and any rights of

review; as required and/or within School reports.

10.5 Parents will be consulted about the child's conduct and the application of this policy to their child where the School considers, in its professional judgement, that these give rise to significant concern about pupil welfare.

11 Additional needs

11.1 In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the School will have regard to the following:

11.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

11.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

11.1.3 Whether in the light of your conclusions in respect of 11.1.1 and 11.1.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:

(a) ensuring that education, benefits, facilities and services are targeted at those who most need them;

(b) the fair exercise of powers;

(c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising
externally as required under the School's safeguarding and child protection policy and procedures;

(d) maintaining academic and behaviour standards; and

(e) ensuring the wellbeing and dignity of pupils.

12 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the SENCO and further action in accordance with the School's policy on Special Educational Needs and Disabilities will be considered.

13 Safeguarding

13.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

13.1.1 bullying (including cyber-bullying and prejudice- based bullying);

13.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

13.1.3 sexual violence and sexual harassment;

13.1.4 upskirting and/or attempts to commit upskirting;

13.1.5 sexting (also known as youth produced sexual imagery); and

13.1.6 initiation / hazing type violence and rituals.

13.2 The School's policy and procedures with regard to child on child abuse are set out in the School's safeguarding and child protection policy and procedures. If behaviour and discipline matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and/or staff the procedures in the School's safeguarding and child protection policy and procedures will be followed.

14 Malicious allegations against staff

14.1 Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

14.2 Where a Parent has made a deliberately invented or malicious allegation the Head will consider whether to require that Parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

14.3 The School will consider a malicious allegation to be one where there is sufficient evidence, on the balance of probabilities, to disprove the allegation and that, by the same test, there has been a deliberate act to deceive.

15 Use of reasonable force

15.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 4. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

15.2 Corporal punishment is not used at the School and force is never used as a form of punishment.

16 Searching pupils

16.1 **Informed consent**: school staff may search a pupil or his / her possessions or accommodation with their consent for any item. If a member of staff suspects that a pupil has a banned item in his / her possession, they can instruct the pupil to turn out his / her pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.

16.2 **Searches without consent**: the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Please see Appendix 6 for the School's policy on searching and confiscation and the definition of prohibited items.

17 Training

17.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

17.2 The level and frequency of training depends on role of the individual member of staff.

17.3 The School maintains written records of all staff training.

18 Risk assessment

18.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

18.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

18.3 The Deputy Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

18.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the Deputy Head who has been properly trained in, and tasked with, carrying out the particular assessment.

19 Record keeping

19.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

19.2 A record is kept of sanctions imposed for serious misbehaviour. The record includes:

19.2.1 the name and year group of the pupil concerned;

19.2.2 the nature and date of the offence;

19.2.3 the sanction imposed and reason for it; and

19.2.4 the name of the person imposing the sanction.

19.3 This record is reviewed regularly by the Deputy Head so that patterns in behaviour can be identified and managed appropriately.

19.4 The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's data protection for staff policy.

Appendix 1 Rewards and Sanctions

Rewards

Golden Time

This is a reward for good behaviour and is sometimes given to children in the younger years at the end of the week.

House Points (Dojo Points)

These can be given throughout the day as praise of behaviour or work. Each week the House Points are counted up and the results are announced in Assembly.
The total number of House Points gained by each House during the term is counted up at the end of term and announced in the Final Assembly. The winning House is rewarded with a special treat.

1 Dojo = 1 House Point
Single House Points will be awarded for the following:
Consistently good behaviour, demonstrating the CORE Values of being Caring, Open, Responsible and Elastic, always looking smartly dressed, being polite, making an extra effort in class, being courageous etc.

