



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Behaviour Policy (Including values awards, discipline & exclusion)

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
20.03.26	Use of reasonable force update	Deputy Head: Pastoral and Head of Prep School	Headmaster & Safeguarding & Behaviour Governor Committee	27.04.26	01.09.26

This policy should be read in conjunction with other relevant policies including:

- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Child-on-child Abuse Policy
- EDI Policy
- SGS Safeguarding Policy
- Supervision of Pupils Policy
- Digital Policy (Pupils)

PROMOTING POSITIVE BEHAVIOUR

We aim to be active in encouraging, recognising and rewarding positive behaviour and work ethic in pupils. Every member of staff is involved in promoting this ethos – as tutors, as teachers and as staff involved in extracurricular activities.

Positive Behaviour is promoted:

1. By example: from staff and also Sixth Form students (especially those with responsibilities such as Heads of School, Deputy Heads of School and the prefect team).
2. By expectation: from the moment a pupil enters the school for Entrance Assessment, interview, tour and visit, it should be clear that respect and courtesy are essential. In assemblies, the Headmaster and other members of the SLT and staff frequently reinforce this expectation.

3. By reinforcement: the Pastoral system ensures that positive behaviour is promoted and negative behaviour is checked by staff as it happens.
4. By reward: House points, colours, Headmaster's commendations, values awards, grades certificates and recognition at Prize Giving.
5. By praise: positive behaviour is praised by staff and sometimes publicly in assemblies.

Positive Work Ethic is promoted:

1. By example from all members of staff.
2. By expectation: from the initial documentation sent to prospective parents and pupils to the expectation of all staff, academic and pastoral.
3. By monitoring: the grade system shows the effort a pupil has made in each subject. The system is known to parents and pupils. The grades are discussed at Progress meetings.
4. By reward: pupils who have achieved all A grades for effort (1s in the Sixth form) receive a certificate, presented in assembly. Pupils whose grades have improved are commended by their tutor, Head or Deputy Head of Section – sometimes everyone who was at the Progress meeting! Effort prizes are given for each year group at Prize Giving.

RECOGNISING AND CELEBRATING POSITIVE BEHAVIOUR AND SUCCESS

Pupils deserve recognition for their achievements and successes. Whether in an academic subject, an extracurricular activity, or for progress and embracing the spirit of the school, we want to recognise and celebrate our pupils' achievements. Moreover, recognition is not limited to academic success, but also for embracing the **values of the school**, participating and supporting the school and the community.

Stafford Grammar School recognises and celebrates pupils' achievements in the following ways:

House Points (awarded on SIMS)

Senior School:

These are awarded for positive behaviour such as a good piece of work relative to the pupil's ability, taking part in House matches, good levels of participation etc. The form with the most House Points throughout the year (minus detentions) wins the '**Form of the Year' prize**, which is a day out at a leisure activity. The individual pupil with the most House Points and the House with the most House Points, receive prizes at Prize Giving. Teachers award a House Point on SIMS, linked to the school values.

Tutors should routinely look at House Points on SIMS and discuss with their pupils how they are doing.

Prep School:

The children are split into four houses when they join the school: Earth, Air, Fire and Water. House Points are awarded for positive behaviour such as a good piece of work relative to the pupil's ability, taking part in matches, kindness and manners etc. The form with the most House Points each week gets an extra ten minutes of break on a Friday lunchtime. The house with the winning total at the end of the term receives a treat. The individual pupils with the most House Points in each Year group receive a prize at Prep School Prize Giving.

Individuals who achieve 5 house points get mentioned in assembly, children who achieve 6 or more receive a certificate.

Effort and Attainment Certificates

Senior School:

Pupils who achieve all 'A' grades for **effort** (1s in the Sixth Form) in their termly grades receive a certificate presented in assembly. Pupils with all A grades for effort and 1 grades for attainment (As in the Sixth Form) receive an additional certificate presented in assembly.

An all As (1s in the Sixth Form) certificate for **effort** will automatically receive **5 House Points**.

Prep School: Top Banana

Each year group chooses a pupil at random each week to be their 'Top Banana'. The child should choose the piece of work that they are most proud of during that week. They take their place in the celebration assembly and present what they have chosen and why. Parents are invited to watch their child in assembly. They are awarded with a sticker and certificate. A record of the work is kept in a special book.

Colours

Senior School:

Pupils are awarded half or full colours for excellent contribution to their House and other areas of school life such as music, sport and drama.

Junior colours will receive **7 House Points**.

Half colours will receive **10 House Points**.

