

# Behaviour Management Policy

Prep School incl. EYFS

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2024 / 2025



Ibstock Place

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CO-EDUCATIONAL DAY SCHOOL

# **IBSTOCK PLACE SCHOOL**

## **Behaviour Management Policy**

### **Prep School including EYFS**

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#### **Scope**

This policy applies to all pupils (age 4 (EYFS) - 18) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

#### **Roles and Responsibilities**

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Prep Co-Head who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

## Contents

|    |   |    |
|----|---|----|
| 1  | Aims .....  | 4  |
| 2  | Scope and application .....                           | 5  |
| 3  | Regulatory framework.....                             | 5  |
| 4  | Publication and availability .....                    | 7  |
| 5  | Definitions .....                                     | 7  |
| 6  | Responsibility statement and allocation of tasks..... | 7  |
| 7  | Promoting high standards of behaviour .....           | 9  |
| 8  | Minor breaches of discipline.....                     | 10 |
| 9  | Serious breaches of discipline.....                   | 11 |
| 10 | Intervention, support and reintegration.....          | 13 |
| 11 | The role of parents.....                              | 14 |
| 12 | The role of pupils.....                               | 15 |
| 13 | Additional needs .....                                | 15 |
| 14 | Safeguarding and child-on-child abuse .....           | 16 |
| 15 | Malicious allegations.....                            | 17 |
| 16 | Use of reasonable force .....                         | 17 |
| 17 | Searching pupils .....                                | 17 |
| 18 | Staff training.....                                   | 18 |
| 19 | Risk assessment.....                                  | 18 |
| 20 | Record keeping.....                                   | 18 |
| 21 | Version control.....                                  | 20 |

## Appendices

|            |  |    |
|------------|--|----|
| Appendix 1 | Preparatory and Pre-Preparatory School rules.....          | 21 |
| Appendix 2 | Code of Conduct.....                                       | 22 |
| Appendix 3 | Rewards and sanctions.....                                 | 29 |
| Appendix 4 | Investigations into serious breaches of discipline .....   | 33 |
| Appendix 5 | Disciplinary meeting with the Primary Management Team..... | 35 |
| Appendix 6 | Use of reasonable force .....                              | 38 |
| Appendix 7 | Searching and confiscation.....                            | 39 |
| Appendix 8 | Positive Handling and Touch Policy .....                   | 46 |

## Aims

- 1.1 This is the behaviour and discipline policy of Ibstock Place School, Preparatory and Pre-Preparatory School (**School**).
- 1.2 Children in the School are taught to 'Be Kind, Be Curious and Be Courageous' in their academic learning and social interactions. Throughout the day, pupils are taught to be courteous and respectful to peers and teacher alike
- 1.3 The aims of this policy are as follows:
  - 1.3.1 To create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential;
  - 1.3.2 to create, promote and maintain high standards of behaviour amongst pupils;
  - 1.3.3 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;
  - 1.3.4 to ensure, so far as possible, that every pupil in the School is able to benefit from and make their full contribution to the life of the School, consistent always with the needs of the School community;
  - 1.3.5 to set out a clear and fair process for the proper investigation of allegations of poor behaviour and /or breaches of discipline;
  - 1.3.6 to encourage pupils to accept responsibility for their behaviour;
  - 1.3.7 to consider how negative behaviours can be prevented or prevented from recurring;
  - 1.3.8 to encourage a positive approach to behaviour management whenever possible; based on the approach that socially acceptable behaviour is learned through good example and positive reinforcement.
  - 1.3.9 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
  - 1.3.10 to set out the sanctions available to the School in the event of pupil misbehaviour;
  - 1.3.11 to help to promote a whole school culture of safety, equality, inclusion and protection.
- 1.4 This policy forms part of the School's whole school approach to promoting child safeguarding and well-being, which seeks to involve everyone at the School to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.5 Although this policy is necessarily detailed, it is important to the School that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. The School welcomes feedback on how we can continue to improve our policies.

## 2 Scope and application

2.1 This policy applies to the whole Preparatory and Pre-Preparatory School, including the Early Years Foundation Stage (EYFS).

2.2 This policy together with the School rules<sup>1</sup>, Code of Conduct, Care of our Pupils 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 (to include any period of remote provision);

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 online or

2.2.6 associated with the School at any time.

2.3 This policy shall also apply to pupils at all times and places including out of school hours and off-school premises 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 EYFS *statutory framework for group and school-based providers* (DfE, January 2024);

3.1.3 Education and Skills Act 2008;

3.1.4 Children Act 1989;

3.1.5 Childcare Act 2006;

- 3.1.6 Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR);
  - 3.1.7 Human Rights Act 1998; and
  - 3.1.8 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:
- 3.2.1 Keeping children safe in education (DfE, September 2024) (KCSIE);
  - 3.2.2 Working together to safeguard children 2023 (DfE, updated in February 2024);
  - 3.2.3 Information sharing advice for safeguarding practitioners (DfE, May 2024);
  - 3.2.4 Behaviour in schools: advice for headteachers and school staff (DfE, February 2024);
  - 3.2.5 [Creating a school behaviour culture: audit and action planning tools](#) (DfE, April 2024);
  - 3.2.6 Use of reasonable force (DfE, July 2013);
  - 3.2.7 Searching, screening and confiscation: advice for schools (DfE, July 2022, in force from 1 September 2022);
  - 3.2.8 Mobile phones in schools: guidance (DfE, February 2024);
  - 3.2.9 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
  - 3.2.10 Mental health and behaviour in schools (DfE, November 2018);
  - 3.2.11 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);
  - 3.2.12 Police and Criminal Evidence Act 1984 and Code of Practice PACE Code C 2019;
  - 3.2.13 Guidance for appropriate adults (Home Office, April 2003); and
  - 3.2.14 Relationships education, relationships and sex education and health education (DfE, September 2021).
- 3.3 The following School policies, procedures and resource materials are relevant to this policy:
- 3.3.1 Anti-bullying and Anti-Cyberbullying policy;
  - 3.3.2 Mobile phone use policy;
  - 3.3.3 Online safety policy;
  - 3.3.4 Safeguarding and child protection policy and procedures;

- 3.3.5 Risk assessment policy for pupil welfare;
- 3.3.6 Policy on Academic Mentoring (SEND);
- 3.3.7 PSCHE policy
- 3.3.8 Staff routines handbook
- 3.3.9 Relationships education and / or relationships and sex education policy.
- 3.3.10 Positive Handling and Touch Policy

## 4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection at all times during the School day.
- 4.4 This policy 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 School Governing Body.
  - 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 **Co-Heads** may include the Primary Management Team.
  - 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. legal guardian or education guardian. Communications or instructions from one of the Parents, or any person with parental responsibility, shall be deemed by the School to be received from both Parents unless there is clear evidence of a contrary view.
  - 5.1.5 References to a **Review** are to the review by a 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 In discharging of its responsibilities under this policy, the Proprietor expects school leaders and staff to undertake the following roles:
- 6.3 School leaders will:
- 6.3.1 be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour, culture and an environment where everyone feels safe and supported;
  - 6.3.2 play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
  - 6.3.3 make sure all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
  - 6.3.4 consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy;
  - 6.3.5 ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour; and
  - 6.3.6 encourage engagement with experts e.g. education psychologists, counsellors and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.
- 6.4 School staff will:
- 6.4.1 play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour, where possible using positive behaviour management systems designed to praise and reinforce good behaviours;
  - 6.4.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
  - 6.4.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conduct;
  - 6.4.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils; and
  - 6.4.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conducts.



