

BEHAVIOUR - REWARDS and SANCTIONS POLICY: PREP SCHOOL (402 PS)

Including EYFS

This policy has been updated in line with the Department for Education (DfE) Behaviour in Schools guidance (February 2024), Keeping Children Safe in Education 2026, Searching, Screening and Confiscation, the Mobile Phones in Schools statutory guidance (2026) and Restrictive Interventions, including the use of reasonable force, in schools (effective from 1 April 2026). It also reflects the Independent School Standards guidance (April 2026) and the Early Years Foundation Stage Statutory Framework for group and school-based providers, applicable from September 2026.

1.Aims

In our School, respect is shown by pupils and staff towards each other. We expect high standards of behaviour and believe that this can be achieved in a positive manner. Good behaviour will be promoted in all aspects of School life, through well prepared, differentiated and stimulating lessons, Personal and Social Responsibility (PSHE), Assemblies and Form Time. The Behaviour Code of Conduct (In the form of The Right Track and Golden Rules) is displayed in form rooms and is in all pupil journals.

Good behaviour will:

- allow all members of the community to feel safe and secure
- enable all pupils to learn without disruption or distraction
- promote physical and mental well-being of all members of the community
- show care for the physical environment and belongings of others
- allow all members of the community to develop into confident individuals
- enable pupils to demonstrate self-control and emotional regulation, so that everyone can enjoy a positive experience of School
- show respect for the opinions, culture, religion, faith, individuality, background or appearance of others
- show equal respect for all members of the community

It is important for the well-being of pupils and staff, both teaching and non-teaching, and the smooth-running of the School that everyone is aware of the standards expected within the School community. Children need to know the boundaries and what will happen if they overstep them.

However, any discipline and behaviour policy has to be flexible, taking into account the individual needs and circumstances of each pupil, and by its very nature cannot prescribe the course of action which will be taken in every circumstance. The School has discretion, with good reason, to deviate from the policy depending on each situation.

In the event of inappropriate student behaviour, the School will apply sanctions in a firm, fair and consistent way. All procedures of the Behaviour Policy therefore reflect the School's legal

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duties under the Equality Act 2010, and take into consideration the importance of safeguarding children and the requirements of those with special educational needs.

The School will have regard to the current **Independent School Standards** and relevant DfE guidance in maintaining this policy.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the School rules or who fail to follow reasonable instruction, in accordance with the Education and Inspections Act 2006. This policy is available on the School's website.

In the event of inappropriate student behaviour, the School will apply sanctions in a firm, fair and consistent way. All procedures of the Behaviour Policy therefore reflect the School's legal duties under the Equality Act 2010, and take into consideration the importance of safeguarding children and the requirements of those with special educational needs.

The School is mindful that the circumstances of students with special educational needs or disabilities may mean that a more tailored approach to behaviour and sanctions is required and that additional support may be required for them. Reasonable adjustments will be made where appropriate.

Staff must be seen to be fair. Children need to know that all staff will react in the same way. Consistency is of paramount importance and all decisions will be made with the well-being of **all** our pupils in mind. Sharing of information occurs regularly in PSLT and staff meetings and in annual handover meetings.

The school has a zero-tolerance approach to child-on-child abuse or any type of discrimination, and all reports will be promptly and thoroughly investigated, recorded and treated according to their gravity. Abuse that occurs online or outside the school will be treated as seriously as an incident occurring in school. Further detail can be found in the Safeguarding and Child Protection Policy and Safeguarding Procedures and the Anti-Bullying Policy.

The School will also take seriously sexual harassment, harmful sexual behaviour and other behaviour which may indicate a safeguarding concern. Such concerns will be managed in accordance with the Safeguarding and Child Protection Policy.

For acts of aggression or behaviour which potentially threatens the health and safety of others, the school reserves the right to involve the police.

The school recognises that some children may adopt challenging, abusive or disruptive behaviour as a result of unmet needs or abuse. In such cases staff will provide support and intervention and apply safeguarding procedures as appropriate.

2.Behaviour Code of Conduct

It is expected that good standards of behaviour will be encouraged through the consistent application of the Code of Conduct supported by a balanced combination of rewards and sanctions.

