Kensington Prep School

GDST

Name of Policy:	**Behaviour and Discipline Policy**
KPS Policy Number:	9a
ISI Regulation:	Welfare, Health and Safety of Pupils and Other Legislation
ISI Paragraph:	Behaviour and Discipline
Reviewed By:	Deputy Head Pastoral and DSL (Emma Williams) (Advised by the GDST)
Date of Review:	September 2026
Date of Next Review:	September 2027

Statement of philosophy

Kensington Prep should be a place where every pupil feels safe, known and valued. We have high expectations of behaviour across the whole school community and we work together to create a calm, purposeful and friendly environment in which pupils can learn well, enjoy school and thrive.

- We endeavour to provide a supportive learning environment in which pupils can feel and be safe, enjoy and achieve.
- The school recognises that positive learning behaviour is fostered through high-quality teaching and learning, a stimulating environment, and a consistent whole-school approach to behaviour.
- Our behaviour management approach emphasises positive strategies and a range of interventions so that the school environment is one of cooperation, respect and shared responsibility.

This policy should be read alongside the KPS Anti-Bullying Policy. The two documents share the same relational, restorative approach and the same simple language for friendships and unkind behaviour (for example: falling out, ongoing unkind behaviour and bullying), including the TAG strategy (Tell, Ask, Get help) and the Peaceful Problem Solving Process.

Aims

This policy aims to:

- Promote good behaviour, self-discipline and respect (for self, others, and the environment).
- Set out the school's expectations in relation to behaviour and regulate the conduct of pupils.
- Outline the rewards for appropriate behaviour and sanctions applied for misbehaviour.
- Set out the framework of pastoral support in which the policy operates, principles for communication with parents, and the legal background to specific procedures.
- Prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying (in conjunction with the Anti-Bullying Policy).

Our overarching aim is that all in the school community should treat others with mutual respect, as they would like to be treated. We expect parents and teachers to work closely to ensure that pupils uphold our Pupil Code of Conduct and act as positive role models to reinforce our expectations.

Shared language for friendships, unkind behaviour and bullying

Kensington Prep uses the same clear, age-appropriate language as set out in the KPS Anti-Bullying Policy so that pupils, staff and parents can understand what is happening and get help early.

We talk with pupils about the difference between:

- Bullying – when someone is deliberately unkind or hurtful, more than once, and it is hard for the person to stop it by themselves (for example because there is a group against one person, or a difference in age, size or confidence).
- Ongoing unkind behaviour – repeating unkind choices, even after being asked to stop.
- Falling out – friends having a disagreement or a one-off unkind comment.

We encourage pupils to be upstanders, not bystanders, and to use "TAG" to resolve small disagreements or to seek help: **Tell** the person how you feel, **Ask** them clearly to stop, and **Get** help

from a trusted adult if it continues or feels unsafe. The “Peaceful Problem Solving Process” is introduced to pupils as part of the Year 3 PSHE curriculum. It is then revisited and developed in the PSHE curriculum in Years 4, 5 and 6.

Concerns that may involve bullying (including cyberbullying, prejudice-based or discriminatory bullying) will be managed in accordance with the Anti-Bullying Policy, alongside the expectations, pastoral support and sanctions set out in this Behaviour and Discipline Policy.

Expectations and our Pupil Code of Conduct

The following principles underpin our interactions with pupils and with each other:

- Respect each other.
- Listen to each other.
- Treat everyone as an individual.
- Choose kindness and reconciliation.

Pupil Code of Conduct

The principles above apply to the whole community and are consistent with our Code of Conduct. The Code of Conduct for pupils (which embodies our values as a community) should be displayed in classrooms, revisited regularly in assemblies, form time discussions and PSHE lessons, and referred to when dealing with specific issues:

- Do your best to be your best.
- Be kind and gentle.
- Forgive.
- Listen.
- Be honest.
- Look after our school and everything in it.

Roles and responsibilities

The Head has the overall responsibility to determine the school’s behaviour policy, set the standard of behaviour expected of pupils, determine the school rules and any disciplinary sanctions for breaking the rules.

The Head, together with the Senior and Middle Leadership Teams, will help to create a culture of respect by reinforcing and making explicit the desired standards of behaviour and by supporting their staff’s authority when managing behaviour, ensuring that this happens fairly and consistently across the school.