How to earn more than 1 House Point

- Exceptional Work Card – 10 Points
- 100% Attendance and Punctuality Badge – 10 Points
- Exceptionally Caring Award – Nominated by your class – 10 Points
- Exceptional Manners Award (Star of the Week) – 10 Points
- In-school competitions – you can earn up to 15 House points

How to earn a Star Badge

- Pupils who receive 100 House Points in a term receive a Bronze Star Badge
- Pupils who receive 200 House Points in a term receive a Silver Star Badge
- Pupils who receive 300 House Points in a term receive a Gold Star Badge

Class Pompom awards - for pupils in Nursery, Reception, Year 1 and Year 2
100 Pom poms = Treat
Treats that the class can vote for include:
extra park playtime, watching a special movie, woodland playtime, Tea Party, etc.

You can earn Class Pompom Awards in a number of ways, including:

- Keeping pegs and classroom tidy
- Best class at lining up
- Playing well at playtimes
- Smart uniform – whole class
- Caring for others in your class

Commendations

These can be given to celebrate success.
Every week the school has a Commendation Assembly where typically one child from each class receives a verbal commendation, together with a certificate. Such awards may be for any aspect of academic achievement, effort, good conduct or service to the community. In addition, two children each week are nominated by the Catering Team for a ‘Star of the Week Award’ for excellent manners at lunchtime.

Sports Awards
These are given for academic or sporting effort or achievement, good behaviour, progress or contribution to the class/School and can include:
Swimming certificates for distance; BAGA Certificates; certificates for Sports Day; Trophies and Cups awarded in Assembly; individual sporting achievements recognised; ISA Gymnastics and Athletics medals and certificates.

Other Awards
Across the curriculum certificates/prizes are awarded throughout the year, e.g. English handwriting prizes and fun prizes for Sanskrit Speech and handwriting.

Prize Giving
At the end of every academic year, Prize Day is held for the whole school at a special venue and prizes are awarded for achievements across the year.
Each child in Nursery and Reception receives a prize.
Years 1 - 6 each have three prizes awarded: a Form prize; a prize for Academic Excellence and a Progress prize.
Sports Cups and medals are awarded for individual and House achievements.
Headmistress's prizes are awarded for service to the School.

Sanctions

Nursery, Reception and Year 1
In the Nursery (when age-appropriate), Reception and Year 1 classes, children's behaviour is tracked using a visual chart featuring a sun, rainbow, rain cloud, and storm cloud. All children begin the day with their name on the sun. Positive behaviour moves their name up to the rainbow, while inappropriate behaviour moves their name down to the rain cloud.
If behaviour does not improve, children receive a warning and may be given "thinking time" with a sand timer. Continued misbehaviour leads to a move to the storm cloud. If a child hurts another, they immediately move to the storm cloud and are given thinking time.
Children who have moved down the chart can earn their way back up if their behaviour improves. Once a child has had their thinking time and they are calm, their name is moved back onto the sun. If children behave exceptionally well, their name will be moved to the Pot of Gold and they will receive a reward. The system encourages positive behaviour while providing clear consequences and opportunities for growth.

Years 2 to 6

In Years 2 to 6 a 'behaviour sheet' is used to track and address instances of low-level disruption or inappropriate actions. This weekly sheet serves as a reminder to pupils of expectations and encourages self-reflection. If misbehaviour persists, the consequences escalate, with more serious actions taken for repeated or severe incidents. This graduated approach ensures that pupils understand the importance of maintaining positive behaviour while providing clear consequences for any breaches of conduct.

Level One - Class and Subject Teacher
Verbal reprimand and warning.

Level Two - Class and Subject Teacher
Issuing of a sanction:

- Time out-
  pupil is moved to a space in the classroom where they sit until they are prepared to behave appropriately.

- Loss of playtime - a few minutes' time out on the bench in playground, or the supervision of a member of staff within the school. Reflection Sheet is filled in by the child.
- The child's name be written on the behaviour record sheet that is kept in each classroom and if the child's name appears three times the sanction will lead to Level 3.

Level Three – Heads of Pastoral and Academic

Three occurrences of Level Two sanctions or a more serious behavior incident will result in the pupil being reported to the Pastoral Lead and the Academic Lead by the member of staff concerned.

