



MOUNT
KELLY

Boarding and Day School
Boys and Girls, Aged 4-18

Promoting Good Behaviour Policy

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1. Introduction

Mount Kelly aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

Mount Kelly pupils are expected to behave in a way that recognises their development as confident individuals in a community that nurtures self-esteem and wellbeing and equips them with the skills that lead to life-long learning, cultural breadth, a willingness to accept challenge, and an understanding of the way that they, as individuals, interact with communities that are local, regional, national and global.

We therefore aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners.

2. Aim

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 Mount Kelly Purpose

Mount Kelly delivers a values-led, life-defining educational experience.

Mount Kelly Values

COMPASSION

Empathy - Tolerance - Kindness

We treat others with compassion; demonstrating empathy, tolerance and kindness in all that we do

COURAGE

Determination - Resilience - Grit

We act with courage; demonstrating determination, resilience and grit in the face of both opportunity and challenge and always striving to learn through life's journey

HUMILITY

Modesty - Gratitude - Selflessness

We behave with humility; we are modest in our success, grateful for our blessings and selfless in the way that we share them

RESPECT

Courtesy - Service - Consideration

We value and respect every person equally; always seeking to serve those around us and treating all with courtesy and consideration

COMMITMENT

Dedication - Loyalty - Endurance

We demonstrate commitment to our School and to those around us, making the most of opportunities available; we are dedicated, loyal and always endure through to the end

INTEGRITY

Honesty - Decency - Morality

We value integrity above all; we are honest with ourselves and others, conducting our lives with decency whilst striving for the highest moral standards

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 learning.

Mount Kelly is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

At Mount Kelly we encourage good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

3. Policy Principles

The following principles underpin the School's approach towards behaviour:

Reward

Staff will take every opportunity to reward good behaviour.

Review and revision

The School will monitor and evaluate the effectiveness of all behaviour management strategies; Pupil Voice will be engaged in the process of review and refinement of this policy.

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.

Proportionality, age-appropriateness and reasonableness

Any intervention will be proportionate, age-appropriate, and reasonable, taking into account the wider needs of the pupil.

Awareness of the needs and vulnerabilities of the individual

Mount Kelly acknowledges the particular vulnerability of pupils on the SEND register and in accordance with the Equality Act 2010 and Children and Families Act 2014, will ensure that no disadvantage exists as a result of school policy/practice for pupils who are disabled and/or who have a recognised SEND.

Whilst recognising the importance of consistency, in accordance with Section 91 of the Education and Inspections Act 2006, the School will be guided by the interests and welfare of the individual pupil. To this end, the Assistant Head Personalised Learning at the College and the Personalised Learning Co-Ordinator/Deputy SENco at the Prep should be consulted for advice.

Education will always be prioritised over sanction though the interests of the wider community will also inform the School's decision-making. We recognise that, from time to time, some pupils (including those who may have additional needs) will require reasonable adjustments (possibly temporary) to be made to ensure that they can meet behavioural expectations.

Consistency

Unacceptable behaviour should always be challenged, without fear or favour, and interventions will 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, seeking guidance or support from other staff as required.

High expectations

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

All members of staff have a responsibility to ensure good behaviour both in and outside the classroom, and use sanctions appropriately.

Role Models 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 (i.e. Housemistress/Housemasters at the College, Section Leads at the Prep) and all members of the SLT have particular responsibility for implementing the behaviour policy.

Creating an environment conducive to good behaviour

Good behaviour is encouraged by an attractive, clean, well-maintained environment within which pupils feel supported and affirmed.

4. Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Mount Kelly undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study. We are always happy to consider suggestions from parents and hope that they find the School responsive and open-minded.

- 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 whilst at School.
- 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.

5. Rewards

Rewards for pupils are given for a positive contribution in an academic, co-curricular or pastoral context. They are designed to celebrate pupil achievement and participation, and to encourage positive engagement in all aspects of school life.