All staff have a responsibility to:

- Provide a safe, welcoming environment.
- Place the emphasis on learning and teaching.
- Ensure pupils follow the school expectations during lessons, in corridors and in free time.
- Recognise, praise and reward appropriate behaviour.
- Ensure early intervention in cases where behaviour falls below the expected standard.
- Take responsibility for any misbehaviour initially – seeking support/advice when required.
- Ensure sanctions are applied fairly and consistently, are in proportion to the nature of the incident and any relevant background context, and to consider where appropriate the circumstances/needs of the pupil.

- Work in partnership with parents and guardians.

- All staff have a responsibility to read, review and understand the **KPS Checklist: Welfare and Behaviour** at the start of each academic year, and again when required in response to any changes to practice during the school year. The Checklist summarises the key practice points for supporting the welfare and behaviour of all children in our care, including expectations for specific contexts such as wet play, the playground and the dining room; staff have a duty to read and implement it in their day-to-day practice, seeking guidance from relevant Phase Leaders or the Deputy Head (Pastoral) as needed, and it is reviewed regularly to ensure practice remains current and responsive.

- KPS Checklist: Welfare and Behaviour

Supporting pupils to develop self-discipline

- Self-discipline and positive behaviour modelling are encouraged.
- Children are encouraged to be responsible for their own learning.
- Respect for others in both the school and the wider community are inculcated.
- Parents and teachers work together to support our school behaviour policies and to help children develop self-regulation and self-discipline as they grow.
- Staff, parents, governors and carers should provide good role models for the children.
- Parents are expected to support their child by ensuring regular attendance and punctuality.

Behaviour for Learning

At the beginning of each new academic year pupils will go through the Pupil Code of Conduct and behaviour expectations with their Form Teacher. These should be clearly displayed in each room so that parents and pupils know what is expected. Classes create individual class contracts based on the whole school code of conduct: each pupil signs this. A copy of this contract is displayed in the classroom and referred to throughout the year. Form Teachers or Phase Leaders will revisit the Pupil Code of Conduct as necessary with pupils throughout an academic year to reinforce children's understanding of our expectations of behaviour. Older pupils will be reminded of their responsibility to model appropriate behaviours for younger pupils.

In alignment with our Pupil Code of Conduct, pupils in all classes are expected to:.

- Always be polite and respectful to others.
- Listen to the instructions of staff and do their best to follow them at all times.
- Keep to the left in school when walking up or down stairs.
- Move around the school showing consideration for others, including holding doors open for each other and for adults.

Pastoral support framework: monitoring, support and intervention

Whilst through the pastoral and guidance systems the school has staff whose role is to support pupil welfare and well-being directly (Form Teachers and Phase Leaders), it is the responsibility of all staff to support the welfare of pupils and their wellbeing. This includes helping to make explicit the school's expectations, reinforcing positive learning attitudes, monitoring behaviour that gives rise to concern and applying sanctions when necessary.

Pastoral teams also monitor and analyse attendance and behaviour data regularly at individual, group and school level. Such analysis may trigger interventions with pupils or staff, or a review of school procedures or culture.

Pupils with SEND and additional needs

The school accepts that for a wide variety of reasons (such as having a special educational need, disability or mental health issue) some pupils require additional support to learn and display positive learning behaviour. For these pupils the school will draw on a range of interventions to support and re-track behaviour. Strategies include consideration of curriculum need, additional learning support, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise.

School staff are fully aware that some children may adopt challenging, abusive or disruptive behaviour because of abuse. In such cases, with the support of the DSL and wider school Safeguarding Team, staff will provide support and intervention and make referrals as appropriate.

See also the Safeguarding and Child Protection policy and the Positive Mental Health policy.

Behaviour Incentives and Sanctions

Behaviour Incentives: our recognition system

Our rewards system is designed to promote our positive behavioural ethos and encourage pupils to take responsibility for their actions, learning, and relationships, supporting the development of both **great minds and big hearts**. Recognition celebrates personal effort, kindness, resilience, curiosity and collaboration, reinforcing the values set out in our Pupil Code of Conduct:

- Form-Based Recognition
- PSHE Integration
- Golden Moments
- Privilege Time
- Celebration Assembly Awards
- Key Stage 2 Phase Assemblies: Big Heart Awards

Form-Based Recognition

- **Reception – Little Star:** pupils are recognised weekly for demonstrating positive learning behaviours and social skills.
- **Year 1 – Bee of the Week:** weekly recognition for a pupil who has shown kindness, curiosity, or resilience.
- **Year 2 – Peer Compliment introductory systems (e.g. Compliment Koala or Compliment Jar):** a weekly affirmation for a randomly selected pupil to build confidence and self-esteem.
- **Years 3 to 6 – Peer Compliments:** pupils are regularly chosen to receive compliments from their classmates, helping them to recognise each other's strengths, develop resilience and foster positive peer relationships.