At Sutton High Prep School we have three overarching rules

- **Treat yourself with respect**
- **Treat each other with respect**
- **Treat the place and wildlife with respect**

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Following these rules aims to develop an environment which is first and foremost kind and promotes superpowers such as empathy and collaboration - to create a School Family, which guides, supports and encourages all of our community. There are no outsiders at Sutton High School. It means each pupil will be able to learn with joy and each staff member will be able to teach and should ensure each pupil can release their potential.

At Sutton High Prep School:

Acceptable behaviour is defined as behaviour which promotes courage, truth and joy from all pupils (and staff) in terms of their relationships with other pupils, with teachers and other school staff and with visitors or other persons and which also shows a respect for buildings and property. The aim is to ensure that all pupils can enjoy school and thrive.

Unacceptable behaviour towards fellow pupils is defined in Sutton High School's Anti-bullying policy and includes name-calling, verbal abuse, threatening language or behaviour, spreading of rumours, intimidation, exclusion, physical abuse, bullying and harassment (including racist, religious, sexist and homophobic abuse). This may involve face-to face incidents or the use of technology to bully others.

Unacceptable behaviour also includes failure by the pupil to adhere to the School's Code of Conduct and classroom expectations, by failing to work towards achieving their potential and/or by disrupting the learning of other pupils. Unacceptable behaviour towards a member of staff includes impersonating a member of staff on-line or making malicious accusations against a member of staff.

The School recognises that a pupil may have a legitimate reason to raise a concern or complaint about a member of staff. Any such concern will be dealt with in accordance with the appropriate safeguarding and complaints procedures. Where there is clear evidence that an allegation has been deliberately fabricated or made maliciously, the School may consider an appropriate disciplinary response.

Expectations are made clear in the Pupil Code of Conduct and Classroom Expectations

2.1 Behaviour Code of Conduct (Whole School)

- We treat others the way we would like to be treated ourselves
- We respect the differences between people
- We are fair and treat people equally
- We respect other people's beliefs and opinions
- We respect other people's property and possessions
- We respect the environment we work in
- We are kind, polite, courteous, patient and approachable with all members of the School community
- We are honest and truthful, but we take care not to hurt other people's feelings
- We are positive in our dealings with others
- We celebrate success and never put other people down
- We offer support to those who need it
- We are friendly and take care to include everyone
- We feel that any form of bullying is unacceptable
- We cooperate with each other and settle disputes by discussion rather than aggression
- We are well organised and prepared for lessons
- We are punctual
- We complete our work to the best of our ability

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- We create a positive impression of the School when we are in the wider community
 - We take our turn in a queue and do not push in
 - We follow the uniform Code of Conduct
 - We focus in lessons and do not distract others
- **Staff** are provided with these documents in the Staff Handbook, Policy 403
 - **Pupils** receive instruction on both the Golden Rules for EYFS and KS1 and The Right Track in the (The Prep School Pupil Code of Conduct in practice) and Preparatory Classroom Expectations: details are indicated below.
 - A page displaying the **Golden Rules or The Right Track** and hierarchy of sanctions is included in the girls' Journals.
 - Expectations are reinforced for **pupils** through: assemblies; discussions in form together time; as an integral part of tackling any episodes of poor behaviour with groups or individuals with the grey card reflection system; when appropriate across the curriculum – for example, PSHE.
 - **Parents** receive a Parent Handbook. This contains the Golden Rules or The Right Track and parents are asked to read through the Pupil Code of Conduct with their daughter on entry to the school (age adjusted). on entry to the school (age adjusted).

Golden Rules/The Right Track and Class Charters are displayed in classrooms and reflect the conduct and behaviour that is expected of the pupils at all times (SHS Pupil Code of Conduct in practice). They are discussed and shared with pupils on a regular basis: at the start of a new academic year; in PSHE; circle time; form time; when staff judge that the reinforcement of a particular rule would benefit individuals within the class.