- The Pastoral Lead and Academic Lead will ascertain as fully as reasonable the nature of the offence.
- A sanction will be imposed which could be any of those indicated above; missing a more substantial period of free time; writing notes of apology; undertaking some form of service to the School; a letter sent home to parents; an internal exclusion (not mixing with the other children).

Level Four – Deputy Head

Repeated poor behaviour which breaks the School Rules will trigger:

- Consultation with the Deputy Head
- Logging of the offences
- A meeting with parents/guardians, deputy head and class teacher
- Likely creation of a behaviour plan, supervised by the above
- Possible use of outside agencies
- Fixed term exclusion

The Headmistress, Deputy Head and SLT review matters of discipline and behavio ur plans regularly. Serious offences will be referred straight to the Head.

Level Five - Head

Level Five misdemeanours are serious breaches of discipline and will be dealt within accordance with section 9 of this policy.

All behaviour incidents from Level 2 onwards will be recorded on CPOMS and parents will be informed.

SEND pupils are given special consideration with regard to rewards and sanctions.

Appendix 2 Investigations into serious breaches of discipline

1 The Head will appoint a senior member of staff to carry out an investigation of an allegation complaint or rumour of serious breaches of discipline, but if appropriate, the Head may investigate matters themselves or instruct a third party to undertake the investigation. The purpose of such an investigation is to make findings on the balance of probabilities, where possible, as to what has happened.

2 If the pupil is to be interviewed as part of the investigation, consideration will be given as to whether the pupil should be accompanied by a Parent or member of staff and in any event a note of the interview will be made by the interviewing member of staff.

3 An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.

4 A pupil may be suspended from the School as a neutral act pending the outcome of a disciplinary process. Should a suspension continue for a period of more than five School days, the School will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil and will keep the terms of the suspension under regular review. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the pupil may be offered a segregated regime on School premises.

5 A pupil's space or, following appropriate risk assessment, belongings may be searched during the course of the investigation. See 5 of this policy for the School's policy on searching and confiscation.

6 It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved recommended this. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the School will have regard to the DfE guidance Sexual violence and sexual harassment between children in schools and colleges (May 2018) and the School's designated safeguarding lead (or a deputy) will take a leading role on decisions.

7 If considered necessary, the School may make arrangements for legal representation for the pupil to be funded entirely at the Parents' expense. Regardless of delays caused by a police or other external agency investigation, the School will provide appropriate pastoral and other support for all pupils affected by the allegations under investigation while they remain on the School roll.

8 The outcome of the investigation, where delegated to a member of staff or other third party will be reported to the Head. If the findings of the investigation appears to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in Appendix 4 of this policy.

Appendix 3 Disciplinary meeting with the Head

1 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appears to support the allegation, complaint or rumour, a disciplinary meeting with the Head will take place.

2 **Attendance**

2.1 The pupil and his / her Parents (if available) will be asked to attend the disciplinary meeting with the Head. Where the complaint concerns the behaviour of the Parents, the pupil will not generally be entitled to attend the meeting and this procedure applies to the Parents only.

2.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint and his / her investigation and findings and an additional member of staff will be present to minute the meeting.

2.3 If the Parents or the pupil have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Head as soon as reasonably practicable so that appropriate arrangements can be made.

2.4 If a Parent is unable to attend because of, for example, travel and working commitments, the School will make reasonable alternative arrangements to ensure the Parent can be involved, remotely if necessary, with the disciplinary process and their child's education.

3 **Meeting**

3.1 Documents available at the disciplinary meeting with the Head may include:

3.1.1 a statement setting out the allegations regarding the pupil or, where applicable, the Parents;

3.1.2 relevant documents including;

3.1.3 the investigation report;

3.1.4 the pupil's school conduct record;

3.1.5 the relevant School policies and procedures.

3.2 The Head will inform the pupil and his/her parent of the range of disciplinary sanctions which the Head considers are open to them.

3.3 The pupil and his / her Parents will have an opportunity to make representations on:

3.3.1 The investigator's findings;

3.3.2 whether they constitute serious misconduct;

3.3.3 the appropriate sanction to be imposed.

