



MOUNT
KELLY

Behaviour, Discipline and Intervention Policy

(This policy applies to all pupils including those in the EYFS)

Adopted	September 2019
Reviewed	April 2021
Next review	October 2021
Owner	Principal Deputy Head / Head of Prep

DATE OF REVIEW	AUTHOR	PAGE / PARA	SYNOPSIS OF AMENDMENT
Aug 17	PDH & Head of Prep		Comprehensive re-write
Oct 17	PDH, DHP and Head of Prep	Throughout	Revision of use of word "Sanction" and replacement with the word "Intervention"
		Pages 7 – 9	Reconfiguration and clarification regarding teacher responses to poor behaviour
Nov 17	PDH	4	"Corporal punishment will not be a sanction" changed to "Corporal punishment will never be used."
Dec 17	PDH	10	Policies on Tobacco, Drugs, Personal Relationships, and Alcohol all explicitly referenced within the Pupil Behaviour and Discipline Policy.
	PDH	9	Distinction drawn between inappropriate language and offensive/abusive language
Oct 18	PDH		No amendments
Oct 19	PDH, DHP	Throughout	Where reference is made to the School's Code of Conduct, this has been amended to include reference also to the School's Purpose and Values.
			Re-naming from "Behaviour and Discipline Policy" to "Behaviour, Discipline and Intervention Policy", and consequent amendments throughout.
		3	Under Policy Principles, deletion of, "primarily" from, "the School will be guided primarily by the interests and welfare of the individual pupil."
		4	"... pupils diagnosed with SEND" amended to "... pupils on the SEND register..."
		5	Clarification of the responsibilities of Middle and Senior Pastoral Leaders
			Clarification of details of posting of hard copy notification of the School Rules.
			Replacement of "sanction" with "intervention".
			Removal of references to sanction points
7	Clarification regarding use of House Points at the Prep.		
9	Inclusion of reference to "failure to respond to the		

			<i>normal range of disciplinary interventions</i> ” as a reason for suspension or expulsion.
		12	Inclusion of requirement to record all instances of physical restraint on <i>MyConcern</i> .
Apr 21	PDH	8	Added under “The Role of the Pupils”: “The School Councils at Prep and College contribute to the review of this policy, and to the review of the Code of Conduct.”
			Added under “Rewards”: “...and by making appropriate entries on the school database, under the Reward and Conduct tab.”

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Policy Aims

The aim of this policy is to support the School in encouraging all pupils to meet the expectations set out in the Mount Kelly Purpose and Values, and the School's Code of Conduct, the preamble to which states:

The School's Purpose and Values are central to all aspects of life at Mount Kelly, and all pupils are expected to commit themselves fully to it.

The Mount Kelly Code of Conduct makes clear how, on a day-to-day basis, the School's Purpose and Values inform how pupils lead their lives. It is based on the vital importance of mutual respect and trust. All members of the Mount Kelly community have the right to expect a well-ordered environment that is conducive to study. This ambition can only be realised when all members of the community accept their obligation to honour the Code of Conduct, and to follow the rules for both Prep and College.

This policy has been drawn up in accordance with the DfE guidance, *Behaviour and Discipline in Schools, 2017*, which may be accessed via the following link: [Behaviour and Discipline in Schools - A Guide for Headteachers and School Staff](#)

Policy Principles

Section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Mount Kelly acknowledges the particular vulnerability of pupils on the SEND register, and will adhere to these principles. Whilst recognising the importance of consistency, the School will be guided by the interests and welfare of the individual pupil.

All staff should be aware of the particular needs of pupils diagnosed with SEND, and are to consider this when determining a disciplinary response. The Director of Personalised Learning at the Prep and/or the College should be consulted for advice.

Corporal punishment will never be used as a sanction

The Behaviour and Discipline Policy is based upon the following principles:

Consistency

- Unacceptable behaviour should always be challenged, without fear or favour, and interventions should be applied consistently and fairly.
- All members of staff should actively support School behaviour strategies and follow through behavioural issues with pupils to an appropriate resolution.

High expectations

- All members of staff should have high expectations of our pupils, and these expectations should regularly be made clear to pupils.

Leadership and implementation

- All members of staff will model the behaviour and social skills we wish to promote amongst our pupils, who should be treated with courtesy and respect at all times.
- Middle and Senior Pastoral Leaders (ie Hms at the College, Heads of Section at the Prep, and all members of the SLT) have particular responsibility for implementing the behaviour policy.