There will also be other health and safety rules linked to specific areas and activities e.g. The LookOut

There is an emphasis on instilling the inherent values of **The Golden Rules** to aid behaviour regulation in children during the course of the Reception and Key Stage 1, moving towards a greater use of 'The Right Track' with pupils in Key Stage 2.

- Do be kind and helpful
- Do be gentle
- Do work hard
- Do be honest
- Do listen and follow instructions
- Do look after property

The Right Track

- Pupils have the RIGHT to learn
- Teachers have the RIGHT to teach
- Everyone has the RIGHT to be safe

Turn up punctually, equipped and ready to work

Respect other pupils and staff including their property and opinions

Always offer to help

Celebrate your successes and those of others

Keep striving for your best at all times

2.2 PROMOTION of GOOD BEHAVIOUR

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Preparatory staff will promote good behaviour through a positive ethos of encouragement and praise of the act e.g. Well done for opening the door. Well done, you saw a Year 3 girl needed someone to play with at break, rather than the person e.g. 'Good girl', both in the classroom and around the School, thereby instilling a culture of good behaviour. This may be formal or informal and to individuals or to whole classes.both in the classroom and around the School, thereby instilling a culture of good behaviour. This may be formal or informal and to individuals or to whole classes.

Hierarchy of Rewards

A hierarchy of rewards for good behaviour allows us to focus on the positives and role models to other pupils as well as ensuring our school is kind, happy and positive place to be, where mistakes are part of learning, and you strive to be the best you can be. Where possible, parents will be informed on the day of a Step 3 reward i.e. at collection and verbal feedback given or an email sent or note in the pupil's journal.

The below steps set out the range and hierarchy of rewards for appropriate behaviours that should be followed in the Preparatory Department, to ensure consistency of approach between staff members. This is linked to our whole school values, With Courage, With Truth, With Joy and is influenced by the research of Angela Duckworth and Jane Simister.

Step 1 - Good Behaviour, lower level (Teacher or Support Staff Member to Lead on with support of Assistant Head, Pastoral)		
Courage (Brain) Having a go Trying something new, first step Making mistakes, so you learn Stretching your fantastic elastic brain	Truth (Will) Reading regularly Remembering belongings Arriving for lesson on time Letting others have a turn Clearing up after lunch	Joy (Heart) Kind words Encouraging words Proactively playing with another pupil Proactively opening doors, picking up litter etc
Reward Step 1 – Verbal praise about behaviour. (The focus is on the behaviour not the child.) For example: Well done, you completed all the tasks and tried questions which made your brain think. Well done for organising your homework and handing it in at the start of the day. Well done for packing away your work and following instructions. Rather than: Good girl, Clever girl Reward Step 1 – House Point This is given if the positive behaviour continues during that session. This should be done in a way that is appropriate to the pupil and understands the needs of each pupil e.g. a SEND pupil may have less questions to answer or questions appropriate for their individual need. A MAT pupil would have to be stretched and challenged to achieve the same award. Prep School Rewards in EYFS In addition to Prep School Rewards Stickers combined with verbal feedback		

Step 2 - A significant situation or consistently good behaviour (Assistant Head, Pastoral to lead on with the support of the Key Stage Leader)					
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Courage (Brain) Completing challenge work (challenge defined for that pupil) over an extended period of time	Truth (Will) Completing an Open Homework to the best of your abilities Consistently handing homework in e.g. every day for a term	Joy (Heart) Consistently helping another person e.g. looking after a new girl for a week Being a Y6 Friendship buddy for a week
Reward Step 2 – Commendation, Superpower card or Positive note in Journal or exercise book. - A specific example when the pupil has stepped up and gone beyond the normal - Talk to the pupil to establish what happened, this may require listening to other pupils and/or teachers, Learning Assistants. - Commendation – The teacher or support staff member will nominate the pupil and write the Superpower card. The Key Stage Leader will then meet with the pupil, talk through the reason for their Superpower card. This will be presented in the celebration assembly on the next Friday. - Where possible, the staff member initiating the commendation should inform parents via their journal or exercise book. *Liaise with SEND, EAL, MAT coordinator as appropriate to gain advice House Points House Point Award System: pupils earn House Points for themselves and their House, and these achievements are celebrated in classes. Tokens are then dropped into the House Point tube to combine as a team. 50 House Points – bronze star 75 House Points – silver star 100 House Points – gold star badge		