In addition, form times are used to explore different aspects of the Pupil Code of Conduct and the Behaviour Policy, supporting a positive school culture and encouraging pupils to reflect on their own behaviour. Whole-year group form times are also used, where needed, to 'reset' behaviours and reinforce expectations. Older pupils are reminded to model mindful movement and considerate behaviour around the school for younger children.

Additional classroom strategies support social-emotional development, collaboration, and emotional literacy as children develop:

- **Worry Monster / Compliment Jar:** pupils can share concerns or recognise positive behaviours in peers.
- **Respectful Disagreement and Working Together:** pupils are encouraged to listen actively, express opinions respectfully, and resolve conflicts collaboratively.
- **Emotion Recognition and Validation:** staff help pupils to name and manage emotions, fostering empathy and self-awareness.
- **Duty Teachers and Trusted Adults:** staff positioned in key areas provide familiarity and support, particularly for pupils with neurodiverse profiles.
- **Playground Leaders:** introduced via assemblies, these roles support positive interactions and model good behaviour in unstructured times.

Regular affirmations and compliments are encouraged across all year groups to build a culture of mutual recognition and respect.

PSHE Integration

Our PSHE curriculum supports positive behaviour and relationships. In the Autumn Term, pupils explore units on *Beginning and Belonging*, *Family and Friend*s, and *My Emotions*, which underpin teaching on respect, problem-solving, and peer relationships.

Golden Moments

"Golden Moments" celebrate individual effort, achievement or kindness. Staff record Golden Moments in class and highlight the reason for recognition on the pupil's card. Once a pupil has been awarded three Golden Moment stamps, they take the card home to share with their family. Cards are stamped by staff as notable moments occur, reinforcing personal achievements and positive choices.

Privilege Time

Weekly *Privilege Time* allows pupils to participate in activities of their choice as a reward for consistently positive behaviour, linking recognition with personal responsibility. In Years 5 and 6, when academic pressures increase, *Privilege Time* is managed as an opportunity to provide structured, mindful activities designed to support pupils' mental wellbeing at the end of a busy week, helping them to reflect, relax, and recharge.

Celebration Assembly

Each Friday, the Head's *Celebration Assembly* highlights pupils demonstrating the school's key learner outcomes:

- Happy Minds, Healthy Minds, Curious Minds, Creative Minds

Each Form Teacher nominates up to two pupils per week for one of these outcomes. Within each outcome, pupils are recognised for demonstrating our core characteristics: Empathetic, Respectful, Confident, Reflective, Motivated, Resilient, Flexible, Questioning, Discerning, Passionate, Imaginative, and Brave.

Phase Assemblies

In Key Stage 2 Phase Assemblies, pupils may nominate peers for *Big Heart Awards*, recognising acts of kindness, consideration, and contributions to the wider school community. Teachers review and finalise nominations. This system reinforces our values and supports a culture of empathy, respect, and positive peer relationships.

Sanctions, Recording and Follow-Up

The school's approach to sanctions is grounded in fairness, consistency and a clear focus on learning and restoration. Sanctions are used to help pupils understand the impact of their behaviour, reflect on their choices and learn how to meet the school's behaviour expectations in the future.

Principles

Before a sanction is imposed, pupils will be reminded of the expected behaviour and given an opportunity to correct their conduct, wherever appropriate. Sanctions will then be applied if behaviour continues or if an incident is more serious.

All sanctions will be:

- fair, reasonable and proportionate
- appropriate to the pupil's age and stage of development
- consistent with the school's Behaviour Policy

When determining a sanction, staff will take into account:

- the nature and seriousness of the incident
- any previous incidents or patterns of behaviour
- the age of the pupil
- any special educational needs or disabilities
- the needs of vulnerable pupils
- any factors relating to self-regulation or emotional wellbeing

Reasonable adjustments will be made where appropriate, and sanctions will always be considered alongside any support a pupil may need.