Reward

- Staff will take every opportunity to reward good behaviour.

Interventions

- Staff should apply the full range of rewards and interventions as appropriate, fairly and consistently to help motivate positive behaviour.
- Interventions must be reasonable and proportionate and in keeping with the School procedures.

Review and revision

- The School will monitor and evaluate the effectiveness of all behaviour management strategies.

Pupil support

- Mount Kelly recognises that our pupils need different levels of support, including support from outside agencies when necessary, and that poor behaviour is frequently linked with emotional difficulty.
- Pastoral support is therefore central to the School's management of behaviour, and the welfare of the pupil will always be closely considered.
- The School undertakes to liaise with pastoral staff and external agencies whenever appropriate.
- School staff should consider whether the misbehaviour may be linked to the pupil suffering, or being likely to suffer, significant harm. In this case the School staff should follow its safeguarding policy.

Liaison with parents

- The School welcomes the contribution of parents to their child's education, and aims to collaborate actively with parents, so that children receive consistent messages about how to behave at whilst at School.
- School rules for both Prep and College are published on the website and in the Houses (at the College) and on the main corridor (at the Prep).
- The School undertakes to inform parents in a timely manner should concerns exist regarding their child's behaviour.
- Parental concerns regarding disciplinary matters should be dealt with in accordance to the School's Complaints Policy.

Creating an environment conducive to good behaviour

- Good behaviour is encourage by an attractive, clean, well-maintained environment. The School is therefore committed to ensuring that all areas of the estate provide an attractive and supportive environment.

Role of Staff

- It is the duty and responsibility of individual teachers to create and maintain a disciplined class environment conducive to a strong work ethic amongst pupils. In order to achieve this, teachers should actively manage the behaviour of pupils whose conduct falls below the standard which could reasonably be expected of them, and which may compromise the educational experience of other pupils
- All members of staff will model the behaviour and social skills we wish to promote in our pupils, treating all members of the community with courtesy and respect at all times.
- All members of staff should follow the Pupil Behaviour, Intervention and Discipline Policy and apply agreed procedures from other teaching and learning policies. Staff should uphold the Code of Conduct in their classrooms.
- All members of staff contribute to the development of pupils' emotional, social and behavioural skills, and undertake proactively to teach pupils how to manage strong emotions, to resolve conflict, to work and play co-operatively and to be respectful and considerate.
- It is the responsibility of staff to ensure that the School rules are enforced in their classes, houses and whilst on school grounds or on school trips. Staff should see to it that pupils in their care behave in a responsible and courteous manner at all times.
- Staff should have high expectations of the pupils with regards to their behaviour, and they will strive to ensure that all children work to the best of their ability.

Role of the Senior Leadership Team

The SLT will establish the nature and level of intervention depending on the seriousness of the offence, and the needs of the pupil.

Role of the Pupils

It is the responsibility of the pupils to operate and behave at all times in a manner consistent with the Mount Kelly Purpose and Values, and the School's Code of Conduct, and to observe the rules for both Prep and College.

The School Councils at Prep and College contribute to the review of this policy, and to the review of the Code of Conduct.

Rewards

Mount Kelly recognises the value of positive re-enforcement, and the following are standard practice.

- Recognition – recognition is in itself a 'reward' and staff are encouraged to offer praise where praise is due, including displaying work in classroom and public spaces, departmental stickers and postcards and by making appropriate entries on the school database, under the Reward and Conduct tab.
- Staff should actively seek opportunities to praise pupils, especially if a pupil has been in trouble or has been experiencing difficulties; tutors are encouraged to e-mail / phone parents with positive news.
- Staff at the Prep will award House Points, which are logged on the School database. The accumulation of House Points will be acknowledged publicly.
- House Points can also be followed up with parental communication from tutors, teachers, Heads of Section, Hms, members of the SLT, and from the Head Master/Head of Prep.
- School Colours and Honours for sporting, academic and cultural achievement are awarded by the Head Master/Head of Prep.

Behavioural Interventions

Teachers are expected to use their good judgement in their behavioural management strategies, and are reminded of the need to ensure that pupils with specific educational or pastoral needs are given due consideration.