Rewards are categorised as:

- Academic Reward – logged on ISAMS and communicated home by a pupil's Tutor
- School Colours for sporting, academic and cultural achievements are awarded by the Head Master; at the Prep, the Head awards progress prizes each term in each discipline
- Head Master's Commendations and Head of Prep Commendations (HoP)
- Head Master's Assemblies: awards presented and/or pupil participation celebrated
- The Head of Prep gives a celebratory assembly every Friday focussing on giving Golden Foils to Pre-Prep children who have excelled and to Prep children for a variety of key achievements
- Prize Giving Assemblies held at the end of the Christmas and Easter Terms
- House Meetings: awards presented and/or pupil participation celebrated
- Tutor time: awards presented and/or pupil participation celebrated
- Founders' Day (College) and Speech Day (Prep): annual subject and year group academic prizes are awarded along with other awards recognising pupils' contributions to the wider school community
- Regular formal reporting to parents
- Written feedback to pupils at the College
- Oral feedback to pupils
- Informal tutor communication with parents
- Handwritten postcards from the Head Master, Head of Prep and the Deputy Heads
- Staff at the Prep will award House Points, which are logged on the ISAMS. The accumulation of House Points will be acknowledged publicly. At the end of each term, the winning House enjoy a lunch feast

- House Points can also be followed up with parental communication from tutors, teachers, Section leads, Heads of House, members of the SLT, and from the Head Master/Head of Prep

5.1 Academic Reward

At the College, any teacher can reward a pupil with an Academic Reward. An Academic reward should be awarded to a pupil for going beyond expectations and contributing positively to an activity whether individually or as part of a group.

Academic Awards are issued using ISAMS. They are automatically emailed to the pupil, the pupil's parents, tutor, Housemaster/Housemistress and Deputy Heads.

At the Prep, pupils receive House Points for excellent academic work or HoP commendations.

5.2 Assemblies (Head Master and Head of Prep, Year Group, Lower School Chapel, House and Tutor)

At the College

Assemblies celebrate pupil achievements. The regular Head Master's Assembly is used extensively for presenting awards and celebrating achievement. For example, issuing music certificates, Head Master's Commendations, Duke of Edinburgh certificates, CCF awards, Maths Challenge Certificates and reading sports reports.

At the Prep

The Prep has three regular weekly assemblies. The Head of Prep delivers an assembly on Monday and Friday. The former has the musician of the week or an ensemble/choral piece and the MK Newscast. The HoP also delivers a key message often with a moral theme. For example, encouraging kindness or a focus on anti-bullying. The Friday assembly is celebratory and involves every year group from Reception to Year 8. It includes the giving out of Golden Foils, the Thumbs Up award, HoPS and the BAFTA. On a Wednesday morning, the Head Master delivers a spiritual assembly to the Prep.

5.3 Prize Giving

At the end of the Summer term, as part of the School's Founders' Day and Speech Day celebrations, academic prizes are awarded in the presence of the whole school and parents. This is mirrored at the College and the Prep.

5.4 Colours (College only)

Throughout each term Colours are presented in assembly to pupils who have contributed consistently and at a high level to School activity, including academic, sport, music, choir, art, outdoor education and drama. International Colours are awarded to those who have represented their country and Head Master's Colours are for those who have made an outstanding contribution to College life across various fields of endeavour.

5.5 Other recognition

There is recognition for achievement in other areas of school life as well. For example, 'Best Recruit' award in the CCF in Year 10, pupils being chosen as office holders in activities and societies, or representation on committees or pupil leadership groups.

At the Prep, pupils are rewarded in a variety of ways. For example, each term there will be a choir party to reward their commitment and success. Year 8s are often rewarded after their design challenge efforts and their help with the Open Mornings. In the Pre-Prep, there are termly themed parties to celebrate and recognise the pupils' hard work.

6. Sanctions

When poor behaviour is identified, we have a range of measures that can be used in an academic, co-curricular or pastoral context. They are designed to help flag and correct negative behaviour. We are aiming to develop values and character and to change behaviour rather than merely setting in train a sequence of punishments which achieve little; we are seeking to encourage good behaviour and a positive work ethic.

We seek to highlight positive behaviour through reward, and use this as a motivational tool to improve behaviour. It is recognised, however, that in order to maintain the strong sense of cohesion between staff, pupils and the wider Mount Kelly community, there will be times when this alone is not sufficient or appropriate and proportionate sanctions need to be applied.

'Collective' punishments (where a whole group of pupils is sanctioned for the poor behaviour of one pupil, or a subset of pupils, from within the wider group) are not permitted at Mount Kelly. They are inconsistent with the principles of fairness and individual responsibility and encourage negative, coercive relationships between pupils.