Sanctions Applied

Sanctions may be applied individually or in combination, depending on the incident and any prior behaviour. These may include:

- Loss of Privilege Time, either in short blocks or, for repeated incidents or more serious behaviour, the full Privilege Time.
- Time spent with a Form Teacher, Phase Leader or Senior Leader completing a reflective exercise.
- Being kept in at playtime for a structured reflective activity.
- Loss of other individual or year-group privileges.
- A “behaviour reset” discussion with an entire year group and staff team together, to reinforce pupils’ understanding of the Pupil Code of Conduct and our age-appropriate behaviour expectations in school.
- A tangible, age-appropriate monitoring and support system such as a behaviour book, or equivalent.

Age-appropriate templates for reflective exercises are provided in this policy: see **Appendix A.**

Escalation of Sanctions

Sanctions are applied in a graduated and proportionate manner, taking into account the nature and frequency of the behaviour, the age of the pupil, and any relevant individual needs.

Lower-level behaviours - such as not looking after books or property, unkind behaviour, lack of inclusivity in class or playground, or inappropriate behaviour around the school or during assembly - will normally be addressed through a system of **three reminders or warnings**. Staff will discuss the behaviour with the pupil at each stage, reinforcing expectations and providing guidance on how to correct it. If the behaviour continues after the third reminder, an appropriate sanction will be applied.

More serious behaviours - including physical aggression, stealing, bullying, swearing, speaking disrespectfully to staff, or ignoring staff instructions - will be addressed immediately with a proportionate sanction, without prior warnings, in line with the seriousness of the incident.

- In the most serious cases, sanctions may include fixed-term suspension or permanent exclusion, in line with statutory guidance.
- Incidents of a serious nature will be referred to the Head and considered on an individual basis. Where appropriate, procedures set out in other relevant policies (including the Anti-Bullying Policy and Safeguarding and Child Protection Policy) will be followed.
- The school has a zero-tolerance approach to child-on-child abuse. All reports will be taken seriously, investigated promptly, recorded appropriately, and responded to in line with their severity. Behaviour that occurs online or outside school will be treated with the same level of seriousness as behaviour occurring on the school site.

- For acts of aggression or behaviour that may threaten the health or safety of others, the school reserves the right to involve external agencies, including the police.
- Pupils are expected to respect school property and the school environment. Parents may be asked to contribute to the cost of repair or replacement where damage or loss has occurred.

Recording Sanctions

All sanctions are recorded on CPOMS under the appropriate categories, including the "sanction applied" category so that the application of sanctions across the school can be reviewed by the Safeguarding Team. Records will include:

- the nature of the incident
- the sanction applied
- outcomes of any reflective work
- communication with parents or carers

All actions taken, including parental contact, will be logged on CPOMS. The Head will be alerted to incident records as appropriate.

Reporting and Follow-Up of Incidents

Staff on duty in the playground or dining room will address incidents at the time and speak to pupils involved. Any relevant information will then be passed promptly to the Form Teacher for follow-up.

Subject teachers and other staff will report incidents occurring during lessons or activities to the pupil's Form Teacher.

Following a sanction, staff will support pupils to understand how to improve their behaviour and develop self-regulation and self-discipline. This support may include:

- a focused discussion linked to the Pupil Code of Conduct
- communication with parents or carers
- a meeting involving relevant staff (for example, Form Teacher, Phase Leader, SENDCo, DSL)
- pastoral, emotional or academic support

The school recognises that some pupils may display challenging behaviour as a result of unmet needs or past experiences. In such cases, support and intervention will be provided alongside any sanctions, including adjusted approaches to behaviour plans or sanctions, and safeguarding procedures will be followed where appropriate.

Partnership with Parents

The school believes that a strong partnership with parents and carers is central to promoting positive behaviour and supporting pupils' wellbeing and development. We value parents as key partners in their child's education and are committed to working closely and openly with families to ensure consistent expectations between home and school.

Parents and carers are encouraged to take an active role in supporting behaviour for learning. The school will involve parents at an early stage where behaviour concerns arise and will maintain regular, constructive communication.

This partnership may include:

- Telephone calls and emails
- Meetings (informal or formal, as appropriate)
- Early discussion of concerns to prevent escalation
- Written communication where needed
- Support for pupils placed on behaviour monitoring or report systems
- Use of home–school agreements
- Homework diaries or planners to enable two-way communication
- Invitations to relevant agency or review meetings
- Ongoing follow-up and routine communication

Parents and carers are always welcome to approach the school to discuss their child's behaviour, wellbeing or progress.

Where behaviour incidents occur, parents will be informed on the same day and advised of any sanctions or support put in place. We ask parents to reinforce the principles of the Behaviour Policy and the school's expectations at home, helping pupils to understand the importance of respectful, safe and responsible behaviour.