Teachers' Interventions

The following represent a range of suggested and sensible interventions in response to poor behaviour

- Verbal warning
- Separate from others in class, or sent to work in isolation in subject area
- Confiscation of property (eg 'phone – and in which case handed to Reception)

- Brief cooling-off time out of lesson (if in class) or away from an activity
- Requiring the pupil to attend at another time to complete work
- In the case of serious misconduct, refer directly to SLT for further action

Teachers should liaise with Tutor/Hm and SENCo if relevant

All interventions should be logged on iSAMS, and categorized as minor or major, academic or behavioural. This will enable house staff/SLT to take appropriate further action.

Tutors

- More or less formal discussion with pupil
- Communication / meeting with parents
- Tutor Report Card, logged on iSAMS – presented to the teacher at the start of each lesson, reviewed daily or weekly by Tutor

Tutors should at all times liaise with Hm/Head of Prep Section and and SENCo if relevant

Housemaster / Head of Prep Section

- Formal meeting with pupil (logged as “Follow-Up” in *Reward/Conduct* on iSAMS)
- House gating/loss of privileges
- School detention on Friday afternoon
- Hm/Head of Prep Section Report Card, logged on iSAMS – presented to the teacher at the start of each lesson, reviewed daily or weekly by Hm/Head of Prep Section
- Communication/meeting with parents
- Behaviour Strategy Meeting – Tutor, Hm/Head of Section, SENCo (if relevant), parents
- Raised at Pastoral Board meeting and/or Academic Board

SLT

- Behaviour Strategy Meeting – SLT, Hm/Head of Section, Parents, SENCo (if relevant)
- Restorative meeting with pupil
- SLT Report Card, logged on iSAMS – presented to the teacher at the start of each lesson, reviewed daily or weekly by SLT
- Pupil Conduct Agreement
- Letter to parents
- SLT Detention on Saturday evening
- Supervised internal exclusion

- Loss of privileges
- Gating

Head Master

- Head Master's Detention (Saturday evening)
- Formal meeting with parents
- Suspension / Expulsion

Guidance to Staff

The following may assist staff in determining the categorisation of behavioural/academic misdemeanour

Minor	Major
<ul style="list-style-type: none"> ▪ Poor level of concentration / engagement in class ▪ Ill-equipped for lessons (after warning) ▪ Unexplained lateness ▪ Lack of 'co-operation' (of a temporary nature) ▪ School uniform infringements ▪ Failure to adhere to instructions ▪ Inappropriate use of mobile technology in class ▪ Low-level unkindness, anti-social behaviour, lack of care and consideration towards others ▪ Inappropriate language 	<ul style="list-style-type: none"> ▪ Rudeness, insolence or defiance to staff ▪ Breaches of safety regulations and unsafe behaviour ▪ Persistent poor behaviour ▪ Disruptive behaviour in class, compromising the learning of others ▪ Disregard for property (school and other pupils') ▪ Tampering with official School notices (for example, team sheets) ▪ Unexplained absence from lesson / activity / registration ▪ Significant/persistent unkindness, anti-social behaviour, lack of care and consideration towards others ▪ Offensive and/or abusive language

Persistent Misbehaviour

The School's Suspension, Expulsion and Appeals Policy makes it clear that pupils may be liable to suspension or expulsion for, *"Persistent and wilful failure to conduct themselves in accordance with the School's Purpose and Values, the School's Code of Conduct, and wider expectations of pupil behaviour, allied to a failure to respond to the normal range of disciplinary interventions."*

Bullying

Low-level unkindness does not necessarily constitute bullying. The School's Anti-Bullying Policy makes clear the definition of bullying:

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over a period of time. It is behaviour that intentionally hurts another pupil or group physically or emotionally and can often be motivated by prejudice.

Behaviour which may constitute 'bullying', will be investigated further and dealt with according to the Anti-Bullying Policy.

Personal relationships

Pupils' personal relationships are subject to the provisions and interventions set out in the School's Pupil Personal Relationships Policy.

Alcohol

Pupils' consumption of alcohol is subject to the provisions and interventions set out in the School's Alcohol Policy.

Drugs and similar substances

Pupils' use of drugs and related substances is subject to the provisions and interventions set out in the School's Substance Misuse and Drugs Policy.

Smoking and tobacco

Pupils' use of tobacco, related products, and vaping/e-cigarettes is subject to the provisions and interventions set out in the School's Smoking Policy.