3.4 Unless the Head considers that further investigation is needed, he / she will close the meeting and inform the pupil and the Parents that they will be notified of
his / her decision in writing.

4 **Decision**

4.1 The Head will consider:

4.1.1 whether the allegation, complaint or rumour has been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities;

4.1.2 whether the findings constitute serious misconduct; and

4.1.3 the appropriate sanction to be imposed (and the pupil's disciplinary record will be taken into account where the complaint concerns the conduct of the pupil)

4.2 The Head may expel or remove a pupil or impose any other sanction he / she considers to be appropriate in accordance with this policy.

4.3 The Head will notify the Parents of his / her decision in writing, with reasons, within three working days of the disciplinary meeting.

4.4 A decision to expel or remove a pupil shall take effect five working days of the date of the Head's letter confirming his / her decision. Until then, the pupil shall remain suspended and away from School premises.

5 **Review**

5.1 The Parents or the pupil may request a Review of the Head's decision to expel or remove a pupil from the School. The request must be made within five working days of the date of the Head's letter confirming his / her decision.

5.2 A request for Review must be made in writing within 5 working days of the Head's letter confirming his/her decision.

5.3 If such a request is made, the pupil shall remain suspended until the Review has taken place and either the sanction is upheld or a reconsidered decision made.

5.4 See the expulsion and removal: review procedure for further information about requesting a Review and the detail of the procedure.

6 **Leaving status**

6.1 If a pupil is expelled or removed, his / her leaving status will be one of the following: expelled, removed or, if the offer is made by the Head and accepted by the Parents, withdrawn by parents.

6.2 Additional points of leaving status to be considered may include:

6.3 the form of letter which will be written to the Parents and the form of announcement in the School and, where relevant, the House that the pupil has left;

6.4 the form of reference which will be supplied for the pupil;

6.5 the entry which will be made on the School record and the pupil's status as a leaver;

6.6 arrangements for transfer of any course and project work to the pupil,

his / her Parents or another school;

6.7 whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations;

6.8 whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil;

6.9 whether the pupil will be entitled to leavers' privileges;

6.10 the conditions under which the pupil may re-enter School premises in the future; and

6.11 **financial aspects**: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refunded of prepaid fees.

Appendix 4 Use of reasonable force

1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance Use of reasonable force (DfE, July 2013) and ISS (april

2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

2.1 committing a criminal offence;

2.2 injuring themselves or others;

2.3 causing damage to property, including their own;

2.4 engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing him / her to do so would risk his / her safety or lead to behaviour that disrupts the behaviour of others.

4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 6 below).

5 In these circumstances, 'reasonable' means using no more force than is needed.

6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The School will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

7 Where reasonable force is used by a member of staff, the Deputy Head must be informed of the incident and it will be recorded in writing. The pupil's Parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's Parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

8 The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025 have created new standard 16A. The Restrictive interventions, including use of reasonable force, in schools guidance, supports schools to meet this duty. Page 14 contains statutory guidance from the department, which sets out that proprietors must have regard to this in relation to each incident of use of force by members of staff on pupils.

9 For the purposes of the Recording and Reporting of Seclusion and Restraint Regulations 2025, the meaning of 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:

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

10. **Restraint** is defined as being where a member of school staff restrains or immobilises a pupil if they restrict the pupil's movement otherwise than as a disciplinary penalty – including by:
a) Holding or binding the pupil's body or part of it,
b) Securing the pupil to a fixed or heavy object, or
c) Depriving the pupil of an auxiliary aid that they usually use to help them move.

In practice, this means that restraint may involve direct physical contact or actions without contact, for example removing a walking aid, but incidents of either nature must be recorded in writing, ideally the same day and this requirement applies even when restrictive interventions are part of an agreed behaviour support plan.

