



Behaviour Management Policy

(Including rewards and sanctions)

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Contents

| | |
|---|----|
| 1. Introduction | 2 |
| 2. Whole school approach to behaviour..... | 2 |
| 3. Code of conduct | 2 |
| 4. Involvement of pupils | 4 |
| 5. Involvement and role of parents and guardians..... | 4 |
| 6. Unexplained absences | 5 |
| 7. School rules..... | 5 |
| 8. Promoting good behaviour | 5 |
| 9. Responding to misbehaviour | 6 |
| 10. Sanctions | 6 |
| 11. Supporting pupils following a sanction..... | 8 |
| 12. Serious misbehaviour..... | 8 |
| 13. Removal from classrooms..... | 9 |
| 14. Preventing recurrence of misbehaviour | 10 |
| 15. Contextual safeguarding | 10 |
| 16. Special educational needs..... | 11 |
| 17. Misbehaviour outside of school or online | 11 |
| 18. Behaviour on the minibus..... | 11 |
| 19. Use of restrictive interventions (previously reasonable force/restraint)..... | 12 |
| 20. Definitions | 12 |
| 21. When restrictive interventions may be used..... | 13 |
| 22. Recording and reporting | 14 |
| 23. Support following an incident..... | 14 |
| 24. Seclusion | 14 |

| | | |
|-----|--|----|
| 25. | Pupils with SEND and individual support..... | 14 |
| 26. | Searching..... | 15 |
| 27. | Confiscation | 16 |
| 28. | Electronic devices | 17 |
| 29. | Teaching and learning..... | 17 |
| 30. | Complaints | 18 |
| 31. | Monitoring and review | 18 |
| | Appendix 1: General School Rules | 19 |
| | Appendix 2: Rules of the Playground (agreed at School Council – 30/11/2022)..... | 20 |
| | Appendix 4: Use of Restraint / Restrictive Interventions Recording Form..... | 21 |

1. Introduction

It is a primary aim of Tower House that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

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. 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 Ms Katie Clark.

2. 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.

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.

3. Code of conduct

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 has a code of conduct, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Boys have the Code of Conduct read to them each year (see Appendix 1). The Code of Conduct is printed in the termly calendar and boys have a copy in their homework diaries and more junior pupils will have these rules explained, in age appropriate language, by their class teacher.

The class teacher or Head of Year discusses the code of conduct with each class. In this way, every boy in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher/Head of Year discusses these with the whole class during 'form time'.

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 available on request.

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 child is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions. We are mindful that not all pupils requiring support with behaviour will have identified SEND.

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.

4. Involvement of pupils

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School 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.

5. Involvement and role 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/private study. 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.

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.

The School Code of Conduct is set out in the termly calendar and we expect parents to read and support this code. In addition there is a Parent Code of Conduct that can be found on our website.

We expect parents to support their son's learning, and to co-operate with the school, as set out in the Parent Code of Conduct on the School website. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their son's welfare or behaviour.

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.

6. 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 the Governor's policy not to allow holiday to be taken during term time unless in exceptional circumstances. Please see the separate Attendance Policy on the School's website.

7. School rules

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out in Appendix One of this document 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.

The School is a mobile phone free environment. The School has regard to the *DfE guidance Mobile phones in schools (January 2026)* and ensures that pupils do not have access to their mobile phone throughout the school day including during lessons, the time between lessons, breaktimes and lunchtime. During certain school trips boys are allowed their mobile phones at times although they are only used during travel.

