



Behaviour, Rewards, Discipline and Exclusion Policy

Applicable to all sections of RGS Prep, including Early Years Foundation Stage (EYFS)

1. Purpose and Aims

This policy outlines our school's approach to:

- Promoting positive behaviour across the school community
- Recognising and rewarding good behaviour and work
- Responding to poor behaviour and work, including exclusions

Our aim is to cultivate a safe, respectful and inclusive environment in which all members of our school community—pupils, staff, and families—feel happy, secure, valued and respected.

We are a caring, values-based community that expects all individuals to act with kindness, consideration and integrity. We aim to embed and uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, and to foster tolerance, empathy and understanding among pupils.

This policy supports the principles by which we live and learn together with purpose, respect and cooperation.

At RGS Prep, we actively promote positive behaviour and strong relationships both within our school and beyond. We believe that such behaviour ensures the orderly running of the school and contributes to pupils' academic, personal and social development. This policy aims to safeguard the wellbeing of all pupils and protect them from discrimination and harassment on any grounds, including race, gender, disability, sexual orientation, nationality or religion.

To achieve this, we promote:

- Respect and consideration for others—pupils, staff and the wider community
- The right to live and learn in a safe, ordered and ethical environment
- Care and responsibility for the school and wider environment
- The welfare of all individuals in our community
- Good manners, personal pride and high standards of appearance
- Self-discipline and appropriate respect for authority

The School Rules and Pupil Charter (Appendix 1) outline our expectations and help pupils understand boundaries, the hierarchy of rewards and sanctions, and how these will be

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applied fairly and consistently. We remain mindful of protected characteristics as defined by the Equality Act 2010 and will take these into account when responding to individual behaviour or disciplinary matters.

Staff are expected to set a positive example, modelling courtesy, punctuality, appropriate appearance and personal conduct. RGS Prep is committed to preventing bullying in all its forms, as outlined in our Anti-Bullying Policy.

We apply this policy consistently and fairly across the school, including EYFS. Where pupils have additional needs (SEND), we modify rewards and sanctions to support their individual circumstances.

2. Expectations and Rewards

Expectations

Our core expectation is that pupils demonstrate respect, fairness and kindness toward others, always showing consideration for their own wellbeing and the wellbeing of those around them—both in person and online.

To support this, pupils are encouraged to follow these guiding principles:

1. Show respect and treat others as you would wish to be treated, both face-to-face and digitally
2. Strive to be your best self; make productive use of your time and avoid disrupting others
3. Offer forgiveness and accept mistakes with grace
4. Listen attentively and respectfully; speak openly and honestly
5. Be truthful and sincere; frame criticism in a constructive way
6. Celebrate personal achievements with humility
7. Be patient, compassionate and thoughtful
8. Act with helpfulness, politeness and good manners
9. Care for personal and shared resources; avoid waste or damage
10. Take pride in your appearance and contribute positively to the school environment

These values are simplified for younger pupils in the Pre-Prep Department through our “Golden Rules,” helping them understand and embrace key behavioural expectations in a developmentally appropriate way:

Pre-Prep Golden Rules

We are...	So we don't...
Gentle	Hurt others
Kind and helpful	Hurt anyone's feelings
Good listeners	Interrupt
Honest	Cover up the truth
Hard-working	Waste our own or others' time
Respectful of property	Waste or damage things

The Golden Rules for Pre-Prep are displayed prominently and reinforced through daily routines.

The School Rules for Prep are detailed in Appendix 1. Staff are expected to model these behaviours consistently through their own conduct—setting a positive example in kindness, courtesy and collaboration.

3. Rewards

Celebrating positive behaviour and effort is a vital part of school life. Staff actively seek opportunities to praise individuals and groups who contribute positively to the school community, both through their conduct and acts of kindness. This is grounded in our core Values, which guide how we live, work, and learn together.

