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.

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.

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. Non- Negotiables

At Mount Kelly, we have high expectations for the behaviour, conduct and attitudes of all our pupils. Our Non-Negotiables provide a clear and consistent framework for these expectations, helping pupils to understand what is expected of them and supporting staff in promoting positive behaviour across the School. They reflect our shared values and our commitment to creating a community in which everyone feels safe, respected and able to thrive.

The expectations are tailored appropriately to the age and stage of pupils and, consequently, the Prep and College have slightly different Non-Negotiables. At the beginning of each academic year, these are reviewed with pupils, who are given the opportunity to discuss and understand the expectations before signing them to confirm their commitment to upholding them. Both the Prep and College Non-Negotiables are set out below and form part of our whole-school approach to promoting positive behaviour.

The Prep Non Negotiables are as follows:

These expectations apply at all times: in lessons, around school, in Houses, online, and whenever I am representing Mount Kelly.

I understand that all members of the Mount Kelly community have the right to learn, work and live in a safe, respectful and well-ordered environment. I will do my best to uphold the School's Values of Compassion, Courage, Humility, Respect, Commitment and Integrity in all that I do.

I will:

Be Ready

- Arrive on time to all lessons, Form Time and Assembly.
- Bring the correct equipment.
- Complete prep and be ready to learn.

Be Focused

- Listen carefully and respond to instructions.
- Engage positively with your learning and persevere when work is challenging.
- Contribute positively to lessons.
- Allow others to learn without interruption.

Be Respectful

- Use polite language and respectful language at all times.
- Never use discriminatory, abusive or offensive language or behaviour.
- Show kindness, inclusion and respect to everyone.
- Respect all members of the community, their beliefs, cultures and differences.
- Accept feedback positively and take responsibility for your actions.

Be Responsible

- Wear the correct uniform and take pride in your appearance.
- Move calmly around school and follow school routines.
- Behave sensibly and respectfully in all spaces.
- Behave respectfully in Assembly and other school events.

Use Time Well

- Work productively during lessons.
- Use devices for learning only unless permitted by a member of staff.

Use Technology Appropriately

- Use school technology and other devices responsibly.
- Use Teams, email and other online platforms respectfully.
- Never misuse technology or share images or messages without permission.

Care for Our School and Our Community

- Respect school property, equipment, and the belongings of others.
- Keep classrooms and shared spaces clean and tidy.
- Look after equipment and property.
- Put litter in bins.

Stay Safe

- Make safe, sensible choices.
- Follow school rules and staff instructions.
- Report any concerns to a trusted adult.

Show Pride

- Represent Mount Kelly positively and with pride at all times.
- Act responsibly in school, when travelling and in the wider community.
- Seek help and report concerns when I am worried about someone's safety or wellbeing.
- Stand up for what is right and not be a bystander to unkind behaviour.

The College Non Negotiables are as follows:

These expectations apply at all times: in lessons, around school, in Houses, online, and whenever I am representing Mount Kelly.

I understand that all members of the Mount Kelly community have the right to learn, work and live in a safe, respectful and well-ordered environment. I will do my best to uphold the School's Values of Compassion, Courage, Humility, Respect, Commitment and Integrity in all that I do.

I will:

Be Ready

- Arrive punctually to all school commitments, including tutor periods, Chapel and assemblies.
- Bring the correct equipment to lessons, including a pen, pencil, ID card and a charged device.
- Complete prep and be prepared to learn.

Be Focused

- Listen carefully and follow instructions the first time.
- Stay on task and contribute positively to lessons and activities.
- Work sensibly and allow others to learn without disruption.

Be Respectful

- Treat others with courtesy, kindness and consideration.
- Use appropriate language and communicate respectfully.
- Respect all members of the community, their beliefs, cultures and differences.
- Accept feedback, take responsibility for my actions and learn from my mistakes.

Show Commitment

- Dedicate myself to my academic and personal development.
- Complete all work to the best of my ability.
- Make the most of the opportunities available to me.
- Remain committed to the values and expectations of Mount Kelly.

Act with Integrity

- Be honest in my words and actions.
- Demonstrate integrity in my academic work and avoid cheating, plagiarism or deception.