8. 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 by:

- Teachers congratulate pupils using verbal praise;
- Teachers positively reinforce good behaviour and good work ethic through verbal praise at every opportunity.
- Teachers give boys house points. These can be for a good piece of work, for consistent hard work, for good behaviour, to acknowledge outstanding effort, for being helpful to staff or acts of kindness in school. In years 3-8 boys keep a record of their house points in their homework diaries. These are collected each week and along with the class totals for Year R-2, combine to give an overall house total each week.
- Pupils individual and collective successes are celebrated in weekly and end of term assemblies:
- In the Junior School, we nominate boy's for work of the week certificates given in Junior assembly each week, as well as merit badges
- In the Senior School in the weekly House Point assembly House captains congratulate individual weekly house point success. There are also star badge targets for boys (Green:60; Blue:120; Red:180; Yellow:240; Bronze:340; Silver:440; Gold:540;) which are awarded as boys achieve these targets in House point assemblies. Year 3 boys also gain badges for their individual house point totals and go to the Deputy Head to receive this badge.
- In whole school end of term assemblies' boys receive badges for effort and achievement in academic subjects, over all house point winners and for sporting success and effort. This is also the opportunity to congratulate boys for achievements across the curriculum from music/art/drama, to Library awards and personal achievement.
- Head's Award – is a very special award that can be nominated by any staff member for individual pupils or a whole class that have excelled in some way. These can range from an outstanding piece of work to a contribution in assembly or for looking after guest visitors to the school. Boys visit the

Head's office to receive their certificate, are awarded 5 house points and their parents are informed.

The school acknowledges all the efforts and achievements of children, both in and out of school. The weekly newsletter congratulates boys regarding pupil achievement out of school as well as inside; for example, musical, sporting or artistic pursuits.

The School selects Prefects in recognition of good and responsible behaviour. They assist the School in always promoting and setting an example of good behaviour. 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.

9. 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 re-engage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

10. Sanctions

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with them 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 helping the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

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

The school employs several sanctions to enforce the code of conduct, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect boys to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect boys to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a boy is disruptive in class, the teacher reminds him of behaviour expectations. If a boy misbehaves repeatedly, a verbal warning is given.
- It may be necessary to isolate a pupil from the rest of the class until he calms down and is in a position to work sensibly again with others.
- The safety of the boys is paramount in all situations. If a boy's behaviour endangers the safety of others, the class teacher stops the activity and prevents the boy from taking part for the rest of that session.
- If a boy is anti-social towards another pupil, the class teacher records the incident on ISAMs and the boy is sanctioned. If a boy repeatedly acts in a way that disrupts or upsets others, the pupil will be sent to the Head or Deputy who may contact the child's parents and seek an appointment to discuss the situation, with a view to improving the behaviour of the boy.
- If a boy physically hurts another deliberately and with intent to cause harm, this pupil may be temporarily excluded for the remainder of the day by the Head or the Deputy Head.
- If a boy uses foul or abusive language, this pupil may be temporarily excluded for the remainder of the day by the Head or the Deputy Head.

Senior School

- In the senior school the Head of Year is the first port of call for all disciplinary matters and subject teachers report back incidents of positive and negative behaviour using the ISAMs notes section for each child.
- If boys do not complete a piece of work (including homework) to the standard expected of the subject teacher, they may ask that the work is repeated. If this is still not completed satisfactorily then a suitable time to hold a supervised detention will be arranged in conjunction with the Deputy Head whereby the pupil can complete the work to the expected standard commensurate with the pupils ability.
- A boy may receive a minus house point, recorded in his homework diary, for repeated offences or for misconduct deemed serious enough. This must be shown to his Head of Year and recorded on the weekly House Point record sheet which then goes to the Deputy Head.
- If a pupil receives 3 minus house points in any half term period, he will receive a lunch time detention with the Deputy Head. If a pupil receives 3 lunch time detentions in a term, he will then receive an after-school detention with the Deputy Head.
- If a single incident is felt serious enough, immediate escalation to either a lunchtime detention or after school detention may be necessary.

Junior School

- In the junior school, if a boy is disruptive in class/playground they are reminded of behaviour expectations. If disruption persists a verbal warning is given. Should disruption continue then teacher's behaviour management strategies implemented within the classroom for example, use of marbles in Reception, missing first 5 minutes of morning playtime etc.
- For repeated misbehaviours pupils may be asked to go to another junior school class for a period of time to reflect before their return. However, for more serious transgressions this consequence may come into effect immediately.

