



BEHAVIOUR AND EXCLUSION POLICY

Whole school and EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: March 2026

Date of next review: July 2026

Policy statement

At Parsons Green Prep we recognise that positive behaviour is learned in an atmosphere of mutual respect, praise and encouragement, where adults model positive behaviour, language and body language. We have high expectations of behaviour and we seek to encourage good habits from the moment a child enters the school. We base our approach on three broad values: respect for others, respect for self and respect for property.

Respect for others:

- We encourage our children to listen to others, respect their views and to show empathy.
- We show our children how disruption and poor behaviour affects others around them.
- We seek to nurture a culture in which all children are valued as people.
- We all move about our building in a quiet and orderly manner to avoid interrupting another activity.
- We hold open doors for each other.

Respect for self

We encourage our children to develop this by:

- listening to their thoughts and views.
- providing opportunities for them to represent others, e.g. school council members, house captains and vice-captains.
- providing opportunities to be involved in school decision making, e.g. school council, librarians and eco committee.
- rewarding good and excellent behaviour, e.g. house points and challenge certificates.

Respect for property:

- We give children responsibility for looking after areas of the school and equipment.
- We disapprove of any damage to other people's property.
- We encourage the careful handling and putting away of items in the classroom, hall and playground.
- We encourage children to keep the school site tidy and not to drop litter.
- We have a clear recycling policy and a team of child eco-warriors, which forms part of the eco committee.

The Head is responsible for developing the Behaviour Policy, for deciding the standard of behaviour



expected at the school and how that standard will be achieved, the school rules and for any disciplinary penalties.

Aims:

To promote good behaviour inside and outside the classroom.

To promote self-discipline and respect.

To help all children to be aware of what is acceptable behaviour and attitudes and what is not.

To provide appropriate rewards and sanctions to help children to meet the standards we set.

To ensure that staff encourage praise and reward good behaviour as well as provide good role models.

Expectations

Children will be expected to:

- be courteous at all times to members of staff and to each other
- arrive promptly at lessons with the appropriate equipment
- participate actively during lessons by completing classwork
- hand in homework on time
- develop a responsible attitude and should be able to differentiate between acceptable and unacceptable behaviour
- adhere to the Parsons Green Prep school aims, playground rules and lunchtime rules, which are displayed around the school
- show respect for opinions and beliefs of others
- understand that bullying or bad language will not be tolerated
- put their point of view sensibly and sensitively

Staff will be expected to:

- reinforce clear expectations of behaviour as set out in the Parsons Green Prep aims, playground rules and lunchtime rules
- promote and reinforce positive behaviour
- deal with incidents of poor behaviour and follow the school's procedures, ensuring that any sanctions are applied fairly and consistently
- listen to children
- be excellent role models for the children to follow
- respect children for their individuality and not label children
- ensure that no child is discriminated against because of their ethnic origin, gender, sex, culture, religious belief or because of any family responsibility that they may have
- use calm voices and encourage children to do likewise
- never use physical punishment of any kind and not use physical intervention at any time, unless a child is in immediate danger of harming themselves or others

To a large extent good behaviour in a school depends on the teachers. Children behave better if they have good role models and a consistent approach. They also behave well if they are given clear tasks which they are capable of achieving and they take some responsibility for their own learning. Good discipline is assisted by good organisation.

Parents are expected to:

- work in partnership with staff to ensure good behaviour



- inform staff of any concerns
- respond to concerns raised by staff
- ensure that children come to school correctly equipped and prepared to work

Our positive reward system

Recognising good behaviour is an essential process in our orderly, happy school and we ensure that rewards far outnumber sanctions. Praise and encouragement are used effectively by all our staff. In addition, we use the following methods:

House points

The school is divided into four houses: Attenborough, Earhart, Shackleton and Williams. Children earn house points for good behaviour or achievement, awarded verbally or marked as '1hp' in books. We try to ensure that the reward is given as closely to the action as possible. A total of five house points may be awarded at any time. Pre-Prep collect their house points using matching coloured containers. Each counter represents one house point. Children are encouraged to collect their counter and place it into the collection pot on a trust basis. Years 3-6 use class Dojo to collect house points. Each pupil has their own dojo and the class teacher will add the house points to their Dojo when given. House point totals are prepared by Year 6 House Captains and read out during assembly. A house cup is presented weekly to the house with the most points.

