



SEVENOAKS PREPARATORY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

Status and Review Cycle	Statutory / Annual
Policy reviewed and amended	November 2025
Next review date	November 2026
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RELATED POLICIES

- Admissions Policy;
- Attendance Policy;
- Anti-Bullying Policy;
- Child Protection and Safeguarding Policy;
- Complaints Policy;
- School Rules;
- Discipline, Exclusions and Required Removal Policy;
- Disability Policy;
- Equal Opportunities Policy;
- SEND Policy;
- Prefect Handbook;
- Staff Handbook; and
- Data Protection Policy.

INTRODUCTION

At Sevenoaks Prep School our community is based upon respect, good manners, kindness, tolerance and fair play. The School, through its “[Way of Life](#)”, 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.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School 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 or her place in the modern world.

This policy applies to all pupils in the School including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Louisa Rowland.

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. Pupils are expected to adhere to the School’s “Way of Life”.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School’s behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

THE SCHOOL BEHAVIOUR CURRICULUM

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is

prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School's community of Governors, staff, parents, and pupils adhere to an established routine and behaviour curriculum.

The School's Behaviour Curriculum can be found, [here](#) and our behaviour contracts can be found [here](#).

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the school rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or

other individuals, which might include any of the actions listed below up to and including suspension/ exclusion.

INVOLVEMENT OF PUPILS

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School, through its “Way of Life”, promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and via the School Council, which meets regularly. Pupils are regularly asked to provide feedback on the School’s behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils, including EYFS pupils are aware of the School’s behaviour standards, expectations, pastoral support and consequence process. All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

Our transition management plan supports positive and successful behaviours if pupils transition from another school to ours. A copy of the plan can be found [here](#).

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School’s policies and regulations, including this policy, when they sign the Parent Contract.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School’s values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including:

- Kent Children's Social Services: Provides support for children and families, particularly in safeguarding and child protection cases.
- Kent Educational Psychology Service (KEPS): Offers psychological assessments, interventions, and support for children with behavioural and emotional difficulties.
- Early Help and Preventative Services (EHPS): Supports families and children to address challenges before they escalate. This service can include family support workers and targeted youth support.
- Kent Special Educational Needs and Disability (SEND) Information and Advice Service: Offers support and guidance for children with SEND and associated behavioural challenges.
- Local Child and Adolescent Mental Health Services (CAMHS): Provides specialised mental health support for young people facing emotional or behavioural difficulties.
- Kent Police Youth Offending Service (YOS): Involvement if there are concerns about youth offending or antisocial behaviour.

The School has a number of support systems in place to meet the needs of all pupils. These can include:

- **Strong Pastoral Care System:** Regular check-ins with a designated mental health and well-being lead or class teacher / tutor to monitor well-being and behaviour.
- **Mentoring and Buddy Programmes:** Pairing pupils with older peers or staff mentors to help them navigate school life and manage behaviour.
- **In-School Counselling:** Offering access to a trained school counsellor who can provide emotional and behavioural support.
- **Behaviour Intervention Plans (BIPs):** Tailored plans for pupils with specific behavioural challenges, including clear goals, strategies, and regular reviews. A copy of these plans can be found [here](#).
- **Social Skills Groups:** Targeted sessions aimed at helping pupils develop positive relationships and better manage interactions with others.
- **Learning Support Assistants (LSAs) or Teaching Assistants (TAs):** Providing additional classroom support to pupils who struggle with behaviour due to special educational needs.
- **Reward Systems:** Implementing positive reinforcement through merit points, certificates, or privileges for good behaviour.
- **Restorative Justice Approaches:** Encouraging pupils to take responsibility for their actions and resolve conflicts through mediation and structured conversations.
- **Parental Engagement Programmes:** Regular communication and workshops to help parents support positive behaviour at home.

- **Staff Training and Development:** Continuous professional development for staff on effective behaviour management strategies, including de-escalation techniques.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them. Your concern should be raised with the Assistant Head of Key Stage in the first instance. If you do not feel that your concern has been addressed after this, then parents should raise their concerns with the Deputy Head.

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 Child Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances.

SCHOOL RULES

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out [here](#) and can also be found in the School Rules annex at the end of this policy.

