



Radnor House
— TWICKENHAM —

Behaviour and Discipline Policy
Radnor House Prep School

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Behaviour and Discipline Policy

This is the policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour. It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014.

This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage, July 2025 (to be implemented in September 2025) and the Equality Act 2010.

It also reflects guidance in Behaviour and Discipline in Schools: Advice for headteachers and school staff, February 2024

The policy must also be read in conjunction with the appendix, as well as policies including the anti-bullying policy and Safeguarding Policy. It applies to all pupils in the school, including those pupils in the EYFS.

Aims and Expectations

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. The school is a caring inclusive community which promotes effective strategies for managing behaviour and encourages pupils to act responsibly. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The school encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. The school aims to promote an environment where everyone feels happy, safe and secure.

Pupils are taught about safe behaviour in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. They are taught about responsible use of all online communication and to understand the risks posed by the use of the internet and social media to bully, groom, abuse or radicalise others.

Corporal punishment or the threat of corporal punishment is never used. No punishment is ever used which could adversely affect a child's well-being.

The school rules or values are used as a means of promoting the positive rather than focusing on the negative. Every child in the school knows the standard of behaviour expected in school by class discussions of the rules or values. The rules/values are also displayed in classrooms and around the school. Expectations of behaviour are also discussed in PSHCE and in assemblies. (The school's core rules/values are set out in the relevant appendix accompanying this policy.)

Every member of the school community is expected to behave in a considerate way towards others

All children are treated fairly and this behaviour policy is to be applied in a consistent manner.

This policy aims to help children to grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and their wider communities.

Good behaviour is expected as a matter of course, to help develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour such as bullying. (See also Anti-bullying policy.) Decisions on rewards and sanctions are made which reflect the age and understanding of the child.

Rewards

The children are praised and rewarded for good behaviour in a variety of ways:

- Verbal praise, written remarks about good work, stickers, sending children to the nearest teacher, Deputy Head, or Head for praise; House points are given to children in recognition of effort, good work or behaviour;
- Informal feedback to parents;
- Achievement is recognised in all areas, not just academic;
- Achievement is celebrated publicly in a variety of ways, including school publications and assemblies;
- Displaying pupils' work is a tangible reward available to the teachers. The work of every child is displayed at some point to encourage pride in achievement and the reward for effort. The aim is that the child experiences pleasure and self-satisfaction. By displaying work carefully and attractively, the teacher also conveys to the child that his or her efforts are valued and worthwhile;
- Reports to parents: these are also seen as a vehicle for constructive criticism and praise.

The school acknowledges the effort and achievement of all children, both in and out of school. More detail about the school's rewards may be seen in the appendix accompanying this policy.

Sanctions

- The school employs a number of sanctions to support the school rules, and to ensure a safe, inclusive and positive learning environment is established. Sanctions are used appropriately and based on each individual situation.
- Children are expected to listen carefully to instructions in lessons. If they do not do so, they may be asked to move to a place nearer the teacher, or to sit on their own.

- Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task or, if they waste time, they may be asked to complete work at playtime or lunchtime.
- If a child is disruptive in class, the teacher may reprimand them in a manner commensurate with the child's age and needs. The school has a traffic light system which allows children to remediate their behaviour. By being given a yellow card warning or, at the young age group a move to yellow.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a child repeatedly misbehaves, they will be sent to the class teacher, Deputy Head Teacher or Head Teacher. After discussing the matter with the Head, the class teacher may also meet with parents to explain his/her concerns.
- A record of the incident, discussions, and actions with the child will be kept on the school's online recording platform CPOMS, together with any recommendation for support/intervention to improve the child's behaviour. Positive reward systems should always be used whenever possible.
- If a child misbehaves regularly in lessons, teachers will check to ensure that work set for the child is suitable, as children may misbehave if they are anxious about possible failure or if they are bored. Where behaviour is an issue, senior members of staff may also examine work or make classroom observations to monitor the situation and/or offer advice.
- If there is a serious incident, the Head will be notified immediately. Ultimately, exclusion or expulsion may be the only solutions.
- More detail about each school's sanctions may also be seen in the appendix attached to this policy.
- Reasonable adjustments to rewards or sanctions will be made for any child with special educational needs or disabilities. These adjustments would be determined by the nature of the child's difficulties and are always at the discretion of the Head.