Be Professional

- Wear the correct uniform, including wearing my blazer and black, polishable shoes.
- Look smart and take pride in my appearance.
- Move calmly and sensibly around the school site.
- Behave respectfully in Chapel, Assembly and at all school events.
- Follow staff instructions and school routines.

Communicate Effectively

- Notify teachers if unable to attend a lesson or activity due to illness or an agreed activity.
- Check and respond to school communications regularly.

Use Technology Responsibly

- Follow Yondr procedures (Years 9-11).
- Keep my phone off and out of sight (Years 12-13).
- Use Teams, email and devices appropriately and respectfully.
- Seek permission before sharing images, recordings or quotations of others.
- Follow the School's guidance regarding Artificial Intelligence (AI).

Care for Our Community and Represent Mount Kelly with Pride

- Respect school property, equipment, and the belongings of others.
- Keep classrooms, Houses and shared spaces clean and tidy.
- Represent Mount Kelly with pride and dignity both in and outside school.
- Act responsibly when travelling to and from school and in the wider community.

Stay Safe

- Make safe and sensible choices.
- Follow school rules and expectations.
- Sign out at Reception if leaving the school site, seeking permission when required.
- Seek help and report concerns when I am worried about someone's safety or wellbeing.
- Stand up for what is right and not be a bystander to unkind behaviour.

Demonstrate Positive Learning Behaviours

- Be committed to learning by approaching all lessons, prep and academic responsibilities with determination and a positive attitude.
- Be academically curious, open-minded and resilient, asking questions, exploring new ideas and persevering when learning becomes challenging.
- Contribute positively to lessons by participating fully, sharing ideas and supporting the learning of others.
- Be a proactive learner by seeking opportunities to extend knowledge, deepen understanding and take ownership of personal progress.

4. 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 recognises that pupils with SEND, disabilities, health conditions or other additional or emerging needs may require particular support. In accordance with the Equality Act 2010 and Children and Families Act 2014, the School will consider and make reasonable adjustments where required to avoid placing disabled pupils at a substantial disadvantage and to support pupils to meet behavioural expectations and participate fully in school life.

In line with our Accessibility Plan, we recognise that pupils with SEND may require reasonable adjustments to help them meet our expectations and participate fully in school life.

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. When determining an appropriate response or sanction, the School will consider whether it is reasonable and proportionate in all the circumstances, including the pupil's age, any SEND or disability, religious requirements and any other relevant individual circumstances. Reasonable adjustments will be made where required.

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. Every effort is made to identify the best advocate for the pupil; for example it is the House Master/Mistress, tutor or a member of the PL department.

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.

5. 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.
- In the event of any behaviour management issue the School will liaise closely with parents and guardians of boarders where appropriate and, if relevant, other support agencies.
- Parental concerns regarding disciplinary matters should be dealt with in accordance with the School's Complaints Policy.
- The School's pastoral systems are designed to meet the needs of all pupils (day and boarding). Pupils can raise any concerns they have via formal and informal means; these include: -
    - Tutor
    - Head of Section
    - House Parent
    - Head of House, Heads of School
    - Pupil committees, such as the School Council, Boarders' Council, House Council.

5.1 Unexplained Absences

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Pupil and Supervision Policy.

Please note that permission for planned absence should always be sought from the School in accordance with the Pupil Attendance Policy. Absence for holidays during term is unlikely to be sanctioned, but individual circumstances will be considered.

6. Involvement Of Pupils

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School, and online. The School's values are promoted by staff and pupil leaders at every opportunity, through assemblies, Chapel, PSHE and House meetings.

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, through pupil led committees, such as the School Council, House Council and Boarding Committee, Personal, Social, Health and Economic Education (PSHE) lessons, project work, drama activities, stories and literature, year group meetings and through pupil led assemblies and Chapel services.

We work closely with pupils (day and boarding) as they transition through the School, from the day they start at the School to the day they leave. The School will ensure that all new pupils, including boarders and EYFS pupils, understand their duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture.

All new pupils will receive an appropriate induction into the School's behaviour expectations and culture. Where necessary, additional support and induction will be provided for pupils joining mid-term or during the academic year.

