



# Talbot House Preparatory School

Member of the Broadway Education Group

## Behaviour Management including Discipline & Sanctions

### **Aims:**

The purpose of this policy is to create an environment that is conducive to achieving the aims of the school; to provide clearly defined limits that are easily understood by children, staff and parents; to aid all staff in the management of behaviour; and to ensure high standards of behaviour are promoted and maintained.

### **Applies to:**

This procedure applies to all members of our school community, including those in our Early Years (EY) setting, extracurricular activities inclusive of those outside of the normal school hours and our wraparound care provision.



### **Available from:**

This document is available to all interested parties from the School Office.

### **Monitoring and Review:**

This procedure will be subject to continuous monitoring, refinement and audit by the Head teacher. The proprietors will undertake a formal review of this procedure for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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Adopted by: (signatures)		Date:
Head teacher: 	Mrs Tracey Wilson	April 2024
Executive of the Board: 	Mrs J Broadway	April 2024
Review Date:		April 2026

### Statement of Intent

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Negative reinforcement can, in fact, have the opposite effect from that which is intended and desired. It is an aim of our school 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 supportively. It aims to promote an environment where everyone feels happy, safe, and secure.

At Talbot House Preparatory School, we believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the school to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism, and theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements. Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice wherever possible and to use sanctions only where absolutely necessary.

This policy reflects the school's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms and in planners. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers. As part of this policy we believe that all children and adults have the right to

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work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. As part of supporting our pupils, we ensure that pupils can understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships, and personal safety. Inherent in the ethos of the school is respect for the individual person. Important to us all is the way we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Staff should never use sarcasm, ridicule, or persistent criticism to correct inappropriate work, actions, or language. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere.

**The purpose of this policy is to:**

- Create an environment that is conducive to achieving the aims of the School.
- Provide clearly defined limits that are easily understood by children, staff and parents.
- Aid all staff in the management of behaviour.
- Ensure high standards of behaviour are promoted and maintained.

**The aims of this policy are to motivate pupils to:**

- work hard.
- behave well.
- observe the school rules.
- promote and exhibit the school values.
- treat all members of the community with respect.
- show self-respect.

**In formulating our behaviour policy, we first define the terms 'behaviour' and 'discipline'.**

**Good behaviour** is conduct that assists the school to fulfil its function.

**Discipline** is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which

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effective learning can take place.

The school rules are based on respect, accountability, and concern for others. They promote a sense of community and collective responsibility with the school. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

#### **The school aims to provide:**

- good adult role models of caring cooperative behaviour; the reinforcement of positive attitudes to expectations.
- the celebration of a wide range of achievements.
- an acceptance by all staff of a responsibility for maintaining good discipline.

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.

#### **School Ethos**

THPS is expected to be a place where:

- all individuals are respected, and their individuality valued.
- pupils are encouraged to achieve.
- self-discipline is promoted, and good behaviour is the norm.
- rewards and sanctions are applied fairly and consistently.
- bullying, disruption and harassment are not tolerated
- early intervention is the usual approach
- there is an emphasis on self-discipline.

The ethos of our school is such that all who come here are valued as individuals. Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. Children should never be allowed to feel that sexism, elitism, racism etc. is acceptable. We expect all members of our school, children, parents, and staff, to observe the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour. The school's behaviour policy will be available to all staff.

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## **Implementation**

The Headteacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. The school, in compliance with DfE Guidance 2022 ([www.education.gov.uk](http://www.education.gov.uk)) Behaviour in Schools:

- has a consistent approach to behaviour management.
- has at least weekly whole school discussions about children's behaviours and records behaviour strategies where appropriate
- ensures a strong school leadership
- supports teachers with classroom management
- implements rewards and sanctions, behaviour strategy and the teaching of good behaviour
- provides support to children to self-manage their behaviours
- considers all aspects of the child and why they are displaying certain behaviours
- provides staff development and support
- ensures support systems are in place for students
- liaises with parents and other agencies
- manages students' transition
- has clear, well organised working practices along with maintaining its facilities to a high standard
- takes appropriate disciplinary action against pupils who are found to have made malicious accusations against staff
- fulfils its duties under the Equality Act 2010; including issues related to students with special educational needs or disabilities and provides reasonable adjustments for these students; The school makes the relevant information available to comply with the above. The policies, working practices, documentation and record keeping support the implementation outlined above.

