



St Swithun's
WINCHESTER

**St Swithun's Prep School including EYFS
BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

Policy History	
Reviewed	May 2026
Date of next Review	May 2027

This policy can be accessed on the school's website at www.stswithuns.com

The following school policies, procedures and resources are relevant to this policy:

- [Safeguarding & Child Protection policy](#)
- [Policy to prevent bullying](#)
- [Supervision policy](#)
- [Online safety policy](#)
- [Digital Learning Code of Conduct and Acceptable Use Policy](#)
- [Complaints policy](#)
- PSHEE schemes of work (which include curriculum relating to anti-bullying, harassment and discrimination)

POLICY STATEMENT

At St Swithun's Prep School, we believe that every member of our community should **feel valued, respected, and treated fairly**. Our behaviour policy is designed to **foster a safe, inclusive, and supportive environment** where pupils can **thrive academically, socially, and emotionally**.

We aim to promote positive behaviour through showing **mutual respect, displaying kindness and taking personal responsibility**. Enabling all pupils grow into **happy, confident, and responsible members of the school community**.

Kindness is at the heart of our ethos.

By modelling and encouraging kindness in all interactions, we create a culture of care and cooperation that benefits everyone.

This policy sets out our expectations for behaviour, the principles underpinning our approach, and the strategies we use to encourage and maintain high standards. It also outlines the sanctions for misbehaviour, ensuring they are fair, proportionate, and restorative.

AIMS

- Foster a culture of self-discipline, mutual respect, kindness, and positive attitudes to learning.
- Ensure all pupils feel safe, valued, and respected, free from bullying, discrimination, and peer-on-peer abuse.
- Promote high standards of behaviour and conduct throughout the school community.
- Support pupils' personal development, emotional literacy, and resilience.
- Encourage pupils to take responsibility for their actions and understand the impact of their behaviour on others.
- Embed restorative approaches and conflict resolution strategies to repair relationships and build community.
- Achieve high levels of attendance and punctuality.
- Provide a consistent, fair, and inclusive approach to behaviour management, ensuring equality of opportunity for all.

OBJECTIVES

- Recognise and celebrate positive behaviour and acts of kindness to develop an ethos of care and cooperation.
- Apply clear, consistent expectations and boundaries across the school.
- Use restorative practices to resolve conflict and repair harm.
- Work in partnership with parents and carers to support pupils' behaviour and wellbeing.
- Make reasonable adjustments for pupils with special educational needs and/or disabilities, ensuring instructions and expectations are accessible and understandable.
- Monitor behaviour patterns and attendance regularly to identify and address concerns promptly.

LEGAL FRAMEWORK

This policy has regard to the following regulatory requirements, guidance and advice:

- [Behaviour in schools \(DfE September 2022\)](#)
- [Behaviour in schools: advice for headteachers and school staff \(DfE, February 2024\)](#)
- [Restrictive interventions, including use of reasonable force, in schools \(DfE 2026\)](#)
- [Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies \(DfE, July 2017\)](#)
- [Equality Act \(GOV, 2010\)](#)
- [Equality Act 2010: advice for schools \(DfE, May 2014\)](#)
- [Keeping Children Safe in Education \(DfE, September 2025\)](#)
- [Working Together to Safeguard Children \(GOV, 2025\)](#)
- [SEND Code of Practice \(April 2020\): 0-25 years](#)
- [Cyberbullying: advice for headteachers and school staff \(DfE, November 2014\)](#)
- [Searching, Screening and confiscation: advice for schools \(DfE, 2023\)](#)

Corporal punishment is prohibited in all circumstances.

Reasonable adjustments will be made to support pupils with additional needs.

ROLES AND RESPONSIBILITIES

Behaviour management is the responsibility of all staff at St Swithun's Prep School. Every member of the school community plays a vital role in promoting positive behaviour and fostering an ethos of kindness, respect, and responsibility. **A consistent approach from all staff is vital.**

Governing Body:

- Support the school in implementing the policy.
- Review the effectiveness of the policy and act as a critical friend to the Leadership Team.

Senior Leaders:

- Oversee policy implementation, ensure consistency, monitor impact, and provide staff training.
- Show a commitment to celebrating positive behaviour and share achievements with parents.
- Ensure the health, safety, and welfare of all pupils.
- Monitor records of serious incidents logged on CPOMS.
- Apply exclusions where necessary for serious or repeated misbehaviour, in consultation with governors.

Phase leads:

- To support the form teachers in their phase and be the first port of call for any issues that need escalating (Stage 3)
- To liaise with families where necessary, or support the form teachers in doing so (Stage 2 or Stage 3)
- To foster a culture of positive behaviour as appropriate to their phase in line with whole school practices.

Teaching Staff:

- Act as positive role models, demonstrating fairness, respect, and kindness.
- Implement the behaviour policy consistently, including rewards and sanctions.