6.5 In order to achieve this, 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  | Lee Faith, Deputy Head (School Improvement and Standards) | As required, and at least termly   |
| Reviewing induction and ongoing training for staff  | Lee Faith, Deputy Head (School Improvement and Standards) | As required, and at least termly   |
| Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness  | Lee Faith, Deputy Head (School Improvement and Standards) | As required, and at least termly   |
| Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy                                   | Lee Faith, Deputy Head (School Improvement and Standards) | As required, and at least annually |
| Formal annual review including effectiveness of policy and procedures in promoting good behaviour and review of patterns and trends relating to disciplinary measures taken | Proprietor  | Annually                           |

## 7 Promoting high standards of behaviour

7.1 Pupils are educated about good behaviour through the operation of the School's curriculum, PSCE, relationships education 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 behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of the School rules, the Pupil Code of Conduct, good habits and routines).

- 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.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- 7.5 Responding to unacceptable behaviour
- 7.5.1 When a member of school staff becomes aware of unacceptable behaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with the School's Behaviour Management Policy.
- 7.5.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 7.5.3 The School recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.
- 7.5.4 The School adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the School at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 7.5.5 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/Class rules and policies for behaviour and discipline.

## 8 Minor breaches of discipline

- 8.1 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see Appendix 3 for details of possible sanctions).

- 8.1 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 8.2 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 Co-Heads of Prep or Director of Safeguarding.
- 9.2 Notwithstanding the age range of the pupils in the School, 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 includes 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, intimidation, cyber-based bullying, prejudice-based bullying, discriminatory-based bullying or other potentially criminal offences including being an accessory or conspirator;
  - 9.2.3 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling);
  - 9.2.4 physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");
  - 9.2.5 initiation / hazing type violence and rituals (which may include but is not limited to activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
  - 9.2.6 abuse in intimate personal relationships between peers;
  - 9.2.7 sexual violence, sexual harassment and upskirting and other harmful / inappropriate sexual behaviour;
  - 9.2.8 consensual and non-consensual sharing of nudes and semi-nude images and / or videos (including digitally manipulated or AI-generated nude and semi-nude images);

- 9.2.9 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
  - 9.2.10 supply or possession of pornography;
  - 9.2.11 behaviour which may constitute a criminal offence, such as:
    - (a) possession or use of firearms, knives or other weapons;
    - (b) vandalism, defacement and / or destruction of school property;
  - 9.2.12 persistent minor breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
  - 9.2.13 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); and
  - 9.2.14 other misconduct specifically provided for in the School's parent contract and School rules.
- 9.3 Sanctions for serious breaches of discipline include:
- 9.3.1 **Suspension:** a pupil may be sent or released home for a limited period as a disciplinary sanction. This will be communicated to parents via letter.
  - 9.3.2 **Internal Suspension:** a pupil will spend the day supervised in the Prep library completing a series of academic tasks. They will not be allowed to mingle with their peers. A letter home is expected.
  - 9.3.3 **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 Management Team 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 or behaviour, 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<sup>2</sup>.

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.

- 9.3.4 **Expulsion:** a pupil may be expelled from the School for a serious breach of discipline as defined in 9.2, suspected, criminal offences and for the avoidance of doubt, for persistent lower-level 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 4.
- 9.5 Complainants will be taken seriously, and the School will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the School. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 9.6 If the findings of the investigation, on the 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 5.
- 9.7 The School will 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:
- 9.7.1 the factual findings made;
  - 9.7.2 whether or not they constitute serious misconduct; and
  - 9.7.3 the sanctions under consideration.
- 9.8 Sanctions imposed will be fair and proportionate to the breach.
- 9.9 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 disciplinary procedures and findings in references provided for the pupil.
- 10 **Intervention, support and reintegration**
- 10.1 The School will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The School has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 10.2 The range of intervention strategies that the School may put in place include as appropriate but are not limited to:
- 10.2.1 frequent and open engagement with parents;

- 10.2.2 providing mentoring and coaching;
  - 10.2.3 providing onsite counselling;
  - 10.2.4 short-term or longer-term behaviour plans created with Class Teachers;  
and
  - 10.2.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.
- 10.3 Where the School has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.
- 10.4 Following a sanction, the School will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the School. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 10.5 The School will consider and apply appropriate strategies for the reintegration of a pupil, for example, following removal from the classroom or suspension.

## 11 The role of parents

- 11.1 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 and this policy.
- 11.2 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 e.g. by the police if they are involved.
- 11.3 All Parents will be notified of any pending disciplinary hearing in accordance with paragraph 9.7.
- 11.4 Parents will be notified of disciplinary sanctions:
- 11.4.1 imposed for significant minor breaches of discipline (i.e. serious sanctions or persistent minor breaches such as demerits); and those
  - 11.4.2 imposed for serious breaches of discipline and any rights of review;
- as required and / or within School reports.
- 11.5 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.

## 12 The role of pupils

- 12.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- 12.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

## 13 Additional needs

- 13.1 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:
- 13.1.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;
  - 13.1.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
  - 13.1.3 whether in the light of conclusions reached in respect of 13.1.1 and 13.1.2, 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 child protection and safeguarding policy and procedures);
    - (d) maintaining academic and behaviour standards; and
    - (e) ensuring the well-being and dignity of pupils.
- 13.2 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 Co-Head/ Academic Mentoring Co-Ordinator and further action in accordance with the School's policy on Academic Mentoring will be considered.