## **The Role of the Headteacher**

The Headteacher's role is to determine the details of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher who is expected to:

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- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others and prevent all forms of bullying pupils
- ensure that the standard of behaviour is acceptable
- regulate the conduct of pupils

### **The Role of All Staff**

All staff are expected to encourage good behaviour and respect for others and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Well planned, interesting, and demanding lessons make a major contribution to good discipline

### **The Role of Pupils**

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures, and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. As part of supporting our pupils, we ensure that pupils can understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships, and personal safety.

### **The Role of Parents**

Parents are expected to take responsibility for the behaviour of their child both inside and outside the school. We work to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parents, children receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to cooperate with the school, as set out in the home-school agreement. It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviour of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order. School premises are private property and parents will generally have permission from the school to be on school premises. However, in cases of abuse or threats to staff, pupils or other parents, schools may

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ban parents from entering the school. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called. All adults, including staff, parents, and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

### **Standards of Behaviour**

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is addressed. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

### **The school Environment**

We are aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all. Staff will have a commitment to the appearance of the school buildings by picking up litter, refreshing displays and maintaining a clean and tidy environment. The children will also be encouraged to take responsibility for keeping the school clean, tidy, and attractive. Children will show pride in their own classroom and cloakroom. The playground is considered a litter-free zone. We wish to promote a school environment where all pupils have a right to work in a calm, undisturbed, supportive, and purposeful atmosphere.

- pupils should move from lesson to lesson quickly, but calmly so that they are punctual
- to benefit fully from lessons, pupils should have all necessary equipment and books
- positive self-esteem is encouraged along with concern for the well-being of others
- school rules, stated positively, are understood, and applied consistently
- the attitudes and values of the formation (RE, SMSC, PSHEE and Citizenship) lessons permeate the school day
- high expectations, both in work and in play, create a positive attitude to learning for life
- all have a right to attend school without the fear of being bullied

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- praise rather than blame, is the norm
- pupils should leave classrooms clean and tidy
- they should also adhere to the school uniform/dress code

**Unacceptable behaviour is:**

- that which can damage/hurt (in any way) a person or their property
- that which is offensive or inconsiderate
- that which interferes with the rights of teachers to teach and children to learn.

Rules are deliberately few and should be stated positively and clearly. Children should always be aware of why they exist. THPS Rules should be well known to all and reinforced consistently.

**Code of Conduct and Care for Others**

To maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of the preparatory school to conform to the following code of conduct.

- All members of the school should show consideration, courtesy, respect, and sensitivity to one another, to visitors to the school and to those of the public they encounter.
- The school will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness, or bad language, directed at any member of the school.
- Any incident of bullying should be reported to an adult immediately. (Please see the school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Headteacher or outside agencies.
- We expect all members of our school to refrain from physical contact with one another.
- In particular no items of monetary or sentimental value should be taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses
- Intentional damage to school or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage

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## Rewards

Throughout the school, good behaviour is always promoted. Talbot House School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of cooperation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. Care should be taken to affirm children who are 'always good'. They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded. House Points can be earned for positive individual efforts both inside and outside the classroom as well as for acts of kindness or notable service to others. House Points contribute to the award of the house cup at the end of each term. Weekly certificates are also awarded in our celebration assembly, to an individual in each class for academic achievement or improvement, behaviour, or an act of kindness. The recipient of 'Star of the Week' is awarded a certificate and their name is published in the weekly newsletter. Teachers have access to 'Notes Home' which can be sent home to appraise parents of a particularly good effort or performance and pupils are praised in a variety of ways including:

- Teacher's congratulations.
- House points for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. House points are awarded for good effort, work, conduct, art, music, sport etc.
- Effort Grades allocated to each child for core subjects in their curriculum and recorded on Academic Assessment report cards and in reports.
- Prizes and cups awarded for academic success and extra-curricular achievements at the Prize Giving Ceremony.
- Recognition of personal qualities by peer group through the election of School Monitors and Officials, Form Captains, School Council Members etc.
- Gold slips sent by the Headteacher to children for outstanding service to the School.
- Staff are encouraged to send outstanding pieces of work to the Headteacher.
- Displaying good work around the school.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in school assemblies.