- Set clear routines and maintain high expectations for behaviour and learning.
- Deliver a stimulating curriculum that actively engages pupils and promotes social and emotional skills.
- Treat all pupils with respect and understanding.
- Encourage pupils to take pride in their learning and behaviour.
- Communicate with parents about repeated low-level behaviour concerns and log incidents on CPOMS.
- Support pupils with behaviour needs and implement targeted interventions.
- Liaise with families to ensure a collaborative approach.

SENDCo:

- Ensure reasonable adjustments are made for pupils with SEND.
- Support staff in implementing inclusive behaviour strategies.

Pupils:

- Take pride in their learning and behaviour.
- Resolve disputes positively and seek help when needed.
- Respect others and take responsibility for their actions, including completing their behaviour reflection sheets.

Parents:

- Agree to and uphold the Parental Contract.
- Support the school's behaviour expectations and promote positive behaviour at home.

Behaviour Education

Our behaviour education is embedded within a broad and balanced curriculum, ensuring pupils develop the knowledge, skills, and values to thrive as responsible citizens. Key areas include:

- **Understanding rules, laws, and consequences – including Fundamental British Values** of: Democracy, The Rule of Law, Individual Liberty and mutual respect for, and tolerance of, those with different faiths and beliefs, and those without faith.
- **Developing self-regulation, resilience, and emotional literacy**
- **Recognising and managing peer influence and pressure**
- **Building respectful relationships and appreciating diversity**
- **Anti-bullying education and conflict resolution**
- **Digital citizenship, appropriate online behaviour and IT Terms and Conditions**
- **Progression from basic concepts of right and wrong to complex ethical decision-making, restorative justice, and leadership in promoting positive behaviour**

This predominantly happens through our PSHEE curriculum but also through many aspects of daily school life including assemblies and form time using the following approaches:

- **Explicit teaching** of social-emotional skills, empathy, and conflict resolution
- **Modelling, scaffolding, and direct instruction** to reinforce desired behaviours
- **Positive reinforcement systems**, including recognition and rewards for exemplary behaviour and kindness
- **Restorative practices** to repair harm and restore relationships
- **Trauma-informed approaches** to support pupils affected by adverse experiences
- **Personalised interventions** for pupils with identified behaviour needs
- **Collaboration with families and external agencies** for targeted support
- **Regular communication** with parents/carers regarding behaviour expectations and support

Inclusion

To ensure our behaviour policy is inclusive and supports the needs of all pupils, including those with SEND, EAL, and other vulnerabilities we will:

- make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or a disability, this will be done on an individual basis in consultation with the form teacher, SENDCo and deputy head.
- Use personalised behaviour plans developed where necessary.
- Train staff trained in inclusive behaviour management and de-escalation techniques.
- Ensure the promotion of respect, tolerance, and understanding of diversity throughout the curriculum.

Professional development

- Ongoing staff training in behaviour management, restorative practices, de-escalation, and trauma-informed approaches.
- Regular CPD on safeguarding, SEND, and equality.
- Coaching, peer support networks, and opportunities for staff to share best practice.
- Induction for new staff on behaviour policy and expectations.

Promoting Positive Behaviour & Managing Undesirable Behaviour – Rewards and Consequences

As a school, we operate with very few formal rules, as we believe strongly in the **positive reinforcement** of our core values of **Caritas, Humilitas, and Sinceritas**, alongside our **High Performance Learning (HPL) Values, Attributes, and Attitudes**, and our shared ethos of '**Choosing to be Kind**'. These underpin expectations for behaviour, relationships, and learning across the school community.

Caritas:	compassion consideration forgiveness being supportive
Humilitas:	self-confidence without pride being self-confident enough to apologise for making a mistake
Sinceritas:	being genuine trustworthy and honest doing what you say you will do

choose
TO BE
KIND

The chart is titled 'High Performance Learning Values Attitudes and Attributes (VAAs)'. It is organized into three main sections: 'Leadership', 'Skill', and 'High Potential'. Each section contains several attributes with brief descriptions. The 'Leadership' section includes Collaboration, Concerned for society, and Conflict. The 'Skill' section includes Enquiry, Creative and innovative, Open-minded, and Risk taking. The 'High Potential' section includes Practice, Persistence, and Resilience.

These values underpin all that we do and are central to making **St Swithun's** a happy, kind, respectful, and safe community for all. Teachers regularly explore the meaning and importance of these values with their classes, particularly during **Form Time** and **PSHEE** lessons. The whole school also revisits and reinforces them through assemblies ensuring a shared understanding and consistent application across school life.

Rewards system

The school actively promotes and rewards positive behaviour, effort, and the consistent demonstration of our values. Children are recognised in a variety of ways, including:

- **Verbal praise**, given promptly and specifically to reinforce positive choices
- **Awarding House Points (HPs)**
- **Awarding an HPL – VAA badge**,

Further detail is set out in the **Behaviour Reward Chart** (see **Appendix 1**).

Verbal Praise should be given promptly and specifically to acknowledge and reinforce positive choices, effort, and behaviour. By clearly identifying what has been done well, teachers help children to understand expectations, develop

self regulation, and build confidence. The consistent use of purposeful verbal praise promotes a positive learning environment and supports children in repeating and sustaining positive behaviours.