Staff recognise pupils through a range of methods including:

- Verbal praise in class and around the school
- Written comments on pupil work
- Learning Habits Stamps
- Commendations and credits
- Staff emails, meetings and Class Dojo notifications
- Displays of pupil work throughout the school
- Public celebration in House meetings, assemblies and performances

These reward systems are age-appropriate and tailored to the three developmental stages of RGS Prep:

EYFS (Nursery and Shell)

Young children thrive when they feel supported, encouraged and safe. In EYFS, pupils are helped to develop confidence, social awareness, and a positive attitude toward learning.

- Circle time and daily interactions reinforce the Golden Rules
- Stickers and badges are used to celebrate effort and kindness
- Pupils collect credits towards earning their 'Lanesborough Rose' badge
- Emotional wellbeing and self-awareness are central to the reward approach

Pre-Prep (Shell – Year 2)

Pupils follow the Golden Rule principles which are embedded into classroom culture and reinforced in assemblies.

- Golden Time is accrued during the week for positive behaviour and is protected from being taken away due to organisational issues
- House credits contribute to the 'Order of the Lanesborough Rose' award
- Pupils earn credits for demonstrating our school Values (Appendix 2) and the five Learning Habits (Appendix 3)
- Every 30 credits earns a certificate or badge in assembly
- Year-end celebrations honour the House with the highest credit total via the House Shield
- Year 2 pupils can be appointed as House Captains and given leadership responsibilities
- Weekly 'Special Mention' certificates and termly Commendations recognise exceptional behaviour or work
- External achievements are also celebrated in assemblies, promoting pride across the community

Prep (Years 3–6)

Recognition grows with pupil independence. Positive behaviour and effort are acknowledged through praise, credits, and Commendations, all of which contribute to the development of personal responsibility.

- Learning Habit Stamps and Behaviour Commendations reward both academic effort and empathetic actions
- Commendations may be given for moments of compassion, inclusion, or peer support
- Teachers offer immediate praise and written feedback
- Credits awarded for effort, achievement, excellent work, manners, and kindness are logged centrally and House totals are shared biweekly by the Head Boys in assembly

Pupils receive stamps for displaying the following *Learning Habits*:

- **Reflection/Accuracy (Pre-Prep)**
I review my learning and experiences in order to progress
- **Risk taking**
I am willing to take on challenges with courage and responsibility

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- **Perseverance/Persisting**
I keep trying when faced with challenges
- **Engagement/Listening (Pre-Prep)**
I listen actively and respond positively
- **Independence**
I use my initiative to develop my own learning

To earn a **Lanesborough Rose badge**, pupils must receive:

- One commendation for each Learning Habit (5 stamps total)
- Commendations for Effort, Achievement and Behaviour

This system honours a pupil's all-round journey as a learner and individual. As pupils collect additional commendations, they progress through the badge levels—bronze, silver, gold and platinum—throughout their time in Prep. Pupils record their total in their planners at the beginning of each academic year, encouraging self-monitoring and goal setting

3. Discipline and Sanctions

Promoting Positive Behaviour

High standards of pupil behaviour are encouraged across RGS Prep through our core Values, Form time, PSHE, House meetings and assemblies. The Sports Department also plays an active role in promoting good conduct, including tailored initiatives such as the 'Appropriate Aggression in Sport' programme.

All staff take responsibility for regulating pupil behaviour, responding in a timely and proportionate manner. Unacceptable behaviour is challenged respectfully but firmly, and this initial conversation forms the foundation of consistent behaviour management. In many cases, a verbal reminder from staff is sufficient to redirect a pupil's conduct.

Discipline

The aim of discipline at RGS Prep is to create conditions in which education and personal growth thrive. We foster the development of self-discipline as an essential part of a fulfilling and purposeful life.

Our expectations around discipline encompass:

- Punctual attendance and preparation
- Consistent and careful completion of work
- Courteous and considerate behaviour
- Respect for staff and response to reasonable instructions
- Awareness of appropriate conduct online

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- Care for shared environments (classrooms, playgrounds, toilets)
- Adherence to school routines and expectations
- Safe and respectful movement around the school

While instances requiring physical intervention are rare and not anticipated, staff follow the school's policy on the use of reasonable force, which is outlined in Appendix 5 and the Touch Policy.

