



## **BROCKHURST & MARLSTON HOUSE SCHOOLS**

Including all of the Pre-Prep Department and Early Years Foundation Stage

### **PROMOTING POSITIVE BEHAVIOUR POLICY**

**Brockhurst & Marlston House Schools (the School) is committed to providing the best possible care and education to its pupils, and to safeguarding and promoting the welfare of children and young people. This policy is written with that commitment in mind, and in accordance with KCSIE September 2025.**

**Reviewed: September 2025**

**Next Review: September 2026**

#### **INTRODUCTION**

*‘A caring, respectful community in which everyone thrives’.*

Brockhurst and Marlston House Schools seek to create an environment which promotes good behaviour, self-discipline and respect for others. This is achieved by the following aims:

- To maintain an ethos of good behaviour, self-discipline and respect throughout the whole school, through strong school leadership, effective classroom management, and a consistent approach that is understood by parents, teachers and pupils based on a sense of community and shared values
- To regulate the conduct of pupils
- To encourage consistency of response to both positive and negative behaviour through a system of rewards and sanctions

The policy reflects the following key aspects of school practice, that when effective, contribute to improving the quality of pupil behaviour.

#### **Schools play a crucial role in preventative education:**

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.



The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE & RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

### **A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT**

In accordance with the Aims and Objectives of Brockhurst and Marlston House, we aim to provide good adult role models of caring, considerate and courteous behavior, where mutual respect ensures that each person is permitted to thrive and develop a sense of self-worth.

It is expected that everyone will take a common responsibility for maintaining only the highest standards of personal conduct in accordance with the aims and objectives of the School. At Brockhurst and Marlston House we encourage good behaviour in all aspects of school life.

We promote the fundamental British Values as defined by the Government of:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and those without faith.

The happiness of the pupils is the paramount consideration and discipline is an essential part of it. Pupils are therefore taught and are actively encouraged by staff to follow a code of conduct.

Pupils will be expected to:

- behave in a quiet and orderly manner in the school
- respect the property of others
- treat their own property with care
- take pride in caring for the school and its resources
- to behave in the grounds in a safe and sensible manner
- treat all adults in a friendly but respectful way
- know that swearing and bullying in any form is always unacceptable

Members of staff should insist on a high standard of politeness and behaviour from the pupils at all times.

Staff must:

- Respect the children, their opinions and feelings
- Be sensitive to pupils' problems and special needs
- Enforce the school rules at all times
- Not be over familiar with pupils i.e. keeping a professional relationship
- Be courteous to children and colleagues at all times

**(SEE CODE OF CONDUCT FOR STAFF)**



## Professional Curiosity

At our school, we promote a culture of **professional curiosity**.

- Be **alert** to signs that something isn't right.
- Ask **respectful, appropriate questions** - don't make assumptions.
- Notice **changes in behaviour**, relationships or mood.
- Stay particularly aware of **child-on-child abuse**, including subtle signs.

This Policy is underpinned by the following fundamental principles:

- the level of sanction should be proportionate to the seriousness of the offence
- sanctions must be fair and seen to be fair by the pupil(s)
- teachers must at all times be consistent and seen to be consistent by the pupil(s) in their application of School sanctions
- breaches of this policy will be managed in a caring, supportive and fair manner, with due regard to a pupil's age, understanding or any other Special Educational Needs and/or Disability (SEND)
- In the event of any behaviour management issue, the School will liaise closely with parents and, if relevant, put appropriate support in place for pupils.

The Heads undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity.

Examples of sanctions include:

- Detention
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as tidying the school
- Withdrawal from a lesson, school trip or team event
- Suspension for a specified period or expulsion

Examples of serious breaches of the rules and regulations include:

- Theft
- Bullying
- Physical assault/threatening behavior
- Repeated bad language
- Racial abuse
- Sexual misconduct
- Damage or destruction of property
- Persistent disruptive behavior
- Malicious accusations against staff

Pupils should be aware that these actions constitute a serious breach of the schools' code of conduct and may result in expulsion. In situations of possible criminality the school may decide to refer to external agencies, including the police.



### **Pupils' Conduct outside the school gate – Teachers' Power**

Teachers have the power to discipline pupils for misbehaving outside the school premises, "to such an extent as is reasonable".