Full colours will receive **15 House Points**.

Headmaster's Commendations

Members of staff can nominate pupils (on SIMS) for a Headmaster's commendation for outstanding work, making an excellent contribution to the school, or embracing the school values, **above and beyond** what may be expected. Members of staff will need to write a brief summary, providing context for the Headmaster's Commendation.

A Headmaster's commendation is worth **5 House Points**. Pupils' will receive a certificate in assembly and congratulations from the Headmaster.

Prep School:

Pupils can receive a Head of Prep. Award for making an excellent contribution to the school. Pupils can be nominated by staff at the weekly staff meeting.

Values Awards

Senior School:

Values Awards are the highest level of recognition given by the school. They recognise outstanding contribution and reward pupils who uphold, embrace and embody the School Values of Excellence, Courage, Respect, Compassion, Responsibility, Integrity and Creativity.

They are **achieved by accumulating House Points, and Headmaster's Commendations.**

Bronze Values Award – (40 HPs)

Pupils are presented with a certificate in assembly and included in the school newsletter.

Silver Values Award – (80 HPs)

Pupils are presented with a certificate in assembly, included in the newsletter (with photograph) and an individual letter sent home to parents.

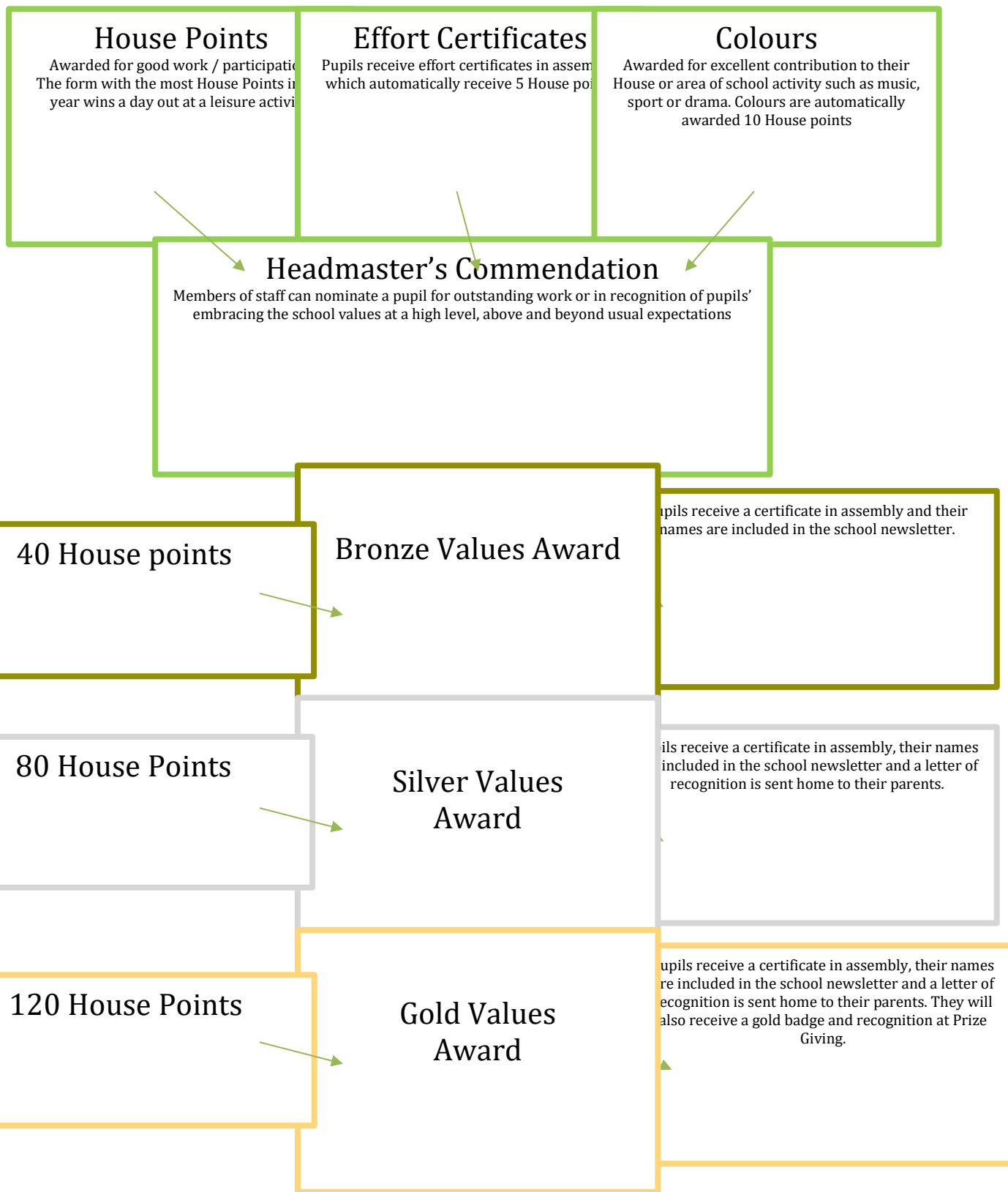
Gold Values Award – (120 HPs)