Sanctions

Sanctions help reinforce the expectations of our community by:

- Indicating when behaviour is not acceptable
- Expressing communal disapproval
- Clarifying right from wrong
- Discouraging repetition and deterring others

Sanctions are applied with fairness and proportionality, taking into account a pupil's age, previous conduct, and any relevant circumstances. Pupils are expected to consistently uphold our core values of respect, responsibility, integrity and kindness. Where these standards are not met, pupils may lose privileges, such as attending trips, representing the school, or participating in enrichment activities. These decisions rest with school staff, with full consideration of a pupil's overall behaviour and attitude.

Staff make reasonable adjustments for pupils with special educational needs or disabilities. If unsure, staff should consult the Deputy Head to ensure pupils are supported appropriately. If exclusion is being considered, pupils with SEND or disabilities will be given the opportunity to fully present their case, and any religious requirements will be taken into account.

Sanctions are always applied thoughtfully and specifically to the individual involved. RGS Prep does not support collective punishment of groups or classes for the actions of one pupil. Corporal punishment is never used or threatened. Physical intervention, where absolutely necessary, follows the guidance provided in Appendix 5.

When determining whether a punishment is reasonable, we comply with the **Equality Act 2010**, ensuring that all circumstances—including age, race, SEND, disability or religion—are duly considered.

Age-Appropriate Sanctions

Pre-Prep (Nursery to Year 2)

Parents are actively informed of behavioural boundaries and expectations so that a consistent, home-school approach can be maintained. For example, if a pupil loses Golden Behaviour, Rewards, Discipline and Exclusions Policy

Time due to behavioural choices, a sticker is placed in their home communication book to explain why.

EYFS (Nursery and Shell)

Young children are supported in understanding right from wrong and in recognising the importance of boundaries. We model justice and resolution, making space for pupils to identify behaviours and reflect on choices. Some developmental stages may include behaviours that are challenging (e.g. biting), and staff follow a consistent and structured approach:

- Behaviour is investigated using a “who, what, when, and where” method
- The pupil is calmly removed from the situation for reflection
- The injured pupil is supported and given first aid if necessary
- Both sets of parents are informed
- Strategies are jointly developed to reinforce positive behaviour
- Pupils are involved in identifying issues and finding solution

Sanctions Procedures for Pre-Prep (KS1) and Prep (KS2)

We follow a clear progression of behavioural responses designed to support pupils in understanding the impact of their actions and in making more positive choices. Sanctions are applied proportionately and appropriately based on individual circumstances.

Behavioural Stages and Responses

Level of Behaviour	Sanction & Follow-up	Notes
Behavioural Concern (Stage 1)	Managed by the class teacher.	Guidance provided to the pupil to address behaviour.
Warning (Stage 2)	Managed by the class teacher.	The pupil is made aware this is a repeat offence.
Warning (Stage 3)	Managed by class teacher and/or Form Tutor. Logged on CPOMS.	Second Warning triggers involvement from the Form Tutor. A behaviour card may be issued. Two Warnings over a three-week period lead to parent contact by the Form Tutor.

Level of Behaviour	Sanction & Follow-up	Notes
Yellow Reflection (Stage 4)	Managed by the Deputy Head if it is an isolated incident/ managed by the Deputy Head and subject teacher if an incident happens in lessons. Breaktime/lunchtime detention.	Given after a third Warning or an isolated serious incident. A behaviour card may accompany this sanction. Takes priority over any club. Parents are informed by the subject teacher or Deputy Head. If only one Yellow Reflection is received in a half-term, it is “wiped” for the next half-term.
Red Reflection (Stage 5)	Managed by the Head. Friday detention from 4:00–4:45pm.	Triggered by two Yellow Reflections in a term or an isolated very serious offence. Parents informed by the Head. Detention takes priority over other commitments; pick-up is at Cranley Road gates.
Internal Suspension (Stage 6)	Managed by the Head.	Assigned for repeated Red Reflections or a major incident. Includes a meeting with parents. The pupil remains in school but completes work away from his class in the meeting room. Duration is based on severity.
External Suspension (Stage 7)	Managed by the Head.	Covered separately under school-wide behaviour and exclusions guidance.