Step 3 - Outstanding example of good behaviour or continued good low-level Behaviour (Head or Assistant Head, Pastoral)		
Courage (Brain) Being exceptionally brave e.g. having to undergo a major operation	Truth (Will) Overcoming a particular challenge over an extended period of time	Joy (Heart) Participating in a charity events for an extended period of time
Reward Step 3 – GEM Award (Go the Extra Mile) and in exceptional circumstances Golden Door - When a pupil or group of pupils has gone the extra mile, they may be awarded a GEM Award by the Head. Staff may nominate a pupil for this, a pupil may nominate another pupil and a pupil may self-nominate with supporting evidence e.g. fundraising situation. - Head to add a note to CPOMS and to write/talk to parents *Liaise with SEND, EAL, MAT coordinator as appropriate to gain advice Gold Door Award – for exceptional situations and awarded by the Head. For example: - Being exceptionally brave in a situation - Fundraising for an extended period of time		

POSITIONS OF RESPONSIBILITY

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Opportunities for pupils to experience positions of responsibility for an aspect of their peer or School community are an essential component of our approach to promoting and modelling good social behaviours for all pupils. Roles of responsibility include:

RECEPTION and Key Stage 1:

- Class teachers allocate a variety of roles to individual pupils, reviewed on a daily or weekly basis, in order to allow all pupils the opportunity to experience and exercise responsibility, for example: line leaders, snack box monitors, helping hands.

Key Stage 2:

- Class positions allocated by class teachers for example: Class Monitor, Eco Monitor, Tech Helper, Arts Council, iPad Champion, School Council Representative. Pupils attend regular meetings with a staff facilitator to discuss issues raised by pupils and plan events or activity programmes that promote their area of responsibility for all pupils across the Prep School. Feedback from group meetings may be shared across the pupil and staff body in order to action any points across the Prep School community.
- Year 6 pupils are all allocated a position of responsibility to prepare them for transition to Year 7. These include House Captains, Games Captains, Music Prefects, Playground Friends, Sports Leaders. Year 6 roles of responsibility that contribute to the ethos of praise.
- Playground Friends are responsible for promoting friendship and organizing games for younger pupils in the playground at breaks throughout the day: they are distinguishable by their yellow jacket.
- Big Sister/Little Sister Scheme: Older girls (Year 6, Year 5 and Year 4 are paired with a younger girl (N to Year 3); staff coordinate a variety of activities that create a structure for this scheme across the year.

2.3 BEHAVIOUR MANAGEMENT and STRONG PASTORAL CARE as PREVENTATIVE STRATEGIES

Schools have legal powers to:

- discipline students for breaking rules, failing to follow instructions or other unacceptable behaviour – using a range of punishments
- discipline students for misbehaviour outside the School gate, including journeys to and from School (see below)
- impose a detention, without parental consent, including in the evening and at weekends if the School wishes
- confiscate inappropriately used items such as mobile telephones
- search students for weapons (see below)
- exclude a student for a fixed period or permanently (only by the Head). See the Exclusions Policy. This policy is available via the School website, although a copy of the policy can be requested
- use reasonable force to control or restrain pupils under specific circumstances (see below)

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Students' conduct outside of School

Teachers have the power to discipline students for misbehaving outside of School premises to such an extent as is reasonable, when the student is:

- taking part in any School-organised or School-related activity
- travelling to or from School
- wearing School uniform
- in some other way identifiable as a student at the School

or for misbehaviour at any time that:

- could have repercussions for the orderly running of the School
- poses a threat to another student or member of the public
- could adversely affect the reputation of the School
- is illegal

The School may also respond to online behaviour occurring outside School where it has a sufficient connection with the School community, including where it causes harm to another member of the School community or affects the orderly running of the School.

Sanctions administered will be proportionate to the incident reported.