Pupils are presented with a certificate in assembly and a Gold Values Award Badge, included in the newsletter (with photograph) and an individual letter sent home. Recipients of the Gold Values Award receive recognition Prize Giving.

The Stafford Grammar School Values Cup will be presented at Prize Giving to the pupil with the highest Values Award in that academic year i.e. the pupil with a Gold Award, or where there is more than one Gold Award, the pupil with the Gold Award and the highest number of commendations (a decision will be made by the SLT).

Prize Giving

Prizes and awards are presented at the school's annual Prize Giving for academic achievement, effort and a wide range of success. There are prizes in academic subjects and special awards for recognising outstanding contribution to the community. It is always a wonderful evening and an excellent opportunity to celebrate the efforts and achievements of current pupils, and to see those who have recently begun their university careers. The Prep School holds their own Prize Giving ceremony at the end of the academic year.



DISCIPLINE AND EXCLUSIONS

SENIOR SCHOOL

All pupils are expected to maintain very high standards of behaviour at all times. The chart at the end of this policy shows where responsibility lies.

The School does not publish an exhaustive list of rules, believing that the key to membership of the school community is respect for other people and their property and upholding the school values. The conventions, without which no community can function, are taught early on as part of the tutorial programme. Further details are available in the Parents' Handbook on the school website.

In accordance with the 'Searching, Screening and Confiscation Policy', the Headmaster and staff authorised by the Headmaster have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes and cigarette papers
- E-cigarettes, vaping devices and similar items
- explosives, including fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

The Sixth Form has various privileges and considerable responsibility for the successful running of the school and house system. Sixth Formers may leave school at lunchtime providing they receive parental permission at the start of the year. They must sign out and back in at the School Office or in the Sixth Form centre. They may not, however, leave the premises during lessons except with express permission from a member of the SLT or Sixth Form tutor team and for a specific purpose. Parents are asked to help with letters of authority. Cars may be brought to school only if the correct forms have been completed and at the discretion of the Headmaster, who delegates authority to the Head of Sixth Form.

Pupils below the Sixth Form may not leave the premises during the school day without a written request from home which has been approved by their Form Tutor. They must then sign out and back in at the School Office, even if being collected by a parent.

DISCIPLINE: SANCTIONS AND RESPONSIBILITY

Corporal punishment is rejected by, and never used at, Stafford Grammar School.

The School's approach to the use of restrictive interventions is set out later in this policy. The School ensures that staff use proactive strategies and de-escalation wherever possible and restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm

Under subsection 548(5) of the Education Act 1996, teachers may use physical intervention to avert 'an immediate danger of personal injury to, or an immediate danger to the property of a person (including the child himself)'

Any physical intervention should be recorded and reported to the Headmaster and the Headmaster will inform parents on the same day or as soon as is practicable.

The sanctions available to the school are as follows in order of severity:

1. Department Detention
2. Prefects' Detention
3. Head of Section Detention
4. School Detention
5. Senior Leaders' Detention
6. Suspension
7. Expulsion

1. Department Detentions are given and monitored by the subject teacher, usually during lunchtime. These are for minor classroom or work offences and are used to establish good practice.

2. Prefects Detentions take place during lunchtime. This sanction is primarily for minor conduct offences, usually outside the classroom, given by either staff or prefects. They are supervised by prefects.

3. Head of Section Detentions usually take place during lunchtime. This sanction is primarily given for conduct offences inside or outside of the classroom for which a Department or Prefects Detention is not sufficient, but the offence is not seen as serious enough to warrant a School Detention. Head of Section Detentions are usually issued by Heads of Section or Assistant Heads of Section.

4. School Detentions almost always take place on Monday evenings, and last from 4.00 p.m. to 5.00 p.m. They are given only by members of staff and are for repeated offences or for more serious conduct offences. They are supervised by members of staff on a

rota system. A written notification will be sent home the week before the detention is due to take place.