Recording form and parent letter templates

Physical Restrictive Intervention Recording Form (ISS Regs – April 2026 Compliant)

Section 1 — Basic Information

- **Date of incident:**
- **Time of incident:**
- **Location:**
- **Staff involved (lead and supporting):**
- **Pupils involved:**
- **Other witnesses (staff/pupils/visitors):**

Section 2 — Reason for Intervention (Legal & Regulatory Basis)

(ISS Regs require clear justification and evidence of necessity & proportionality)

Tick all that apply:

- ☐ Preventing injury to the pupil
- ☐ Preventing injury to another person
- ☐ Preventing serious damage to property
- ☐ Preventing behaviour that seriously disrupts teaching/learning
- ☐ Preventing behaviour that poses a significant risk to health, safety, or welfare
- **Describe the immediate risk that made intervention necessary:** *(Include specific behaviours, triggers, escalation signs.)*

Section 3 — De-escalation Attempts (Required before physical intervention unless impossible)

Describe all strategies attempted **before** physical intervention:

- Verbal calming / reassurance:
- Distraction / redirection:
- Offering choices:
- Time/space given:
- Use of known regulation strategies:
- Involvement of additional staff:
- Other:
- **Why de-escalation was insufficient or not possible:**

Section 4 — Description of the Physical Intervention

(ISS Regs require clarity, proportionality, and duration)

- **Type of physical intervention used:** *(e.g., guiding by the arm, blocking, safe hold, escort hold — avoid restraint jargon unless trained and approved)*
-
- **Approved technique?** ☐ Yes ☐ No
- **If yes, specify training framework (e.g., Team Teach, PRICE, MAPA):**
- **Duration of physical intervention:**
    - Start time:
    - End time:
- **Detailed description of what happened:** *(Include staff positioning, pupil response, and any changes during the intervention.)*
- **Was the intervention the minimum force necessary?** ☐ Yes ☐ No — explain:

Section 5 — Pupil Presentation and Welfare

- **Pupil's emotional state before intervention:**
- **Pupil's emotional state after intervention:**
- **Any injuries to pupil?** ☐ No ☐ Yes — describe and attach body map
- **Any injuries to staff?** ☐ No ☐ Yes — describe
- **First aid administered?** ☐ No ☐ Yes — by whom and what was provided

Section 6 — Post-Incident Actions

- **Pupil debrief completed?** ☐ Yes ☐ No
  - Date/time:
  - Staff member conducting debrief:
  - Summary of pupil voice:
- **Staff debrief completed?** ☐ Yes ☐ No
  - Key reflections:
- **Parents/carers informed?** ☐ Yes ☐ No
  - Method: ☐ Phone ☐ Email ☐ In person
  - Date/time:
  - Summary of communication:
- **Safeguarding concerns identified?** ☐ No ☐ Yes — referred to DSL
  - DSL name:
  - Action taken:
  -

Section 7 — Review & Leadership Oversight

(ISS Regs require senior oversight and behaviour policy alignment)

- **Does the incident highlight any of the following?**
  - ☐ Need for behaviour plan update
  - ☐ Need for risk assessment update
  - ☐ Need for staff training
  - ☐ Need for environmental adjustments
  - ☐ Pattern of behaviour requiring intervention
- **Senior leader review (name & role):**
- **Date of review:**
- **Comments / required follow-up:**

Section 8 — Signatures

Reporting staff member: Signature: _____ Date:

Senior leader reviewing: Signature: _____ Date:

DSL (if safeguarding triggered): Signature: _____Date:

EYFS Parent / Carer Notification Template

Physical Restrictive Intervention – Early Years Communication

Child's name:

Date of incident:

Time of incident:

Location:

Dear Parent/Carer,

I am writing to let you know about an incident today in which staff needed to use a **physical restrictive intervention** to keep your child and others safe. In Early Years, our priority is always to support children through calm, nurturing approaches, and physical intervention is only used when absolutely necessary.