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public
  - could adversely affect the reputation of the school

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **STRONG SCHOOL LEADERSHIP**

The Senior Leadership Team and all staff have the responsibility for the good conduct of pupils. In order for this to be effective, the Behaviour and Discipline policy will be reviewed annually.

Any serious sanctions will always be discussed with the Heads before being given to a child. In these incidents, parents will always be informed. Children will be given guidance on good behaviour in assemblies, form tutor periods and PSHE lessons. All staff members are responsible for good behaviour.

### **CLASSROOM MANAGEMENT**

At Brockhurst and Marlston House Schools, we have a varied curriculum. The teacher has the responsibility of planning lessons that have clear learning objectives and lessons are differentiated to meet the needs of all of the pupils. Children are given feedback and children and teachers work out termly targets. Children are also active participants in their learning journey and are encouraged to self-evaluate their work against the learning objective – **SEE CURRICULUM POLICY**

Commendations are awarded in assembly for effort and excellence so that all children know their efforts are valued and that progress counts. In addition, teachers promote good behaviour and respond to poor behaviour by:



- Making sure children are treated equally, regardless of age, gender, sexual orientation, race, ability and disability: but make reasonable adjustment in how they teach to cater for the needs of pupils with learning difficulties and disabilities
  - Creating a positive classroom environment
  - Making sure all children are involved in lessons
  - Highlighting and rewarding good behaviour
  - Dealing immediately with offences such as calling out
- 
- Making sure the lesson provides sufficient challenge for the abler and supports the less able.

## **REWARDS AND SANCTIONS**

### **REWARDS**

#### **Stars**

The basic reward is a star. A star is awarded for academic and non-academic achievement, such as: excellent classwork, producing outstanding prep and for performing in school. In the junior forms, the Form tutor will oversee their pupils' star charts.

The major reward is the Commendation Certificate, awarded by the Heads in Assembly for any significant achievement by the individual child. A Commendation is worth five stars and these are added to the house totals.

Stars are collected at the end of every term and the totals for each house team are then calculated. The star totals of the different houses are read out during House Prayers at the end of each term and prizes are awarded for those children with the highest number of stars. For each detention a pupil receives, five points will be deducted from the pupil's House Total at the end of term.

#### **Progress Awards**

At the end of every term, the tutor is responsible for proofreading all of the reports for the children in their class. Attainment and Effort prizes are awarded during the term.

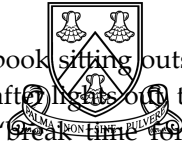
#### **Ridge House Rewards**

There is a weekly Behaviour Award for politeness awarded in each class on Friday in assembly. Each child has a 'Celebration Book' that enables parents to see the progress their child is making. Teachers also use a range of stamps, stickers and star charts in their classrooms. Academic achievement is celebrated in Assemblies when the children receive certificates.

#### **Promoting Positive Behaviour during boarding**

Boarding is a positive and dynamic part of the school of which we are proud and it is our wish to promote and protect it for all present members and for the future. As a 'home from home', every step should be taken to ensure good manners, mutual respect and due care and attention for the fabric of the House, its activities and ethos. A spirit of positive cooperation amongst and across all age groups should be fostered and nurtured. Real respect is earned by service, camaraderie, performance and loyalty and it is for these qualities that children are regularly praised.

If boarders deliberately break the rules, they may be sent to bed early or have some 'time-out' when others are taking part in evening activities or playing outside. If they persist in talking during silent



reading, they may be asked to read their book sitting outside the dormitory, so that others can read in peace and if they are persistently noisy after lights out, they may be asked to move into a different dormitory. Boarders may not be given 'Break-time forfeits' during the evening. More serious offences must be discussed with the Head of Boarding. The Head of Boarding will inform the boarder's Form Tutor if a pattern of poor behaviour emerges or there is a serious breach of discipline. All sanctions must be logged.

Children can be particularly vulnerable in residential settings and we must be alert to pupil relationships and the potential for child-on-child abuse. Any concerns should be reported to the DSL immediately.

## **SANCTIONS**

When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy.

### **Our Approach**

At Brockhurst and Marlston House Schools, we have a range of disciplinary measures. Pupils are encouraged to think about their actions and to learn from their mistakes. We support this process with a series of reflective questions. See Appendix 2 for the school's behaviour categories and the tariff system for sanctions. Staff must not deviate from this agreed system

For example lines and essay writing should not be set as punishments, however completion of academic work may. Punishments outside the scope of this policy may be appropriate to the circumstances of a transgression but may not be implemented by a member of staff without reference to and prior approval of the Heads.