Bullying (See also Anti-Bullying Policy)

The class teacher must discuss the school's rules and values with the children in his or her class. In addition to the school rules/values, each class may also have its own classroom rules. These are agreed by the children and displayed on the wall of the classroom. If there are incidents of

anti-social behaviour, the class teacher should discuss these with the whole class during 'form time'.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation takes place or is alleged, it will be investigated immediately by either the Head, Deputy Head and any action necessary will be taken to prevent any further occurrences of such behaviour. While it can be very difficult to eradicate bullying, everything possible should be done to ensure that all children attend school free from fear. For further information please refer to the Anti-Bullying Policy.

Restrictive Physical Intervention and Reasonable Force

The school's approach to restrictive physical intervention is guided by its duty to safeguard pupils and staff and to ensure that any use of force is lawful, necessary, and proportionate. Practice is informed by the Education and Inspections Act 2006, the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, the Human Rights Act 1998, and the Equality Act 2010. Physical intervention will only ever be used to protect pupils, staff, or property from harm and never as a form of punishment.

Restrictive intervention refers to any action that restricts a pupil's movement, whether physical or non-physical. Reasonable force is the minimum force used for the shortest possible time to prevent harm or serious disruption. All school staff have the legal authority to use reasonable force where necessary. A significant incident is any use of force beyond normal, appropriate physical contact that requires formal recording and reporting. Seclusion refers to confining a pupil alone in a space and preventing them from leaving; it may only be used as a safety measure and never as a disciplinary sanction.

Reasonable force may only be used when absolutely necessary to prevent a pupil from injuring themselves or others, committing a criminal offence, causing significant property damage, or creating serious disorder. Staff must always use the least restrictive option, apply the minimum force required, and stop the intervention as soon as the risk reduces. Decisions must take into account the pupil's age, size, special educational needs, disabilities, vulnerabilities, and overall welfare.

Certain practices are strictly prohibited. Force must never be used as punishment. Techniques that restrict breathing or circulation, including pressure on the neck, chest, or abdomen or covering a pupil's mouth or nose, must never be used. Any technique known to pose a medical risk is also prohibited. Ground restraints should only occur in the most extreme circumstances where no safer alternative exists, and if a pupil ends up on the ground unintentionally they must be repositioned safely as soon as possible.

The school does not operate a "no contact" policy. Appropriate physical contact may be necessary in normal school activities, such as guiding pupils, administering first aid, providing reassurance, or supporting learning activities including physical education. Such contact must

always be appropriate to the pupil's age and needs, consistent with safeguarding expectations, and respectful of the pupil's dignity.

Seclusion may only be used to manage situations where there is an immediate risk of harm during severe emotional or behavioural dysregulation. It must never be used as a disciplinary measure. When seclusion is used, the environment must be safe, the pupil must remain supervised, and they must be allowed to leave as soon as the risk has reduced. All incidents must be recorded in line with statutory requirements.

The school prioritises prevention and de-escalation. Staff are trained to build strong relationships, recognise triggers, and intervene early to prevent escalation. For pupils with additional needs, particularly those with SEND, behaviour support plans will be developed with parents and staff. These plans will identify triggers, outline supportive strategies, and specify circumstances where increased physical guidance may be appropriate. Reasonable adjustments will be made in accordance with equality legislation.

Following any restrictive intervention, pupils and staff will be offered medical support if required. A restorative conversation will take place with the pupil to support emotional recovery and rebuild relationships. Staff involved will also participate in a brief professional debrief to review the incident and identify any learning or improvements in practice. Patterns or repeated incidents will inform updates to behaviour support plans and school procedures.