Copies of the "Way of Life" and School Rules are in the link above as well as in Annex 1 of this document and on the School's website and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

PROMOTING GOOD BEHAVIOUR

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils through:

- verbal praise

- communicating praise to parents via phone call or written correspondence
- certificates, prize ceremonies or special assemblies
- positions of responsibility, such as being entrusted with a particular decision or project
- whole-class or year group rewards
- house points / tokens

The School selects Prefects in through a democratic vote involving staff and Year 8 pupils. Prefects assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life. The School's Prefect [Handbook](#) provides further information on the selection and role of School Prefects.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the School, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School.
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk.
- **Improvement** - supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from

time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to 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. 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. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding and Child Protection Policy.

Examples of sanctions that are used in the School include:

- verbal reprimand and reminder of the expectations of behaviour from a member of staff;
- letter to parents to advise of the misbehaviour;
- additional schoolwork or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as an account of their behaviour or essays;
- detention at lunchtime / before or after school;
- withdrawal of privileges;
- school based community service, under the supervision of a member of staff;
- regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring;
- withdrawal from a lesson, school trip or team event; or
- suspension for a specified period, removal, or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are 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. They may impose any of the sanctions above, such as the setting of additional work, or setting a written task. At Key Stage 2 and 3, repetition of misbehaviour will be reported to the pupil's class teacher/form tutor and Assistant Head of the relevant key stage and may lead to further sanctions.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's class teacher or form tutor and may lead to a pupil being set a domestic task for a designated time, which is commensurate with their age.

More serious misdemeanours are reported to the pupil's Assistant Head of Key Stage, and may lead to the withdrawal of privileges for a designated period, usually up to three days, such as withdrawal of favourite playtime activity, removal from a particular subject such as games if they pose a risk or restriction to areas they may play in during playtime.

Persistent lateness to lessons will be reported to the pupil's Assistant Head of Key Stage and may lead to a 45-minute supervised detention with a member of SMT after school on a day of the week.

Repeated lateness (following warning and/ or punishment), or repeated indiscipline in class will be reported to the pupil's Assistant Head of Key Stage and may lead to a supervised detention (up to a length of 90 minutes) with a member of SMT after school on a day of the week.

Persistently poor academic performance may result in the relevant Assistant Head of Key Stage requiring a pupil to be placed on academic performance report where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a period of one or two weeks.

For pupils in Key Stage 3, deliberately missing a lesson or becoming seriously behind in work may result in the Assistant Head of Key Stage requiring a pupil to attend a detention (up to a length of 90 minutes) after school with a member of SMT.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding and Child Protection policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School has a confidential central register of all sanctions imposed for serious misbehaviour. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

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);
- 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.

SERIOUS MISBEHAVIOUR

The School's Discipline, Exclusions and Required Removal Policy is available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School's rules, including but not limited to criminal behaviour. Examples of serious breaches of the School's rules which may result in serious sanctions include:

- drug abuse;
- alcohol and tobacco abuse;
- theft;
- bullying (including cyber bullying, prejudice-based and discriminatory bullying);

- child-on-child (including online) abuse;
- physical assault/threatening behaviour;
- fighting;
- sexual violence and sexual harassment;
- racist, sexist, misogynistic, transphobic or homophobic abuse;
- sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- damage to property;
- persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection / Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection / Safeguarding Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

REMOVAL FROM CLASSROOMS

Removal is where a pupil is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include:

- Pupils who have been removed from the classroom are supervised by a senior member of the school's management team and will be removed for a maximum of 1 lesson.
- Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.
- Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The School will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.
- Parents/carers will be informed on the same day that their child is removed from the classroom.

The School will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- meetings with SENCO
- use of teaching assistants
- short-term behaviour improvement plan
- long-term behaviour plans
- multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour improvement plans or longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early

help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

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 School, they should follow the procedures set out in the School's Safeguarding / Child Protection Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly

SPECIAL EDUCATIONAL NEEDS

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#));
- using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#));
- if a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. The School may use some of the following, as an example:

- short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism;
- use of separation spaces (sensory zones or wellbeing rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- the pupil was unable to understand the rule or instruction;
- the pupil was unable to act differently at the time as a result of their SEND;
- the pupil was likely to behave aggressively due to their particular SEND.