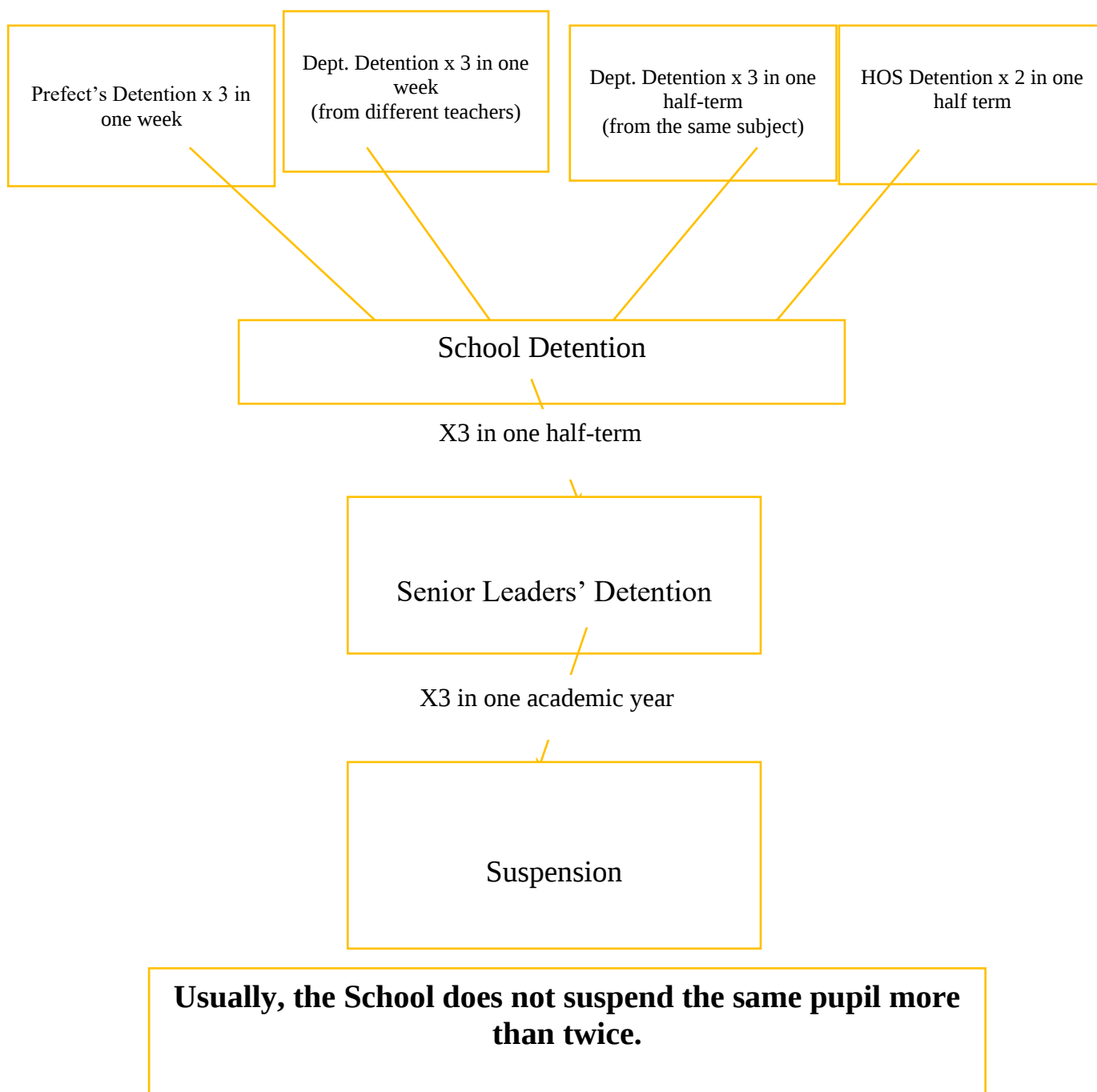
5. Senior Leaders' Detentions last for two hours and usually take place outside of normal school hours, at a time convenient for the Senior Leader, possibly on a Saturday morning, an afternoon at the end of a term or on a staff training day. They are issued only by members of the Senior Leadership Team or Heads of Section. They are supervised by senior members of staff. They are mainly given for offences which bring the school into disrepute or by amassing detentions as shown above. Parents may be invited into school to discuss the situation with a senior member of staff or Head of Section and the relevant tutors.