Why the Intervention Was Needed

The intervention was used to prevent:

- Your child being hurt
- Another child or adult being hurt
- Serious damage to the environment
- A situation becoming unsafe for your child or others

Brief description of what happened: *(Use simple, factual language appropriate for EYFS)*

What Staff Did

Type of intervention used: *(e.g., gentle guiding, holding hands to stop unsafe movement, supportive hold)*

Duration: From _____ to _____

Summary of the event: *(Describe calmly and objectively, focusing on safety and care)*

Your Child's Wellbeing

- **Any injuries to your child:** Yes / No *(If yes, describe and attach body map)*
- **First aid provided:** Yes / No
- **Your child's emotional state afterwards:** *(e.g., calm, settled with adult support, needed quiet space)*

We ensured your child was comforted, reassured, and supported to regulate after the incident.

Follow-Up and Support

- A gentle, age-appropriate debrief has been/will be completed with your child.

- Staff have reviewed the incident to ensure best practice.
- We will update your child's support plan or risk assessment if needed.

Next Steps

If you would like to talk about this incident, we are very happy to arrange a conversation with you.

Staff member reporting: Senior leader reviewing:

Thank you for working with us to support your child's safety, wellbeing, and emotional development.

Kind regards,

(Name)

(Role)

Y1 – Y6 Parent / Carer Notification Template

Physical Restrictive Intervention – Incident Communication

Pupil name: Date of incident: Time of incident: Location:

Dear Parent/Carer,

I am writing to inform you that a **physical restrictive intervention** was used with your child today. This action was taken in line with our school's **Behaviour Policy**, **Safeguarding Policy**, and the **Independent School Standards Regulations (April 2026)**, which require us to ensure the safety and wellbeing of all pupils.

Reason for the Intervention

The intervention was necessary to prevent:

- Injury to your child
- Injury to another person
- Serious damage to property
- Serious disruption to teaching and learning
- A significant risk to health, safety, or welfare

Brief description of the behaviour or risk that led to the intervention: *(Insert clear, factual summary)*

Description of the Intervention

Type of intervention used: *(e.g., guided escort, safe hold, blocking)*

Duration: From _____ to _____

Summary of what happened: *(Insert objective description of the event)*

Wellbeing Check

- **Injuries to pupil:** Yes / No *(If yes, describe and note if a body map is attached)*
- **First aid provided:** Yes / No *(If yes, specify what was administered and by whom)*
- **Pupil's emotional state after the incident:** *(Insert brief summary)*

Follow-Up Actions

- A pupil debrief has been/will be completed to help your child reflect and regulate.
- Staff have reviewed the incident to ensure best practice.
- Any necessary updates to your child's behaviour plan or risk assessment will be made.

Next Steps

We would like to offer you the opportunity to discuss this incident further. Please contact us if you would like a meeting or phone call.

Staff member reporting: Senior leader reviewing:

Thank you for your continued partnership in supporting your child's wellbeing and development.

Kind regards,

(Name)

(Role)

Appendix 5 Searching and confiscation

1 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

2 The School's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, January 2018).

3 **Prohibited items**

3.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012/951):

3.1.1 knives or weapons, alcohol, illegal drugs and stolen items;

3.1.2 tobacco and cigarette papers, fireworks and pornographic images;

3.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence; or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil); and

3.1.4 any item banned by the School rules that are identified as being items which may be searched for. [Note: Items banned may include such things as vaping devices and the paraphernalia of smoking or vaping].

3.2 The School has banned these items as it reasonably believes them to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on an educational visit).

4 **Searching with consent**

4.1 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required. If items are "prohibited items" as listed in section 3 above, the School is not required to seek consent, but the pupil will be asked in any event. Where a pupil is not deemed to have sufficient maturity or understanding or to be fit to give informed consent themselves, then consent will be sought from a parent.

4.2 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 3 above. The consent of the pupil must be sought even if he / she is not at the School at the time. If the pupil refuses to provide consent disciplinary action may be taken in accordance with the School's behaviour and discipline policy.

5 **Searching for prohibited items**

5.1 Where the Head or an authorised member of staff has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the

search can be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 3.1.4 above).