- Parental contact will be made if the behaviour is deemed severe, persistent or unsafe and ultimately detrimental to the learning and safety of others. This decision can, of course, be made at any point.
- If necessary, the Deputy Head will be involved which may be escalated to the Head.

In all matters the Head is the top of the sanctions process and ultimate sanction for any child who has been dealt with through all other channels.

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

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a particular disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

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, staff will follow the School's Safeguarding 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 misbehaviour (ISAMs). The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

11. 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.

12. Serious misbehaviour

The School's Discipline, Exclusions and Required Removal Policy is available on the school website. 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 Rules, including but not limited to the following examples of serious breaches of School Rules which may result in serious sanctions:

Examples of such behaviour 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 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
- Parental behaviour

Serious sanctions 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 him to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective.

Aggressively physical reactions are completely unacceptable. A first incident may result in the child being given the opportunity to apologise and resolve never to react in this way again without reference to his parents but any repetition will result in parents being informed - with a view to their being involved in helping the child to react differently in future.

Examples of such behaviour include biting, kicking and punching. If such an incident occurs a record will be kept, and the child warned that a repetition could lead to suspension from school.

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 Safeguarding Policy and Low Level Concerns 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 Safeguarding Policy and Sanctions, 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.

In the event of serious misbehaviour a Behaviour Form will be completed by the Head. The incident will also be included in the Sanctions log held by the Head.

13. 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. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

The School uses seclusion to protect others from immediate harm when a pupil is highly dysregulated and not acting with intent. Seclusion, unlike removal from a classroom, is a restrictive intervention and a non-disciplinary safety measure. Further information on seclusion is provided in this policy under the use of restrictive interventions section.

When a pupil is removed from the classroom parents will be informed on the same day. 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.

14. 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 face to face meetings, if deemed necessary
- providing mentoring and coaching;
- short-term behaviour report cards 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.

15. 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 Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (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.

16. Special educational needs

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures 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 and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

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 appropriate reasonable adjustments for pupils with SEND or certain health conditions.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

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

17. 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; 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 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 staff.

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

18. Behaviour on the minibus

High standards of behaviour are expected on the bus in accordance with this policy. Any concerns of behaviour on the minibus must be reported to the Deputy Head. Pupils must not eat or drink whilst travelling on the bus. Levels of noise must be low so that the driver is not distracted. Seatbelts must always be worn.

19. Use of restrictive interventions (previously reasonable force)

This policy explains how the School promotes good behaviour and, where necessary, uses restrictive interventions, including reasonable force, non-physical restraint and seclusion, in line with 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.

20. 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: the minimum degree of physical force necessary, used for the least time, to prevent immediate risk of harm or to conduct a lawful search for a statutorily prohibited item.

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 and de-escalation 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.

We 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; creating quiet zones and designated regulation spaces; staggered dismissals, corridor one-way systems, low-arousal classrooms.
- 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 the Head 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.

21. 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.

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Staff may use restrictive interventions only when necessary to prevent a pupil from:

- (a) causing injury to themselves or others;
- (b) seriously damaging property where this creates a risk to safety; or
- (c) posing an immediate risk of disorder that presents a risk of harm.

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.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, as part of regular refresher training on managing pupil behaviour. Staff likely to use restrictive interventions will receive relevant training, including prevention and de - escalation. The school will undertake risk assessments to support staff to act safely and lawfully, in line with our duty to protect staff health, safety and welfare.

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).

22. Recording and reporting

Every member of staff will inform the Head 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 contact.

Incidents will be recorded as soon as practicable, and where possible 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. See Appendix 4: Use of restraint / restrictive interventions form.

Incidents will be reported to parents as soon as practicable, in writing and, where possible, 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 their 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 reasonably 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.

23. 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 involved staff 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.

24. 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

25. Pupils with SEND and individual support

The School recognises the risk that pupils with SEND may be disproportionately subject to the use of restrictive interventions. The School also recognises that some pupils, without SEND, such as those who have experienced past trauma, may require individual support.