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The School's special educational needs co-ordinators (SENCOs) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

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;
- 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 reputation of the School may be negatively impacted as a result of the misbehaviour.

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.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's [Discipline, Exclusions and Required Removal Policy].

DETENTIONS

Members of the School's Senior Management Team (SMT) have authority to issue a detention to pupils, including same-day detentions and detentions that take place outside of school hours.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities;
- whether the detention timing conflicts with a medical appointment;
- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- committing any offence;
- causing personal injury to any person (including the pupil themselves);
- causing damage to the property of any person (including the pupil themselves);
- prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. 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). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

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

Every member of staff will inform the Head immediately after they have needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. 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 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.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

SEARCHING

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another 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 and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (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 or offensive images;
- any item banned by the School Rules (including electronic devices).

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 (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (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 keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

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 or cigarettes, 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. However, substances that are not believed to be controlled drugs - 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's 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.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School's 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 devices 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 DSL and should always comply with the School's Child Protection and Safeguarding Policy. 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 Discipline, Exclusions and Required Removal 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 and Child Protection Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure, which apply equally in the EYFS setting is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

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.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils, which may indicate that there are possible cultural issues within the School 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.

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;
- incident of searching, screening, and confiscation;
- anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Senior Management Team and School Governors.

Annex 1

Sevenoaks Prep School Rules

At Sevenoaks Prep School, our 'Way of Life' underpins our school ethos and values, guiding our behaviour and interactions. These rules, written in child-friendly language for each age phase, reflect our commitment to fostering a caring and respectful community.

Nursery (Ages 2-4)

1. **Be Kind:** Always be gentle and kind to your friends and teachers.
2. **Share and Care:** Share your toys and help your friends.
3. **Ask Before Taking:** Don't take things without asking first.
4. **Help Others:** If someone is sad, try to make them feel better.
5. **Say Please and Thank You:** Always use polite words.
6. **Listen to Teachers:** Listen carefully to what your teachers say and try your best to do it.
7. **Tell the Truth:** Always be honest with everyone.
8. **Keep Our School Nice:** Help keep our school clean and safe.

Reception to Year 2 (Ages 4-7)

1. **Be Friendly:** Treat others the way you want to be treated.
2. **Be Polite:** Use kind words and good manners.
3. **Ask for Permission:** Don't touch things that aren't yours without asking.
4. **Care About Others:** Think about how others feel and help them if you can.
5. **Listen and Learn:** Pay attention to your teachers and follow their advice.
6. **Be Honest:** Always tell the truth.
7. **Help Out:** Do your part to keep the classroom and playground tidy.
8. **Report Problems:** If you see something wrong, tell a teacher or parent.

Year 3 to Year 5 (Ages 7-10)

1. **Respect Everyone:** Think about how your actions affect others and treat everyone with respect.
2. **Be Kind and Fair:** Treat others the way you want to be treated and be fair in your actions.
3. **Handle with Care:** Only use things that belong to you or with permission from others.
4. **Show Empathy:** Pay attention to how others feel and offer support when needed.
5. **Mind Your Manners:** Always be polite and positive in your interactions.
6. **Take Responsibility:** Help make the school and home a better place by being responsible.
7. **Listen Carefully:** Take the advice of your teachers and parents seriously and act on it.
8. **Be Honest:** Always be truthful to yourself and others.
9. **Help and Report:** Assist in keeping the school safe by reporting any problems or damages.

Year 6 to Year 8 (Ages 10-13)

1. **Think of Others:** Always consider how your actions impact those around you.
2. **Golden Rule:** Treat others as you would like to be treated.
3. **Respect Property:** Do not take or use anything that is not yours without permission.
4. **Be Compassionate:** Show genuine interest in the feelings and well-being of others.
5. **Practice Politeness:** Maintain politeness and positivity in all your actions.
6. **Be Responsible:** Contribute to the smooth running of the school and your home by being mature and responsible.
7. **Heed Advice:** Listen to and thoughtfully consider the guidance from teachers and parents, and act with integrity.
8. **Report Issues:** Immediately report any damage or inappropriate behaviour to an adult.
9. **Solve Problems:** Strive to solve problems, build trust, and improve situations rather than create issues.
10. **Be Honest:** Always be completely honest with yourself and others.