Ongoing Behaviour Monitoring

The school consistently monitors pupils’ conduct after any reflection or sanction to ensure positive improvement. Records are periodically reviewed, particularly for pupils with recurring Yellow Reflections over extended periods. Additional support or alternative strategies may be introduced if needed.

Work-Related Sanctions

1. Academic School Detention

- Applied for persistent academic concerns, usually involving completion of work during break/lunch.

2. Report Card

- Used when behavioural or academic issues persist over time. Introduced with parent involvement. Teachers sign and comment on the pupil's behaviour and/or work after each lesson, fostering accountability and support.

Malicious Allegations

The school takes any accusation against staff seriously. If a pupil makes an accusation that is proven to be false and malicious, it will be treated as a very serious offence and managed in accordance with the Sanctions Procedures outlined above.

5. Exclusion

The Head may exclude a pupil—temporarily or permanently—for:

- Major breaches of school rules
- Harmful influence on others
- Persistent refusal to engage in learning
- Any serious or necessary reason in line with school values

Temporary Exclusion Procedure

Parents receive:

- A letter detailing reasons, duration and return date
- Teaching arrangements with ongoing work from the Form Teacher

On return, pupils attend a reintegration meeting with the Head. Though formal appeals are not part of this process, parents may write to the Chair of Governors.

Permanent Exclusion

Governors' procedures include formal review mechanisms in line with school policy.

6. Partnership with Parents

We value open and active collaboration with families. Pupils thrive when supported by a united home-school approach.

Parents connect with the school through:

- Informal conversations
- Consultation and parents' evenings
- Coffee mornings and LPA events
- Performances and sports fixtures
- Direct communication via Teams, email, phone or letter

Staff encourage proactive communication about pupils' wellbeing. Where needed, support plans are developed jointly.

7. Communication

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Pupils

Behaviour expectations are explained and reinforced consistently across all age groups. Both Pre-Prep Golden Rules and Prep Rules share core principles and values.

Staff

Policies are covered in induction, with access via the Staff Handbook and Notes for Staff folder. Ongoing updates are shared in meetings and internal systems.

Parents

This policy is available upon request and shared through regular communications.

8. Monitoring and Evaluation

This policy is reviewed annually and refined based on feedback, trends, and data analysis.

Monitoring includes:

- Observations of individual and group behaviour
- Tracking of rewards and sanctions
- Staff communications through CPOMS, SchoolBase, Class Dojo, and meetings
- Feedback from parents and the wider community

All behavioural records inform future strategies and policy adjustments.

Please also refer to the school's **Use of Force Policy** (Appendix 5).

Reviewed: September 2025 by Deputy Head AM

Next Review: September 2026

Appendix 1

RGS Prep Pupil Charter



The RGS Prep Pupil Charter was written by our student council based on how we want to treat each other.

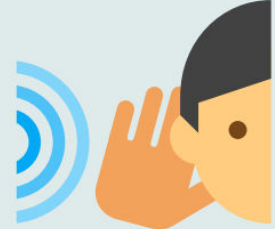
Kindness

We are kind and helpful to everyone



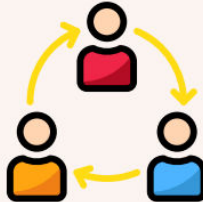
Listening

We listen politely to others and wait our turn to speak



Sharing

We share our equipment and make sure everyone has a turn



Encouragement

We encourage others, even if they are not in our House!



Voices

We use our voices appropriately



Thoughtful

We think about how our actions and words make others feel



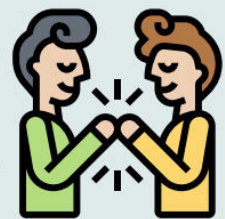
Environment

We look after our environment



Respect

We show respect and think about how we talk to others



Open-Minded

We are brave and always have a go, even if we find it hard



Honesty

We always tell the truth



SCHOOL RULES

Behaviour, Rewards, Discipline and Exclusions Policy

GENERAL PRINCIPLE

Pupils should value, respect and treat all others fairly and well, showing consideration for the safety and welfare of themselves and others at all times.