Mount Kelly recognises that sanctions are seldom sufficient on their own; they are usually only effective when complemented by support of the individual pupil. To this end, staff are always expected to explain to a pupil the reason for a sanction being given.

Formal Sanctions are categorised as:

- House Gating (College only)
- Academic Detention
- Report Card (uniform/behaviour/punctuality)
- Section Detention (Prep only)
- SLT Detention
- Head Master's Detention
- Suspension - Internal and External
- Permanent Exclusion

All sanctions are recorded in ISAMS. A separate log of serious sanctions (Head Master's Detention, Suspension and Exclusion) is held by the Senior Deputy Head (SDH) or by the Prep Deputy Head.

The table below provides detail on the different levels of sanction available.

Individual Teacher Support Session

This should be arranged by the individual teacher at their convenience. It should last no longer than 20 minutes and should serve to support the pupil in completing their work or provide time for a class teacher to signpost how the pupil should complete the work and by when.

Department Catch Up

These are coordinated by the Head of Faculty and run at a designated time. A Department Catch Up session is run each week as required and lasts no longer than 30 minutes. They can be supervised by any member of staff from that faculty.

Senior Leadership Team (SLT) Detention

This is for persistent low-level offences. Only a member of the SLT or a Housemaster/Housemistress can issue an SLT Detention. They take place in school time and are supervised by a member of the SLT

Head Master's Detention (College)/Head of Prep Detention (Prep)

This is a 2-hour detention and takes place on a Saturday morning and is for serious disciplinary breaches. It can only be issued by the Senior Deputy Head (SDH) or Head Master at the College or the Prep Deputy Head (PDH), Prep Academic Lead and Head of Prep at the Prep. It will normally be supervised by the SDH or PDH. A Head Master's detention takes precedence over all other school commitments. Parents will always be informed if a Head Master's/Head of Prep Detention is issued.

Suspension (Internal and External)

Any suspension issued will be in line with the School's Suspension, Permanent Exclusion and Appeals Policy.

Permanent Exclusion

Where Permanent Exclusion is being considered, the process laid out in the School's Suspension, Permanent Exclusion and Appeals Policy will be followed.

Other sanctions

Housemasters/Housemistresses (day and boarding) may issue minor sanctions for pupils in their Houses. Examples include House gating or other movement restrictions, extra tasks around the School or House, e.g., community service such as helping tidy the dining room at lunchtimes, litter picking, uniform report, tutor report etc.

Any sanctions will be proportionate and will show consistency with practices in other Houses. The Housemaster/Housemistress will keep a record of all House sanctions on ISAMS which allows the School to monitor for consistency and any patterns of behaviour.

Repeated offences at any level may incur punishment at the next level.

7. Informing parents and guardians of sanctions/logs

The table below details how parents/guardians will be informed:

| Sanction/Log | Method for informing parents |
|--------------------------------------|--|
| SLT Detention | Parents will be informed by the pupil's Tutor or Housemaster/Housemistress if a SLT Detention is issued. |
| Behaviour Concern Log | The Housemaster/Housemistress or Section Lead will inform parents when deemed necessary. As a guideline, three Behaviour Concerns should trigger this contact with home. |
| Report Card | The Housemaster/Housemistress or Section Lead will inform parents via email or telephone. |
| Head Master's/Head of Prep Detention | The Housemaster/Housemistress (College) or Prep Deputy Head (Prep) will inform parents by email or telephone. The Senior Deputy Head (College)/Prep Deputy Head (Prep) will then write to parents. |
| Suspension | At the College, the Senior Deputy Head will write to parents. Where suspension is being considered as part of an ongoing disciplinary investigation, the Housemaster/Housemistress or Senior Deputy Head will always inform parents in advance. At the Prep, the Head of Prep will write to parents. The School will consider the use of both Internal and External Suspensions as required. |
| Exclusion | The Head Master or Head of Prep will write to parents. Where exclusion is being considered as part of an ongoing disciplinary investigation, the Housemaster/Housemistress or Senior Deputy Head/Prep Deputy Head will always inform parents in advance. |

8. Guidance to staff on issuing sanctions

Subject teachers are responsible for ensuring discipline in class. Subject Leads, Heads of Faculty or Housemaster/Housemistress can provide higher level management interventions.