7. 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 via the parent portal
- 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 Lower 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

7.1 Academic Reward

At Mount Kelly, any teacher can issue a pupil with a reward. A reward should be given 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 (Y7 – 13) and communicated to the parents via the parent portal.

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

7.2 Assemblies (Head Master and Head of Prep, Year Group/Section, 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 and LAMDA 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 Head of Prep 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 and Head of Prep commendations (HoPs). On a Wednesday morning, the Head Master delivers a spiritual assembly to the Prep.

7.3 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.

7.4 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.

7.5 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 Lower Prep, there are termly themed parties to celebrate and recognise the pupils' hard work.

8. Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will always comply with the School Rules. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to maintain a safe environment and manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place.

In responding to misbehaviour, staff will also consider whether the behaviour may indicate that a pupil is suffering, or is at risk of suffering, harm. Where this may be the case, staff must follow the School's Safeguarding Policy and Child Protection Procedures and refer the matter to the DSL or DDSL as appropriate.

School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Any concern regarding the use of physical punishment by a parent or carer will be considered in accordance with the School's Safeguarding Policy and Child Protection Procedures and referred to the DSL where appropriate.

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 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. This does not prevent an appropriate whole-group response where the members of the group share responsibility for the behaviour concerned, provided that any response is fair, proportionate and educational in purpose.

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/Time Out (Prep only)
- SLT Detention
- Head Master's Detention
- Head of Prep'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 Deputy Head (Operations) or by the Prep Deputy Head. For the purposes of external references, suspensions will not be reported if older than 18 months.

The table overleaf 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 (College)
This sanction is used for persistent low-level offences. Any member of teaching staff may place a pupil into an SLT Detention. Detentions take place during the school day and are supervised by a member of the Senior Leadership Team. All SLT Detentions are reviewed weekly by the Deputy Head (Operations) to ensure consistency and identify any patterns of concern.
Head of Section Time Out (Prep)
This is for persistent low-level offences. Only a Head of Section, Deputy Head or Head of Prep can issue a Head of Section Time Out. They take place in school time and are supervised by a member of the PMT.
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 Deputy Head (Operations) or Head Master at the College or the Prep Deputy Head (PDH) and Head of Prep at the Prep. It will normally be supervised by the Deputy Head (Operations) or Head of Prep. 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 result in a sanction or intervention at the next level, although progression is not automatic and will take account of the nature, frequency and context of the behaviour and the individual circumstances of the pupil.

9. 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 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 Deputy Head (Operations) will write to parents. Where suspension is being considered as part of an ongoing disciplinary investigation, the Housemaster/Housemistress or Deputy Head (Operations) 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.

10. 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 log. 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. Housemasters/Housemistresses (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. Staff should exercise professional judgement when deciding whether a low-level incident requires recording on iSAMS. Repeated, persistent or significant behaviour concerns should always be recorded so that patterns across subjects, activities or settings can be identified and appropriate support provided.

11. College Interventions

Offence	Teacher Action	Possible Consequence
Repeated failure to hand work in on time or to required standard	Log on iSAMS as Missed Deadline.	Faculty academic catch-up. Monitored by the pupil's Tutor.
Repeated lateness to a lesson	Log on iSAMS as General. Tutor report issued for punctuality.	Repeated failure - SLT detention.
Disruptive behaviour in a lesson	Log on iSAMS as General.	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 General.	SLT detention.
Persistently poor academic performance	Log on iSAMS as General. 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 General.	1st offence - SLT detention Any further offences in the same half term - Head Master's Detention.
Repeated inappropriate dress/uniform infringements	Log on iSAMS as General. 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 General. Followed up by tutor Housemaster/Housemistress.	Any sanction issued will be commensurate with the level of poor behaviour.
Littering	Log on iSAMS as General.	Followed up by Tutor. If repeated, litter picking duty to be carried out – issued by SLT.
Misbehaviour on school bus	Log on iSAMS as General.	Followed up by Tutor then Housemaster/Housemistress. Referred to SLT if serious.
Unauthorised possession or use of a mobile phone outside the School's permitted arrangements or failure to comply with Yondr procedures	Confiscate and hand in to Reception.	Phone confiscated in accordance with the School's procedures and the incident followed up by the Tutor/House team. Deliberate, repeated or dishonest breaches, including possession of a burner phone, use of magnets, damage to Yondr equipment or attempts to circumvent the system, are likely to result in a Head Master's Detention or other serious sanction.