Behaviour chart – 'To Infinity and Beyond!'

At Parsons Green Prep we believe all children's learning opportunities are boundless, filled with endless potential for growth and discovery. Just like the phrase 'to infinity and beyond' suggests, the possibilities for their development are limitless, with each experience offering the chance to explore new heights and expand their horizons. To celebrate these achievements, a behaviour chart is displayed in each classroom. All children are automatically placed on the 'rocket ship' poster at the start of the day. If a child makes good choices about their behaviour, tries very hard or completes work to an excellent standard, the member of staff will tell the child that they are being moved to the 'planets' poster. If they demonstrate this again, they will be moved to the 'shooting star' poster and will be awarded five house points by the member of staff and see the Head, who will present them with a special sticker. In the absence of the Head, the child will see a member of the Senior Leadership Team. A 'shooting star' award can also be given for academic achievement.

Challenge certificates

These may be learning or behavior based. Examples of behaviour challenges include 'making good choices about your behaviour' and 'sharing with others'. Class teachers and teaching assistants decide who has particularly distinguished themselves during the week; certificates and stickers are awarded in Friday morning assemblies.

Managing poor behaviour

Where poor behaviour does occur, it is important to react quickly and calmly to exert authority and to restore good order as quickly as possible. It is important to show that poor behaviour is not acceptable but it is also important to assess the reasons for the poor behaviour and to work to change this. Children who have behaved badly and children who are the victim of poor behaviour by others will be listened to and valued.

Biting and physical violence

Should a pupil bite or use physical violence against another pupil or a staff member, the Head (or in their absence another member of the Senior Leadership Team) should be informed immediately. He/she will



contact the parents of the perpetrator, and may ask for the pupil to be taken home. It will be made abundantly clear to the parents that this will not be tolerated and should there be a recurrence further disciplinary steps will be taken.

Every effort will be made to explain to the pupil concerned why it is always wrong to bite or hit another pupil or staff member and try to ascertain the reasoning behind this behaviour. Where felt appropriate, the services of an educational psychologist or GP may be recommended.

General sanctions

- All staff will need to admonish and sanction pupils from time to time. Staff should be able to maintain their authority and empower themselves by not referring to a senior colleague unless there is a compelling reason.
- Staff may withdraw playtime for short periods if appropriate. Children should not miss more than 10 minutes of a particular playtime.
- Sanctions such as missing playtime should always be served on the day the child is made aware of the sanction, where possible.
- Staff should take into account that the problem you are dealing with may be a symptom of further underlying difficulties.
- Do not publicise poor behaviour to other pupils.
- Never remove a pupil from class unless absolutely necessary. If a pupil is removed they must be taken to another member of staff.
- Do not compound an individual incident by adding any further misdemeanours (deal with one incident at a time).
- Pupils have a right to a fair hearing and appropriate sanctions. Any pupil must be listened to carefully before any referral is made.
- The school prioritises positive and constructive methods of behaviour regulation. Corporal punishment is never used or threatened.

No punishment should be degrading or humiliating.

A number of general rules apply:

- We will avoid overreactions which can escalate already difficult situations.
- We will avoid the use of group punishments.
- We will never use punishments that are degrading or humiliating.
- We will never use repetitive or mindless punishments.
- We will ensure that any punishments are proportionate.
- We will make reasonable adjustments for children with special educational needs/disabilities.
- We will not seek parental consent for our sanctions.

Behaviour chart

A behaviour chart is displayed in each classroom. All children are automatically placed on the 'rocket ship' poster at the start of the day. If a member of staff is concerned about poor behaviour they will tell the child that the behaviour is not acceptable, the reason why it is not acceptable and give them a warning. If the poor behaviour continues, the member of staff will tell the child that they are being moved to a lower level on the behaviour scale, the 'turbulence' poster. If the poor behaviour still continues the child will move down again to the 'reset button' poster and will miss five minutes of their playtime. The child will start afresh the next school day back on the rocket ship as an opportunity for a 'reset' to their behaviour.