Punishment for offences during the normal school day must not carry over into boarding time: the fact that boarders are present in the evenings does not mean that they can be expected to undertake different or more restrictive punishment than would be given to a day pupil.

All children must have a clear understanding of why they have been punished.

Pupils are made aware by staff that two or more detentions are likely to result in the pupil's parents being involved.

It is much fairer, in general principle, to everyone to rather punish the individual than attempt a 'blanket' punishment of the whole form, dormitory, dining room or whatever and this should be avoided whenever possible.

Reasonable adjustments should be made when judging those pupils having Learning Support and those with disabilities. For example, a pupil needing help with their learning may be less able to keep his or her work as neat as some other pupils.

In Ridge House a, "Happy Book" is issued for a child who persistently disregards the rules, with the knowledge and support of the parents. Rewards should be based on the effort and achievement of

the particular pupil. Similarly, a pupil with movement difficulties should never be punished for being late for a lesson.



### **Satisfactory (SATIS) Card**

In certain circumstances, a child's behaviour may be deemed sufficiently unsatisfactory to require monitoring for a period of a week. In these circumstances a Satisfactory (SATIS) card will be given to the child concerned. The card constitutes a log and must be completed by the teacher at the end of each lesson for the period of a week. The child should then show the card to their parents every evening for the course of the week with the aim of improving the child's behaviour, thereby creating a clear link in the working relationship between school and parents

In some cases, a whole class may be assigned a SATIS card to monitor the class dynamics and to reinforce good behaviour. Use of SATIS cards will always be discussed with the Heads first.

### **Suspension and Expulsion**

Suspension and exclusion are matters for the Heads.

### **Corporal Punishment**

Staff are reminded that any kind of corporal punishment is illegal.

### **Power to Use Reasonable Force and Restraint**

Physical restraint should only be used as a last resort. Please see Appendix 3 for guidance on de-escalation techniques.

The term, 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to either control or restrain. 'Reasonable in the circumstances' means using no more force than is needed.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised trip.

The Education and Inspections Act enables school staff to use "such force as is reasonable in the circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder".

Examples when reasonable force may be used:



- To remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- To restrain a pupil at risk of harming themselves through physical outbursts. However, no member of staff may use force as a punishment – it is always unlawful to use force as a punishment.

Restraint may involve blocking the path of pupils, positioning oneself between pupils, touching, holding, pushing, pulling or leading a pupil by the arm or shepherding a pupil away, by placing a hand in the centre of the back. This should only happen after a senior member of staff has been called or in the event of there not being a senior member of staff available.

Physical restraint involves the minimum force necessary to prevent injury or remove the risk of harm and should be gradually relaxed as the pupil gains self-control. Physical restraint must not be used primarily to gain compliance with staff instructions when there is no immediate risk to the pupil or to other individuals. Only the most exceptional circumstances can justify the application of force which might reasonably be expected to cause injury to the pupil.

As a general principle, teachers should not make physical contact with their pupils. However, there are educational occasions when physical contact is appropriate and/or necessary, e.g. on those occasions in the course of teaching when, for example, a pupil is being shown how to use a piece of apparatus or equipment or while demonstrating a move or exercise during PE or IT.

Restraint in any of the above circumstances must only be used when there is no alternative to use of physical restraint.

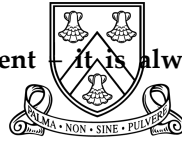
When staff are deemed to be acting *in loco parentis*, there will be times when it may be appropriate to comfort a pupil who is very upset or distraught, for example, following news of a bereavement, and it would be wholly proper to place a comforting arm around that pupil.

The administration of First Aid will inevitably involve physical contact and First Aiders should ensure that others are present in circumstances when physical contact could be misconstrued. Any comforting gestures must always be acceptable to the pupil concerned.

Staff are NOT expected to restrain a pupil if, by doing so, they consider they put themselves at unacceptable physical risk.

Any incident resulting in the restraint of a pupil logged and reported to the DSL. Parents must be informed on the same day or as soon as reasonably practicable and given the opportunity to discuss the incident.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.