Police Involvement

In certain circumstances the Head Master will also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

Malicious accusations against staff

Malicious allegations against a member of staff are subject to the provisions and interventions set out in the School's Staff Disciplinary Policy.

In the event that a pupil is found to have made a malicious allegation against a member of staff the School will determine 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.

Mediation

At any stage of the disciplinary process, the School will consider the use of mediation to deal with difficult and sensitive matters involving pupils with different needs.

Use of reasonable force

This section of the policy should be read in conjunction with DfE Guidance, *Use of Reasonable Force in Schools*: [Use of reasonable force - advice](#)

It would be considered extremely unusual for staff to have to resort to physical force in dealing with a pupil at Mount Kelly, but staff do have legal power to do so, and the lawful use of this power will provide a defence to any related criminal prosecution or other legal action.

The following questions are frequently raised with regards to reasonable force:

- **What is reasonable force?**
 - The term 'reasonable force' covers the broad range of actions available to teachers that involve a degree of physical contact with pupils.
 - Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
 - 'Reasonable in the circumstances' means using no more force than is needed.
 - Mount Kelly staff will only use force to control pupils and/or to restrain them.
 - Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
 - Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
 - Mount Kelly staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- **Who can use reasonable force?**
 - All members of staff have the legal power to use reasonable force.
 - It also applies to people whom the Head Master has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

- **When can reasonable force be used?**
 - Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
 - In a school, force is used for two main purposes, to control pupils or to restrain them.
 - The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
 - The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

- **For what purposes might reasonable force be used?**
 - Remove disruptive children from the classroom where they have refused to follow an instruction to do so
 - Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - Prevent a pupil from attacking a member of staff or another pupil, to stop a fight, or to restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of the use of reasonable force will be recorded by the member of staff involved and reported to the Deputy Head Pastoral. The incident will be logged on *MyConcern*, and parents will always be informed if a member of staff has to resort to the use of reasonable force to restrain or protect their child.

Pre-Prep Rewards and Interventions

The Pre-Prep organises their own system of interventions and rewards that varies according to the age of the child and throughout the School year according to best practice and to allow variety in application.

Stickers are awarded throughout the Pre-Prep and in Year 1 & 2 when a child reaches 25 stickers they receive a special prize; this continues every 25 stickers. Golden foils are awarded once a week in our Celebration Assembly for good work, good manners or to acknowledge a particular contribution. Children can award their own certificates to each other for acts of kindness. The Pre-Prep also has a 'WOW' board where achievements at home can be rewarded.

Mount Kelly has a clear Code of Conduct, which applies across the School. This Code of Conduct is dependent on staff acting as good role models at all times and being consistent and fair in their approach to children.

Expectations of behaviour are appropriate to the age and stage of development of the child. Opportunities are taken throughout the day to promote children's sense of self-worth through giving attention and praise.

Instructions given to children are simple and clear, and explanations are always given of why something should or should not be done. Negative language is avoided as far as possible but, when behaviour is unacceptable, it is made clear to the child that it is the behaviour and not the child that is disapproved of.

Whenever possible, instances of unacceptable behaviour are used as learning opportunities to engage the child, or a group of children, in discussing what has happened, and what should happen to resolve the situation. This gives children the chance to become involved in setting the rules and boundaries for behaviour in the setting.

If any child appears to have a persistent behaviour problem, it will be investigated fully to determine the cause and strategies put in place to address the problem. Parents will be fully involved in this process.

Corporal punishment will never be used as a sanction.

Children will be removed from the situation that is causing the problem and talked to calmly about their behaviour by a member of staff.

The implementation of the Pre-Prep's behaviour management strategies will be monitored regularly by the Head of Pre-Prep and any inconsistencies dealt with immediately. The Head of Pre-Prep is responsible for Behaviour Management.

Intervention techniques

The issuing of sanctions may be avoided by early intervention and by creating and managing an environment which inclines pupils to good behaviour. The following may be helpful.

Structuring the environment

Where we choose to speak to the pupil and whether we sit or stand can communicate the nature of the discussion, and may help the child to modify their own behaviour, for example, warm and friendly or cold and business-like.

Planned ignoring

By not giving the attention to minor, harmless, attention-seeking behaviour, these behaviours are more likely to die out. Remember, it is equally important to praise appropriate behaviour.

Prompting

Gentle reminders to a pupil of what they need to stop doing or prepare for can help the child to adjust to a change. This can be verbal or sensory input. Be careful to avoid 'nagging' the child.