House Points are a reward used to recognise and reinforce positive behaviour, effort, achievement, and the consistent demonstration of the school's values. House Points are awarded by staff and contribute to a pupil's individual House Point total, as well as the overall House total, promoting a sense of belonging, motivation, and positive participation within a supportive and respectful school community.

House Points are awarded in an age appropriate and consistent manner from Reception through to Year 6 and form part of the school's wider system for promoting positive behaviour and personal development.

How to Award and Record a House Point (HP)

When a child demonstrates positive behaviour, effort, or achievement, they should be awarded a House Point.

When awarding a HP, staff should use HPL language to explain why the award has been given. This explanation may be provided verbally or in written form, helping children to understand and reflect on the specific behaviours or learning attributes being recognised.

In line with the school's marking codes, the abbreviation "HP" may be used when marking written work to indicate that a House Point has been awarded. Where this is used, teachers should ensure that the award is also recorded in line with the House Points recording procedures.

Recording House Points

- In Key Stage 2, pupils are required to record their HPs in their planners as part of developing independence and ownership of their learning. Teachers must initial the weekly House Point record sheet to validate each pupil's entries; pupils must not initial this section themselves. The only exception is when HPs are transferred directly from written work, in which case pupils may record these independently on a trust basis.
- In EYFS and Key Stage 1, children are instructed and supported to place their House Point on the individualised class charts, ensuring the process is age appropriate and accessible.

Central Recording and Recognition

- House Points are added to the central House Point collection sheet on a weekly basis, ensuring that both individual and whole-school records are maintained.
- The leading House is announced weekly (during Monday's assembly) to promote whole school engagement and a sense of collective achievement.
- The child who has received the highest number of House Points in each class is acknowledged on a regular basis, celebrating sustained positive behaviour and effort over time.

High Performance Learning (HPL) Badges are awarded weekly in Reception, Year 1 and Year 2 to recognise pupils who consistently demonstrate the core HPL Values, Attitudes and Attributes (VAAs): *Empathetic, Agile, and Hard Working*.

- The **Empathetic Elephant** badge acknowledges pupils who show collaboration, confidence and a strong sense of social responsibility.
- The **Hardworking Horse** badge is awarded to those who display sustained practice, resilience and perseverance in their learning.
- The **Agile Antelope** badge recognises children who think creatively, remain open-minded, and demonstrate curiosity and enquiry.

Together, these badges promote positive learning habits and reinforce our commitment to developing well-rounded, high-achieving learners.

Awarding of HPL Badges (Reception to Year 2)

- Each Friday, class teachers announce the week’s HPL badge recipients. Pupils selected wear their badge with pride on their cardigan or pinafore for the duration of the following school week, returning it to their teacher on Friday morning so it may be re-awarded.
- The number and type of badges presented each week will vary; whether a class has three Agile Antelopes or one Hardworking Horse, every award is based on careful, collective observation from all staff who teach the pupils.
- This ensures the process is fair, meaningful and rooted in genuine learning behaviours.

Consequences system

While our primary focus is on recognising and praising positive behaviour and supporting children to make positive choices and show kindness in all that they do, the school also operates a clear, graded approach to consequences. These consequences (sanctions) are applied when necessary to address undesirable behaviour. They are intended to help children understand the impact of their actions, take responsibility for their choices, and be supported in making more positive decisions in the future.

The Prep School Consequences Chart (see Appendix 2) provides staff with guidance and operates through a clear **escalation of severity**. It is not exhaustive, and staff are expected to exercise professional judgement, taking into account the **individual child, context, intent, impact, and any safeguarding considerations**. The system is designed to be **proportionate, educative, and restorative**, supporting children to learn from mistakes and make better choices.

Stage 1	Stage 2	Stage 3	Stage 4
Minor low-level disruption	Continuation of Stage 1 behaviour <u>plus</u>:	Continuation of Stage 2 behaviour <u>plus</u> more serious incidents:	Continuation of Stage 3 behaviour <u>plus</u> serious incidents and Child on Child abuse
Behaviour Choosing to: <ul style="list-style-type: none"> • be unkind/thoughtless e.g. showing poor manners • ‘mess about’ • interrupt peers or staff • not follow instructions e.g. move around the school sensibly • distract others • lack focus, attention, or engagement Readiness for school (KS2 only) Choosing to: <ul style="list-style-type: none"> • forget kit/equipment • wear incorrect uniform • not complete homework Respect Choosing to: <ul style="list-style-type: none"> • not look after property • misuse equipment 	Behaviour Choosing to: <ul style="list-style-type: none"> • deliberately make poor choices • deliberately be unkind • be defiant or answer back • be deceitful • use inappropriate language (one-off) • demonstrate inappropriate physical behaviour (pushing, kicking etc) 	Behaviour Choosing: <ul style="list-style-type: none"> • to engage in a serious physical incident • dangerous or unsafe behaviour • behaviour causing harm – physically or emotionally, including online • refusal 	Behaviour Choosing: <ul style="list-style-type: none"> • to engage in unrepented/repeated serious physical incidents • racism • to engage in an online safety incident • Choosing aggressive behaviour towards others / violence / fighting • to threaten another child Child-on-Child Abuse Choosing: <ul style="list-style-type: none"> • bullying (including cyberbullying) • physical abuse (e.g. hitting, kicking, shaking, biting) • behaviour that includes an online element which facilitates, threatens, or encourages physical abuse Sexual Harassment or Violence Choosing: <ul style="list-style-type: none"> • To make sexual comments, homophobic comments, remarks, jokes • Inappropriate touching • online sexual harassment Abuse Towards Staff Choosing: <ul style="list-style-type: none"> • abuse, physical violence, or threats towards staff • serious challenges to authority