## 14 Safeguarding and child-on-child abuse

- 14.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The School will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 14.1.1 bullying (including cyber-bullying, prejudice-based and discriminatory-based bullying);
  - 14.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
  - 14.1.3 sexual violence and / or sexual harassment (which may include an online element which encourages sexual violence);
  - 14.1.4 causing somebody to engage in sexual activity without consent;
  - 14.1.5 upskirting and / or attempts to commit upskirting;
  - 14.1.6 consensual and non-consensual sharing nudes and semi-nude images and or videos (including digitally manipulated or AI-generated images and or videos. This is also known as sexting or youth produced sexual imagery; and
  - 14.1.7 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 14.2 Child-on-child abuse can occur both inside and outside of School and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.
- 14.3 Technology is a significant component in many safeguarding and well-being issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.
- 14.4 In line with the School's aims and culture of openness and encouragement to report, the School's policy and procedures with regard to child-on-child abuse are set out in child School's child protection and safeguarding policy and procedures,



Antibullying and Anti-Cyberbullying and The Care of our Pupils Policies. If behaviour and discipline matters give rise to a safeguarding and child protection 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 DSL (or a deputy) should take a leading role in decision making and the procedures in the child protection and safeguarding policy and procedures will take priority).

## **15 Malicious allegations**

- 15.1** Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The Primary Leadership Team will also consider whether to take disciplinary action against the pupil in accordance with this policy.
- 15.2** 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.
- 15.3** 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 is sufficient evidence that there has been a deliberate act to deceive.

## **16 Use of reasonable force**

- 16.1** Corporal punishment is not used at the School and force must never be used as a form of punishment.
- 16.2** Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 6. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

## **17 Searching pupils**

- 17.1** School staff may search a pupil or their possessions for any item if the pupil agrees<sup>3</sup>. If a member of staff suspects that a pupil has a banned item in their possession, they can instruct the pupil to turn out their pockets or bag. If the pupil refuses, sanctions will be applied in accordance with this policy.
- 17.2** If a pupil refuses to co-operate with a search the Co-Heads, and staff authorised by the Headmaster, may use reasonable force to search a pupil or a pupils' possessions, where they have reasonable grounds for suspecting that a pupil has a certain type of "prohibited item" in their possession. Please see Appendix 7 for the

School's policy on searching and confiscation and the definition of "prohibited items" for which force may be used.

## 18 Staff training

18.1 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. This includes:

18.1.1 how staff can support pupils in meeting high standards of behaviour;

18.1.2 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way; and

18.1.3 where applicable to reflect the need of particular pupils.

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

18.3 The School maintains written records of all staff training.

## 19 Risk assessment

19.1 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.

19.2 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 (including Education Health and Care Plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

19.3 The Co-Heads/ Assistant Head and Director of Safeguarding have overall responsibility for ensuring that matters which affect pupil welfare are adequately assessed and for ensuring that the plans are implemented, monitored and evaluated as required.

19.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to Co-Heads of Prep, Director of Safeguarding or Deputy Head, Standards, and Improvement who have been properly trained in, and tasked with, carrying out the particular assessment. Risk assessments for pupil welfare are written by the Director of Safeguarding and logged on the safeguarding system, My Concern.

## 20 Record keeping

20.1 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.

- 20.2 The School will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by appropriate skilled staff.
- 20.3 The School will keep a separate record for:
- 20.3.1 allegations and concerns reported in respect of:
- (a) sexual harassment or sexual violence
  - (b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents
  - (c) exclusions and suspensions, pupils taken off roll, incidents of poor behaviour, use of internal isolation and sanctions imposed for serious misbehaviour.
- 20.3.2 The record will include:
- (a) the name and year group of the pupil concerned;
  - (b) the nature and date of the offence;
  - (c) the sanction imposed and reason for it; and
  - (d) the name of the person imposing the sanction.
- 20.4 The School will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the School's safeguarding reporting system.
- 20.5 This record is reviewed regularly by the Co-Heads, Director of Safeguarding and Deputy DSLs so that patterns of behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the School.
- 20.6 The records created in accordance with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published on its website privacy notices which explain how the School will use personal data.

|                                     |   |
|-------------------------------------|---|
| Date of adoption of this policy     | 09/2024                                 |
| Date of last review of this policy  | 09/2024                                 |
| Date for next review of this policy | 09/2025                                 |
| Policy owner (SMT)                  | Sophie Bartholomew, Co-Head Prep School |
| Policy owner (Proprietor)           | Ibstock Place Prep and Pre-Prep School  |

### Queries

Queries on this policy should be directed to the Prep Co-Head.

### Appendices

Please see overleaf for Appendices 1 – 8.

## Appendix 1 School rules

All School rules apply throughout school hours, on the way to and from School, on day/residential trips and during sports matches as explained in this policy. Adherence to the School Rules and behaviour policies currently in force is a condition of continued membership of the School.

### Rules

1. Pupils are not permitted to leave the School premises during the school day without written permission from a Parent.
2. All pupils are required to take part in Games and other out-of-school activities as required by the School and to attend rehearsals, practices, matches, as necessary, on School days, unless a pupil is specifically exempted.
3. All pupils from Prep 2 – Prep 6 are required to wear School uniform and comply with the School Uniform Policy
4. All pupils playing games are required to uphold a high standard of sportsmanship, as well as safety. If the uniform of a pupil is deemed 'unsafe' i.e. no gum shield, shin pads etc., the pupil may be asked not to participate in the lesson and will either observe or will be set appropriate alternative work in another classroom.
5. Pupils must not cause damage to property belonging to the School or other members of the School community. Any pupil who does so must be reported to the Co-Heads of the Prep School who will consider whether to impose an appropriate sanction.
6. Money and valuable items should not be brought to School,
7. Mobile telephones, iPads, Smart Watches or similar devices, may not be used on the School campus at any time. Some children wear Smart Watches which are used for reading the time only, this is acceptable.
8. Email and access to the Internet is strictly for educational purposes only. Pupils are required to sign an agreement to this effect, countersigned by a parent.
9. Pupils must always use the footbridge to cross Clarence Lane and must be supervised by members of staff.
10. Pupils are not allowed to bring Tippex or chewing gum to School.

## **Appendix 2** Pupil Code of Conduct

The aim of the Pre-Prep and Prep School is to develop each child intellectually, socially, physically, morally and spiritually. Pupils should feel as though they have a safe environment to thrive. It is hoped that the pupils will leave the school understanding and demonstrating:

Kindness

Honesty

Courtesy

Confidence

Independence

Perseverance

Respect

Resilience

Risk taking in learning Patience

### The Pre-Preparatory School

#### **3.1 General expectations of pupil behaviour**

To understand class rules and expectations in the Pre-Prep School,

To be quiet in the School when necessary and instructed by a Teacher or Classroom Assistant.