Corporal Punishment

No forms of corporal punishment are permissible. Corporal punishment is defined as “*Any degree of physical contact which is deliberately intended to cause pain, injury or humiliation*”. Equally unacceptable is any form of sanction designed to humiliate a child.

SANCTIONS to MANAGE and ADDRESS INAPPROPRIATE BEHAVIOUR

When a pupil's behaviour falls below an acceptable standard, a range of sanctions will be enforced. We believe it is a partnership with pupil – parent – teacher which will ensure we can resolve behavioural issues at the earliest possible stage.

Behavioural concerns are logged by class teachers on CPOMS and as an agenda point on PSLT Meetings: Pastoral Pupil Monitoring. When behaviour requires Step 3 support is logged on the concerns and complaints tracker which is monitored regularly by the Preparatory Department Leadership Team to look for patterns e.g. location of bullying. Where appropriate it is shared with the staff team and/or individual staff members.

Any sanctions will be decided upon taking into account the context for the individual pupil concerned, particularly with respect to any Special Educational Needs (eg. mental health considerations or specific learning difficulties) they may experience. The expectation and action taken for such pupils' behaviour will take into account their specific areas of disability or need and any reasonable adjustments that may be required.

An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond to breaches of the school rules or code of conduct. The primary aim of the process is always that the pupil should learn from their mistake.

Early intervention and support

Our approach to behaviour management and sanctions in the Preparatory Department is proactive; we expect our sanctions system to offer pupils opportunities to reflect on any

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inappropriate behaviour to support their development of independent emotional and behavioural regulation skills, whilst reassuring any child who has been subject to the inappropriate behaviour that it has been addressed.

The purpose of a sanction in the Preparatory Department therefore is:

- To ensure that pupils understand when and why their behaviour has been unacceptable (reference to Pupil Code of Conduct, Golden Rules or Relationships education in PSHE as appropriate to age of pupil).
- To support the pupil whose behaviour has been unacceptable and to support the pupil who has been hurt or upset as the result of another child's behaviour.
- To demonstrate that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour.
- To trigger a review of teaching strategies used by teachers of the pupil, including possible referral to the Learning Support Coordinator and the construction of an individual student plan, with regular reviews recorded within the pupil's file (for example, if a pupil has dyspraxia, attention deficit disorder or other learning difficulty or disability). The School will involve external agencies where this involves no cost to the School, and will encourage parents to seek specialist external assistance in identifying specific learning difficulties and disabilities. The School maintains appropriate records of internal and external referrals, and ensures that teachers of an individual pupil are informed of the outcome of a referral so that individualised planning can be adjusted accordingly.
- To provide an opportunity for teachers to give general advice on how to improve self-discipline.

Important considerations when using the sanction system:

- It is imperative that the sanction be proportional to the behaviour.
- Whenever a sanction is applied, the behaviour will be discussed with the child so that they understand why the behaviour is not acceptable. Parents will also be informed and included in the support for the pupil.
- Staff are discouraged from punishing a whole class unless this is unavoidable or appropriate; this should be discussed with the Head of the Preparatory Department in the first instance.

Behaviour outside the school and online

Pupils who breach the school's Behaviour Policy whilst on school business such as trips and journeys, sports fixtures, clubs, or external activity will be dealt with in the same manner as if the incident had taken place at the school.

For incidents that take place outside the school, outside school hours and not on school business, this policy will still have effect if the misbehaviour could have repercussions for the orderly running of the school, pose a threat or cause harm to another member of the school community, or adversely affect the reputation of the school. This includes behaviour in the immediate vicinity of the school, on a journey to or from the school, or at any time online.

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Where online behaviour involves a safeguarding concern, including child-on-child abuse, sexual harassment, harmful sexual behaviour or sharing harmful content, the School's safeguarding procedures will be followed.

Responsibilities of Teachers

Teachers are expected to discharge their duties in a competent manner and to maintain control and discipline in the classroom and elsewhere. Teachers have a duty of care to exercise disciplinary control in order to maintain good order, and safeguard pupils' health and safety.