KEY PRINCIPLES OF REFLECTIVE/RESTORATIVE PRACTICE

Relationships First

- Behaviour is seen in the context of relationships. When harm occurs, the priority is to repair trust and rebuild connections.

Accountability, not blame

- Pupils take responsibility for their actions and understand the impact on others, rather than being shamed or excluded.

Dialogue over discipline

- Conversations replace punitive measures. Pupils are encouraged to express feelings, listen to others, and agree on steps to make things right.

Community Involvement

- Everyone affected by the behaviour (pupil, peers, staff, sometimes parents) has a voice in resolving the issue.

Restorative Conversations and completion of a reflection sheets

- Short, structured but reflective discussions between staff and pupil to reflect on what happened, who was affected, and how to repair harm.

Restorative Circles

- Group conversation where pupils and staff share perspectives and agree on solutions.

Restorative Conferences

- Formal meetings involving all parties affected by serious incidents

Benefits

- Reduces repetitive misbehaviour.
- Builds empathy and emotional literacy.
- Strengthens school community and trust.
- Improves pupil engagement and wellbeing.

Recording of behaviour Incidents and consequences

Incidents of unwanted behaviour should be recorded in line with the Consequences Chart (Appendix 2). Low-level behaviour incidents must be recorded on CPOMS to ensure accurate monitoring and the early identification of emerging patterns or concerns.

- Incidents should be logged under the appropriate behaviour category/area
- Consequences applied as a result of persistent or more serious misdemeanours must also be recorded on CPOMS, alongside details of the actions taken, outcomes, and any follow-up required.
- All behaviour incidents and consequences are recorded consistently and proportionately in line with the Consequences Chart, ensuring a graduated approach to behaviour management across the school.
- It is vitally important that all records are completed promptly and accurately, enabling patterns or trends in behaviour to be identified and addressed at an early stage.
- Behaviour records are monitored and reviewed regularly by Form Teachers, Phase Leads, and the Senior Leadership Team, ensuring consistency in practice, appropriate intervention, and effective safeguarding oversight.

Behaviour reflection sheets

- The age appropriate reflection sheets for EYFS, KS1 and KS2 can be found here [Prep Staff/Pastoral/Behaviour/Reflection sheets](#)
- When behaviour reflection sheets are completed, they should be scanned and attached to the corresponding CPOMS entry. Paper copies can be kept by form teachers and used to refer back to with pupils, but they should not be sent home.
- When completing reflections where there are multiple children involved, the incident can be recorded on CPOMS and copy/pasted to each child and then attach their individual reflection sheet

EARLY YEARS FOUNDATION STAGE (EYFS)

Behaviour management is embedded within everyday learning throughout the EYFS. Expectations are modelled consistently by staff using age-appropriate strategies such as role play, storytelling, and guided discussion. Immediate and tangible rewards are used to positively reinforce desired behaviours. While pupils in the Preschool respond well to verbal praise, Reception pupils may also receive House Points and HPL badges when appropriate.

- All staff must be familiar with the specific expectations for early years children, including outdoor and courtyard rules, movement expectations (e.g. when running is or is not permitted), levels of supervision required in the toilet, and appropriate use of equipment. These routines support children's safety, independence and developing understanding of boundaries.
- Although staff frequently support children through day-to-day developmental behaviours, it is not feasible or appropriate to record every minor incident on CPOMS. As most behaviours are age-typical or exploratory, logging incidents on CPOMS should be done at the professional discretion of staff—for example, where there are repeated patterns of behaviour or behaviours that raise a safeguarding or pastoral concern.

Managing Challenging Behaviour within the EYFS

When a child displays behaviour that requires adult intervention, staff will follow the stepped approach outlined below. This ensures consistency, supports self-regulation, and maintains a calm, positive learning environment.

1. First Warning – Gentle Reminder

A calm, verbal reminder is given. Staff will briefly and positively restate expectations, helping the child understand the required behaviour.

2. Second Warning – Clear Reinforcement of Boundaries

If the behaviour continues, staff will provide a calm but firmer instruction. Expectations, boundaries, and available choices are reinforced to support the child in making a positive change.

3. Third Warning – Removal from the Situation (if required)

If the behaviour persists, the child may be sensitively removed from the immediate situation.