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## **House System**

The School has four Houses: Earth, Fire, Air & Water. Each child is assigned to a House upon entry to the school. Each house has elected House Captains. The termly house point count allows children the chance to compete for their houses and to be awarded the house cup. The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year including organising charity events. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in school assemblies.

## **Sanctions**

The consequences of any misbehaviour should be logically related and proportionate. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. The choice of sanction to be used depends on the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition. We employ each sanction appropriately to each individual situation.

We expect children 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. If a child is disruptive in class, the teacher verbally reprimands them. If a child misbehaves repeatedly, we may remove the child for the remainder of the lesson and supervise the child away from the rest of the class until they calm down and are able to work sensibly again with others.

We expect children to try their best in all activities. If they do not do so, we may ask them to return to a task. If appropriate a letter of apology or explanations for behaviour are required from the miscreant. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible. Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Amongst older children, normal sanctions include verbal reprimands, loss of rewards, favoured activities, playtimes, etc. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headteacher and reported to the parents. Parents may be asked into school to discuss their child's behaviour. In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing

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either the child or other children at risk.

### **Supporting Children in Self-managing their Behaviour**

Pupils need to have set boundaries of behaviour for their own safety and the safety of their peers. In our school, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of their own behaviour. Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the pupil untouched, i.e. by avoiding sarcasm or words that might humiliate the child. Restrictions on the pupil's natural impulse to explore and develop her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour and consider the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair. The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

### **Early Years Foundation Stage (EYFS)**

We recognise that behaviour management techniques must be adapted to consider the development of young children in the foundation stage. Our behaviour management strategies in the EYFS are based upon the whole school behaviour policy, but with adaptations to account for the children's young age. We recognise that under the Statutory Framework for the Early Years Foundation Stage, we are responsible for managing behaviour in an appropriate way. In the EYFS our behaviour management strategies are, wherever possible, positive. It is expected that all staff members who work in the EYFS will use and promote positive language with children. In EYFS, a child will normally be gently redirected. If unacceptable behaviour persists, he or she will be withdrawn from the group for a short period, and if necessary, taken to another room to calm down.

### **Our behaviour management strategies at Talbot House School EYFS are based on the following key principles:**

1. We model expected behaviour
2. We use eye contact with children
3. We use our body language as well as our words
4. We use specific praise to reward positive behaviour
5. Where possible, we ignore negative or attention seeking behaviour
6. We phrase our requests in a positive manner
7. We promote independence and responsibility
8. We use our knowledge of each child as an individual

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9. We do not make assumptions about young children's understanding

10. We empower children to choose the right course of action.

For a more detailed explanation of how each of these principles works in the EYFS, please see the Policy *Managing and Modifying Behaviour through Positive Language in the EYFS*.

### **Pupils with special educational needs and disabled pupils**

Consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline, and sanctions. The school must take account of any special educational needs when considering whether to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the child.

### **Further suggested strategies:**

All adults working directly with children at THPS can be effective discipline managers by planning ahead for discipline just as carefully as they prepare their lessons or activities. This area cannot be left to chance as, without a disciplined environment, it is unlikely that effective learning will take place. It is possible to plan for most disruptions to lessons. Such planning will allow the teacher to deal with problems as unobtrusively as possible. Planning will focus on behaviour and will ensure that everyone's rights are maintained. When it does not significantly affect classroom rights, it is best to ignore petty, attention-seeking behaviour.

- If a right to teach, learn or be safe is being significantly infringed, remind the child of the classroom rule
- Direct the child to appropriate behaviour.
- If a child is ever disruptive during the on-task phase of the lesson, it may be appropriate to direct him/her aside to discuss the behaviour.
- Remain calm and use appropriate assertions. Arguing and anger do not convince. Having a plan for discipline before you start is enormously helpful.
- In general, speak quietly. Becoming louder than a noisy group of children can be counterproductive.
- Focus clearly on the behaviour which is affecting due rights.
- Expect children to comply.
- Focus clearly on the relevant rule or right.
- Address the behaviour and avoid attending to the argumentative or procrastinating

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secondary behaviour (pouting, arms folded and turning away, etc.)

- If behaviour continues to be disruptive after reasonable tactics outlined above have failed, then further action may become necessary.