To walk at all times in the School, keeping to the left, so that everybody can move about easily and calmly.

To keep the School buildings and its playgrounds and easi-grass clean and tidy, and to help others to do the same.

To ensure that pupils should not be in the classroom at break times, except by special permission.

To respect classrooms, including the Art Area, Computing Suite, WOW Library, Music Room and Sports Hall, and to ensure that school property is taken care of and kept tidy.

### 3.2 Lessons;

To enter each classroom sensibly and go straight to the place given to them by their teachers.

To listen carefully to all instructions and explanations by the teacher.

To always work hard and do their best.

During discussions, remember that listening is as important as talking.

To try not to interrupt others or distract anyone from their own work.

To put up their hands and wait their turn when asking or answering questions.

To sit sensibly on 'carpet spots' and ensure that all personal space is being respected.

In group work, to respect the contributions of others and work sensibly and cooperatively with their friends.

When told to do so by the teacher, to pack away their belongings quickly and quietly at the end of a lesson.

To help tidy the classroom, where required to do so.

### 3.3 Routines

#### *Morning:*

To arrive at school with time to spare

If they arrive before Sam (pre-school supervision), children will be required to register for Platform Sports until the time when their peers will enter the School. They should then go to their appropriate meeting points and line up until taken inside by their Class Teacher or Classroom Assistant.

To hang up their coats, empty their bags and enter the classroom quietly. To complete any morning tasks that may be set on entry to the classroom.

To be ready on the carpet for registration when asked.

If late, teachers or assistants will sign in the late folder. Pupils who arrive after the gate closes may need to be collected from Main Reception. If a pupil is late numerous times, parents may receive a 'Late Letter' from a member of the Primary Leadership Team.

*Break:*

To put on coats, trainers, or Wellingtons, if necessary, at the beginning of playtime. Pupils will be advised whether to change out of trainers or not.

Children are not to go onto the playground until a teacher is outside and on duty. Children to respect the climbing frames and playtime equipment. If there is dangerous play or misuse, pupils may receive a warning or have some minutes to sit down and reflect.

On the first bell, to stand still and be silent.

On the second bell, to clear away playground toys and line up.

Pupils must not be inside the school buildings unaccompanied unless they have permission to use the bathrooms.

During wet breaks, to find a quiet activity to do and to ensure the classroom is tidy at the end of break.

*Lunchtime:*

Monday-Friday

Kindergarten /Prep 1-11.50/11.55-13.00

KG and Prep 1 pupils are taken to the Refectory by their teachers, lunch is served to them at the table, and they are helped to eat their lunch. Later in the year, pupils will be encouraged to take their own trays and walk to their table.

Pupils must:

Walk quietly to a seat to eat a meal.

Use cutlery properly when eating and show good manners when at the table. Leave the Refectory in an orderly way to go to the playground.

Any minor breaches of discipline at either lunchtime or playtime may result in a child being withdrawn from the activities. The Class Teacher will be notified. If the behaviour too serious to warrant withdrawal, the child will be brought in to see the Head of the Pre-Prep School.

At the end of lunch, the Pre-Prep will have three bells to indicate that lessons will resume.

Bell 1 Indicates time to tidy up and put away play equipment.

Bell 2: The pupils should freeze and wait.



Bell 3: Pupils should collect their belongings and line up in an orderly fashion to try and win their daily points. Those who have the most points on a Friday will be given Golden Time.

#### *End of School:*

To make sure they pack all that they need to take home. Pupils are assisted by the Class Teacher and Classroom Assistant (s).

Pupils are dismissed from their relevant gates/Pre-Prep foyer after lining up with their Class Teacher or Classroom Assistant.

At dismissal, to shake hands with their Class Teacher and say "Good Afternoon", Teachers will ensure that children are only dismissed once a recognised parent/carer is present to collect.

To wait in, and be collected from, the Sibling Gates or Platform Sports If they attend an after-school club or if their parents/guardians are late.

To make sure they do not play on any of the playground equipment after school if they are not supervised by a member of staff.

### The Preparatory School

#### **4.1 General expectations of pupil behaviour**

To be quiet in the Prep School as it is a place of work.

To walk only in the Prep School, keeping to the left, so that everybody can move about easily and calmly.

To respect and use each part of the Prep School for its proper purpose.

To keep the Prep School buildings (Pre-Prep, Macleod House and Roberts House) and their playgrounds clean and tidy, and to help others to do the same.

To refrain from eating or drinking in the corridors or classrooms. If it is wet play, pupils are permitted to have their snacks and drinks in the classrooms.

To respect the classrooms, including the Library, Science Laboratory in Macleod House. Art Room, Computing Suite, Music Room, WOW library and Sports Hall and appreciate that they are places of learning.

#### **4.2 Lessons**

To arrive on time for lessons.

To enter the room sensibly and go straight to the place given to them by their teachers.

To get ready for the lesson quickly and quietly and make sure they have the correct books, equipment and homework diary ready, where relevant.

To listen carefully to all instructions and explanations by the teacher.

To always work hard and do their best.

During discussions, remember that listening is as important as talking.

To try not to interrupt others or distract anyone from their own work.

To put up their hands and wait their turn when asking or answering questions. In group work, to respect the contributions of others and work sensibly and cooperatively with their friends.

When told to do so by the teacher, to pack away their belongings quickly and quietly at the end of a lesson.

To help tidy the classroom, where required to do so.

To be ready for the next lesson promptly.

#### **4.3 Routines**

##### *Morning:*

To enter year group appropriate gates on time. Entry should be after 8.10am.

if they arrive before 8am, to be registered for Platform Sports. They will be greeted at the Pre-Prep Gate.

Line up quietly at the appropriate locations and wait to be collected by Class Teacher or Classroom Assistant.

To hang up their coats, empty their bags and enter the classroom quietly. Pupils may have some morning tasks to complete.

To be ready for registration and notices.

To show diary messages to their teachers (Prep Classroom Assistants may check pupils' diaries).

Where late, sign the file in Maclead House Library and also make this known to the Prep Office Manager.

##### *Break:*

To put on coats, trainers or Wellingtons, if necessary, at the beginning of playtime. At the end of break, children should be conscious of changing back into school

shoes or trainers dependent on the weather and the uniform that they are wearing.  
On the first bell, to stand still and be silent.

On the second bell, to line up in silence on the Hard Court, Pre-Prep or Macleod House playground, as appropriate.

During wet breaks, to find a quiet activity from the Wet Play box in the classroom and to ensure the classroom is tidy at the end of break.

#### *Lunchtime:*

Monday-Friday

Prep 2- Prep 12.00 -13.00

Prep 2 pupils to walk to the Refectory with their teachers straight from lessons. They collect a tray and go directly to the servery.