5.2 Searches will be carried out on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.

5.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:

5.3.1 a search of outer clothing; and / or

5.3.2 a search of School property (e.g. pupils' lockers or desks, bed studies or dormitories); and / or

5.3.3 a search of personal property (e.g. bag or pencil case).

5.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Searches of a pupil or their possessions will generally be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will be the same sex as the pupil.

5.5 Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon the pupil or another member of staff, a member of staff may carry out a search in any event.

5.6 Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

6 Confiscation

6.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.

6.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to School discipline.

7 Searching electronic devices

7.1 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.

7.2 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break School rules.

7.3 Subject to 7.4 below and the requirements set out in KCSIE, if inappropriate material is found on an electronic device, the member of staff may delete the material, retain

it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.

7.4 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the School's policy on sexting as set out in the Safeguarding and Child Protection Policy and Procedures.

8 **Disposal of confiscated items**

8.1 **Alcohol**: alcohol which has been confiscated will be destroyed.

8.2 **Controlled drugs**: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.

8.3 **Other substances**: substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

8.4 **Stolen items**: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Head or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.

8.5 **Tobacco or cigarette papers**: tobacco or cigarette papers will be destroyed.

8.6 **Fireworks**: fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff

8.7 **Pornographic images**: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil is at risk of harm, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to children's social care.

8.8 Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.

8.9 **Article used to commit an offence or to cause personal injury or damage to property**: such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.

8.10 **Weapons or items which are evidence of an offence**: such items will be passed to the police as soon as possible.

8.11 **An item banned under School rules**: such items may, at the discretion of the School or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile electronic device that has been used in breach of School rules to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the Head considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 8.12 below. If a pupil persists in using a mobile electronic device in breach of School rules, the device will be confiscated and must be collected by a Parent.

8.12 **Electronic devices**: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break School rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a Parent and the pupil may be prohibited from bringing such a device onto School premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

9 Communication with Parents

9.1 There is no legal requirement for the School to inform Parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. In appropriate cases we will inform Parents on how the School will dispose of certain items.

9.2 We will keep a record of all searches carried out, including whether the search is with or without the consent of the pupil. The record will include details of any disposal of items confiscated.

9.3 Complaints about searching or confiscation will be dealt with through the School's parental complaints policy and procedures.

9.4 The School will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for loss or damage to property.

Appendix 6

Mobile Phone Policy

1. Rationale
The school is committed to providing an environment that supports attention, wellbeing, and positive relationships. The presence of mobile phones can undermine these aims through distraction, social disruption, and safeguarding risks.
Accordingly, the school operates as a mobile phone-free environment throughout the school day.

2. Policy Statement
Pupils must not use, access, or have visible mobile phones or smart devices at any point during the school day.
This includes lessons, movement between lessons, breaktimes and lunchtime, and any structured or unstructured school activity.

3. Definition of Devices
This policy applies to any personal device capable of communication or capturing images, video, or audio, including mobile phones, smartwatches, and tablets.

4. Arrangements for Bringing Phones to School
Where pupils need to carry a phone for travel or safety reasons, phones must be switched off before entering the school site and stored securely in the school office. Phones must not be accessed until the pupil has left the school site at the end of the day.

5. Exceptions
Exceptions may be made for medical needs, SEND requirements, or specific educational purposes, and must be agreed in advance.

6. Breaches of the Policy
Sanctions may include confiscation, parental collection, and further behaviour measures in line with the school policy.

7.Safeguarding and Communication
Parents should contact pupils via the school office. Urgent messages will be passed on.

8. Educational Context
The policy supports focus, reduces online harm, and promotes healthy social development.

9. Staff Responsibilities
Staff must enforce the policy consistently and model appropriate behaviour. In EYFS staff must store their telephones securely during the school day. Staff throughout the school must not use their phones for personal reasons during lessons.

10. Trips and Visits
Mobile phone use on trips will be restricted unless explicitly permitted.

11. Implementation and Review

The policy will be communicated clearly and reviewed regularly.

Conclusion

A mobile phone-free school day supports a culture of focus, respect, and presence.