The School understands the importance of identifying and understanding any underlying triggers of challenging behaviour so that they can provide individual, proactive support and create an inclusive environment.

The Schools will where possible utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used.

The School will work with the pupil, parents and other professionals to

- Develop prevention and de-escalation strategies. This may include removing stimuli that may be causing distress, giving pupils time, space and strategies to calm down before their behaviour escalates or engaging the pupil in an activity which can help them manage their feelings of
- Develop a behaviour support plan to include details of any adjustments required and the pupil's communication preference. The behaviour support plan will also clearly set out the parameters where staff may have increased physical contact with a pupil.
- Review the behaviour support plan with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil.

The Governing Body will regularly review data on use of force, seclusion and restraint to identify any disproportionate use affecting pupils with protected characteristics or SEND.

26. Searching

The School reserves the right to search pupils and their possessions. The School will balance pupils' right to respect for private life with the need to conduct a search, seeking the pupil's co-operation wherever possible and ensuring any search is justified and proportionate in the circumstances.

Only, the Head, or a member of staff authorised by the Head, may search a pupil. Searches will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness. In the limited circumstance where the authorised member of staff reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out immediately and, in the time available, it is not reasonably practicable to arrange a same-sex search and/or a witness, a search may be carried out by a member of the opposite sex and/or without a witness. Where a search is conducted without a witness, this must be reported to another member of staff immediately and a record made.

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.

The authorised member of staff has the power to search a pupil for any item where the pupil provides consent. Before any search, the authorised member of staff will explain to the pupil why the search is being undertaken, how and where it will take place, and will give the pupil an opportunity to ask questions

to ensure that their consent is informed. As above, the search will be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff as a witness.

The consent of a pupil will always 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; or
- Pornographic or offensive images

Reasonable force will only be used only when searching for legally prohibited items under the Education Act 1996, and never to search for items banned only under the School Rules. Any decision to use reasonable force will be taken on a case - by - case basis, using no more force than is necessary and for the least amount of time, and with regard to de - escalation wherever possible.

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. Records will include the date, time and location of the search; the pupil searched; who conducted the search and any other adults or pupils present; what was being searched for; the reason for searching; what items, if any, were found; and what follow - up action was taken. Where a search is carried out without a witness, this will be specifically recorded. The School will regularly monitor records to identify any trends and to consider whether searches are falling disproportionately on particular groups of pupils.

Following any search, the School will consider pastoral support, early help and/or referral to children's social care where appropriate and will ensure that pupils and staff receive support and debriefing where needed. Any significant incident involving the use of force will be recorded and reported in line with statutory requirements and the School's procedures on restrictive interventions.

27. 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. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order, 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.

28. Electronic devices

Where an electronic device is found during a search and that device is prohibited, 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 child.

Any decision to search a child's device should be based on the professional judgement of the DSL and should always comply with the School's 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 rules. 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 child), 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 Policy.

29. 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. 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 child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

30. 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.

31. 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/RSHE 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; and
- 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 Governors.

Tower House School is committed to safe recruiting and to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Appendix 1: General School Rules