6. Suspension is the penultimate sanction and is a very serious punishment. The term of the suspension is entirely at the discretion of the Headmaster. This is only invoked for major misdemeanours or multiple Senior Leader's Detentions in one academic year. Parents are often invited into school to discuss the matter with the Headmaster.

Usually, Stafford Grammar School does not suspend the same pupil more than twice.

7. Expulsion from the school is invoked in the most serious cases of risk to other members of the school or to its reputation, or persistent lack of cooperation from a pupil.

DISCIPLINE: AMASSING DETENTIONS



Detentions: **Prefects', Department, Head of Section, School and Senior Leaders'** detentions must be recorded on SIMS.

DETENTIONS

In order to monitor more closely the number of pupils given subject sanctions by staff we have a system whereby all detentions are reviewed fortnightly. Any pupil getting three lunchtime department detentions in a week or 3 lunchtime department detentions within any half term from the same teacher will automatically be put into a School Detention.

BEHAVIOUR INTERVENTION SESSIONS

In order to increase awareness of the impact of the pupil's behaviour, to help them understand why these behaviours are harmful, to develop strategies for behaviour change and to encourage pupils to take responsibility for their actions, when appropriate pupils may take part in behaviour intervention sessions with a member of staff. This will usually be with a member of the SLT or a Head of Section.

All staff are also encouraged to support pupils in understanding their behaviour and its impact, and to encourage reflection and change.

REPORT FORMS

Heads of Section may decide to put pupils on a weekly report for poor work, poor effort or poor behaviour. At the start of a lesson the report form must be handed to the teacher who will subsequently give a grade and comment. Pupils have to get the report form signed by their parents each day. The school also uses a digital version of the report card. Heads of Section will decide if a physical or digital report card is most appropriate, depending on the pupil and the circumstances.

The Prep. School has its own daily or weekly report cards, which operate in the same way as the above.

Detentions and discipline is the responsibility of the Teacher in Charge of Detentions, in conjunction with the Deputy Head Pastoral and the Headmaster.

The school has regard to the non-statutory guidance which advises that reasonable adjustments should be made for those pupils with SEND, if relevant to the incident and appropriate to do so.

Removal and Expulsion of a Pupil (from Standard Terms and Conditions)

Removal at the Request of the School: The school may require parents, during or at the end of a term, to remove the pupil, without refund of fees, temporarily or permanently from the school, if after consultation with a parent, the Headmaster is of the opinion that the conduct or progress of the pupil has been unsatisfactory or if the pupil, in the judgement of the Headmaster, is unwilling or unable to profit from the educational opportunities offered or if a parent has treated the school or members of its staff unreasonably and in any such case removal is considered by the Headmaster to be warranted. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Expulsion: A pupil may be expelled at any time if the Headmaster is reasonably satisfied that the pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school. The Headmaster will act fairly and in accordance with the procedures of natural justice and will not expel a pupil other than in grave circumstances. There will be no refund of fees following expulsion and all unpaid fees must be paid. Fees in lieu of notice will not be charged.

Discretion of Headmaster: The decision to exclude, suspend, require removal of or expel a pupil and the manner and form of any announcement shall be at the sole discretion of the Headmaster. In no circumstances shall the school or its staff be required to divulge to parent/s or others any confidential information or the identities of pupils, or others who have given information which has led to suspension, the requirement to remove or expulsion or which the Headmaster has acquired during an investigation.

Review: In the event of expulsion or of a pupil's removal being required, the Headmaster will advise parents of the procedure under which a written application for a review of the decision may be made.

Access: A pupil who has been withdrawn, excluded, suspended, removed or expelled from the school has no right to enter school premises without the written permission of the Headmaster.

Mobile Phones

The School is a mobile phone free environment from Reception to Year 11. The School has regard to the DfE guidance *Mobile phones in schools (January 2026)* and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime.

Pupils in Year 7 to Year 11 are provided with mobile phone pouches. All pupil mobile phones must be securely locked in their phone pouch once they arrive on the school site in the morning until the end of the school day, when pupils will be allowed to unlock their phone pouches.

Pupils who are found with a mobile phone outside of their designated pouch, or who have not secured their phone in the pouch during school hours, will receive a school detention. Their mobile phone will be confiscated and held in the school office until the end of the day. If this rule is broken again within the same academic year, the pupil will be given a Headmaster's Detention.

Sixth Form students are allowed more flexibility. They are permitted to have mobile phones in their possession during the school day and are allowed to use them in the sixth form centre and their destination classroom at the start of the lesson and with the discretion of the classroom teacher.