They will be supported in a quieter area within the teaching space until they are calm and ready to re-engage.

An age-appropriate reflection sheet will be completed by staff on behalf of the child, summarising the reflective conversation and the strategies used to support them.

Communication with Parents and Recording

Parents will be informed when staff judge this to be necessary, based on the nature, frequency, or impact of the behaviour.

Significant incidents or patterns of concern will be recorded on CPOMS, in line with safeguarding and behaviour-monitoring procedures.

Biting Incidents

All incidents of biting must be addressed with both children involved. Staff should speak with each child separately to help them understand the situation. Both sets of parents must be informed; however, staff should not disclose the name of the other child involved.

Positive Handling

Positive Handling (physical restraint) should be avoided wherever possible. Only when all de-escalation strategies have been exhausted, and only where absolutely necessary to prevent immediate danger or injury, may positive handling be used. Such intervention must be carried out by at least two members of staff. All incidents must be recorded via CPOMS, and the Head of EYFS and parents/carers must be informed.

Individual Support Plans

For specific pupils requiring additional support, an individual programme may be put in place in consultation with the SENDCO. This may include tailored strategies, additional scaffolding, or bespoke behaviour support approaches.

Miss Shelly Say, Head of EYFS, oversees behaviour within the EYFS department.
The named person for behaviour management in Preschool is Mrs Rebecca Jackson.
The named person for behaviour management in Reception is Miss Shelly Say

FURTHER SANCTIONS (FORMAL SANCTIONS)

We do not wish to exclude any child from school, but sometimes when all reasonable strategies have exhausted, they may be considered necessary.

Exclusion: temporary and permanent

Exclusion, permanent or temporary, is a last resort which should be used in only the most serious situations. Below are guidelines which may be adapted as appropriate, at the discretion of the head.

The following sanctions are available to the head for the most serious disciplinary matters:

- **Suspension**; also known as temporary exclusion (between 24 hours and one week)
- **Expulsion**; also known as permanent exclusion

The main categories of behaviour which may lead to the above sanctions are:

- Persistent behaviour which is inconsistent with the ethos of the school
- Persistent bullying including cyberbullying
- Physical violence
- Racism
- Damage to property
- Theft
- Inappropriate sexual conduct, including sexting
- Other serious misconduct which brings the school into disrepute (single or repeated occurrence) on or off the school premises or towards a member of the school community

Please note the above list is unlikely to be exhaustive and other situations may be result in exclusion at the discretion of the head.

In most instances, temporary exclusion is the likely outcome of a first offence, but the head may expel a pupil following a first offence if the situation is sufficiently serious. A pupil may also be required to have their place withdrawn the head considers that it is not in the best interests of the school for them to remain on role.

St Swithun's School is committed to ensuring that this policy is non-discriminatory and is compliant with the Equalities Act (2010).

Exclusion procedures

Investigation process

- Any investigation will be coordinated by the head, deputy head or another senior member of staff. This will be conducted in an age-appropriate manner, with respect for the individual.
- The investigation will involve the following:
 - Determine the nature of the problem
 - The pupil must be informed about the nature of the incident or allegation and asked for their version of events.
 - Determine what information is available and what other information may be required
 - Determine whether anyone is at risk
 - Consider whether the police and/or children's services need to be informed (see Safeguarding policy).
The police should be informed where criminal activity is suspected.
 - Information gathering

- Where appropriate written statements should be taken from all pupils and staff who were involved in or witnessed the incident. All statements should be named, signed and dated by the pupil or witness and countersigned by the person carrying out the investigation.
- Other adults
 - If pupils are interviewed as part of the investigation, they may be accompanied by an appropriate adult such as, the chaplain or another member of staff.
- Informing parents
 - Where possible, parents should be informed ahead of any investigation which may lead to exclusion and/or where the police or children's services may be involved.
- Confidentiality
 - Pupils should be told not to discuss the matter with other pupils, and in particular with those pupils involved. They should also be told that social media of any kind is not an appropriate medium for discussion of the situation. However, confidentiality should not be guaranteed to any witness whose evidence may be considered as part of the investigation process.

Suspension (Temporary Exclusion)

- Only the head (or the deputy head in her absence) can suspend a pupil. They will ensure that a thorough investigation has taken place, all the relevant evidence has been heard, the pupil has had an opportunity to state their case, and all relevant individuals have been consulted. Work will be set to do at home during the time if they are suspended.
- The head will inform parents by telephone or in person as appropriate and will also write to confirm the suspension with details of the timeframe and reasons for the suspension. The letter will also include a warning about the possibility of future expulsion should the misconduct be repeated.
- The head will also inform the Chair of Council of this decision.
- In deciding about the suspension of a pupil, the head will consider any special educational needs, disabilities, gender and cultural differences which may be relevant.