The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness or disruption in class, and late or poorly completed work.

Academic Detentions or Behaviour Logs on ISAMS can be issued for poor behaviour in class or repeated academic infringements, such as an accumulation of incomplete homework, poor quality of work, unacceptable behaviour in class or in other contexts outside of the classroom. It is expected that Academic Detentions be used to address low level issue of academic engagement or class behaviour quickly and effectively.

A Behaviour Concern should be raised on ISAMS when behaviour issues become more significant, persistent and disruptive to the smooth running of the class. Repetition of this behaviour will be reported to the Head of Faculty/Section Lead and to the pupil's Tutor or Housemaster/Housemistress and may lead to a higher-level sanction.

A Behaviour Concern should only be issued after verbal warnings and reprimands have been given to a pupil first. They should not be used as a first response in addressing low level misdemeanours

in classroom management; pupil-teacher conversations should fulfil this function. A teacher should use their professional judgement in deciding if a misdemeanour necessitates a Behaviour Concern. As a general guideline, problems with management of the class as a whole should be referred to the Head of Faculty.

If a problem persists the matter should be reported to the pupil's Tutor and Housemaster/Housemistress /Section Lead, either by the class teacher or by the Head of Faculty.

The Housemaster/Housemistress or tutors should be informed whenever a pupil disrupts the learning of others or if a pupil is significantly under-performing. If in doubt, teachers should inform the pupils' Housemaster/Housemistress (what may be minor problems with a pupil in one class becomes more of a concern if the same pattern is repeated in a number of subjects.)

In the case of a serious breach of discipline the appropriate SLT member must be informed directly.

All teachers have a responsibility to ensure good behaviour both in and outside the classroom, and use sanctions appropriately. The sanction used will depend on the severity of the offence.

When sanctions are issued, the pupil's Tutor, Housemaster and Housemistress (at the College) or Section Lead (at the Prep) are automatically informed via an automated email through ISAMS. At the College, the Housemaster or Housemistress (at the College) and the Section Lead/Tutors (at the Prep) receive a daily report of Rewards and Sanctions for all pupils. This report is also monitored by members of the SLT.

No sanction should ever prevent a pupil from attending meals or going to the toilet. All sanctions must be recorded on ISAMS.

Whilst the list of 'low level' offences in the table that follows is wide-ranging, it is not intended to be fully comprehensive and must be used as a guide. Low level offences, whilst minor in themselves, will often be repeated by some pupils and have a significant cumulative effect. It is therefore incumbent on staff members automatically to record all such breaches on ISAMS.

9. College Interventions at a glance

| Offence | Teacher Action | Possible Consequence |
|---|---|--|
| Repeated failure to hand work in on time or to required standard | Log on iSAMS as Academic Concern. Tutor to contact home. | Faculty academic catch up. Monitored by the pupil's Tutor. |
| Repeated lateness to a lesson | Log on iSAMS as Behavioural concern. Tutor report issued for punctuality. | Repeated failure - SLT detention. |
| Disruptive behaviour in a lesson | Log on iSAMS as Behavioural concern. | Individual teacher support session arranged. Tutor report issued if occurring in more than one lesson. |
| Repeated disruptive behaviour in a lesson | Log on iSAMS as Behavioural concern. | SLT detention. |
| Persistently poor academic performance | Log on iSAMS as Academic concern. Parents informed by Tutor. | Head of Faculty to meet with pupil and parents as needed. |
| Deliberately missing a lesson or activity | Log on iSAMS as Behavioural concern. | 1 st offence - SLT detention Any further offences in the same half term - Head Master's Detention. |
| Repeated inappropriate dress/uniform infringements | Log on iSAMS as Uniform Infringement. Followed up by Tutor – contact made with parents. | If it persists, Tutor uniform report card then SLT detention. |
| Poor behaviour in social areas | Log on iSAMS as Behavioural concern. Followed up by tutor Housemaster/Housemistress. | Any sanction issued will be commensurate with the level of poor behaviour. |
| Littering | Log on iSAMS as Behavioural concern. | Followed up by Tutor. If repeated, litter picking duty to be carried out – issued by SLT. |
| Misbehaviour on school bus | Log on iSAMS as Behavioural concern. | Followed up by Tutor then Housemaster/Housemistress. Referred to SLT if serious. |
| Use of mobile phone outside permitted areas | Confiscate and hand in to reception. | Followed up by Tutor. Repeated offences – SLT detention. |
| Obscene language directed towards another pupil | Log on iSAMS as Behavioural concern. | Followed up by Tutor. If repeated, the bullying/peer on peer abuse policy will be followed. |
| Persistent lateness to bed/house curfew | Log on iSAMS as Behavioural concern. | House gating. |
| Vandalism | Log on iSAMS as Behavioural concern. | Head Master's Detention. |