Managing pupil transition to and through the school

Stafford Grammar School recognises that the careful management of pupils to and through the school can have a positive impact on the behaviour of pupils and their well-being and so the following actions are taken:

1. Upon Entry to the Senior School
 - All pupils new to the school are invited to an individual interview with the Headmaster before they start to find out about their hobbies and interests.
 - The Head of the Preparatory School meets with the pupils' new Form Tutors and the SENDco to share information.
 - All new pupils are invited to a new pupil day where they meet their peers, their Form Tutor, Head of House, Head of Section and the Senior Leadership Team.
 - There is a New Parents' Evening during the first half term of the academic year where parents can meet all subject teachers and other key members of staff.
 - New Year 7 Form Tutors write a welcome letter to all prospective Year 7 pupils.
 - All new pupils receive a one-to-one welfare check with the School Nurse within the first term.
 - The Head of Pastoral and Pupil Development and Heads of Section regularly visit forms to offer and signpost support.
2. Moving around the school
 - Our pupils are very self-disciplined and supportive of one another.
 - As the school is an open site pupils are aware of areas of the school which are 'out of bounds'. At break time and lunch times staff have designated duties to offer support, prevent and identify any behavioural issues.
 - Staff on duty are aware of the most likely areas and times that behavioural issues are likely to take place and so are always mobile and moving around any vulnerable points.
 - Sixth Form Prefects are also allocated duties around the school at break times and lunch times.

[PREP SCHOOL](#)

All pupils are expected to maintain very high standards of behaviour appropriate to their age at all times.

SPS does not publish an exhaustive list of rules. Respect for other people and their property – treating others as they would like to be treated themselves is the core belief that underpins all we promote.

In accordance with the 'Searching, Screening and Confiscation Policy', the Head of SPS and staff authorised by the Head of SPS have a statutory power to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes and cigarette papers
- E-cigarettes, vaping devices and similar items
- explosives, including fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

No pupils may leave the school premises during the school day unless accompanied by a parent/guardian or a member of staff.

DISCIPLINE: SANCTIONS AND RESPONSIBILITY

We want to maximise learning time for all of our pupils and ensure that they feel secure and happy in school and ready to learn. We know that sometimes pupils will make wrong decisions and will display negative behaviour. In the Preparatory School, we use the following model for consequences of negative behaviour. This model will be used

Stage 1 Reminder We will remind you of the School Values and that we are a kind school.

Stage 2 Warning x 2 This will be a clear verbal caution, making pupils aware of their behaviour and clearly outlining the consequences if they continue. We will use the phrase 'Think carefully about your next step'.



Stage 3 Reflection This will be your final opportunity to change your behaviour. We will use the language of choice to help you. If you get to this stage, you will lose 10 minutes of your break time. This will be recorded on the behaviour log.



If we feel that a pupil is not upholding our values, we will always remind them of our expectations in a calm manner. If we feel that a pupil could say or do something differently, we will always invite them to 'try again', for example, if a pupil did not use their manners, they would be invited, and expected, to 'try again'. We want all of our pupils to be their best selves and will always encourage self-correction and improvement if their behaviour is not upholding our values.

In most cases, this system of consequences gives children the opportunity to re-set their behaviour. In some circumstances, if a child's negative behaviour should continue or deteriorate further, a member of the senior leadership team will be sent for. Staff can escalate an issue without giving a warning if they feel the issue is serious.

If a pupil reaches stage 3 of the sanctions three times, then the following actions will take place. All of the following will be logged on the behaviour log, Head of Prep involved and parents involved:

- A behaviour chart /weekly report card (age dependent) will be introduced, which parents and carers will be informed about by the class teacher.
- If it is felt necessary the following will apply:
 - withdrawal of privileges; Golden time, clubs, breaks
 - withdrawal from a lesson or lessons, school trip or team event;
- Pastoral support will be established. In the first instance, this may simply be a daily check-in to see how the child is getting on. Further support will be provided if there is a need to do so.

- Parents and carers will be invited into school to meet with the class teacher or senior leaders if the child's behaviour does not improve with the introduction of a behaviour chart and pastoral support.
- If necessary, the school's SENDCo will be involved if staff believe a pupil has a special educational need or disability that is associated with their behaviour. A behaviour support plan may be introduced, which would be discussed and agreed with parents and carers and reviewed regularly.
- In case of SENDCo involvement, external agencies may be contacted to offer support to school staff if required.