1. Boys should be respectful, and co-operative towards all adults. Boys should stand back on the stairs when an adult wishes to pass, should say 'Good morning' or Good afternoon' as appropriate and be ready to offer any help that may be required e.g. carrying books and so forth.
2. Boys should be reasonably quiet inside the school, especially when waiting for lessons, when they should be preparing the necessary books and beginning to read or work on their own. Boys are instructed that, if a teacher fails to arrive five minutes after the scheduled start of a lesson, a single representative must come to the school office (usually the form captain).
3. Boys should keep themselves clean and tidy and observe good standards of personal hygiene. Shirts should be tucked in and top buttons done up. Blazers should be worn for arrival and departure from school. Boys should be reminded when they are not wearing correct school uniform and, if appropriate, a note sent to the parents.
4. Boys hair should be short and neat following the general rule of; off the collar, off the ears, away from eyes (short fringe). Alternatively, hair should be held back with the use of a hair band or pin.
5. Boys should care for and respect all school property, as well as their own and other's personal belongings. No boy should go into the desk or locker of another boy.
6. Older boys should be able to look after and be responsible for younger boys. Younger boys should respect the older boys. Older boys, especially prefects and house captains, should **deserve** the respect of younger boys.
7. When boys speak to staff, they should use the appellation sir, miss, or the full name and title.
8. Boys in the Senior School should have the appropriate books on the desks and be ready to start the lesson. At the beginning of the day, they should empty their bags and ensure that everything they are likely to need during the course of the day is in, or on their desks. Homework diaries should be brought to school every day and taken home at the end of the day. Musical instruments should be stored tidily in the appropriate place in the music store.
9. Boys should always ask permission to leave the classroom during and between lessons. Boys are encouraged to only leave the classroom if absolutely necessary and that visits to the toilet or to fill water bottles should ideally be done during break times.
10. Boys are not allowed to bring games and toys, or items of any value to school. If they do, the school accepts no responsibility for their loss or damage. Mobile phones are not allowed to remain with boys during school time and must be left in the school office and collected at the end of the school day. The only money which boys should carry in school is for bus or train fares or for special events e.g. Book Week, charity or mufti days etc.
11. Boys should know when they are allowed in the building and when they should be in the playground. Boys are not to hang back in classrooms and cloakrooms
12. Boys are not allowed to bring sweets to school, but they may bring a healthy snack or piece of fruit for morning break. All boys should, have a reusable bottle for water and all boys are encouraged to drink water regularly.

Appendix 2: Rules of the Playground (agreed at School Council – 30/11/2022)

- All playground equipment and playground space must be shared regardless of year group.
- There should be play space for all games, football, basketball, tag/running games, cricket.
- Boys must be outside unless indoor break called and should not stay in the classrooms or school buildings.
- No chanting is allowed at any time and celebrations should be sensible.

General

- Always stop and freeze when the whistle is blown or teacher issues the instruction “Stand Still”.
- No bundling or aggressive games at any time. In tag games one hand or two hand touch is allowed but no grabbing or holding games including no tackling.
- Boys must not go out of the main school gate at any time unless with a staff member.

Main Playground

- A limit of 3x foam balls and 3x basketballs at any one time should be used.
- No games where balls are deliberately thrown at each other. Care should be taken with wet foam balls and they should never be thrown.
- Boys & staff must take notice/care of those playing ball games across the playground. The staff member will blow the whistle to stop games if a group is walking through the playground. Boys playing should also be aware and stop when Junior school/teachers/visitors walk through.
- Footballs must not be kicked out of hands and must always be kicked from the floor.
- No swinging on goals and care should be taken not to break or damage the goals when moving them and they should be carried not dragged.
- No misuse of cricket equipment, stumps should remain in bases
- There should always be an umpire for each cricket game whose decision is respected.
- Basketball games must only be played at the basketball end of the playground and basketballs not used in other areas.

Quiet Area

- No running in the quiet area or running games of any kind.
- Games in this area should try to be quieter than the main playground.
- No jumping over or walking on the low brick wall or wooden flower beds.
- Table tennis tables and table football tables should be shared and if players are waiting to play they should be given a chance to join in.

Indoor Play

- Boys should respect the indoor play hall and not play with curtains, equipment or climb on or behind seating.
- Foam balls are allowed but only dry indoor balls from sports store.
- At classroom wet break boys may play with classroom board games, chess, top trumps & playing cards.

{Rules compiled and agreed by school council 30/11/22}



Appendix 4: Use of Restraint / Restrictive Interventions Recording Form

| | |
|------------------------------------|--------------------------------------|
| Incident Number and Name of Pupil: | Date incident occurred and location: |
| Year group: | Staff Involved: |
| Description of Incident: | |
| Action taken at time of incident: | |
| Action taken as follow-up: | Date: |
| Signed: | Date: |

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