The following rules are based on this principle:

Conduct:

- In Pre-Prep, we look to always follow the Golden Rules. In Prep, we use the Pupil Charter to help guide how we interact with others and our environment
- Inside the school building, we always walk quietly and calmly
- On the playground, when the bell rings we immediately stand still until further direction by the teacher on duty

Dress:

- We are proud of our uniform! You should arrive and depart from school tidily and in correct school uniform
- In the Prep department, you should wear your blazer around school, unless given permission by a member of staff
- If you are unable to wear any part of your uniform, please get your parent to send a note to the Form teacher
- Hair should be its natural colour and of an appropriate cut and style. If you choose to have it longer, please bring hairbands with which to tie it up
- Jewellery of any kind, other than a watch, is not permitted
- Things do go missing at school! All clothing and personal property, including watches, should be clearly marked with the owner's name
- Games kit should be taken home and not left at school. This gives you a chance to wash your kit, especially after a muddy sports match

General

- Please do not bring any of the following into school: food (other than healthy snacks for break), electronic equipment (smart watches, games, portable devices), spirit or solvent based products, any items of particular value
- There should be no swapping, buying or selling of any items.
- Listen to the staff member and follow their instructions
- We respect other pupil's trays, desks, lockers, pockets and bags. We look after other people's property
- If you are going to miss any lessons or activities, if possible, please inform the member of staff concerned beforehand
- If you miss morning or afternoon registration, you should go to the School Office as soon as possible afterwards

- Smart watches or mobile phones are not allowed, unless permission has been agreed by the Head. Any agreed phones should then be left in the School Office.

Appendix 2

RGS Prep Values

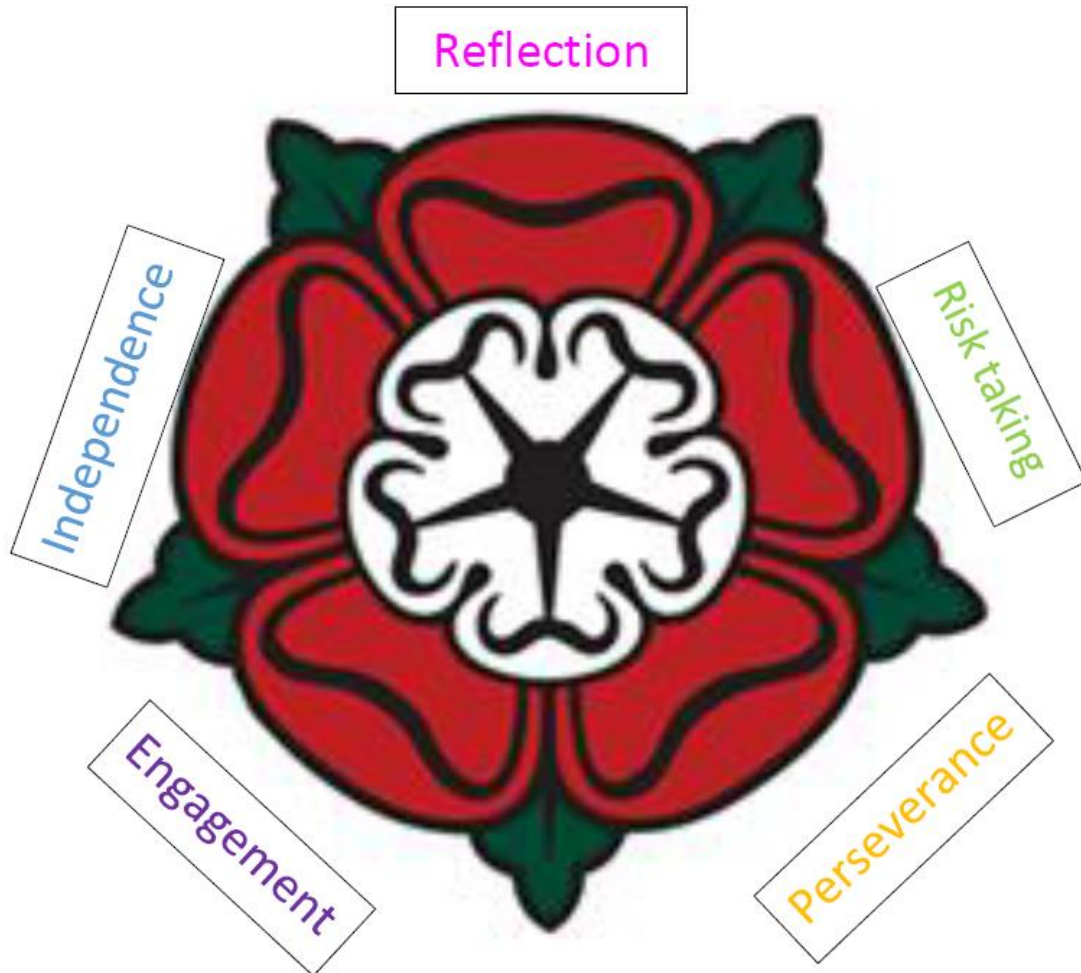
- Collaboration
- Courage
- Inclusivity
- Integrity
- Respect
- Scholarship