10. Prep Interventions at a glance

| Offence | Teacher Action | Possible Consequence |
|---|---|---|
| Level 1 Minor misdemeanour in a lesson or around school Incorrect uniform/kit (without good reason) Shouting out | Make expectations clear to pupil. | Verbal warning by Teacher/Tutor. Recorded by Teacher/Tutor. |
| Level 2 Repeated disruption in a lesson Lack of books/equipment/kit Repeated lateness to lesson Non-production of prep Inappropriate language/behaviour to another pupil | Make expectations clear to pupil and the consequences of repeating the offence. Teacher reports on iSAMS Form Tutor discusses with pupil. | Followed up by Teacher/Tutor. Signed House Point Card + iSAMS report (iSAMS action is recording on card). |
| Level 3 Three or more level 2 iSAMS reports in a week Major/repeated disruption of lessons Major rudeness/disobedience Repeated Uniform offences Repeated failure to bring correct books/equipment/kit Repeated lateness to lessons Repeated failure to produce prep Repeated incidents of inappropriate language/behaviour to another pupil Other offences at discretion of Head of Section/Deputy Head | ISAMs – academic or behavioural log. Discuss with Deputy Head if a target report card should be issued. Head of Section to contact parents. | Followed up by Head of Section. Lunch/break Time-Out with Head of Section. |
| Level 4 Repeated level 3 offences | Behavioural log with details of the incident and | Followed up by SLT. SLT Time-Out with Deputy Head |

| | | |
|--|--|---|
| Disrespect to a member of staff Single incident of very poor behaviour Out of bounds Failure to attend previous intervention Bullying Vandalism or theft Dangerous or violent behaviour | of the task to be completed in the Time-Out. SLT target report card to be issued to pupil. Deputy Head to contact parents. | Friday 16:30-17:30. |
| Level 5 Repeated level 4 offences Major offences of any sort deemed significant by the Head of Prep | Behavioural log. Deputy Head to call parents into school. Head of Prep report card to be issued. | Followed up by Head of Prep. Head of Prep's Time-Out issued (to be served at a time set by the Head of Prep). |
| Repetition of any of the above | Head of Prep to call parents in to school. | Followed up by Head of Prep. |

11. Pre-Prep Rewards and Interventions

The Pre-Prep organises its 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. The Head of Pre-Prep is responsible for Behaviour Management in this section of the School.

Stickers are awarded throughout the Pre-Prep and in Year 1 & 2 and 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 and 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.

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.

12. Serious Misbehaviour

Pupils found guilty of Bullying or Cyber Bullying should expect a Head Master's Detention as a minimum sanction. The School's Anti-Bullying Policy lays out all possible outcomes for a pupil in this instance.

Sanctions at a higher level than a Head Master's Detention include Suspension and Permanent Exclusion. The School's policy on Exclusions is set out on the School's website, and all parents and pupils should be aware of the more serious sanctions, including Suspension and Permanent exclusion, that the Head Master can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions are set out in the Exclusions Policy.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/or warnings.

Offences involving protected characteristics are likely to result in higher level sanctions.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with a disability at a disadvantage compared to children who are not disabled.

Mount Kelly has a confidential central register of all sanctions imposed for serious misbehaviour held by the Senior Deputy Head/Head of Prep. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

13. 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.

14. Physical Restraint

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"*
- *"Causing personal injury to any person (including the pupil themselves)"*
- *"Causing damage to the property of any person (including the pupil themselves)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school"*
- *"Any other person whom the head teacher has authorised to have control or charge of pupils"*

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint", that include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff will inform the Senior Deputy Head/Head of Prep immediately after s/he has needed to restrain a pupil physically. The incident will be logged on *MyConcern*. The School will always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a protocol/regime for managing their child's behaviour.