All significant incidents involving the use of force will be recorded as soon as practicable, ideally on the same day. Records will include the individuals involved, relevant pupil needs or SEND, the time, location and duration, the events leading up to the incident, the de-escalation strategies attempted, the type and degree of force used, the reason it was considered necessary, and any injuries or medical treatment. Incidents involving seclusion or restraint without force will also be recorded where required.

Parents will be informed of any significant use of force, seclusion, or restraint as soon as possible, ideally on the same day, unless doing so would place the pupil at risk of serious harm. Information shared will include when and where the incident occurred, why the intervention was necessary, the type of force used, and whether any injuries were sustained. Parents may be invited to discuss the incident and review strategies for future support.

Use of Reasonable Force to search pupils

The headteacher and authorised staff have a statutory power to search a pupil or their possessions without consent where there are reasonable grounds to suspect they may have a prohibited item. Reasonable force may be used to conduct such a search, but only where the item is prohibited by legislation (such as knives, weapons, illegal drugs, alcohol, stolen items, fireworks, or pornographic images) – not for items banned under school rules alone. Searches must be proportionate, respectful of the pupil's dignity, and conducted by a same-sex member of staff with a witness present where practicable. Staff should refer to the DfE guidance *Searching, Screening and Confiscation in Schools* for detailed advice on search powers, procedures, and confiscation.

Any complaint relating to the use of restrictive intervention will be addressed through the school's complaints procedure. Allegations regarding inappropriate use of force will be managed in line with safeguarding guidance set out in Keeping Children Safe in Education.

The Role of Teachers

It is the responsibility of teachers to ensure that the school rules and values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Teachers must ensure that all lessons are well planned and organised and are suitable for the ability of the pupils.

Teachers must have high expectations of the children in terms of behaviour and must always strive to ensure that all children work to the best of their ability.

Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents on CPOMS. In the first instance, the class teacher should deal with incidents in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the Deputy Head or the Head.

The Head may liaise with an educational psychologist, as necessary, to support and guide the progress of each child. After discussing the issue with the Head, a teacher may, with the Head's consent, contact the child's parents if there continue to be concerns about the behaviour or welfare of the child.

The Role of the Leadership Team

To act as positive role models for children and staff and lead by example in terms of behaviour and line management of staff.

To provide support and advice to colleagues.

To monitor behaviour of children within phases and report to the Deputy Head or Head any serious issues or concerns with specific children.

To identify any training needs within key stages.

The Role of the Deputy Head and Teaching Staff.

To implement and monitor the consistent implementation of the policy.

To support staff in responding to individual and group incidents (see rewards and sanctions appendix).

Ensure everyone in the community has access to the policy and that relevant training occurs when needed.

To review policy in liaison with the Head.

To report serious incidents to the Head for review.

The Role of the Head

It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head has the responsibility for deciding how to proceed with individual children who have committed serious acts of misbehaviour.

Fixed-Term and Permanent Exclusions

Only the Head has the power to exclude a pupil from school, and this action is always regarded as a last resort. The Head may exclude a pupil for one or more fixed periods. The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion.

Examples of behaviour which may result in exclusion include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying (including online bullying)
- Physical assault/threatening behaviour
- Unacceptable online behaviour either in or out of school hours
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Child-on-child abuse
- Damage to property
- Persistent disruptive behaviour

The process of exclusion relates to such behaviour occurring at any time during the school day, including excursions from school on any educational trips and visits.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents are expected to support their child's learning, and to cooperate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, the school's formal complaints process can be invoked.

The Role of the Governors

The school implements these general guidelines on standards of discipline and behaviour, and of reviews their effectiveness. The Governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head about particular disciplinary issues. The Head takes this into account when making decisions about matters of behaviour.

Recording and Monitoring

The Head monitors the effectiveness of this policy on a regular basis. She also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements.

The school keeps a record of incidents of misbehaviour and safeguarding on an online platform called CPOMS. The log is monitored by the Deputy Head and Head for any pattern or escalation of poor behaviour. There is a termly report which is reviewed by SLT.

The Head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule of the Education (Independent School Standards) Regulations 2024