The School acknowledges its duties and responsibilities under the Education and Inspections Act 2006 and the current DfE guidance on behaviour and restrictive interventions. All school staff members have legal powers in relation to discipline and, where necessary and lawful, the use of reasonable force. Staff are not required to put themselves at unreasonable risk of personal injury.

In exceptional circumstances, restrictive intervention of a pupil may be necessary. This would not be as a sanction, but to deal with a situation in which the pupil's behaviour is causing serious challenges, either to the pupil's own safety or that of others. Full details of circumstances in which this may be used and guidance on how it is used can be found in the Restrictive Intervention Policy below.

Staff must not use force as a punishment.

Hierarchy of Sanctions

A hierarchy of sanctions allows minor sanctions for minor, single offences and major sanctions for major offences or repeated infringements. Parents will be informed on the day of a sanction being imposed if a Step 3 level, to support their daughter, with a written record being made, unless the misbehaviour is minor.

The below steps set out the range and hierarchy of sanctions for inappropriate behaviours that should be followed in the Preparatory Department.

The hierarchy is intended to support consistency. However, the School retains discretion to respond to serious incidents immediately at the appropriate level.

Step 1 - Low Level Behaviour (Teacher or Support Staff Member to Lead on with support of Assistant Head, Pastoral)		
Courage (Brain) Only selecting 'easy' work (relative to the pupil) Staying on Step 1 of the Learning Steps Unwilling to make mistakes as part of learning	Truth (Will) Unprepared for class e.g. no pencil case for KS2 Forgetting homework Forgetting PE kit Forgetting to wear blazer on uniform days	Joy (Heart) Unkind words or actions – one off Unwilling to work with other pupils not 'their specific friend' Leaving people out of games, no one should have to ask
Sanction Step 1 – Verbal reminder about behaviour which is inappropriate and the behaviour desired. (The focus is on the behaviour not the child.)		

For example: 'When you keep calling out, it is not fair as everyone should have their voice heard. I would like to see you wait your turn and/or write your idea down and then show it me.

*Add a strategy for a SEND pupil e.g. writing it down on a whiteboard or record onto iPad if writing is challenging or using Learning Assistant to support

Sanction

Warning card (If undesired behaviour continues)

This is given if the behaviour continues during that session. This should be done in a way that is not humiliating to the pupil and includes strategies to help the pupil. For example, move to a location in the room where they may find it easier to focus, provide additional scaffold with their work, explain how their behaviour is making another pupil feel.

Step 2- More Serious Behaviour or Persistent Low-Level Behaviour (Assistant Head, Pastoral to Lead on with Support of Key Stage Leaders)

Courage (Brain) Completing your Open Homework in a rushed manner Persistently not stretching your fantastic elastic brain	Truth (Will) Going into another pupil's bag 'their property' Taking something, which does not belong to you Not following safety and climbing on the metal fence	Joy (Heart) Unkind words or actions – repeatedly Persistently leaving a pupil out of a game
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Sanction

Step 2– Support

- More Serious Behaviour - Talk to the pupil to establish what happened, this may require an investigation and several pupils and/or teachers, Learning Assistants spoken to.
- Record notes on CPOMS for future reference.
- Inform Key Stage Leader who will add a note onto Concerns/Complaints/Behaviour/Bullying Log
- Support Time – The Key Stage Leader will meet with the pupil, talk through the reason for concern and look at strategies to support that pupil i.e., is the unwanted behaviour the result of a learning need or does the pupil need support in understanding impact of bullying and how to correct unacceptable behaviour?
- A sanction will be imposed as part of this session and appropriate to the incident and pupil. For example:
 - If they had not completed homework regularly, this would have to be rectified within a set time frame.
 - If they were using iPads inappropriately e.g. emailing unkind messages, they would have to write a letter of apology and lose their iPad privileges for an agreed amount of time.
- Parents are informed to support their daughter and a note is added onto CPOMS
- *Liaise with SEND, EAL, MAT coordinator as appropriate to gain advice

Step 3- Unacceptable Behaviour or Continued Persistent Low-Level Behaviour (Head supported by Assistant Head (Pastoral))