### **Managing Pupil Transition**

We carefully manage the transition of the children, not only from EYFS through to Key Stage One and to Key Stage Two but also in preparing children for their senior school placement in Year Seven. A particular strength of our school is the relationship staff develop with the children and families. Children always have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff working with children. Because our staff team is in constant communication, any specific pupil support systems, or strategies are seamlessly integrated as each child moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally. We are continually building relationships with senior schools and children are encouraged to attend taster days and visit prospective new schools. Not only are children prepared for the academic transition of moving to senior school, but also the social side. Ex-pupils are encouraged to come back to talk to Year 6 pupils about their experiences.

### **Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)**

Pupil's behaviour outside school on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits which acknowledge; in cases of serious bad behaviour, they will collect their child from the venue.

### **Behaviour Incident Reports**

Incidents of behaviour outside of the school rules and codes of conduct are recorded by the lunchtime supervisor or class teacher and filed in the classroom. The form teacher uses these reports to create a note placed on the child's profile on the school management system. The DSL monitors pupil behaviour logs on the school management system and informs the Headteacher of any behaviour patterns that are being transferred to the bullying matrix.

### **Record of Serious Sanctions**

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Headteacher, and entered in the Incident Log. These records are kept in the Serious Misbehaviour Incident File in the Head's office. This will be followed up by a meeting with the parents and continued monitoring by the Headteacher. If the behaviour of the child does not improve it could lead to a temporary exclusion. The Headteacher keeps a record of any child who is excluded for

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a fixed term, (suspension) or who is permanently excluded. It is the responsibility of the proprietors to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Fixed Penalty Exclusion and Permanent Exclusions**

Talbot House School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of application of these policies will be monitored routinely. Ultimate sanctions at THPS are:

- Suspension (Fixed Penalty Exclusion)
- Expulsion (Permanent Exclusion)

Neither sanction is used lightly. The power to suspend or expel a student can only be exercised by the Headteacher. If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Chair of the School Board. The school informs the parents how to make any such appeal. It is the responsibility of the Board, with the help of the Headteacher to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. Please refer to our Exclusion Policy for extreme cases, and our Anti-bullying Policy

### **Recording and sharing of information**

Incident logs are monitored by the DSL and scrutinised for patterns which will be transferred to the bullying matrix for the attention of the Headteacher. The overwhelming majority of disciplinary offences are managed within school and, as such, are not mentioned in school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report.

### **Liaison with Parents and other Agencies**

We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Talbot House School also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### **Organisation and Facilities**

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enables children to become as personally adequate, socially competent, and as independent as their potential will allow.

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## **Malicious accusations**

If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned needs services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Headteacher will temporarily or permanently exclude the pupil. Malicious accusations against our staff are not acceptable and are taken very seriously. Talbot House School takes disciplinary action against pupils who are found to have made malicious accusations against staff which if necessary, may include exclusions.

## **Educational Visits**

The Headteacher may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit will result in the student being sent home at the parents' expense.

## **Corporal Punishment**

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether within the school premises or off site. The prohibition applies to all members of staff. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The verbal threat of corporal punishment is also strictly forbidden. Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will never be used: ● Corporal punishment.

- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing
- Withholding of any aids or equipment needed by a child.

Concerns about the welfare of colleagues or children should be communicated to the Headteacher immediately. Remember, these guidelines will protect you, the children, and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and always adhere

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to them.

### **Physical Restraint**

All members of staff are aware of the regulations regarding The Use of Force to Control or Restrain Children as set out in the Education Act 1996. Teachers in our school do not hit, push, or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Headteacher and recorded in the child's personal file. The child's parents are informed on the same day. Records are kept of when force is used, and parents are informed. Guidance is given to all members of staff (as defined above) on the circumstances in which physical intervention is allowable.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Equal Opportunities Policy. There will be no discrimination based on gender, race, religion, belief, culture, sexual orientation, special educational needs, or disability.

### **Organisation and Facilities**

Within the organisation of the school, there is a total commitment by all the staff team to place children at the centre of concern. This is supported by our policy, procedures and working practices. We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to become as personally adequate, socially competent, and as independent as their potential will allow.

### **Staff Development and Support**

We support our staff in managing and modifying children's behaviour through appropriate In-Service Education Training (INSET). We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

### **Support systems for pupils, parents, and other agencies**

In our school we have set procedures for supporting children with their behaviour. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents, and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support.

Talbot House Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.