Expulsion (Permanent Removal)

- Only the head can expel a pupil. A pupil may be expelled at any time if the head is satisfied that her conduct is in breach of school discipline or detrimental to the reputation of the school. There will be no refund of fees following expulsion and all unpaid fees should be paid. The deposit will not be returned but fees in lieu of notice will not be charged.
- It may be preferable, following consultation with the head, for parents to consider voluntarily withdrawing their child rather than the school insisting on expulsion.
- Prior to any expulsion, the head will contact the chair of the school council and agree any issues relating to the permanent exclusion.
- The head will inform parents by telephone and will also write to confirm the expulsion with details of the timeframe and reasons for the expulsion. In the case of permanent exclusion, an appeal will be available to the parents of the pupil.
- The head will also inform the Chair of Council of this decision.
- In deciding about the expulsion of a pupil, the head will take into account any special educational needs, disabilities, gender and cultural differences which may be relevant.

Appeal process

Appeals against any action taken by the school may be initiated using the School's Complaints Procedure which can be found on the website

Recording of Formal Sanctions

- Major sanctions are recorded in the Sanctions Record, which is held securely by the Head. Records include the name of the pupil concerned and the reason for the sanction, ensuring accountability and transparency.

- All sanctions records are retained until the pupil reaches the age of 25, after which they are securely disposed of in line with the school's data protection and retention policies.

RESTRICTIVE INTERVENTIONS, INCLUDING USE OF REASONABLE FORCE, IN SCHOOLS

There is **no corporal punishment at St. Swithun's School** (as required by [Section 131 of the School Standards and Framework Act 1998.](#))

This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by St. Swithun's School including any acting in loco parentis such as unpaid volunteer supervisors.

Whilst any form of restrictive intervention, including the use of reasonable force, is not frequently required in the Prep School, we pay due regard to the [DfE guidance: Restrictive interventions, including the use of reasonable force, in schools \(DfE, 2026\)](#). This includes adherence to the statutory guidance on recording, issued by the [Department for Education under Section 93A of the Education and Inspections Act 2006](#).

The use of restrictive interventions, including reasonable force and seclusion, can have a significant impact on the pupils, staff members and parents involved, as well as the wider classroom.

However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

Terminology

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.

Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in '*Other physical contact*' with pupils.

This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to **control or restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- **‘Reasonable in the circumstances’ means using no more force than is needed.**

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Staff who are likely to need to use reasonable force and/or other restrictive interventions will be appropriately trained in its safe and lawful use and in preventative strategies.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen. The use of force can be dangerous, particularly where it occurs on the ground. If a pupil is unintentionally held on the ground, staff should release their holds or re-position into a safer alternative or standing position as quickly as possible.

Where appropriate, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

Other physical contact with pupils

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions.

This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the safeguarding and child protection
- the applicable circumstances, such as whether there are other adults present
- the individual pupil’s age
- any other material factors, including but not limited to whether:
 - o the pupil has SEND or other vulnerabilities
 - o any alternative strategies that do not include physical contact can be used

Seclusion

This is a **non-disciplinary intervention** involving keeping a pupil confined to a place away from others and prevented from leaving and should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported.

Determining when use of restrictive interventions is appropriate

There will be times when staff may need to use restrictive interventions, and the decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation.

To make this assessment, the member of staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Consideration of the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their

needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Staff should always seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

In conjunction with the SENDCO, staff who know individual pupils well should be involved with helping to identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. These behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively. They should also detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil.

Behaviour support plans should be discussed in conjunction with all relevant people eg teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan.

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.

Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan. Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils

Evaluation of incidents of restrictive intervention and support

An evaluation of all incidents involving the use of restrictive intervention should happen as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan.

If appropriate, the pupil and staff member involved should receive a medical assessment and treatment for any injuries as soon as possible. Incidents in which a member of staff uses reasonable force or seclusion on a pupil must be recorded. In addition, any injuries should be recorded in line with our accident reporting procedures and reported as appropriate to the Health and Safety Executive.

A follow-up conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing should also take place. This conversation should be framed as part of the overall debriefing process and look to understand what

happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue.

This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. By engaging in this process, schools can foster a culture of continuous improvement. Schools should continue to monitor pupil and staff wellbeing and provide additional support if needed, for example through further follow-up conversations, counselling or other resources. Additionally, any pupil who witnesses an incident of restrictive intervention where a peer may have been injured or become distressed should also be provided with appropriate support where necessary.

Recording and reporting the use of reasonable force

Recording

Incidents must be, in writing, recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Recording should be done on CPOMS with the following details recorded as a minimum:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Additional details such as the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place may also be useful.

Reporting

Each significant use of force must be reported to the parents of the pupil involved as soon as practicable after the incident, ideally no later than the same day.

The only exception to this requirement to report is where it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority.

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. This information should be communicated to parents in writing and recorded on CPOMS.

Parents should be invited into school for a follow-up discussion about the incident where appropriate.

This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were

- what might be done differently in the future

Recording and reporting the use of seclusion and non-force related restraint

An incident of restraint may occur with or without direct physical contact.

For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must be recorded under the procedures outlined in this section.