Playtimes and lunchtimes

If a member of staff is concerned about poor behaviour at playtime or lunchtime they will tell the child that the behaviour is not acceptable, the reason why it is not acceptable and give them a warning. If the poor behaviour continues, the member of staff will ask the child to stand next to them for 5 minutes and reflect on their actions.

Specialist teachers

If a specialist teacher is concerned about poor behaviour in their lesson they will tell the child that the behaviour is not acceptable, the reason why it is not acceptable and give them a warning. If the poor behaviour continues, the specialist teacher will ask the child to sit out of the activity for 5 minutes and reflect on their actions.

Reporting and Recording Poor Behaviour

Parents will be informed by email or in person if the child has been moved down the behaviour scale that day.

Examples of behaviour which leads to moving down:

Calling out

Unkind comment

Teasing

Lack of effort

Not following instructions

Being disrespectful to adults or children

All poor behaviour will be entered on the school's MIS system, so that the low-level behaviour may be monitored and analysed by the senior staff. For repeated poor behaviour it may be necessary for further action to be taken, for example, the Head and class teacher may agree to put the child in question onto the behaviour log. If this happens, the Head will contact the child's parents and with the class teacher an action plan will be discussed and implemented. This will identify the concern and set out further strategies to be used to correct the poor behaviour. To help staff to deliver consistency in this area, low-level poor behaviour would include any incident that involves the teacher becoming involved to de-escalate a situation between two pupils and/or individual behaviour that involves the teacher taking time out to talk to a child.

One of the strategies may be to use a behaviour monitoring card. The card will be carried by the child to each lesson and each playtime for a week and teachers will be asked to sign and make a comment on it. The reason for this monitoring will be clearly stated on the card. The child will be encouraged to see this as a positive aid and to look after the card, keep it in good condition and present it to his or her class teacher at the end of the day. The child will then present it to the Head at the end of the week and together they will discuss the comments from the week. Depending on the outcome, the Head will then decide whether the child will continue another week with the behaviour monitoring card. A copy of this card goes on the child's file and a copy is sent home to the child's parents.

For higher-level concerns, or where an individual incident is considered sufficiently serious the Head or other senior member of staff must be informed immediately and parents will be contacted

Examples of behaviour which needs immediate referral

- Rudeness to any member of staff



- Violence against another pupil (intentional physical contact, such as punching, elbowing, pinching, kicking, hair pulling etc)
- Refusal to follow instructions
- Any form of child-on-child abuse (please refer to Safeguarding Policy)

Liaising with parents

In all situations relating to behaviour, we will endeavour to work together with parents in order to resolve issues which arise.

Behaviour which takes place out of school

The school has the right to discipline children for behaviour occurring out of school and in the school holidays where the reputation of the school is likely to be an issue. Such instances may occur where children:

- Are travelling to and from school
- Are on a school trip
- Are dressed in PGP uniform
- Can be otherwise identified as PGP pupils
- Commit offences online which are contrary to our E-safety Policy

Monitoring poor behaviour

All staff should ensure that poor behaviour is recorded on the school's MIS so that behaviour can be monitored throughout the school.

The Head will maintain a register of sanctions imposed for serious misbehaviour, even if it has no entries. This is monitored termly to assess patterns. This includes identifying any incidents of bullying and also identifies children in EYFS. This will include the child's name and year groups, the nature and date of offence and the sanction imposed.

At least every half-term the Head, the DSL and the Head of Pastoral Care and Wellbeing review records on the school's MIS to analyse and look for trends including the types of misbehaviour happening and whether there are specific areas of the school where poor behaviour happens. They will also identify if there are individual children where they believe further intervention/support strategies should be in place.

Exclusions

The decision to exclude a child from school, whether for a fixed term or permanently is exceptional and serious. It will usually be the final step in a process for dealing with disciplinary issues following our wide range of other positive strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available positive strategies for dealing with the child and would only be used as a last resort. The Head, or in his/her absence a member of the senior leadership team, will make the decision to exclude and manage the exclusion.