Obscene language directed towards another pupil	Log on iSAMS as General.	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 General.	House gating.
Vandalism	Log on iSAMS as General.	Head Master's Detention.

12. Prep Interventions

The levels below provide a framework to support consistency and professional judgement; they do not constitute an automatic tariff. Staff will consider the nature, seriousness, frequency and context of the behaviour, together with the pupil's age, SEND, disability, additional needs and any relevant mitigating or aggravating circumstances when determining an appropriate response.

Offence	Teacher Action	Possible Consequence
Level 1 **Minor misdemeanor 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. Time-Out with Head of Section.

Level 4 **Repeated level 3 offences** **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**	Behavioural log on ISAMS with details of the incident and of the task to be completed in the Time-Out. SLT target report card to be issued to pupil. Deputy Head to contact parents.	Followed up by SLT. SLT Time - Out with Deputy Head 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 Detention 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 into school.	Followed up by Head of Prep.

13. Lower Prep Rewards and Interventions

The Lower 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 Lower Prep is responsible for Behaviour Management in this section of the School. For children within the EYFS, behaviour management will be developmentally appropriate and implemented in accordance with the current EYFS statutory framework. Punishment which could adversely affect a child's wellbeing will not be used or threatened.

Stickers are awarded throughout the Lower Prep and in Year 1 - 3 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 Lower 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 Lower Prep's behaviour management strategies will be monitored regularly by the Head of Lower Prep and any inconsistencies dealt with immediately.

14. Supporting Pupils Following a Sanction

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

15. Serious Misbehaviour

Bullying, including cyberbullying and prejudice-based bullying, will always be treated seriously. The response and any sanction will reflect the nature, seriousness, context and impact of the behaviour, together with the pupil's age, needs and any relevant mitigating or aggravating circumstances. Serious or persistent bullying may result in suspension or permanent exclusion. The School's Anti-Bullying Policy sets out the School's approach in further detail.

Behaviour which may constitute child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour, discriminatory abuse, coercive or controlling behaviour, or abuse occurring online, will be treated as a safeguarding matter as well as, where appropriate, a disciplinary matter. Staff must follow the School's Safeguarding Policy and Child Protection Procedures. The School will not dismiss abusive behaviour as "banter", "part of growing up" or an inevitable part of school life.

Sanctions at a higher level than a Head Master's/Head of Prep'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/Head of Prep 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.

Discriminatory behaviour, harassment or abuse related to a protected characteristic will be treated seriously. The discriminatory nature, context and impact of the behaviour will be taken into account when determining an appropriate and proportionate response, alongside any safeguarding considerations.

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 Deputy Head (Operations)/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.

16. Contextual Safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of the School, they should follow the procedures set out in the School's Safeguarding Policy and Child Protection Procedures and discuss their concerns with the School's Designated Safeguarding Lead, without delay.

17. Special Educational Needs

The School consistently promotes high standards of behaviour and is committed to ensuring that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes the following reasonable adjustments for pupils with SEND or certain health conditions.

- Individualised timetables that may feature permission not to attend all events, particularly those that may cause anxiety.
- Increased understanding from staff when applying the school rules.
- A pupil's SEND, disability, neurodiversity, health needs or other identified or emerging needs will be considered when responding to behaviour, including whether those needs contributed to the behaviour and whether reasonable adjustments or additional support are required.
- Reports and feedback allow for the needs of the child, rather than being benchmarked against others.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

18. 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.

19. Misbehaviour outside of school or online

On occasion, the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the behaviour may adversely affect the welfare of a member of the School community, the orderly running of the School, or the School's reputation because of the pupil's identifiable connection with Mount Kelly.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with this policy and/or the School's Exclusions Policy.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Where behaviour outside School or online raises a safeguarding concern, the matter will be managed in accordance with the School's Safeguarding Policy and Child Protection Procedures, whether or not a disciplinary sanction is also imposed.