Prep 3-6 to walk to the Refectory at staggered intervals and line up outside.

To walk quietly to the servery and choose a meal.

To use cutlery properly when eating and show good manners when at the table. To talk quietly whilst eating.

Pupils to wait until the '1,2,3' system is signalled. 1- Year groups are silent and look at the supervisor. 2- Pupils stand up, check that they have everything, put on coats and push in chairs, 3- Pupils pick up trays and walk to the appropriate tray trolley before being escorted to their playground.

Pupils line up outside the Refectory before being led to their playground.

Lunchtime Supervisors are available from 11.50-13.30 to supervise pupils both inside the Refectory and in the playgrounds after lunch.

There will be three bells to signal the end of Lunch break:

- (a) At the first bell, pupils to stand still and be silent.
- (b) On the second bell, pupils gather their belongings and line up.

#### *End of School:*

To make sure they pack all that they need to take home, Prep pupils may be assisted by the Class Teacher and Classroom Assistant.

To leave the school by the correct staircase or exit.

At dismissal, to shake hands with their Class Teacher and say, "Good Afternoon". Teachers will ensure that children are only dismissed once a recognised parent/carer is present to collect.

To wait in or be collected from Platform Sports or a classroom if they attend an after-school club.

To make sure they do not play on any of the playground equipment after school (unless a requirement of a club and there is a member of staff present)

*Entrances and Exits:*

Prep 2 Pre-Prep Foyer, Leave from Pre-Prep Gate.

Prep 3 External doors of classrooms on bottom floor of Macleod House. Dismissal from Priory Lane Gate.

Prep 4 Stairs nearest to Macleod Library. Dismissal from Theatre Gate  
Prep 5 Stairs nearest to Theatre Gate, Dismissal from Theatre Gate.

Prep 6 Stairs nearest to Theatre Gate. Dismissal from Prep 6 Gate.

### **Appendix 3 Rewards and sanctions**

The School expects high standards, and we show that when effort has been made, it is valued and rewarded. Routines and expectations are very important. All adults in the school share the responsibility for all the children and everyone has a responsibility to make the agreed Behaviour Policy work. Rewards, and sometimes Sanctions, are used to enforce the Behaviour Policy.

- 1 In Pre-Prep/EYFS, the balance between Reward and Sanctions should be biased in favour of rewarding acceptable behaviour.

#### **Rewards**

#### **Pupils may receive the following forms of reward or praise in the Pre-Prep School:**

- 1.1 Immediate teacher approval, vocal praise, smile, stickers.
- 1.2 Star of the Week awards.
- 1.3 Superhero Stickers and Prizes.
- 1.4 Children are also encouraged to give verbal praise to their peers.
- 1.5 Written comments in books.
- 1.6 Show work to the Co-Heads of the Prep or Pre-Prep School.
- 1.7 Sending the child to share work with other children or an adult.
- 1.8 Celebration of achievement award and certificates in assemblies.
- 1.9 Classroom Prompts such as 'rainbows' or climbing ladders may be used.
- 1.10 House point Awards
- 1.11 Certificates and Stars of the Week.
- 1.12 School values toys
- 1.13 Weekly certificates.

#### **Pupils may receive the following forms of reward or praise in the Prep School:**

- 1.14 Certificates for any aspect of school life which is considered praiseworthy e.g., a good test mark, an act of kindness, fulfilling school values. personal progress, an exceptional piece of work or special event.
- 1.15 Certificates awarded by teachers in weekly Celebration Assembly.
- 1.16 'Stars of the Week' are announced in assembly on Friday and pupils will be added

to the 'Star of the Week' board in MacLeod House.

1.17 House points are awarded to pupils for the following:

\*Excellent effort in a lesson or on a piece of work

\*Excellent attitude in the classroom or around school

\*Excellent behaviour in the classroom or around the school

Excellent group/teamwork

\*Lining up well, as a class

\*Exceptional reading records.

1.18 'Various House competitions take place throughout the year.

1.19 House points are announced in Assembly every week and a weekly trophy is awarded to the winning house, as well as a trophy at the end of the academic year for the winning house.

1.20 Pupil work can be shared with peers or other year groups.

1.21 Pupils are often asked to share work with the Prep Co-Heads or specific Subject Leads.

1.22 Pupils are awarded stickers which may result in prizes, and many accolades are added to the school 'Happy News' and 'Newsletter'.

## 2 Sanctions

2.1 In addition to the particular sanctions set out in this Appendix, the Primary Management Team 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.

2.2 Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should happen at the same time if necessary.

2.3 There will also be occasions when sanctions need to be applied. However, these should be used sparingly and applied in a way which will be seen as fair and consistent by all the children. It is crucial that the children understand what has happened and why a punishment is being received.

2.4 In all cases, care must be taken at all times to avoid humiliating children in front of their peers. Adults will not constantly draw attention to a child's mistakes or misdemeanours. It is the unacceptable behaviour that should be condemned, not the child.

- 2.5 Parents are informed as quickly as possible about any issues. Parents should expect an email or phone call to inform of a sanction and a meeting if a Detention or more serious sanction is given, in line with this policy.
- 2.6 Examples of sanctions may include:
- 2.6.1 Verbal warning and reminder of the expectations of behaviour.
  - 2.6.2 Early intervention to defuse situations. Written apologies may be required.
  - 2.6.3 The use of ladders' or 'rain clouds' etc,
  - 2.6.4 The immediate show of disapproval and may include a verbal warning of consequences.
  - 2.6.5 Explanation from the pupil about their behaviour to Head of the Pre-Prep or Co- Heads of the Preparatory School.
  - 2.6.6 A 'time out' or additional minutes may be taken from break. Pupils may spend some time with their teachers and assistants assessing what has happened.
  - 2.6.7 Withdrawal of a privilege - miss a favourite activity, some playtime, choice of where to sit etc.
  - 2.6.8 Daily behavioural log- to go home at the end of the day for parents to see/ discussed at the end of the day with the appropriate adult. All teachers to fill in relevant comment box during the day.
  - 2.6.9 Change of seat in the classroom.
  - 2.6.10 Repetition of work.
  - 2.6.11 Three warnings followed by a Strike. Parents are informed if a pupil is given a warning. If a child gets three warnings in a week, they will receive a Strike. If a pupil gets three Strikes in a half-term, they will receive a detention. Strikes must be logged on Isams and parents should be involved in the sanction process.
  - 2.6.12 All pupils who receive a Strike will expect to write a statement with the Assistant Head and this will be shared with the pupils' parents. If it is deemed necessary, Strikes may result in a My Concern profile to be opened to log behavioural issues.
  - 2.6.13 If a child shows poor sportsmanship in Games, PE or in the playground, they may be prohibited from attending one fixture or club.