There are three exceptional circumstances which may lead to a child being removed from the school site:

- a) There is sufficient evidence that a child has committed a disciplinary offence and may be excluded for a fixed term or permanently.
- b) A child is accused of a serious criminal offence outside the school's jurisdiction where the Head considers it is in the interests of the individual concerned and the school community for the child to be educated off-site for a fixed period.
- c) A child's presence on the school site represents a serious risk to the health or safety of other children



or school staff. This may only occur for medical reasons and does not constitute an exclusion.

Single incident

In a single case, the Head will investigate the incident thoroughly (the Head may ask for the investigation to be undertaken by another senior member of staff) and consider all evidence to support the allegation. The child will be encouraged to give his/her own version of events and the Head will check whether the incident may have been provoked, for example, by bullying or racial harassment.

Temporary/fixed-term exclusion

A temporary exclusion will occur, with the approval of the Proprietor, if the child is in serious or repeated breach of any school regulation. Some offences liable to immediate temporary exclusion would be repeatedly smoking, bullying, the misuse of alcohol, or threatening behaviour. This list is illustrative, not exhaustive. A temporary exclusion should be for the shortest time necessary: 1-3 days is usually enough to secure benefits without adverse consequences. Exclusion for a period of time, from half a day to 3 days for persistent or cumulative problems, would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- discussion with the child
- peer mentoring
- discussions with parents
- target setting
- mediation
- Breathing strategies such as the 'Mini Dot'
- internal exclusion (i.e. on the school site)
- Use of the 'Zones of Regulation' to discuss how the child is feeling
- Use of the 'Regulation Station' to help give the child space to self-regulate, either independently or with support or an adult or peer
- Use of the 'Wellbeing Shed' in the quiet area of the garden

Permanent exclusion

A decision to exclude a child should be taken only:

- a) in response to serious breaches of the school's policies, and/or
- b) if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. Only the Head can permanently exclude a child and this must be in consultation with the Proprietor.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including fixed-term exclusion, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for including the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Head's judgment, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another child or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon
- persistent and defiant misbehaviour including bullying (which would include racial bullying) or repeated possession and/or use of an illegal drug on school premises.
- In circumstances where a criminal offence has taken place, the school will also need to consider



whether a referral on to other agencies may be appropriate, for example the Police or Social Services Department, etc.

Drug-related exclusions

Illegal drugs have no place within the school. Where legal drugs are concerned, the Head will conduct a careful investigation to judge the nature and seriousness of any incident before deciding what action to take. The decision will depend on the precise circumstances of the case, for example, the seriousness of the incident, the circumstances and needs of those involved and the evidence available. Factors that will be considered in determining an appropriate response to a drug-related incident have been set out in our Health and Safety Policy.

Head's process

Before deciding whether to exclude a child, either permanently or for a fixed period, the Head should:

- ensure that a thorough investigation has been carried out
- consider all the evidence available to support the allegations, taking account of the school's Behaviour Policy and other policies
- allow and encourage the child to give his or her version of events
- check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- if necessary, consult others, but not anyone who may later have a role in reviewing the Head's decision, for example the proprietor

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the child did what he or she is alleged to have done, the Head may exclude the child. However, the more serious the allegation, the more convincing the evidence substantiating the allegation needs to be. The Head will need to gather and take account of a wider range of evidence (extending in some instances to evidence of the child's past behaviour) in determining whether it is more probable than not that the child has committed the offence.

Where a police investigation leading to possible criminal proceedings has been initiated, the evidence available may be very limited. However, it may still be possible for the Head to make a judgment on whether to exclude the child.

Marking attendance registers following exclusion

When a student is excluded temporarily, he/she should be marked as excluded.

Removal from school for other reasons

The Head may send a child home, after consultation with that child's parents and health professional as appropriate, if the child poses an immediate and serious risk to the health and safety of other children and staff, for example the diagnoses of illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the proprietor. The proprietor, who was not involved in the initial decision to exclude, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five working days. The proprietor will make provision for a hearing before a panel of at least three people who have not been directly involved in the exclusion.