Parents are asked to contact their child's Form Teacher in the first instance if they have any concerns, whether relating to their own child or to information they have become aware of about others. Open, timely communication helps us to work together in the best interests of all pupils.

Staff support and development

Staff are supported in their implementation of the Behaviour and Discipline Policy through the guidance and leadership of the Head, the Deputy Head (Pastoral) and other pastoral staff, regular pastoral meetings and periodic staff training as part of the whole school CPD cycle.

Staff Code of Conduct: Practical Guidance

- Teaching staff must arrive on time to collect their pupils from the playground prior to lessons.
- Teaching staff should monitor corridor movement and behaviour within the school environment, such as pupil cloakrooms, and remind pupils of appropriate conduct where necessary.
- Staff should recognise, praise and incentivise appropriate behaviour.
- Staff should treat pupils with respect. Please see the Staff Code of Conduct which details respectful behaviour with regard to pupils.
- It is not acceptable for any pupil to be sent to stand in a corner of the classroom or outside the classroom at any time.
- It is not acceptable for a child to be required to work on her own in a classroom or the library unless there is a member of staff with her at all times.
- No member of staff should ever strike a pupil or threaten to do so.
- Physical restraint should only be used in extreme circumstances (for example, when another child is seriously threatened) and then only using the minimum physical force.

- Corporal punishment is against the law and must not be used or threatened under any circumstances.

Mobile phones

In accordance with DfE guidance and GDST policy, GDST schools are mobile-phone free for pupils up to Year 11. All pupils, staff and visitors are expected to adhere to the guidelines in Appendix 2 of the Online Safety Policy.

Related policies

This policy operates in conjunction with:

- KPS Safeguarding and Child Protection Policy
- KPS Anti-Bullying Policy and Anti-Bullying Strategy and Positive Relationships Framework
- GDST Online Safety Policy
- GDST Inclusion Policy
- GDST Exclusions Policy
- GDST Acceptable Use Agreements
- GDST Equal Opportunities Policy
- GDST Alcohol and School Drugs Policy
- GDST Attendance Policy
- GDST Positive Mental Health Policy
- PSHE Schemes of Work
- RSE Schemes of Work
- Online Safety Schemes of Work

Legal and guidance framework

- Behaviour in Schools: advice for headteachers and school staff (February 2024)
- Keeping Children Safe in Education (September2026)
- Mental health and behaviour in schools (November 2018)
- Searching, screening and confiscation: advice for schools (July 2022)
- Restrictive interventions, including the use of reasonable force, in schools (April 2026)
- Independent Schools Standards Regulations 2014
- Equality Act 2010 and SEND Code of Practice (January 2015)

Monitoring, evaluation and review

The effectiveness of this policy and the school's positive behaviour strategies will be continuously evaluated through monitoring of incidents across the school, and annually in collaboration with pupils via the School Council.

This is in addition to the termly triangulation of the incident logs, including Serious Incidents, Online Safety Incidents and Bullying Incidents, sanctions applied and attendance data in the Safeguarding Team Review meetings.

This policy will be reviewed every year. It was reviewed in September 2024 with reference to the guidelines in the DfE publication: “Behaviour in Schools: Advice for Headteachers and school staff” (February 2024). It was last reviewed in December 2025 and is next due for review in August 2026.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis as the need arises. The policy will always be immediately updated to reflect personnel changes.

Appendices:

1. Appendix A: BEHAVIOUR REFLECTION FORMS
2. Appendix B: General Guidelines for Staff
3. Appendix C: Statutory Procedures (Behaviour)

Appendix A: BEHAVIOUR REFLECTION FORMS

Rec-Y1 Behaviour reflection Form.pdf

Y2-6 Behaviour Reflection Form.pdf

Appendix B: GENERAL GUIDELINES FOR STAFF

These guidelines support the consistent application of the Behaviour Policy and help ensure the safety, wellbeing and good order of the school community.

Health and Safety

Staff must ensure that pupils are supervised appropriately at all times.

- Pupils must not remain in classrooms or specialist rooms without adult supervision.
- Pupils must not run in corridors.
- If a teacher has not arrived at the start of a lesson within a short period of time, two pupils should be sent to inform the School Office.
- Climbing equipment is out of bounds at the beginning and end of the school day, including for siblings on site.