### ***Legal Guidelines***

*The law forbids a teacher to use any degree of physical contact which is intended to punish, or primarily to inflict pain, injury or humiliation. It is also essential that a teacher remains sufficiently calm to decide how far physical restraint is essential, according to the guidelines outlined below. It is not a decision to be made in anger.*

The touching, physical restraint, use of force against or constraint of a pupil is something to be approached with great caution as such acts may result in accusations of either criminal offence or result in civil action based on the following:

- assault and battery
- false imprisonment
- sexual assault
- corporal punishment.

### **CONFISCATION OF REASONABLE ITEMS**

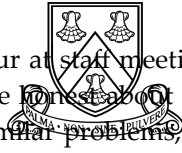
There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent for "prohibited items"** (see Appendix 1 for further guidance)

In addition to the general power to use reasonable force described above, the Heads and authorised staff can use such force as is reasonable given the circumstances to conduct a search for certain "prohibited items". These include stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. These items could include: knives and weapons, alcohol, fireworks and tobacco.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item.

### **STAFF SUPPORT SYSTEMS**



Staff can raise concerns about misbehaviour at staff meetings. There can be times when a particular class is causing problems. Staff need to be honest about any difficulties they are having as sharing their experience with others who have similar problems, could be of assistance. Strategies that can help a problematic class could include:

- Rearranging the seating
- Separating a particular disruptive child
- Having a support teacher in the lesson

The school also organises INSET training and teachers also attend courses as part of their CPD.

### **PUPIL SUPPORT SYSTEMS**

Through PSHE, Form Tutor Periods and during lessons, pupils should be encouraged to give peer support and help their classmates earn respect. A child who has been on the receiving end of unpleasant behaviour, has effectively been bullied even if this was not the intention. The victim and the bully must both receive appropriate support and it may be made clear to all that unpleasant behaviour is not tolerated. **(See Prevention of Bullying Policy)**

Members of the SLT are all experienced in managing poor behaviour and staff should consult with them at an early stage should they have any concerns. The LDC staff are also available to advise staff and can come into a class in order to observe any child causing concern. Poor behaviour may be disguising, or even symptomatic, of a learning problem. Poor eyesight / hearing can also be a trigger for boredom and thus poor behaviour and any such concerns should be discussed with the School Nurse.

### **LIAISON WITH PARENTS AND OTHER AGENCIES**

Parents are informed about their child's behaviour at Parents' Evening, throughout the school year and also in their child's school report. If at any time, they wish to come and discuss their child's behaviour, they are welcome to come in and speak to the class teacher or the Heads.

Staff should inform parents if they notice a change in a child's behaviour that affects their performance in class. The Heads will meet with the parents should an incident be so serious that suspension is being considered.

Teachers meet up with the LDC staff to discuss pupils of concern and a list of children causing concern is then distributed to the relevant staff.

### **MANAGING PUPIL TRANSITION**

When pupils move to another school, it is usual for a report to be requested from the Heads. On the report, there will normally be questions about behaviour. It is important that such reports are honest in order to avoid a poor reputation from Senior Schools. Older pupils being prepared for Senior School entry and their parents should all be made aware of the importance of the Head's report, and that poor behaviour may prejudice their chances of entry to the School of their choice.

Concerns about a move to a new school can cause anxiety that itself triggers episodes of poor behaviour. Parents should be made aware of this and suitable strategies discussed with them.



## **LEGAL DUTIES**

The School has due regard to the Equality Act 2010. Section 91 of the Education and Inspections Act 2006 says the penalties must be reasonable in all the circumstances and that account must be taken of the pupil's age, cultural background, linguistic background, special educational needs, sexual orientation, gender reassignment or academic or sporting ability. These factors are taken into account in the care of all pupils, including boarders, so that care is sensitive to different needs. Whilst all pupils are expected to behave well, there may be some pupils with conditions, such as ADHD, for whom reasonable adjustments to classroom management need to be made.

Pupils with special educational needs or disabilities may also be targets for unpleasant behaviour from other children, and due care should be taken to prevent this. This policy recognises that some pupils require a more sensitive and differentiated approach.