- 2.6.14 If homework has not been completed the pupils may be asked to go to the Macleod House Library and complete their homework during break times or to take it home for another evening.
  - 2.6.15 The setting of written tasks such as an account of their behaviour; loss of privileges e.g. the loss of prized responsibility;
  - 2.6.16 detention;
  - 2.6.17 confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology;
  - 2.6.18 school based community service, such as tidying a classroom;
  - 2.6.19 regular reporting including early morning reporting; scheduled uniform checks; or being placed 'on report' for behaviour monitoring;
  - 2.6.20 suspension; and
  - 2.6.21 in the most serious of circumstances, permanent exclusion.
- 2.7 Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.
- 2.8 The school will have regards to the impact on consistency and perceived fairness overall when considering alternative arrangements.
- 2.9 In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.
- 2.10 It will also consider any special circumstances relevant to its imposition including;
- 2.10.1 the pupil's age;
  - 2.10.2 any special educational needs or disability they may have; and
  - 2.10.3 any religious requirements affecting them.



## Appendix 4 Investigations into serious breaches of discipline

- 1 The Head will generally 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. The investigator should not have had any prior involvement in the management of any of the matters under investigation.
- 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 Arrangements may be made for a pupil to be taught outside of their normal cohort<sup>4</sup> or 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, and at the discretion of the Head, the pupil may be offered a segregated regime on School premises.
- 4 A pupil's space, or following appropriate risk assessment, belongings may be searched during the course of the investigation. See Appendix 7 of this policy for the School's policy on searching and confiscation.
- 5 It may be necessary to delay the School's investigation or put it on hold, for example where external agencies such as the police or social services are involved and have 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 KCSIE, and the School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 6 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 (including the victim and / or the perpetrator(s)) affected by the allegations under investigation while they remain on the School roll.
- 7 Where the pupil is the subject of a police investigation the DSL will liaise with the Head to inform them of issues relating to the police investigations and the statutory requirements for children to have an appropriate adult. The role of the appropriate

adult is to safeguard the rights, entitlements and welfare of juveniles to whom the provisions of PACE code C and any other code of practice apply.

- 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 appear to support the allegation, complaint or rumour, a disciplinary meeting will then be convened in accordance with the procedures in Appendix 5 of this policy.
- 9 Considerations when there is suspected criminal behaviour
  - 9.1 Before investigating a behaviour incident, the School will consider whether a criminal offence may have been committed and should be reported to the Police.
  - 9.2 The School will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the School (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
  - 9.3 Where a report is made to the Police, the School will not act in a way which could prejudice a criminal investigation.
  - 9.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the School may decide to continue its investigation and impose sanctions.
  - 9.5 The School will follow its child protection and safeguarding policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

## **Appendix 5** Disciplinary meeting with Co-Heads of the Prep School

10 Where the findings of the investigation into an allegation, complaint or rumour of a serious breach of discipline appear to support the allegation, complaint or rumour, a disciplinary meeting with the Co-Heads will take place.

### **11 Attendance**

11.1 The pupil and their Parents (if available) will be invited to attend the disciplinary meeting with the Co-Heads and Director of Safeguarding. 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.

11.2 The person who undertook the investigation will be in attendance to explain the circumstances of the complaint, their investigation and findings and an additional member of staff will be present to minute the meeting.

11.3 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 Primary Management Team as soon as reasonably practicable so that appropriate arrangements can be made.

11.4 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.

### **12 Meeting**

12.1 Documents<sup>5</sup> available at the disciplinary meeting with the Co-Heads or Assistant Heads may include:

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

12.1.2 relevant documents including:

(a) the investigation report;

(b) the pupil's conduct record;

(c) the relevant School policies and procedures.

12.2 The Co-Heads or Assistant Head will inform the pupil and their Parents of the range of disciplinary sanctions which the Co-Heads or Assistant Head considers are open to them.

- 12.3 The pupil and their Parents will have an opportunity to make representations on:
- 12.3.1 the investigator's findings;
  - 12.3.2 whether they constitute serious misconduct;
  - 12.3.3 the appropriate sanction to be imposed.
- 12.4 Unless the Co-Heads considers that further investigation is needed, they will close the meeting and inform the pupil and the Parents that they will be notified of their decision in writing or verbally inform them.

## 13 Decision

- 13.1 The Co-Heads will consider:
- 13.1.1 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;
  - 13.1.2 whether the findings constitute serious misconduct; and
  - 13.1.3 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).
- 13.2 The Primary Management Team, with the Headmaster may expel or remove a pupil or impose any other sanction they consider to be appropriate in accordance with this policy.
- 13.3 The Co-Heads and Headmaster will notify the Parents of their decision in writing, with reasons, within three working days of the disciplinary meeting.
- 13.4 A decision to expel or remove a pupil shall take effect within five working days of the date of the letter confirming Management's decision. Until then, the pupil may remain suspended and away from School premises.

## 14 Review

- 14.1 The Parents or the pupil may request a Review of the decision:
- 14.1.1 to expel or remove a pupil from the School; or
  - 14.1.2 where the pupil is suspended from the School for 11 working days or more; or
  - 14.1.3 where suspension would result in the pupil missing a public examination.
- 14.2 A request for a Review must be made in writing within five working days of the date of the letter confirming their decision.

14.3 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.

14.4 See the **Expulsion and Removal: review procedure** for further information about requesting a Review and the detail of the procedure.

## 15 Leaving status

15.1 If a pupil is expelled or removed, their 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.

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

15.2.1 the form of letter which will be written to the Parents and the form of announcement in the School;

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

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

15.2.4 arrangements for transfer of any course and project work to the pupil, their Parents or another school;

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

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

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

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

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

## Appendix 6 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).
- 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 them to do so would risk their 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 7 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 Primary Management Team, must be informed of the incident and it will be recorded on iSAMS under 'PH' (Positive Handling) record. 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. If necessary, this should also be recorded on My Concern.