Suspension is the penultimate sanction and is a very serious punishment. The term of the suspension is entirely at the discretion of the Head. This is only invoked for major misdemeanours. Parents would, normally, be invited to school to discuss the matter with the Head. No pupil would be suspended without the knowledge of the Headmaster of Stafford Grammar School.

Usually, Stafford Preparatory School does not suspend the same pupil more than twice.

Expulsion from the school is invoked in the most serious cases of risk to other members of the school or to its reputation, or persistent lack of cooperation from a pupil. No pupil would be expelled without prior consultation with both the Headmaster of Stafford Grammar School and the Chair of Governors.

REMOVAL AND EXPULSION OF A PUPIL **(from Standard Terms and Conditions)**

Removal at the Request of the School: The school may require parents, during or at the end of a term, to remove the pupil, without refund of fees, temporarily or permanently from the school, if after consultation with a parent, the Headmaster is of the opinion that the conduct or progress of the pupil has been unsatisfactory or if the pupil, in the judgement of the Head, is unwilling or unable to profit from the educational opportunities offered or if a parent has treated the school or members of its staff unreasonably and in any such case removal is considered by the Head to be warranted. Fees in lieu of notice will not be charged but all outstanding fees will be payable in full.

Expulsion: A pupil may be expelled at any time if the Head is reasonably satisfied that the pupil's conduct (whether on or off school premises or in or out of term time) has been prejudicial to good order or school discipline or to the reputation of the school. The Headmaster will act fairly and in accordance with the procedures of natural justice and will not expel a pupil other than in grave circumstances. There will be no refund of fees

following expulsion and all unpaid fees must be paid. Fees in lieu of notice will not be charged.

Discretion of the Headmaster: The decision to exclude, suspend, require removal of or expel a pupil and the manner and form of any announcement shall be in the sole discretion of the Headmaster. In no circumstances shall the school or its staff be required to divulge to parent/s or others any confidential information or the identities of pupils, or others who have given information which has led to suspension, the requirement to remove or expulsion or which the Headmaster has acquired during an investigation.

Review: In the event of expulsion or of a pupil's removal being required, the Headmaster will advise parents of the procedure under which a written application for a review of the decision may be made.

Access: A pupil who has been withdrawn, excluded, suspended, removed or expelled from the school has no right to enter school premises without the written permission of the Head.

Mobile Phones

Pupils in SPS are not allowed to have a mobile phone in their possession during the school day from 8.50am until 3.50pm. If pupils bring a mobile phone into school, they are expected to hand it in to the school office upon arrival and then collect it at the end of the school day

SENIOR SCHOOL & THE PREPARATORY SCHOOL

Equality statement: The school will make reasonable adjustments for managing behaviour which is related to a pupil's special educational needs or the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Support: For pupils who have on-going behavioural issues whether work-related or not, the school will seek to put in place appropriate support alongside any sanctions that are required:

- Pupils may be supported and monitored through a report form
- One-to-one support with a Form Tutor, Head or Section, specific teacher, School Nurse or member of the Senior Leadership Team may be arranged.
- Pupils may be issued with an 'exit card' by the School Nurse.
- Support and advice may be sought from relevant external agencies if appropriate.

Parents: Parents are expected to support the school in its management of pupil behaviour and where there are on-going behavioural issues or more serious one-off

incidents the school will work in partnership with parents. Parents are often important as part of the solution to resolving behavioural issues.

Behaviour away from the School Site and out of term time: Stafford Grammar School takes seriously any behavioural issues which take place away from the school site whether that is during term time or not. The school has the authority to impose sanctions for behavioural issues which:

- Involves off-site bullying, including cyber-bullying
- Poses a threat to another pupil, member of the public or member of staff
- Potentially adversely affects the reputation of the school
- Occurs when a pupil is taking part in any school-organised or school-related activity
- Occurs when the pupil is travelling to or from school.
- Occurs when a pupil is recognisable in anyway as a pupil of the school.

Safeguarding: Where behaviour issues may also identify possible safeguarding concerns, the concern should be reported to the Designated Safeguarding Lead or a Deputy by following the school's safeguarding procedures as detailed in the school's safeguarding policy.

Child-on-child abuse can include but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- initiation/hazing type violence and rituals (this could 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).

Such incidents will be dealt with in accordance with the school's Safeguarding Policy and Procedures for Child Protection, with particular reference to the section on Child-on-

child Abuse (including sexual violence and sexual harassment between children in schools). A bullying incident should be treated as a safeguarding/child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

All such incidents will also be considered as a disciplinary or behavioural matter.