## Appendix 1

### Protocol for Searching Pupils' Rooms and Possessions

There are some circumstances in which it might be deemed necessary for Staff to carry out a search of pupils' rooms and/or their possessions. Principally, searches might be conducted when there are strong grounds to believe that a room might contain items that are banned under the school rules, and which might be detrimental to the welfare of pupils, or to the safety and security of property.

Wherever possible, a search must be conducted in the presence of the pupil and with their consent. In all cases, two members of staff must be present. The member of staff actually conducting the search must always be of the same sex as the pupil.

Such items include:

- Radical material intended to incite violence or hatred and promote terrorism
- Knives and other weapons, including BB or air guns and ammunition
- Alcohol
- Drugs and other substances of misuse
- Stolen items
- Tobacco and cigarette papers
- Fireworks

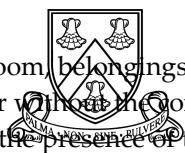
Searches can be carried out by the following staff, working together:

- Members of the Senior Leadership Team
- Other members of staff delegated on behalf of Head of Boarding or the Senior Leadership Team to assist in a search

Any search of a pupil's room or possessions must be carried out with the knowledge of the Heads unless the situation is deemed to represent an immediate threat to the welfare of pupils. In such a case the Heads must be informed as soon as possible after the search – and of the outcome. In all searches, the following Guidance will be followed:

Screening, Searching and Confiscation – Advice for Head Teachers, School Staff and Governing Bodies

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>



Conducting a Search of a pupil's room, belongings or person: BSA Boarding Briefing Paper 15  
 Searches can be carried out with or without the consent of a pupil, though it would normal to both seek consent and to search in the presence of the pupil.

Banned items or stolen items found in the course of the search must be retained by the members of staff involved, and will form part of any relevant disciplinary investigation. All formal searches will be logged should the issue relate to discipline, or on MyConcern should the matter relate to safeguarding or the welfare of a pupil. Any supporting documents and evidence will be uploaded to the file. These records will be kept indefinitely.

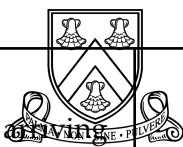
## Appendix 2

### Promoting Positive Behaviour Policy

'A caring, respectful community in which everyone thrives'.

Rewards	Reflective Questions
<p><b>Stars*</b>: typically for good work and/or effort</p> <p><b>Commendation*</b>: typically for excellent achievement and/or effort</p> <p><b>Head's Commendations*</b>: Citizenship</p> <p><b>*Categories</b>: Learning, Leading and Values</p>	<p><b>What?</b> What is happening / What happened?</p> <p><b>Who?</b> Who has been affected?</p> <p><b>What?</b> What needs to happen now?</p> <p><b>How?</b> How are you going to make this happen? What help might you need?</p>

Behaviour Categories
<p>Failing to care for the community</p> <p>Failing to treat the community with respect</p> <p>Failing to strive to thrive</p>



<p>Category 1 (Break Forfeits)</p>	<p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>• Transgressions in class: late, talking, not listening, no equipment etc.</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Unkind comment, discourteous, incorrect school uniform</li> </ul>	<p>What, Who, What, How Conversation (verbal exercise with member of staff issuing sanction)</p> <p>↓</p> <p>Break Forfeit / Designated Reflection Time (Written exercise with Head – see page three) (15 minutes)</p>
<p>Category 2 (Low Level)</p>	<p>Repeated Category 1 behaviour and/or:</p> <p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>• Poor effort, not following instructions, disruptive behaviour etc.</li> <li>• Repeated failure to complete prep/several subject completions in a short period of time.</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Repeated poor standards of uniform.</li> <li>• Disappointing behaviour in lessons, around school or towards other pupils e.g. unkindness</li> </ul>	<p>What, Who, What, How Conversation (verbal exercise with member of staff issuing sanction)</p> <p>↓</p> <p>Detention / Designated Reflection Time  (30 minutes) (Written exercise with Head – see page three)</p> <p>↓</p> <p>Any relevant further action agreed (e.g. letter of apology)</p>
<p>Category 3 (Medium Level)</p>	<p>Repeated Category 1 &amp; 2 behaviour and/or:</p> <p><b>Failing to strive to thrive</b></p> <ul style="list-style-type: none"> <li>• Very poor approach to academic studies</li> <li>• Failure to complete preps in several subjects.</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Very poor behaviour in lessons, around school or towards other pupils e.g. some bullying</li> </ul>	<p>What, Who, What, How Conversation (written exercise)</p> <p>↓</p> <p>Detention / Designated Reflection Time (60 minutes)</p> <p>↓</p> <p>Form Tutor to liaise with Head before contacting parents</p> <p>↓</p> <p>Any relevant further action agreed (e.g. Satis card, letter of apology, community service.)</p>
<p>Category 4 (High Level)</p>	<p>Repeated Category 3 behaviour and/or:</p> <p><b>Failing to strive to thrive</b></p>	<p>What, Who, What, How Conversation (written exercise)</p>