## Appendix 7 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, July 2022, in force from September 2022).
- 3 **Prohibited items**
  - 3.1 The following are "prohibited items"
    - 3.1.1 under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
      - (a) knives or weapons, alcohol, illegal drugs and stolen items;
      - (b) tobacco and cigarette papers, fireworks and pornographic images;
      - (c) any article that a member of staff reasonably suspects has been, or is likely to be used:
        - (i) to commit an offence; or
        - (ii) to cause personal injury to, or damage to the property of, any person (including the pupil); and
    - 3.1.2 any item banned by the School rules that are identified as being items which may be searched for<sup>6</sup>. (Note that the School will never use force to search for these items: see paragraph 4.3 below).
  - 3.2 The School has banned these items as they reasonably believe 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.
- 4 **Searching pupils**
  - 4.1 Under common law, school staff have the power to search for any item if a pupil agrees. The member of staff undertaking the search should ensure the pupil understands the reason for the search and how it will be conducted so their agreement is informed.
  - 4.2 When exercising these powers, the School must consider the age and needs to pupils being searched or screened. This includes the individual needs to

learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

- 4.3 If a pupil refuses to co-operate with a search for a "prohibited item" as listed in section 3.1.1 above, a member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for other items banned under the School rules, as set out in section 3.1.2 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are not "prohibited items" as listed in section 3 above, disciplinary action may be taken in accordance with the School's behaviour and discipline policy.
- 4.7 If a search is considered necessary, but not required urgently, the advice of the Co-Heads / DSL and /or pastoral member staff should be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 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<sup>7</sup>.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
  - 4.9.1 a search of outer clothing; and / or
  - 4.9.2 a search of School property (e.g. pupils' lockers or desks, bed, studies or dormitories); and / or
  - 4.9.3 a search of personal property (e.g. bag or pencil case).
- 4.10 Staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) who, if possible, will be the same sex as the pupil being searched. As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency



and in the time available it is not reasonably practicable to summon another member of staff.

- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 4.12 Where the Co-Heads, 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. The staff member should also alert the designated safeguarding lead (DSL) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

## 5 Strip searching

- 5.1 A strip search involving the removal of more than outer clothing and can only be carried out on school premises by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with PACE Code C. More information is contained within the DfE advice to schools on Searching, Screening and Confiscation (July 2022).
- 5.2 While the decision to undertake a strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.
- 5.3 School staff will always consider whether introducing the potential for a strip search through police involvement is absolutely necessary and should always ensure that other appropriate, less invasive approaches have been exhausted.
- 5.4 In order to ensure pupil's wellbeing, the school may wish to involve an appropriate adult as a matter of course during all searches and conducted by police in school.

## 6 After a search

- 6.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 6.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

## 7 Recording searches

- 7.1 Any search by a member of staff for a prohibited item listed in section 3 above, items banned by the school rules, and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- 7.2 Records of the search will include
- 7.2.1 the date, time and location of the search;
  - 7.2.2 which pupil was searched;
  - 7.2.3 who conducted the search and any other adults or pupils present;
  - 7.2.4 what was being searched for;
  - 7.2.5 the reason for searching;
  - 7.2.6 what items, if any were found; and
  - 7.2.7 what follow up action was taken as a consequence of the search.
- 7.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

## 8 Confiscation

- 8.1 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.
- 8.2 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.

## 9 Electronic devices

- 9.1 The School has adopted a policy to prohibit pupils in the Prep and Pre-Prep using mobile electronic devices during the school day. **Mobile electronic devices** include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video. Further details about the School's policy can be found in the Acceptable use policy for pupils.

- 9.2 Mobile electronic devices 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.
- 9.3 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.
- 9.4 Subject to 9.6 below and the requirements set out in KCSIE 2024, 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.
- 9.5 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 9.6 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 sharing nudes and semi-nudes images or videos as set out in Appendix 1 of the child protection and safeguarding policy / consult the advice set out in the *Searching, screening and confiscation advice* (for schools) and UKCIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.
- 9.7 The School will comply with data protection law in relation to any search of any electronic device.

## 10 Disposal of confiscated items

- 10.1 **Alcohol:** alcohol which has been confiscated will be destroyed.
- 10.2 **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.
- 10.3 **Other substances:** substances which are not believed to be controlled 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 a controlled drug, it will be treated as such and disposed of as above.

- 10.4 **Stolen items:** stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Co-Heads 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. In taking into account the relevant circumstances, the member of staff should consider: the value of the item; whether the item is banned by the school; whether retaining or returning the item may place any person at risk of harm; and whether the item can be disposed of safely.
- 10.5 **Tobacco or cigarette papers:** tobacco or cigarette papers will be destroyed.
- 10.6 **Fireworks:** fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Co-Heads or other authorised member of staff.
- 10.7 **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.
- 10.8 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.
- 10.9 **Article used to commit an offence or to cause personal injury or damage to property:** such articles may, at the discretion of the Co-Heads or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider whether it is safe to dispose of the item; and whether and when it is safe to return the item.
- 10.10 **Weapons or items which are evidence of an offence:** such items will be passed to the police as soon as possible.
- 10.11 **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. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or

parent; whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

**10.12** 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 Co-Heads considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 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.

**10.13 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 cyber-bullying, 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.

## **11 Communication with parents**

**11.1** 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.

**11.2** Parents should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanction applied.

**11.3** In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

**11.4** We will keep a record of all searches carried out, in accordance with paragraph 7 above.

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

**11.6** 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 8: Physical Intervention and Touch Policy

### Section I: Physical Restraint

**Physical restraint:** All forms of corporal punishment are unlawful. However, by law, teaching staff, and other staff who are authorised to have control or charge of pupils, may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the Prep School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere

**Application of code of restraint:** This applies when a teacher, or other authorised person, is on School premises and when he or she is in control or in charge of the pupil elsewhere, for example on a field trip or other authorised out of school activity. It only applies where no other form of control is available and where it is necessary to intervene.

**Before intervening:** Before intervening physically the teacher should, wherever practicable, tell the pupil to stop and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. The teacher should always avoid touching or holding a pupil in a way that might be considered indecent. Nor should the teacher act in a way that might reasonably be expected to cause injury.

**Inform Prep Staff:** The teacher should inform the Co-Heads of the Prep School or Head of Pre-Prep immediately following an incident, where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident. The teacher should provide a written report as soon as possible afterwards. Reports are kept in a Physical Intervention File in the Macleod House Staffroom or Head of Pre-Prep's office. Initials should be used to keep the anonymity of the pupil.

**Action taken in self-defence or in an emergency:** The law allows anyone to defend himself or herself against an attack, provided he/she does not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff (whether authorised or not) would be entitled to intervene.

**Using reasonable force:** There is no legal definition of "reasonable force". It will always depend on the circumstances.

Note that:

- Physical force cannot be justified to prevent a pupil from committing a trivial misdemeanour.

- Any force should always be the minimum needed to achieve the desired result.
- Whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

## Section 2: Physical Contact and Touch

The term 'physical contact' is used to describe the use of touch for purposes in different contexts.