20. Use of Reasonable Force and Restrictive Interventions

Mount Kelly is committed to minimising the need for restrictive interventions through prevention, appropriate support and de-escalation. In limited circumstances, members of staff may use reasonable force and other restrictive interventions where this is lawful, necessary and proportionate. Reasonable force will never be used as a punishment. The School's detailed arrangements for reasonable force, restraint and seclusion, including statutory recording and reporting requirements, are set out in Appendix B: Use of Restrictive Interventions Policy.

All members of school staff have a legal power to use reasonable force in limited circumstances.

Staff may use reasonable force where necessary and proportionate to prevent or stop a pupil from:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property; or
- causing disorder among pupils at the School.

21. Searching

The School reserves the right to search pupils and their possessions. This applies to day pupils and boarding pupils. In line with this Policy, senior staff are trained to understand when a search is appropriate and the procedures to follow when carrying out a search. The School recognises that this is not a pleasant experience for a pupil and will always ensure appropriate support for a pupil is provided if a search is to be conducted.

If a search is required, the appropriate senior pastoral lead should be informed. The DSL or DDSL should be informed of any search where there are reasonable grounds to suspect that a pupil possesses a prohibited item as defined in legislation, and must be involved without delay where a search reveals or indicates a safeguarding risk.

Boarders

The School is sensitive to the fact that searching a boarding pupil's room is intrusive and unsettling as their room is their home during term time. As such, an appropriate member of boarding staff who knows that pupil well will always be present when a search of a boarder's room and possessions is being conducted.

The Head Master, or a member of staff authorised by the Head Master, may search a pupil provided there is another appropriate staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding Policy and Child Protection Procedures.

Before conducting a search, the authorised member of staff should explain to the pupil why they are being searched, how and where the search will take place, and give the pupil an opportunity to ask questions. The pupil's cooperation should always be sought before a search is conducted.

The consent of a pupil will usually be obtained before conducting a search unless the Head Master (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;

- Pornographic images; or
- Any other item identified in the School Rules as an item for which a search may be made, including electronic cigarettes/vapes, offensive images, electronic devices, second or undeclared mobile phones, and items intended to circumvent the School's Yondr procedures.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head Master (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head Master (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will record all searches carried out, including the reason for the search, those present, the outcome and any subsequent action. Searches for statutory prohibited items will be recorded on MyConcern.

22. Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes, electronic cigarettes or other vaping materials or fireworks, they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

23. Electronic Devices

Mount Kelly is a mobile phone-free environment during the school day, subject only to agreed exceptions and reasonable adjustments. Mobile phones and other smart technology with similar functionality must not be used during the school day except in accordance with the arrangements set out below.

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic device is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the senior member of staff leading the investigation and should always comply with the School's Safeguarding Policy and Child Protection Procedures. If the information to be searched for relates to a safeguarding concern, the DSL must be informed before the search commences. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the School's Exclusions Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding Policy and Child Protection Procedures.

24. Yondr Pouches: Year 9 -11 Pupils

College pupils in Years 9-11 are required to place their mobile phone in their allocated Yondr pouch at the start of the school day. The pouch must be securely locked and remain locked throughout the school day. Pupils should keep the pouch with them unless instructed otherwise.

Mobile phones must not be removed from Yondr pouches or used during the school day unless a member of staff has given specific permission. Where access to a mobile phone is required as a reasonable adjustment relating to disability, to support a medical need, or because of another exceptional individual circumstance, the School will make appropriate arrangements.

Pupils must not tamper with, damage or attempt to circumvent the Yondr system. Any loss or damage to a Yondr pouch should be reported promptly to a member of staff.

At the end of the school day, pupils may unlock their pouch at the designated unlocking points.

Failure to comply with the Yondr arrangements, including possession or use of a mobile phone outside the pouch without permission, failure to secure a phone in a Yondr pouch, possession of a second or "burner" phone, possession of items intended to circumvent the Yondr system (including high-strength magnets), or deliberate tampering with or damage to a Yondr pouch or locking station, will be treated as a disciplinary matter and sanctioned in accordance with this policy and the School's Yondr Procedures. Repeated, deliberate or dishonest breaches are likely to result in more serious sanctions.