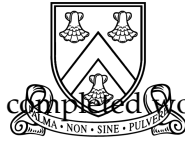


	<ul style="list-style-type: none"> <li>• Purposely missing from lessons</li> </ul> <p><b>Failing to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Poor behaviour towards a member of staff.</li> <li>• Very poor behaviour in lessons, around school or towards other pupils e.g. severe bullying, inappropriate use of social media</li> </ul>	<p style="text-align: center;">↓</p> <p style="text-align: center;">Detention / Designated Reflection Time (Wednesday Afternoon Detention)</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Parents informed by Head</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Any relevant further action agreed (e.g. Satis card, letter of apology, community service.)</p>
<p>Category 5 (Severe Level)</p>	<p>Repeated Category 4 behaviour and/or:</p> <p><b>Failing to strive to thrive and to treat the community with care and respect</b></p> <ul style="list-style-type: none"> <li>• Fighting/Physical Bullying/ Racial/Sexual/Homophobic harassment; Bullying; Extreme acts of violence. Theft/Damage to Property (pupil or school).</li> <li>• Aggressive behaviour towards a member of staff.</li> <li>• Possession of any form of weapon. Possession or use of any form of alcohol, tobacco or illegal or harmful material or substances.</li> </ul>	<p style="text-align: center;">Internal Suspension</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Parents informed by Head</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">First official written warning</p> <p style="text-align: center;">+</p> <p style="text-align: center;">Parents invited in for meeting</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Final written warning</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Expulsion by Headmaster following full investigation (see Exclusion Policy)</p>

### Reflective Written Work

Reflecting on the incident and what has happened since, answer the following the question:

- A. What is happening / What happened?
- B. What were the reasons for your choices?
- C. Who might have been affected or harmed by your choices and actions, and in what ways?
- D. In what way or ways did your choices and actions go against the School's aim of being 'A caring, respectful community in which everyone thrives'?
- E. How do you intend to use this 'setback' as a 'springboard' to make better choices in future, in line with your own and the School's values?
- F. Is there anything else you feel should be added? This might include a letter of apology to one or more people, a Satis Card or further reflection.



**Note from the LDC:** if a pupil hasn't completed work then it would be appropriate to ask why.

## Appendix 3 - De-escalation Techniques

**De-escalation techniques** are strategies and approaches used by staff to **reduce the intensity of a conflict or challenging behaviour**, helping to **calm a child or young person** before a situation escalates into aggression or requires restraint.

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### Key Principles of De-escalation Techniques

1. **Prevent escalation** – Recognise early signs of agitation or distress and intervene early.
  2. **Maintain safety** – Keep the environment safe for the child and others.
  3. **Promote dignity and respect** – Approach situations calmly and without judgement.
  4. **Avoid physical intervention where possible** – Use communication and understanding before resorting to restraint.
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### Examples of De-escalation Techniques

Here are some common de-escalation techniques used in practice:

Technique	Description
<b>Active listening</b>	Show the child they are heard – use eye contact, nodding, repeating key phrases.
<b>Calm tone and body language</b>	Speak softly, maintain open body posture, avoid threatening gestures.



**Distraction  
redirection**

**or** Shift the child's attention to something else to reduce focus on the trigger.

**Offering choices**

Give the child a sense of control ("Would you like to sit here or over there?").

**Time-out  
withdrawal**

**or** Offer a break or quiet space to allow the child to calm down.

**Empathy  
validation**

**and** Acknowledge their feelings ("I can see you're really upset right now.").

**Clear,  
instructions**

**simple** Avoid complex language, and give one instruction at a time.

**Personal space**

Respect physical boundaries to avoid escalation.

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Responses must be **proportionate, appropriate and documented.**