HOUSE	COMPETITION			
LANCASTER	8	9	9	2
TUDOR	9	8	7	7
WINDSOR	8	5	9	7
YORK	8	9	2	2



Appendix 3

The Order of the Lanesborough Rose- Learning Habits



Appendix 4

Temporary Exclusion Procedure

While RGS Prep recognises that temporary exclusion can be an unpleasant experience for the pupil and parents concerned it, nevertheless, also recognises the importance of such a measure in upholding discipline within the School. Temporary exclusion is only used, however, where there has been a major breach of School rules and only after serious consideration by the Head and his senior staff.

When a temporary exclusion is being considered the School will endeavour to contact the parents as soon as possible. Whilst the matter is being investigated the parents will be asked to collect the pupil concerned from School as soon as possible or will, at the very least, be required to give permission for the pupil to make his own way home. A meeting will be convened at the earliest opportunity in order for the parents to be appraised of the circumstances of the incident.

In the event of temporary exclusion of a pupil at RGS Prep, the parents of the excluded pupil can expect the following:

- A letter from the Head or a senior member of staff providing details of the temporary exclusion.
- The letter will clearly state the following:
 - the reasons for the temporary exclusion;
 - the length of the exclusion;
 - the date on which the excluded pupil is permitted to return to school.
 - the conditions attached to the temporary exclusion.
- The Form teacher who will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the exclusion.

A formal Governors' appeal is not part of the temporary exclusions procedure but parents do have the opportunity to write to the Chair of the Governors should they feel this to be appropriate.

This is an internal school document and intended as a guide to the temporary exclusions procedure only. Whilst the school will endeavour to follow the procedure as closely as possible, there may be occasions when a more flexible approach to a temporary exclusion is the appropriate course of action.

Should permanent exclusion occur, the Governors have laid down procedures which include a mechanism for review.

Appendix 5

POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. Introduction

- 1.1 DfES Circular 10/98 set out the provisions of the law regarding the use of force to control or restrain pupils. It recommends the creation of school policy on the subject so that members of staff who may have to intervene physically with pupils may understand the options and strategies open to them.
- 1.2 These guidelines have been superseded in some respects by Clause 93 of the Education and Inspections Act 2006 that gives those members of staff at school, and those members of staff exercising lawful control over pupils during authorised school events away from school, the power to use reasonable force to prevent a pupil from doing (or continuing to do) any of the following, namely—
 - 1.2.1 committing any offence
 - 1.2.2 causing personal injury to, or damage to the property of, any person (including the pupil him/herself), or
 - 1.2.3 prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- 1.3 While the Governors do not anticipate the sort of behaviour from pupils that may require physical intervention, it is important nonetheless that staff should be aware of the appropriate action they should take if such circumstances arise.