25. Sixth Form Mobile Phones

Pupils in Years 12 and 13 must keep mobile phones switched off and out of sight during the school day, except during any limited times or in locations specifically designated by the School, or where individual permission or an agreed exception applies. Sixth Form pupils must not use mobile phones in front of younger pupils. Unauthorised use may result in confiscation and/or a proportionate sanction in accordance with this policy.

Parents who need to contact their child during the school day should do so through the School's usual communication channels rather than contacting the pupil directly on their mobile phone.

26. Staff Mobile Phone Use

Staff should model the School's expectations and should not use personal mobile phones for personal reasons in front of pupils during the school day, except where there is a legitimate professional, operational or emergency reason. Further expectations are set out in the Staff Code of Conduct.

27. Complaints

We hope that you will not feel the need to complain about the operation of our Promoting Good Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure details how a complaint can be made. This procedure can be found on the School website. We will send copies on request.

28. Monitoring and Review

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy. Major sanctions for boarders are kept together with those for day pupils.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils, including within boarding houses, which may indicate that there are possible cultural issues within the School or boarding house which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Any decision to make significant variations between houses in discipline and the use of sanctions should be formally authorised by the School.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The School collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incidents of searching, screening, and confiscation; and
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Appendix A: Use of Restrictive Interventions Policy

1. Introduction

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

This policy reflects section 93 and section 93A of the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the Independent School Standards (including Standards 16A and 32A), and the Department for Education guidance on restrictive interventions, including use of reasonable force, in schools.

2. Scope

This policy applies to EYFS, Prep, and College pupils and should be read in conjunction with the wider provisions of this Promoting Good Behaviour Policy and the School's Safeguarding Policy and Child Protection Procedures.

3. Definitions

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

Reasonable force: physical force which uses no more force than is necessary for the least amount of time, having regard to the circumstances. All members of school staff have a legal power to use reasonable force in the limited circumstances provided by law.

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

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

Significant incident: any use of force that goes beyond appropriate physical contact, including where the degree, duration or context of force is more than minimal.

Staff will use proactive strategies wherever possible; restrictive interventions are used only when necessary, proportionate and time-limited to address an immediate risk of harm. We communicate this policy to staff, pupils and parents as part of our behaviour culture by publishing it on the website as an annex to the Promoting Good Behaviour policies.

The School will reduce the need for restrictive interventions through consistent, whole-school measures that promote safety, predictability and inclusion for all pupils.

Whole school measures include:

- Having clear, positively framed routines and expectations taught explicitly and revisited in lessons, assemblies and tutor time and a curriculum that builds social, emotional and self-regulation skills.
- Creating a calm, predictable School and classroom environment by ensuring that there is a

visible staff presence at transition points; structured starts/finishes to lessons; the use of visual timetables and cues and creating quiet zones.

- Practising restorative approaches including the use of recognition and reinforcement of positive behaviours and restorative conversations to repair harm and relationships following incidents and build trust.
- Ensuring staff receive regular training and reminders on de-escalation, communication, trauma-informed practice, autism and ADHD awareness and lawful decision-making in regard to the use of restrictive interventions.
- Monitoring behaviour and restrictive-intervention data to identify patterns, triggers and disproportionality to inform improvement planning, environmental adjustments and staff training. The Governing Body and Head Master will regularly review data on use of force, seclusion and restraint.
- Communicating with parents and pupils, providing clear information on our approach to behaviour and safety and providing opportunities to share pupil preferences, regulation strategies and communication needs.

4. When restrictive interventions may be used

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

Mount Kelly is committed to minimising the need for restrictive interventions through prevention, appropriate support and de-escalation. In limited circumstances, members of staff may use reasonable force and other restrictive interventions where this is lawful, necessary and proportionate. Reasonable force will never be used as a punishment.

Staff may use restrictive interventions only when necessary to prevent a pupil from:

- Causing injury to themselves or others;
- Seriously damaging property where this creates a risk to safety; or
- Posing an immediate risk of disorder that presents a risk of harm.