Records relating to the decision to exclude and the parents' complaint will be copied to all parties not later than two days prior to the hearing. In no circumstances, however, will the school or its staff be required to divulge to parents or others any confidential information on or the identities of children or others who have given information which has led to the exclusion or which the Head has acquired during an investigation.

If possible, the proprietor will resolve the parents' complaint without the need for future investigation. Where further investigation is required, the proprietor will decide how it should be carried out. After due consideration of all the facts they consider to be relevant, the proprietor will reach a decision on whether to uphold or rescind the exclusion or they make other recommendations. This decision will be made within 10 working days of the hearing.

The proprietor will write to the parents informing them of the decision and the reasons for it. The decision of the proprietor will be final. The proprietor's findings and, if any, recommendations will be sent in writing to the parents concerned and the Head.

Parents' responsibility and continuing education

Parents must take responsibility for their child if they are excluded. The school will provide suitable education for any child excluded for more than three days and parents must ensure that their child participate in this. The school will discuss reintegration after a temporary exclusion, following our Safeguarding Policy and informing the local authority when deemed necessary.

Support systems for children

The following systems exist within the school to provide support for children whose behaviour is a concern.

- Identification of members of staff who the child feels comfortable talking to and access created to these staff.
- Time out at the 'Regulation Station' or 'Wellbeing Shed' is offered to children who have problems managing anger or regulating their emotions. The teacher may suggest this or the child may ask to use this. The teacher or Head supervises these sessions.
- Use of the 'turbulence' and 'reset button' posters within the behaviour chart to help the children identify that their behaviour is not acceptable and they need to think about the choices they are making
- Peer mentoring may be used when we feel a child will respond to the thoughts and views of another child about how to change and manage behaviour.
- An Action Plan will be written by the teacher if the child needs longer term support to change poor behaviour.
- The Behaviour Monitoring Card is an aid for changing behaviour.

SEND children

Like all children, those with learning and physical disabilities display disruptive or challenging behaviour for a range of different reasons. They may not be accessing their education or making progress, they may have problems with communication, they may have mental health needs, or there may be issues outside of school. In some cases, a child's perceived disruptive or challenging behaviour arises directly as a consequence of their disability or as a consequence of a lack of reasonable adjustments made to accommodate their disability. Under the Equality Act 2010, if a SEND child is displaying disruptive or challenging behaviour, early intervention is needed to assess whether appropriate reasonable adjustments have been made for them. The fact that a child has a disability does not mean they should never be disciplined, but behaviour and discipline methods should reflect the need to pay extra attention



to the underlying causes of their difficulties to reflect the additional barriers disabled people face in society. At Parsons Green Prep we ask our teachers to take the following additional steps to prevent behaviour issues with our SEND children and to manage poor behaviour:

- Learn about children' individual difficulties and accommodate them. For example, do not ask a child on the autistic spectrum to sit squashed on the rug at circle time.
- Share ideas and best practice to manage behaviour and to prevent escalation of situations.
- Be sure that any sanctions you give a SEND child are achievable.
- Re-challenge and refocus to diminish repetitive poor behaviour.
- Assess regularly to ensure that there is early intervention of specialist help if required.

Our SENDCo is important in providing support for teachers following these steps.

Transition

We manage the transition of children from their nursery into Reception and from year to year. At the nursery stage children may be visited in their setting by a member of the Parsons Green Prep EYFS team. Information is shared with nursery leaders. Parents are encouraged to provide detailed background information for all children starting at Parsons Green Prep. For all year groups a previous nursery or school reference is required. We quickly assess any additional support that may be required to assist transition and work closely with parents to ensure that this is in place. During the summer term there are opportunities for children to visit classes in the year above and to spend time with their teacher for the next academic year.

Searching

Members of staff can search a child for any item if the child agrees.