2. Aggression in the Classroom

- 2.1 Facing aggression is an occupational hazard for teachers whether in the form of physical attacks on themselves or on class-mates. When an incident flares up it is the worst moment for a teacher to try and remember what s/he is allowed to do to calm it down. Forewarned is forearmed, and this policy aims to provide the tools needed to deal confidently with a classroom confrontation.
- 2.2 It is also important to know what to do after an incident: where to go for advice, how to cope with the emotional and practical aftermath and how to protect your interests if a parent or pupil complains.

3. The Law

- 3.1 You are entitled to touch a pupil in certain circumstances and to use reasonable force to restrain or control a pupil. The incident must happen at school or, if it happens Behaviour, Rewards, Discipline and Exclusions Policy

elsewhere, it must be during an authorised school activity such as swimming lessons or a trip to a museum, for example.

3.2 You may not use force to punish a pupil: corporal punishment is illegal.

3.3 You may need to use force if a pupil

3.3.1 Attacks a member of staff or another pupil

3.3.2 Is fighting with another pupil

3.3.3 Is damaging, or is about to damage, property

3.3.4 Is causing, or is at risk of causing, injury or damage by rough play, or by misuse of dangerous materials

3.3.5 Is running in a corridor or on stairs and might cause an accident that could injure himself or other pupils

3.3.6 Tries to leave school and could be at risk if he leaves

3.3.7 Persistently refuses to obey an order to leave a classroom

3.3.8 Is seriously disrupting a lesson

4. **Reasonable Force**

4.1 The amount of force that is reasonable depends on the situation. It is necessary to take a common sense approach bearing in mind the following four points.

4.1.1 Only use force when you have tried to calm things down by talking

4.1.2 Use force only in proportion to the situation and its likely consequences – a vicious fight, involving weapons, where you or another pupil could be badly injured, would justify strong force to control it. A disruptive pupil who refuses to leave class may warrant a touch on the back to propel him or her from the room.

4.1.3 Use the minimum amount of force needed to restore order

4.1.4 The degree of force you use should reflect the age, understanding and sex of the pupil involved – so you would need more force to retrain a strong older boy than to control a young girl.

5. **Types of Force**

5.1 You may need to use the following types of force

- 5.1.1 coming physically between pupils
- 5.1.2 blocking a pupil's path
- 5.1.3 holding, pushing or pulling
- 5.1.4 leading a pupil by the hand or arm
- 5.1.5 shepherding a pupil away by placing a hand in the centre of the back
- 5.2 In extreme circumstances you may need to use a more restrictive hold – for example to prevent a young pupil running off a pavement into a busy road or to prevent a pupil hitting someone or throwing something. Ask yourself: is this reasonably required to stop someone being hurt, or something being destroyed? Is it impossible to deal with the situation by words alone?
- 5.3 You should never
 - 5.3.1 Hold a pupil around the neck, or by the collar, or in any way that might restrict the ability to breathe
 - 5.3.2 Slap punch or kick
 - 5.3.3 Twist or force limbs against a joint
 - 5.3.4 Trip a pupil up
 - 5.3.5 Hold or pull by the hair or ear
 - 5.3.6 Hold a pupil face down on the ground
- 5.4 You should never touch a pupil in a way that might appear indecent, no matter how blameless you know the touching to be.
- 5.5 Force is least likely to be appropriate in a minor incident or where the threat is to maintaining order and there is no risk to people or property. Think carefully about the consequences of physical intervention – it might risk increased disruption or even provoke violence.
- 6. **Non Teaching Staff**
 - 6.1 Any member of the school staff may use reasonable force to restrain a pupil on the school premises and if they have taken responsibility for pupils in an authorised event away from school and in the circumstances described above. This can include classroom assistants, specialist support assistants, caretakers and maintenance staff.
 - 6.2 Volunteers and helpers, contract catering staff and governors (who are not staff) do not have the protection of the 2006 legislation whether at school or elsewhere and if force were needed,

would have to rely on common law rights as explained in the 1998 DfES guidance but which amount to the same powers.