The Children Act 1989 and 2004 makes it clear that the 'paramount' consideration in any decision should be in the best interest of the child concerned. 'Paramount' in this context means that it should be the first thing people think about and it takes precedence over other considerations.

Physical contact should always be about meeting the needs of the child. Actions that can be ambiguous are open to misinterpretation. Staff should always think before making any physical contact. They should be clear about why their actions are in the best interest of the child concerned. They should remember that some children like physical contact and some do not.

Used in context and with empathy, physical contact/touch supports the development of natural interactions with the children and young people we care for. It can also be key to developing fundamental social, behavioural and attention skills. Whilst offering physical support to those pupils who need it.

### Other physical contact with pupils:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary (see Touch Policy).

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to walking together around the School
- Comforting a distressed pupil
- Praising or congratulating a pupil
- Demonstrating how to use a musical instrument
- Demonstrating exercise or techniques during PE lessons or sports
- Coaching
- Administering First Aid



## **Whole Prep School including EYFS:**

At Ibstock Place School, we understand that pupils learn who they are and how the world is 'in relationship'. The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Touch is recognised as being a physical way to sooth, calm and contain distress.

If physical contact or touch is to be used, it must be done with the full knowledge and consent of parents/carers, by trained and supervised staff in carefully monitored situations where its therapeutic use has been agreed because it addresses an identified developmental need on the part of the child.

If pupils are behaving in unacceptable, threatening, dangerous, aggressive, or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this, under special, agreed, and supervised conditions, trained staff will consider using touch as one of the means available to them for example to calm a distressed child, to contain an angry or wild child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Other means of calming, soothing and containing pupils' strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc)
- and then regulating it down
- Talking slowly firmly and quietly in an unhurried way
- Providing clear predictable consistently held boundaries

## **Contexts where physical contact may be used:**

A staff member may choose to hold children for a variety of reasons, but in general terms would normally do so for either comfort or reward. Teachers and Assistants will always engage and interact with children professionally, safely and compassionately and this sometimes involves touch (See Touch Policy).



## Pre-Prep School:

1. Pupil is finding beginning of term transition difficult (Kindergarten):
  - Child may hold the teacher/assistant's hand
  - Child may sit on the teacher's lap until settled
  
2. Pupil is injured in the playground:
  - Child may require First Aid
  - Child may need additional comfort from a teacher/assistant
  
3. Pupils may need help with getting changed:
  - In order to promote greater independence and a sense of good personal hygiene, pupils may be asked to change after PE and Games.
  - Kindergarten, particularly, and some Prep 1 children, may need additional help with this and, therefore, physical contact may be required.
  - By Prep 2, all pupils should be encouraged to change independently, though additional help may be needed with items such as buttons on dresses and shirts.
  
4. Pupil is having some emotional issues:
  - In some cases, pupils may have some strong emotional issues in relation to friendships or issues at home. These children may require some additional comfort in School.
  - A hug may be required when a child is particularly upset but this should be appropriate and side-on where possible.
  
5. Pupil may be rewarded by 'touch':
  - Some children may like to receive a 'high five' when tasks are completed well. This can often be seen in lessons such as Games.
  - Pupils in assembly shake the hand of the Headteacher, Assistant Headteacher or Class Teacher as a congratulatory gesture.

6. Necessary touch in lessons:

- As pupils are learning new life skills such as writing, it may be necessary for the teacher or assistant in charge to assist with correct pencil grip and guided writing for the formation of letters and numbers.
- Other lessons such as PE and Games may require additional physical contact in order to develop hand-eye coordination skills or correct stance.

7. Pupil says goodbye at the end of the day:

- Without the restrictions caused by Covid-19, pupils shake the hand of the person dismissing them as a sign of respect.
- A formal 'Good Afternoon' or 'Thank You' is expected as well.

8. Pupil is refusing to come into the School/classroom or is running away from teacher:

- If a pupil is posing a danger to themselves or others, and is at an appropriate age to be physically moved, the Head of Pre-Prep may decide that a physical intervention is the best course of action.
- If a child is picked-up, the Head of Pre-Prep will be required to fill in a 'Physical Intervention' folder and inform the parents of the incident.
- Staff will then be briefed accordingly.

9. Health and Welfare of the pupils:

- Although pupils are expected to be bathroom trained before they begin school, it is possible that there may be incidents where a child may have an accident at school which will require a member of staff to change them into dry/clean clothes.
- It may also be possible that a member of staff needs to show a pupil how to use the classroom facilities.
- A child who is struggling to sit correctly on the carpet may be assisted by a member of staff; sometimes this can be due to a lack of physical core strength and help may be required.
- When walking around the school, the leading child within a line may hold the hand of the adult in charge as a guide to their route. It may also provide a source of comfort or be a habit that they are familiar with at home

## Prep School:

1. Pupil may need help with changing:
  - By Prep 2, all pupils should be encouraged to change independently, though additional help may be needed with items such as buttons on dresses and shirts.
  
2. Pupil is injured in the playground:
  - Child may require First Aid
  - Child may need additional comfort from a teacher/assistant.
  
3. Pupil is having some emotional issues:
  - In some cases, pupils may have some strong emotional issues in relation to friendships or issues at home. These children may require some additional comfort in School.
  - A hug may be required when a child is particularly upset but this should be appropriate and side-on where possible.
  
4. Necessary touch in lessons:
  - Pupils continue to develop important life skills such as writing, and it may be necessary for the teacher or assistant in charge to assist with correct pencil grip and guided writing for the formation of letters and numbers.
  - Other lessons such as PE and Games may require additional physical contact in order to develop hand-eye coordination skills or correct stance within a sport.
  
5. Pupil may be rewarded by touch:
  - Some children may like to receive a 'high five' when tasks are completed well. This can often be seen in lessons such as Games.
  - Pupils in assembly shake the hand of the Headteacher, Assistant Headteacher or Class Teacher as a congratulatory gesture.

6. Pupil says goodbye at the end of the day:

- Without the restrictions caused by Covid-19, pupils shake the hand of the person dismissing them as a sign of respect.
- A formal 'Good Afternoon' or 'Thank You' is expected as well.

7. Pupil is refusing to come into the School/classroom or is running away from teacher:

- If a pupil is posing a danger to themselves or others and is at an appropriate age to be physically moved, the Co-Heads of Prep and or Assistant Head may decide that a physical intervention is the best course of action.
- This will be decided in relation to pupil gender, age and size.
- If a child is moved in the appropriate way (see Physical Intervention Policy), the 'Physical Intervention' folder and inform the parents of the incident.
- Staff will then be briefed accordingly.