Courage (Brain) Progress is not evident due to your lack of commitment i.e. not participating in class, not completing homework, not contributing to your personal development	Truth (Will) Taking something or damaging something which does not belong to you e.g. writing mean words in someone else's journal	Joy (Heart) Bullying – sustained and persistent Hitting Punching Biting Deliberately targeting another pupil e.g. taking all of their
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	Your actions causing you or someone else potential harm e.g. opening an outside door	belongings out of their bag, encouraging others to isolate this pupil
Sanction Step 3 – Support Plus Unacceptable behaviour and instantly escalated to Step 3 A more formal behaviour/Support plan is implemented, meeting with the parent and support for the pupil and support for other pupil(s) if required i.e. the result of bullying. Record notes on CPOMS Head to add a note to Concerns/Complaints/Behaviour/Bullying Log *Liaise with SEND, EAL, MAT coordinator as appropriate to gain advice Friday Head's Detention Particularly serious incidents of misbehaviour, including malicious accusations against members of staff, may result in a fixed term or permanent exclusion. Fixed term or permanent exclusions are imposed by the Head only. (See GDST Fixed Period and Permanent Exclusions Policy (405). Suspension – see policy Permanent Exclusion – see policy		

2.4 Removal from the group/class

This should be deemed a serious sanction and only used when necessary, and other behavioural strategies in the classroom have been attempted. Parents will be informed on the same day. Alternative but equally effective learning opportunities will be provided to the pupil.

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

The period of time of a removal should be kept to a minimum and never longer than one period, without further support and guidance being offered to the pupil as required.

The Head will maintain oversight of all and any removals and the school will collect, monitor and analyse removal data to help shape policy.

Malicious allegations against staff

The school recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of staff and has procedures for dealing with such concerns.

Any allegation or concern raised by a pupil will be taken seriously and dealt with in accordance with the School's safeguarding and complaints procedures.

However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

The school will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

3. Restrictive Intervention (See Whole School Policy)

The full Sutton High School Restrictive Intervention Policy should be read alongside this Behaviour, Rewards and Sanctions Policy.

3.1 EYFS – Restrictive Intervention

In the Early Years Foundation Stage, physical intervention will only be used where it is absolutely necessary and proportionate to prevent immediate danger of personal injury to the child or another person, or where necessary and lawful to manage a child's behaviour. Corporal punishment, or any punishment which could adversely affect a child's wellbeing, is not permitted.

Any physical intervention involving an EYFS pupil will be recorded and the child's parent/carer informed on the same day, or as soon as reasonably practicable. Staff will consider the child's age, developmental stage, individual needs and any relevant SEND, medical or communication needs when responding to behaviour.

3.1 The Use of Force When Searching Without Consent (See Whole School Policy)

3.2 Searching, Screening and Confiscation (See Whole School Policy)

4. REVIEW AND MONITORING

- Regular lesson observations and drop-in visits will review behaviour management procedures in the classroom.
- Class Teachers will inform Heads of Key Stage and will keep records of behavioural incidents and action taken and will alert the Assistant Head (Pastoral) and Head to any overall patterns in their year group. They may collect data from:
 - CPOMS entries
 - Attendance, Exclusion and Fixed Term Exclusion data
 - Behaviour, bullying and serious sanctions records;
 - Restrictive intervention records where applicable;
 - Anonymous surveys of staff, pupils, parents, governors, trustees and other stakeholders on their perceptions and experiences of the School behaviour culture
- The Head and Assistant Head (Pastoral), will review records of incidents and investigations on CPOMS.
- The Head will keep a record of the most serious incidents which require internal exclusion from lessons, external Fixed-term exclusion or expulsion and will report on these to Governors.
- The School will monitor behaviour data for patterns, including patterns relating to location, time, type of behaviour, year group and relevant pupil groups, and will consider whether any disproportionality requires further action.
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- The School will monitor the use of restrictive interventions, including incidents involving reasonable force and seclusion, in accordance with the applicable Independent School Standards and DfE guidance.
- For all major policy reviews, there will be consultation with the Pastoral Team and Heads of Department (and through them with subject teachers) in advance of presentation of the Policy to Governors.

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