Use of specialist rooms

- The ICT room, art room and science laboratory must not be entered without a member of staff present. Pupils should line up outside the room and wait calmly.
- Pupils must not be left unattended in the ICT room. Staff should ensure pupils are shown how to sit correctly at computers to maintain safe posture.
- Pupils are expected to follow the school's ICT Code of Conduct and must sign the Acceptable Use Agreement as directed by the Head of E-Learning.

Uniform

Pupils are expected to wear the correct school uniform at all times. Details of the required uniform are set out in the Parent Handbook.

Fire Safety

In the event of a fire alarm:

- Pupils should follow the school's QQQ procedure: **Quit, Quickly and Quietly**.
- Pupils must give total and immediate attention to staff instructions.
- Pupils should line up in form groups at the designated area in silence while a register and headcount are taken.
- Fire Evacuation Drills and Lock Down Procedure Drills are completed termly.

Start and End of the School Day

Staff should support calm, orderly routines at the start and end of each day.

- Pupils should arrive in good time for the morning bell. Climbing equipment is not permitted at this time, or at the end of the school day.
- Pupils arriving late must be signed in at the School Office before going to class.
- At the end of the day, pupils are dismissed by staff and are encouraged to leave politely and calmly.
- Pupils who are not collected at the end of the day will be taken to the School Office, signed into after-school care (Superclubs) and parents / carers contacted.

Collection arrangements:

- Only pupils in Year 6 may walk home independently. Written parental permission must be provided.
- If a pupil is to be collected by someone other than their designated adults, the School must be informed in writing in advance.
- The school requests designated adult details from parents at the start of the school year: teaching staff have access to the details for their class.

Mobile Phones, Smartwatches and Wearable Devices

- Smartwatches, Fitbits and similar wearable devices are not permitted in school.
- Only Year 6 pupils are permitted to bring a mobile phone onto school premises, and only for the purpose of independent travel to and from school.
- Mobile phones must be handed to the Form Teacher at morning registration and collected at the end of the school day.
- Mobile phones must not be used on the school site. Once collected, phones should remain in bags or pockets until the pupil has left the site. The school strongly recommends that any mobile phone provided is a basic model intended for calls and messages only. Pupils must not use mobile phones to send or share inappropriate, offensive or distressing messages or images. Any such use, whether inside or outside school, constitutes a breach of the Pupil Code of Conduct and may result in serious sanctions, including fixed-term or permanent exclusion.

School Trips and Extra-Curricular Activities

Pupils are expected to uphold the school's high standards of behaviour when participating in off-site activities and extra-curricular provision. These activities are carefully planned to enrich the curriculum and the school aims to include all pupils wherever possible. However, the welfare and safety of the group is paramount. Where a pupil's behaviour in school indicates that their participation may pose a risk to themselves or others, the trip leader reserves the right to exclude that pupil from the activity.

Extra-curricular clubs are optional activities. The school reserves the right to exclude pupils whose behaviour disrupts the safe and effective running of the group. For residential trips, staff should refer to the specific code of conduct issued for that visit.

Appendix C: STATUTORY PROCEDURES (BEHAVIOUR)

The use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst pupils.

The use of restraint

Should a pupil in EYFS or in the rest of the school need to be restrained, this will be recorded on the EYFS Record of Physical Intervention and reported to parents within the same day or as soon as reasonably practicable, within 24 hrs.

Screening, searching and confiscation

The school acknowledges its duties and responsibilities under the applicable legislation and guidance in respect of screening and searching pupils, and confiscating items.

The Head, or any member of staff authorised by the Head, may search a pupil or their possessions for any item with consent, and for any prohibited item or item banned by the school rules without consent.

The list of prohibited items is:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a 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 other pupil or person

The list of items banned by the school is:

- Smartwatches
- Mobile phones of any sort (unless the pupil is in Year 6 – see above)
- Fitbits or other electronic fitness trackers
- Personal electronic devices
- Vapes or e-cigarettes
- Chewing gum

This process will follow the recommended DfE procedures with due consideration for the safety and welfare of all pupils and staff involved. The DSL will be informed without delay if a search reveals a safeguarding risk. In certain circumstances the police may be involved.

Any search for a prohibited or banned item will be recorded on CPOMS and parents will be informed.

As a general rule, school staff can seize any prohibited or banned item found as a result of a search, and any item however found which they consider posing a risk to staff or pupils or to be evidence in

relation to an offence. Items may be confiscated, retained, handed to the police or disposed of as a disciplinary penalty, when it is reasonable to do so.

Malicious accusations against school staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may 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.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.