Active listening

Sometimes listening to what the pupil has to say and exploring and acknowledging their feelings through the use of reflective responses can help a pupil to feel that:

- Someone acknowledges the reality of their feelings
- They are not alone
- Someone cares

Sometimes this can be enough for a pupil to stay in control.

Interpretation and interference

Verbalise what has happened and ask the pupil if there was another way that they could have acted. For example, "It looked like you were really upset before you shouted, Charlie – was there another way you could have let her know how upset you were?"

Backing away

This is not the same as backing down. You are not giving in, simply giving the pupil time to calm down before you discuss the situation with them. Staying and continuing to challenge a pupil who is already angry is likely to make the situation worse. Alternatively, allow the pupil to back away through offering them a verbal or physical way out.

Affection

If a pupil's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help head off inappropriate behaviour. Pupils do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the staff really care for them.

Hurdle help

Where the pupil is stuck, providing support and assistance can help overcome feelings of failure or inadequacy.

Proximity

Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage pupils to do something else.

Involvement and interest

Adults becoming involved in a situation can diffuse things.

Redirecting/distraction

Trying to refocus the pupil away from what they are doing now, on to something else as a way of avoiding trouble.

Directive statement/direct appeal

A clear instruction to the pupil to stop certain behaviours or start something else.

Time out

Asking children to move away to another or quieter area to calm down. This should only be used if the adult will use the 'time out' to talk to the pupil about their behaviour.

Code of Conduct

The School's Purpose and Values are central to all aspects of life at Mount Kelly, and all pupils are expected to commit themselves fully to it.

The Mount Kelly Code of Conduct makes clear how, on a day-to-day basis, the School's Purpose and Values inform how pupils lead their lives. It is based on the vital importance of mutual respect and trust. All members of the Mount Kelly community have the right to expect a well-ordered environment that is conducive to study. This ambition can only be realised when all members of the community accept their obligation to honour the Code of Conduct, and to follow the rules for both Prep and College.

The Code of Conduct is founded on two main principles:

Firstly, everyone has the right to be treated with respect and to work in a clean, calm and safe environment.

This means:

- Treating everyone with courtesy, respect and consideration
- Showing respect for others by working sensibly in lessons and not disrupting the learning of others
- Caring for all members of the School community, for buildings and equipment, and for the quality of the environment
- Showing consideration for others by moving around the School quietly and carefully
- Showing respect for the property of others
- Having pride in the School and working actively to be a good ambassador for it
- Not saying or doing anything that is unkind and could be considered as, or encourages, bullying.

Secondly, everyone is expected to make the most of their time at Mount Kelly

This means:

- Making the most of the opportunities on offer at Mount Kelly
- Sustaining a positive mental attitude towards learning and all other activities
- Arriving in good time, and properly dressed and equipped for all lessons and activities
- Completing all work and prep on time, and to the best of your ability.
- Mount Kelly is the place you come to work. Make sure you always do your best.

Questions frequently asked by teachers

It is extremely rare for staff at Mount Kelly to have to resort to physical force, but this remains an area of uncertainty and concern to staff.

- **I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?**
 - Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.
- **How do I know whether using a physical intervention is 'reasonable'?**
 - The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.
- **What about school trips?**
 - The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.
- **Can force be used on pupils with SEN or disabilities?**
 - Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.
- **Am I expected to restrain or try to control my pupils?**
 - There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.
- **Are there any circumstances in which a teacher can use physical force to punish a pupil?**
 - No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

Behaviour and Discipline Specific to COVID-19

We appreciate that these are unusual and challenging times and that there are a number of new expectations and routines to be aware of which are in place for the benefit and safety of the whole community. These include being aware of:

- expectations for arriving at and leaving school (including behaviour on school and public transport)
- hygiene practices
- lunch and break time routines
- transitions between lessons
- safe use of school spaces and equipment

All incidents of a pupil contravening Covid 19 expectations will be recorded by staff on iSAMs. Tutors and Hms will monitor these occurrences and report any concerns to the SLT, who will communicate the School's concerns to the parents, and may follow a disciplinary process to ensure such behaviour is corrected.

Where pupils are deemed to be deliberately / maliciously ignoring or contravening Covid 19 expectations / routines the pupil / the pupils involved are likely to be suspended from School pending an SLT investigation.