The Head and staff authorised by them have statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item, or where there is a safeguarding concern. In both cases, the member of staff searching should be of the same gender as the child and there should be a witness to the search. Prohibited items are:

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

Confiscation

Members of staff may confiscate, retain or dispose of a child's property if they judge the property to be contributing to poor behaviour or the breaking of rules. Items will be either:

- returned at the end of the day (for example, mobile phones)
- destroyed (matches, cigarettes, pornography)



- handed to the police (knives, weapons)

Use of reasonable force

New statutory regulations in England regarding physical restraint in schools came into force on **1 April 2026**. These regulations (The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025) focus on strengthening legal duties to record and report incidents of 'reasonable force', 'seclusion', and 'restraint'.

These can be found at:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf.

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' within this document. 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.

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

PGP staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

- **Mandatory Recording:** Schools must record every 'significant' use of force, incident of seclusion, or restraint (including non-force related restraint).
- **Reporting to Parents:** Schools must report these incidents in writing to parents as soon as practicable, and in any event by the end of the same day.



- **Definition of Significant Incident:** While the guidance generally applies to 'significant' incidents, this refers to any use of force that goes beyond ordinary physical contact.
- **Updated Guidance:** The Department for Education (DfE) updated its guidance on the use of reasonable force, emphasising prevention, de-escalation, and reducing the need for restrictive interventions.
- **Focus on Vulnerable Pupils:** The changes place a stronger emphasis on oversight for children with Special Educational Needs and Disabilities (SEND) and those with safeguarding concerns.
- **Covering Seclusion:** The new requirements now explicitly cover the use of seclusion, which was not previously covered.

Important Principles of the New Regulations:

- **Last Resort:** Physical restraint should only be used as a last resort in emergencies, such as to prevent injury or significant damage to property.
- **Proportionate and Necessary:** Any force used must be both reasonable and proportionate to the situation.
- **Prohibited Techniques:** The use of 'prone face-down' techniques is prohibited, and restraint must never be used to cause pain or to punish a child.

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

Schools should not have a 'no contact' policy. Additionally, schools should not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect pupils. School leaders should adopt sensible policies which allow and support their staff to make appropriate physical contact.

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 circumstances, 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 school's child protection (or any other relevant) policy
- 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

Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - 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 in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom. Please refer to the DfE 'Behaviour in schools' guidance for further information on these and other disciplinary measures.

Determining when use of restrictive interventions is appropriate

There will be times when school staff may need to use restrictive interventions and they should know that this option may be available to them. 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. Have you considered 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.

If an assessment has been made to use restrictive interventions, staff should be supported in their decision making.

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

Staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. 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.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as 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.



Children who are found to have made malicious accusations against staff

Children that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will, therefore, consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Staff professional development

The school will review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects practice outlined in this policy and the Anti-bullying Policy and practice. Where specific training needs have been identified for particular members of staff, the Head will ensure that those members of staff have access to advice, training and development opportunities appropriate to their needs.

Links to other policies

This Behaviour Policy follows advice in Behaviour and Discipline in Schools (2017) and should be read in conjunction with the following related policies:

Anti-bullying Policy

E-safety Policy

Equality Policy

Safeguarding Policy

Complaints Policy

Mental Health and Emotional Wellbeing Policy

Links to other agencies

We liaise with other agencies as appropriate when dealing with behaviour, including the LADO, ICAT, Prevent team, police, child psychologists and counsellors and the Hammersmith & Fulham office for safeguarding.



PARSONS GREEN PREP

1 Fulham Park Road, London SW6 4LJ

T: 020 7371 9009

E: office@parsonsgreenprep.co.uk

Appendix 2

Behaviour monitoring card

Name _____

Date _____

Focus _____

Please keep this card with you at all times and show it to a member of staff at the beginning of lessons and at playtimes.

Pupil's Signature _____

Teacher's Signature _____

Head's Signature _____



PARSONS GREEN PREP

1 Fulham Park Road, London SW6 4LJ

T: 020 7371 9009

E: office@parsonsgreenprep.co.uk

| Lesson | Subject | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---------|--------|---------|-----------|----------|--------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| Break(s) | | | | | | |
| Lunchtime | | | | | | |