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The record of any such incident must be made in writing as soon as practicable after the incident.

The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The following details as a minimum:

- names of pupil and staff directly involved
- time, date, location and approximate duration of the intervention
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- brief account of why the intervention was assessed as necessary in that instance
- details of any physical injuries sustained, if applicable
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents must be informed as soon as practicable after the incident – ideally no later than the same day.

Exceptions to the requirement to report are where:

- it appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan. This information should be communicated to parents in writing and recorded on CPOMS.

Parents should be invited into school for a follow-up discussion about the incident where appropriate.

This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

In circumstances where a restraint incident also constitutes a significant use of force, only the reporting procedure for significant use of force incidents under section 93A of the Education and Inspections Act 2006 need to be followed (as above)

The same information does not need to be reported twice.

However, if a restraint incident does not constitute a significant incident of use of force, for example, the removal of a walking aid, this must be reported under the procedures outlined in this section.

Dealing with complaints about the use of force

Any complaints regarding the use of restrictive interventions should be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children Safe in Education should be followed. This includes the provisions regarding suspension of staff.

MONITORING & REVIEW

The policy will be reviewed **biannually** (or as events, processes or legislation changes require) by the Senior Leadership Team and the Governing Body to ensure effectiveness and compliance with statutory requirements.

This policy has regard to the guidance issued by the Secretary of State.

St Swithun's Prep School policies are approved, ratified and reviewed regularly by SMT, staff and the Governing Body in the light of statutory requirements.

Reviewed & updated May 2026	Mrs K Grosscurth	Deputy head
	Miss S Say	Head of EYFS
	Mrs L Norris	Head of Prep School
Ratified by Governors May 2026	Dr S Bailey	Chair of Education Committee

Appendix 1 – Reward Chart

Prep School Behaviour - REWARDS						
	Daily	Weekly	Fortnightly	½ Termly	Termly	Yearly
PS	<ul style="list-style-type: none"> Verbal praise 					<ul style="list-style-type: none"> Form Prizes
Rec	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> HPL badges Leading HP scoring house announced in assembly Highest individual HP earner acknowledged in assembly 	<ul style="list-style-type: none"> Celebration assembly 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prizes
Y1	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> HPL badges Leading HP scoring house announced in assembly Highest individual HP earner acknowledged in assembly 	<ul style="list-style-type: none"> Celebration assembly 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prizes
Y2	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> HPL badges Leading HP scoring house announced in assembly Highest individual HP earner acknowledged in assembly 	<ul style="list-style-type: none"> Celebration assembly 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prizes
Y3	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> Leading HP scoring house announced in assembly. Highest individual HP earner acknowledged in assembly. 	<ul style="list-style-type: none"> Celebration assembly Flourish certs 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prizes
Y4	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> Leading HP scoring house announced in assembly. Highest individual HP earner acknowledged in assembly. 	<ul style="list-style-type: none"> Celebration assembly Flourish certs 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prizes
Y5	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> Leading HP scoring house announced in assembly. Highest individual HP earner acknowledged in assembly. 	<ul style="list-style-type: none"> Celebration assembly Flourish certs 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prizes
Y6	<ul style="list-style-type: none"> Verbal praise House points 	<ul style="list-style-type: none"> Leading HP scoring house announced in assembly. Highest individual HP earner acknowledged in assembly. 	<ul style="list-style-type: none"> Celebration assembly Flourish certs 	<ul style="list-style-type: none"> House cup Individual HP winners 	<ul style="list-style-type: none"> Head's commendations 	<ul style="list-style-type: none"> Form Prize Subject prize Y6 Commendations Daisy Badges

Daily	Verbal praise	Given but not recorded
	House points	A positive point awarded for good behaviour, attitude or work Recorded but not in specific categories and HPL vocabulary verbally used when awarding them Rec - Y2. Individual tally sheets in classroom and KS2 – in planners
Weekly	HPL Badges	Awarded weekly in Reception to Y2 for demonstrating the VAAs Badges handed back in weekly Staff encouraged to ask what/why the wearer was awarded the badge
Fortnightly	Celebration assembly	A celebration of success both in and out of school, this may also include the awarding of choosing to be kind pencils.
	*Flourish	Flourish to continue in KS2 only until the end of this academic year
½ termly	House Cup	Awarded ½ termly with the winning house being rewarded with being able to wear their own clothes to school for the day. (House colours?)
	Individual house point winners	To celebrate individual achievements - top scorer in each class to be awarded a house point certificate in ½ termly assembly.
Termly	Head's commendations	2 winners per class – tracked on spreadsheet
Yearly	Form Prizes Subject Prizes Commendations	Awarded at prize giving and winner tracked on spreadsheet.