7. Self Defence and Emergencies

- 7.1 In an emergency, you need not apply the above guideline. The purpose of the reasonable force rule is to make it clear that teachers are allowed to intervene physically in other, less extreme, situations.
- 7.2 Everyone has the right to do what is necessary to defend him or herself against an attack provided they do not use a disproportionate degree of force to do so.
- 7.3 In an emergency, if a pupil might be injured or injure someone else, any member of staff can intervene – even if not authorised by the Head to use force.

8. Dealing with an Incident

- 8.1 Tell the pupil who is mis-behaving to stop
- 8.2 If you have to use force to control the pupil, continue to speak to the pupil throughout, make it clear that physical contact or restraint will stop as soon as it is no longer necessary. Approach the incident calmly, and – no matter how you feel – do not give the impression that you are frustrated or have lost your temper.
- 8.3 With an older or stronger pupil, or one who is likely to injure you, you may need to call for help. If this is the case, you should make sure that other pupils who may be at risk are removed from the scene – then call for help from colleagues.
- 8.4 Tell the pupils that you have sent for help. Until help arrives continue to talk to the pupils to calm the situation and prevent it from escalating.

9. Following the Incident

First, deal with any injury to pupils or yourself. If necessary, administer first aid and get help from colleagues, the school nurse or a doctor. As soon as you can, tell a senior member of staff what has happened.

- 9.1 If you are injured or feel very upset, tell a senior staff member and take sick leave. Go to see a doctor as soon as possible – for treatment and for a written record of your injuries.
- 9.2 If the incident was serious, approach your union or professional association for advice as soon as you can. This will protect your interests in case of a complaint or legal proceedings. The more information and support you can get, the better.
- 9.3 Make a note of what happened as soon as possible after the incident. The Head or Deputy Head will want to talk to you about it and will ask you for a written report. Making a record now will aid your memory later.
- 9.4 As soon as you can after the incident prepare a report which includes
 - 9.4.1 The names of all pupils, witnesses and adults involved
 - 9.4.2 the time and place of the incident

9.4.3 the reason for force being used

9.4.4 how the incident began and progressed: the pupil's behaviour, what was said by each of the parties, steps taken to defuse the situation, degree of force used, how it was applied and for how long

9.4.5 the pupil's response and outcome of the incident

9.4.6 details of any injury suffered by pupils or staff and of any damage to property.

9.5 Retain a copy of the report for your information and use later.

9.6 The Head will inform parents of any pupils involved about what has happened the same day or as soon as reasonably practicable.

9.7 The Head will monitor the effects of the incident on you and on the pupils involved. If you feel you need special help, ask your line manager if this can be provided.

9.8 The Head will ensure that a full written report is created as soon as possible on all incidents where force or restraint has been used (unless they are trivial). The written record will prevent the incident from being misrepresented and will protect staff interests in the event of a formal complaint. The report will include signed witness statements from all staff and, where practical, from pupils involved.

10 Further Action

10.1 In certain circumstances, and depending on the outcome from the investigation and report, the Head may decide that disciplinary action should be taken, If this is the case, it will follow the school's normal disciplinary procedures.

10.2 If it appears that a criminal offence may have been committed, the police will be advised.

10.3 If there is an allegation of physical or sexual abuse, the Head or the police may refer the matter to social services for investigation under child protection procedures.

10.4 A pupil, parent or member of staff involved in the incident may take civil action for damages.

Reasonable Force Risk Assessment

For where positive handling may occur

Name of Student:	DoB:	Class:
Identification of Risk Describe the foreseeable risks: activities/situations and where the risk is likely to occur?	Assessment of Risk How likely is the risk: High, Medium, Low Is the risk – Potential or Occurring? Who is likely to be hurt and level of injury?	Management of Risk & Reduction Options Actions to be taken to minimise the level of risk

Any immediate actions to be taken and by whom and when?		
Signed:	Role:	Date:
Copies to:		