In respect of malicious or unsubstantiated allegations against staff: If an allegation is determined to be unsubstantiated or malicious, the Designated Safeguarding Lead or Deputy should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headmaster should consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student.

Staff induction training: All teaching staff receive specific induction training from the Head of Discipline and are expected to read the latest Behaviour Policy and Anti-Bullying Policy.

USE OF RESTRICTIVE INTERVENTIONS

The School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with Department for Education guidance and applicable legislation. It sets out definitions, decision-making principles, unacceptable practices, and our statutory recording and reporting duties so that staff and parents understand when and how such measures may be used, and how we reduce their use over time.

Definitions

Restrictive intervention: any action that prevents, restricts, or subdues a pupil's movement (or part of the body), including physical and non-physical measures, used to reduce immediate risk of harm.

Reasonable force: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

Restraint: a form of restrictive intervention involving the use of force to hold back, physically prevent, or otherwise restrict a pupil's movement; this includes non-physical restraint (e.g., removal of a mobility aid).

Seclusion: a non-disciplinary, time-limited safety measure in which a pupil is supervised away from others to reduce immediate risk of harm; it must never be used or threatened as punishment.

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal. Staff will use proactive strategies and de-escalation wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture.

We will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils. Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring that there is a visible staff presence at transition points; structured starts/finishes to lessons; the use of visual timetables and cues.
- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness, and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers, and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and the Head will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

When restrictive interventions may be used

The School does not operate a “no contact” policy. Staff may make appropriate, non-force physical contact in context (e.g., first aid, assisting with personal care in line with care plans, guiding a pupil, comforting a distressed pupil, or demonstrating activities), consistent with discharging safeguarding duties.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others;
- (b) seriously damaging property where this creates a risk to safety; or
- (c) posing an immediate risk of disorder that presents a risk of harm.

Any intervention used will be the least restrictive option likely to be effective and used for the minimum time to reduce the immediate risk.

Before intervening, and while an intervention is ongoing, staff will always consider:

- **Necessity:** Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- **Proportionality:** Is the degree and duration of restriction the minimum necessary to reduce the risk?
- **Welfare and context:** Has the pupil’s age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

Staff will pause or stop where the intervention escalates the risk. It is unlawful to use force as punishment. Staff will not restrain a pupil in a way that affects the airway, breathing or circulation (for example, pressure to the neck, chest or abdomen, or covering the mouth or nose). Prone or ground restraints carry elevated risk and will be avoided wherever possible; if a pupil is taken to the ground, staff will release or reposition as quickly as possible. Holds designed to inflict pain will not be used and staff will immediately ensure that a medical assessment is undertaken where any injury may have occurred.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de-escalation. The school will undertake risk assessments to

support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

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

Recording and reporting

Every member of staff will inform the Headmaster immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical contact.

Incidents will be recorded as soon as practicable, and where possible the same day. The record will include:

- the names of staff and pupils involved;
- details of the pupil's needs/SEND status, if any;
- the time, date, location and duration of the incident;
- a description of the incident;
- details of any de-escalation attempted;
- the type and degree of force used;
- the rationale for necessity and proportionality;
- any injuries sustained and medical attention provided and details of any post-incident support required.

Incidents will be reported to parents as soon as practicable, in writing and, where possible, the same day. The report will include:

- the time/date/location/duration of the incident,
- details of why the use of force was necessary,
- the type and degree of force used,
- and details of any injuries sustained.

Parents will be invited to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and there is any risk that reporting the incident would likely result in serious harm. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

The School will ensure that records kept will be accurate, factual and completed by any staff involved (and quality-assured by a senior leader). We will retain records in line with our retention schedule.

Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

In addition, the Headmaster will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Support following an incident

The immediate focus following an incident will be on the wellbeing and safety of any pupils and staff involved. The School will provide medical assessment/treatment for injuries where appropriate and, once appropriate to do so, will facilitate a debrief conversation(s) with the pupil and involved staff led by a non-involved member of staff to learn and repair relationships. The School will provide ongoing wellbeing support for pupils, staff, and any witnesses as needed.

As soon as practicable the School will evaluate the incident to understand why it occurred and identify how to reduce any future need for the use of reasonable force and/or restrictive interventions.

Seclusion

Seclusion is a non-disciplinary safety measure used only to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. It will never be threatened or used as punishment.

Any seclusion will occur in a safe, non-threatening space. The pupil will be continuously supervised and the seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with the above Recording and Reporting Duties

Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help 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.

The School will work with the pupil, parents and other professionals to:

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings.
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan 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.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.