Appendix 2 – Consequence chart

<p style="text-align: center;">Prep School Behaviour - CONSEQUENCES</p> <p style="text-align: center;">This is for guidance only and doesn't cover all eventualities - staff to use their professional judgement and knowledge of individual children</p> <p style="text-align: center;">*Reasonable adjustment will be made for SEND children*</p>					
	Everyday	Stage 1	Stage 2	Stage 3	Stage 4
	Expected behaviour	Minor low-level disruption	Continuation of Stage 1 behaviour plus:	Continuation of Stage 2 behaviour plus more serious incidents:	Continuation of Stage 3 behaviour plus serious incidents and Child on Child abuse
Examples of behaviours chosen	<p>Choosing to be:</p> <ul style="list-style-type: none"> Kind – Treat others with compassion and empathy. Honest – Speak truthfully and act with integrity. Respectful – Value others' opinions and differences. Show respect for property Collaborative – Work together and support your team. Confident – Believe in yourself and your abilities. Curious – Ask questions and seek to learn more. Imaginative – Think creatively and explore new ideas. Open-minded – Be willing to consider different perspectives. Risk-taking – Step out of your comfort zone and try new things. Hard-working, perseverant, and resilient – Keep going even when challenges arise. 	<p>Behaviour Choosing to:</p> <ul style="list-style-type: none"> be unkind/thoughtless e.g. showing poor manners 'mess' about interrupt peers or staff not follow instructions e.g. move around the school sensibly distract others lack focus, attention, or engagement <p>Readiness for school (KS2 only) Choosing to:</p> <ul style="list-style-type: none"> forget kit/equipment wear incorrect uniform not complete homework <p>Respect Choosing to:</p> <ul style="list-style-type: none"> not look after property misuse equipment 	<p>Behaviour Choosing to:</p> <ul style="list-style-type: none"> deliberately make poor choices deliberately be unkind be defiant or answer back be deceitful use inappropriate language (one-off) demonstrate inappropriate physical behaviour (pushing, kicking etc) 	<p>Behaviour Choosing:</p> <ul style="list-style-type: none"> to engage in a serious physical incident dangerous or unsafe behaviour behaviour causing harm – physically or emotionally, including online refusal 	<p>Behaviour Choosing:</p> <ul style="list-style-type: none"> to engage in unrepented/repeated serious physical incidents racism to engage in an online safety incident Choosing aggressive behaviour towards others / violence / fighting to threaten another child <p>Child-on-Child Abuse Choosing:</p> <ul style="list-style-type: none"> bullying (including cyberbullying) physical abuse (e.g. hitting, kicking, shaking, biting) behaviour that includes an online element which facilitates, threatens, or encourages physical abuse <p>Sexual Harassment or Violence Choosing:</p> <ul style="list-style-type: none"> To make sexual comments, homophobic comments, remarks, jokes Inappropriate touching online sexual harassment <p>Abuse Towards Staff Choosing:</p> <ul style="list-style-type: none"> abuse, physical violence, or threats towards staff serious challenges to authority
Consequences- action taken	No consequence – praise and reward (see reward chart)	<ul style="list-style-type: none"> Positive reinforcement of good, expected behaviour 'Show me' – show me how you should have done that. Non-verbal cue (hand/finger on lips, stare) Verbal reminder of expectations (warning) Missed lesson (no kit) <ul style="list-style-type: none"> Occasions of missing kit to be recorded by sports department Incomplete/missing homework <ul style="list-style-type: none"> 1st instance – noted in planners & chance to do tonight and hand in next day 2nd instance – noted in planners & stay in at break and complete. This is to be done on the corridor, loosely supervised 3rd instance – communication to parents 	<ul style="list-style-type: none"> Time out / reflection, with a reflection sheet (by phase) completed (kept by form teacher). This can be done independently or with support. A restorative 1:1 conversation about choices and how to repair behaviour, including an apology and/or affirmation that they will behave differently. 	<ul style="list-style-type: none"> Option of restricting an activity (e.g. not using the cars at break) Referral to class teacher, if appropriate escalated to the phase lead Conversation with parents – phone/in person (either with the class teacher or phase lead depending on severity) If deemed appropriate by the phase lead, and after consultation, a handwritten and meaningful letter of apology written in Head/Deputy Head's office at break time 	<ul style="list-style-type: none"> Child placed on an individual behaviour support plan Internal exclusion Temporary external exclusion Permanent exclusion
Recorded	<ul style="list-style-type: none"> Verbal praise doesn't need to be recorded House points 	<ul style="list-style-type: none"> Verbal – staff to talk to individuals. Incidents to be dealt with by teacher concerned but reported to form teachers Issues then raised in staff briefing/meeting for wider awareness Logged on CPOMS Parents informed, if appropriate, of patterns of missing kit of homework issues as above. 	<ul style="list-style-type: none"> Logged on CPOMS (to include a scanned copy of the reflection sheet) Teacher to make contact with the parents 	<ul style="list-style-type: none"> Logged on CPOMS 	<ul style="list-style-type: none"> Formal involvement of parents Sexual Violence / Harassment – in line with safeguarding policy and shared immediately with a DSL Formally recorded and on CPOMS Governors notified

Staff should deal with issues in a first-hand manner (i.e. the person witnessing the poor behaviour to deal directly) and consequences/action taken should be as instant as possible.