Reasonable force may also be used by the Head Master or a member of staff authorised to conduct a search where this is lawful and necessary to search for a statutorily prohibited item. Reasonable force must not be used solely to search for an item which is banned only under School Rules.

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

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

- Necessity: Is there an immediate risk of harm that cannot be addressed safely by de-escalation or other less restrictive alternatives?
- Proportionality: Is the degree and duration of restriction the minimum necessary to reduce the risk?

- Welfare and context: Has the pupil's age, size, medical conditions, SEND, trauma, dignity, communication needs and the environment been considered?

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

Staff who are likely to need to use reasonable force and/or other restrictive interventions will receive appropriate training in their safe and lawful use and in preventative and de-escalation strategies. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation).

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

5. Recording and reporting

Every member of staff must advise the Head Master, Head of Prep or, in their absence, the Designated Safeguarding Lead, immediately after they have needed to restrain a pupil physically. The School will record and report restrictive interventions, including significant uses of force, seclusion and non-physical restraint.

Incidents will be recorded as soon as practicable after the event, and staff should endeavour to complete the written record no later than the same day. The record will include the names of staff and pupils involved; details of the pupil's needs / SEND status, if any; the time, date, location and duration of the incident; a description of the incident; details of any de-escalation attempted; the type and degree of force used; the rationale for necessity and proportionality; any injuries sustained and medical attention provided and details of any post-incident support required.

In accordance with statutory recording and reporting requirements, significant incidents involving the use of force will be recorded and reported to parents as soon as practicable. The School will normally aim to complete the record and notify parents on the same day.

The report will include the time/date/location/duration of the incident, details of why the use of force was necessary, the type and degree of force used and details of any injuries sustained. Parents will be invited to the School, so that we can, if necessary, agree a plan for managing the child's behaviour. There are limited exceptions to this procedure where safeguarding is a consideration and there is any risk that reporting the incident would likely result in serious harm. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is practicable.

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

As required under the National Minimum Standards for Boarding Schools, Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.

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

6. Support following an incident

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

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

7. Seclusion

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

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

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

Restrictive Intervention Incident Log Form

1. Basic Incident Details

Incident ID (My Concern Log number):

Date: **Day:**

Time Started: Time **Ended:**

Duration:

Location:

2. Pupil Information

Pupil Name:

DOB / Year Group: SEND

Status: ☐ EHCP ☐ SEN Support ☐ None

Primary Needs:

Known Triggers / Risk Factors:

Behaviour Support Plan in place? ☐ Yes ☐ No

3. Staff Involved

Staff Directly Involved (names & roles):

Additional Staff / Witnesses:

Lead Staff Member:

4. Description of Incident Antecedents

What happened before:

Description of Behaviour:

5. De-escalation Strategies Attempted

☐ Verbal reassurance

☐ Distraction / redirection

☐ Offering space / time out

☐ Removal of audience

☐ Sensory strategies

☐ Other:

Details / Effectiveness:

6. Restrictive Intervention Used

Type of Intervention:

Technique Used:

Degree of Force: ☐ Minimal ☐ Moderate ☐ Significant

Start Time: **End Time:**

7. Justification

Why was intervention necessary?

Why was it proportionate?

8. Injuries and Medical Attention

Injuries to Pupil: ☐ Yes ☐ No

Details:

Injuries to Staff: ☐ Yes ☐ No

Details:

Medical Attention Required: ☐ Yes ☐ No

Details:

9. Post-Incident Support

Support Provided to Pupil:

Support Provided to Staff:

Restorative Actions Taken:

10. Communication and Reporting

Parents/Carers Informed: ☐ Yes ☐ No

Date/Time: Method:

Senior Leadership Notified: ☐ Yes ☐ No

Recorded in Myconcern: ☐ Yes ☐ No

11. Follow-Up Actions

☐ Behaviour plan reviewed

☐ Risk assessment updated

☐ Staff training required

☐ Multi-agency referral

Details:

12. Signatures

Staff Completing Report

Name:

Signature: Date:

Senior Leader Review

Name:

Signature: Date: