

Believe • Persevere • Succeed

Positive Behaviour Policy

This policy is applicable to all Governors, staff, associates, volunteers and student teachers, parents/carers plus all pupils in the School. It also applies to the EYFS phase of our school

Statement of intentions

We are committed to fostering an environment that promotes **our vision** 'To continue to be recognised as a leading Prep school, providing unforgettable learning experiences which inspire our girls to **Believe** in themselves, to **Persevere** and **Succeed** in all they do'.

Our policies are designed to support the diverse needs of all our pupils, our staff, and our community. This policy and its procedures have been developed with due regard for our duties and obligations, for the safeguarding and well-being of all our pupils.

Principles of the policy

- work in partnership with parents to promote well-being
- encourage positive reinforcement through recognition of achievement
- prepare pupils for transfer into the next year group and beyond
- encourage cooperation between fellow pupils and between staff and pupils
- encourage participation in a wide range of activities to allow opportunities for pupils to discover their potential
- foster a sense of responsibility and accountability at a personal level and for others within the school community
- develop a positive growth mindset to facilitate effective teaching and learning and to help pupils maximise their talents and live a happy and fulfilled life
- promote the spiritual, moral, social and cultural development of our pupils through assemblies and circle time
- provide a caring, friendly and purposeful atmosphere within a safe and stimulating environment, based on restorative principles which recognize that: strong, trusting relationships are at the heart of good behaviour and where every member of the community has a responsibility to maintain relationships which are proactively built not reactively repaired.

Objectives of the policy

Bowdon Prep School is committed to creating a safe, supportive, and nurturing environment for every pupil. We believe that praise and rewards play a vital role in encouraging positive behaviour and reinforcing its value. Our pastoral care approach focuses on promoting well-being and self-esteem, ensuring pupils feel happy, secure, and motivated to reach their full potential. Additionally, we strive to provide tailored support for those who require extra assistance.

At Bowdon Prep School, restorative practice is central to our ethos. We prioritise building and sustaining positive, healthy relationships through an interpersonal approach, rather than relying on zero-tolerance or purely compliance-based methods. Our aim is to foster a secure and supportive environment that enhances the emotional well-being of everyone in our school community. Pupils are safeguarded and protected, while also being encouraged to take responsibility, feel empowered, and act with integrity for the right reasons.

A strong sense of community underpins life at BPS, with a culture of shared responsibility and collaborative problem-solving. This policy has been developed through a consultative process involving pupils, parents (including ongoing feedback from Phase Leader Pupil Review meetings), staff, and governors. It will be reviewed annually, with regular opportunities for feedback via Pupil Review meetings, Pupil Voice, Parent Voice, pupil reports and parents' evenings, parent surveys, School Council meetings, Class Representatives, staff, and governors.

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Introduction

An effective behaviour policy balances high levels of expectations with high levels of support, setting clear boundaries, expectations, and consequences. The policy will ensure that pupils are both nurtured and challenged in a safe and respectable environment.

Our approach is rooted in the belief that every child has the right to:

- Feel safe — both physically and emotionally
- Learn in an inclusive, respectful, and positive environment
- Be inspired to aim high and achieve their goals
- Be recognised and praised for positive behaviour and good learning

Our vision is to provide unforgettable learning experiences that inspire pupils to believe in themselves, persevere, and achieve success in all they do. Through this policy, we aim to nurture a culture where every member of our school community consistently upholds and models our shared values: Care for All, Commitment to Excellence, and Working Together.

Identifying, preventing, and responding to harmful behaviours

The school acknowledges that changes in a pupil's behaviour may signal a need for support or protection. We will assess whether any instances of misbehaviour could be linked to the pupil experiencing, or being at risk of experiencing, significant harm. If such concerns arise, we will act in accordance with our Child Protection and Safeguarding Policy

This section outlines the school's approach to identifying, preventing, and responding to harmful behaviours that undermine pupil safety, wellbeing, and equality. These behaviours are taken seriously and addressed in line with the school's safeguarding procedures and commitment to inclusion.

Definitions

Bullying

- Bullying in any form — verbal, physical, relational, or online — is not tolerated
- The school has clear procedures for reporting, investigating, and resolving incidents
- This policy links to the Anti-Bullying Policy and promotes a culture of respect, kindness, and accountability

- This is reinforced with pupils using the acronym BOO, as a reminder of what bullying is;
 - Being Mean
 - On Purpose
 - Over and over again

We also encourage pupils to turn this into apoative

- Being Kind
- On Purpose
- Over and over again

Equality, Diversity, and Inclusion (EDI)

- The school is committed to fostering an inclusive environment where all pupils feel valued and respected
- Behaviour expectations reflect respect for all protected characteristics under the Equality Act 2010
- Staff are trained to recognise and challenge discriminatory language, attitudes, and behaviours
- This policy links to the EDI Policy

Racism and discriminatory behaviour

- Racist incidents are treated with urgency and seriousness, and are recorded and monitored
- Pupils are educated about diversity, equality, and the impact of prejudice through the curriculum and assemblies
- The school promotes restorative approaches and learning opportunities to address and prevent future incidents

Sexual harassment and harmful sexual behaviour

- The Behaviour Policy aligns with the school's safeguarding procedures for addressing sexual harassment and harmful sexual behaviour
- This includes child-on-child abuse, inappropriate sexualised behaviour, and online harassment
- Staff are trained to respond sensitively and appropriately, ensuring pupil safety, dignity, and access to support

Child-on-Child Abuse

- The school recognises that abuse can occur between children and young people

- Behaviour concerns are considered within a safeguarding context, especially where there may be indicators of harm
- Where child-on-child abuse is suspected, the school follows its Child Protection and Safeguarding Policy, ensuring appropriate intervention and support

School Vision and Values

Believe, Persevere, Succeed

- Pupils are supported to develop resilience and perseverance, especially when facing behavioural challenges
- We believe in every pupil's capacity to succeed and grow through consistent guidance and support

Care for All

- We foster a culture of kindness, empathy and respect, ensuring every pupil feels safe, valued and heard
- Behaviour expectations are rooted in mutual respect and emotional wellbeing

Commitment to Excellence

- Pupils are encouraged to take responsibility for their actions and strive to improve their behaviour as part of their personal growth
- High standards of conduct are expected in all areas of school life, reflecting our pursuit of excellence across the curriculum

Working Together

- Positive relationships between pupils, staff and families are central to promoting good behaviour
- We promote restorative approaches to conflict resolution, encouraging pupils to reflect and learn from their experiences

Be Bowdon – Be You

- Individuality is celebrated, and behaviour management is tailored to support each pupil's unique needs and character
- We aim to nurture self-awareness and self-regulation, helping pupils to make positive choices

Roles and Responsibilities

We are committed to providing a school experience that is accessible and appropriate for all our pupils. This will be achieved through:

- working together with parents to create a partnership between home and school
- facilitating a process whereby children are empowered and enabled to be responsible for their behaviour
- encouraging pupils to conduct themselves in a responsible, reflective and self-disciplined manner
- providing opportunities to develop empathy and an understanding about the needs and rights of others
- creating clear, easy to follow, reward based and positive behaviour systems that are adhered to

Pupils

Working together as a whole class

- Listen attentively to others and the teacher without interrupting.
- Follow instructions promptly and respectfully.
- Respond appropriately in discussions and interactions.
- Sit still when needed; move sensibly and purposefully within the classroom.
- Respect personal space and boundaries.
- Value different viewpoints and allow time for others to think and speak.
- Stay alert and engaged in learning.
- Use hand signals (e.g. raising a hand) to indicate a wish to speak during whole class sessions
- Take care of the classroom environment.
- Respect others' belongings and work.

Working together in groups

- Recognise and appreciate each other's strengths.
- Offer support and encouragement to peers.
- Respect differing opinions and ideas.
- Be sensitive to others' feelings and needs.
- Focus on the task, whether working independently, with an adult, or in different areas of the school.
- Communicate clearly, calmly, and respectfully.
- Ensure everyone has a chance to contribute and express themselves.

- Resolve disagreements respectfully; seek adult support if needed.
- Share and care for equipment responsibly.

Working independently

- Concentrate fully on the task and aim to do your best.
- Work quietly and avoid disturbing others.
- Take ownership of your behaviour and learning.

Moving around school

- Walk slowly, silently, in single file (SSS) to ensure a safe environment.
- Stay in line order and keep to the left.
- Respect displays and school property.
- Face forward and move with purpose.

At Playtime and Lunchtime

- Engage in inclusive and friendly play.
- Show respect to staff and peers.
- Walk calmly to and from the toilets.
- Use kind and appropriate language.
- Demonstrate good table manners and eat quietly.
- Flush the toilet and wash hands, maintaining hygiene.
- Help others who are hurt or upset.
- Tidy away equipment at the end of play.

In assembly

- Enter and exit the hall quietly and in an orderly manner.
- Listen respectfully (without talking or fidgeting)

On School trips or events

- Take responsibility for themselves and support others.
- Look after own belongings.
- Be aware of safety and that of others.
- Represent the school positively.

- Be courteous and considerate to the public.
- Walk quietly and stay with the group.
- Follow instructions promptly.
- Encourage and support peers.

With visitors to School

- Notice whether a visitor is authorised (wearing a green or red badge or accompanied by staff).
- Be welcoming, polite, and helpful to authorised visitors.
- If unsure about a visitor's status, inform a trusted adult immediately.

Staff

Model positive behaviour

Staff should consistently demonstrate respectful, inclusive, and professional behaviour to set a strong example for pupils.

Set clear expectations

Communicate behaviour expectations clearly and consistently across all settings (classroom, corridors, playground, trips).

Apply the policy consistently

Ensure rewards and sanctions are used fairly and in line with the policy, avoiding bias or inconsistency.

Build positive relationships

Foster trust and mutual respect with pupils to create a safe and supportive learning environment.

Use De-escalation and restorative approaches

Respond calmly to incidents and use restorative conversations to help pupils reflect and repair relationships.

Record and Report incidents

Log behaviour incidents accurately and promptly using the school's systems to ensure patterns are identified and addressed.

Supporting Pupils with Additional Needs

Adapt behaviour strategies to meet the needs of pupils with SEND or emotional/mental health challenges.

Challenge discrimination and harmful behaviour

Take immediate and appropriate action when witnessing bullying, racism, sexual harassment, or child-on-child abuse.

Safeguarding awareness

Recognise when behaviour may be a sign of safeguarding concerns and follow the Child Protection and Safeguarding Policy.

Engage with Parents and Carers

Communicate behaviour concerns and successes with families to build a collaborative approach to pupil development.

Participate in training

Attend regular CPD on behaviour management, safeguarding, and inclusion to stay informed and effective.

Parents

Behaviour is most effectively managed when school and home work together. Clear communication and shared expectations help reinforce positive behaviour.

Support and consistency

Parents play a key role in supporting school rules and routines, helping children understand the importance of respectful behaviour.

Engagement in behaviour processes

Parents are expected to engage with the school when behaviour concerns arise — attending meetings, supporting interventions, and reinforcing messages at home.

Safeguarding and well-being

Parents are encouraged to share concerns about their child's behaviour or well-being, which may help identify underlying issues early.

Communication channels

The school will keep parents informed about behaviour — both positive and concerning — through regular updates, reports, and meetings.

Senior Leadership Team

Support and development

- Provide training, coaching, and guidance to staff on behaviour management strategies
- Should be highly visible throughout the school day and actively support staff in responding to behaviour incidents, ensuring a calm and consistent presence.

- Work closely with the PSHE Subject Leader to ensure Staff training in behaviour management is relevant and effective, including restorative practice
- Ensure that the School's PHSE curriculum promotes positive relationships, emotional literacy, and respectful conduct

Monitoring and Evaluation

Take overall responsibility for the pastoral care of all pupils within their phase. This includes overseeing:

- Personal development
- Attendance
- Conduct
- Guidance and support to staff in managing behaviour and wellbeing concerns

Safeguarding leadership

Ensures behaviour concerns are considered within safeguarding frameworks, including child-on-child abuse, sexual harassment, and discriminatory behaviour.

Communication

Maintain clear communication with staff, parents, and Head.

Headteacher

Strategic leadership

Establish a culture of high expectations, respect, and inclusion, where positive behaviour is promoted and safeguarding is embedded in all aspects of school life.

Policy oversight

Ensure the Behaviour Policy is regularly reviewed and updated to reflect statutory guidance, safeguarding requirements, and the school's values.

Staff support and accountability

Lead staff training and professional development in behaviour management and safeguarding. Ensure staff are confident and consistent in applying the policy and recognising behaviour as a potential safeguarding concern.

Safeguarding and serious incidents

Oversee the school's response to serious behaviour incidents, including those involving child-on-child abuse, bullying, racism, sexual harassment, and other safeguarding concerns. Works closely with the Designated Safeguarding Lead (DSL) to ensure appropriate action is taken.

Parental engagement

Promote a collaborative approach to pupil wellbeing by working with parents to address behaviour concerns and safeguarding issues sensitively and effectively.

Monitoring and evaluation

Use behaviour and safeguarding data to identify trends, inform school improvement, and ensure equitable outcomes for all pupils. Ensure that behaviour monitoring systems are aligned with safeguarding procedures.

Governors

Strategic oversight

Ensure the Behaviour Policy aligns with the school's vision, values, and statutory obligations.

Holding leadership to account

Challenge and support school leaders to ensure behaviour is managed consistently and fairly.

Promoting Positive Behaviour

Positive behaviour should be actively taught, modelled, and reinforced throughout the school day. Promoting positive behaviour is not only about managing conduct but about creating a culture where pupils feel valued, respected, and motivated to succeed.

Strategies and approaches

Proactive strategies are used to encourage and sustain positive behaviour. These approaches are rooted in the school values and aim to build strong relationships, foster emotional wellbeing, and support pupils in making responsible choices.

“Stop. THINK. Make a Good Choice.”

THINK: Truthful Helpful Inspiring Necessary Kind

Consistency, clarity, and celebration of success are key to maintaining high standards of behaviour. Staff are expected to use positive reinforcement, restorative practices, and inclusive strategies to support all pupils, including those with additional needs.

Changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding policy.

It is the responsibility of staff, pupils, and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, restorative approaches will be implemented to help pupils understand the impact of their actions and how to resolve it. Pupils will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future. Circle sessions

reinforce restorative approaches. In addition, our Year 6 friendship mentors also follow a consistent approach.

When our pupils find themselves in conflict or upset, they will be asked

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?
- What would you think or feel if this happened to you?
- What other choice could you have made?
- What will you do if this happens again?

Behaviour management in Kindergarten and Pre-Prep

To encourage children to learn the correct behaviour and to make 'good choices' any incidents will be discussed with the child at time. For any serious incidents (e.g. biting, hitting), parents will be informed on the same day, or as soon as reasonably possible. Serious incidents will be recorded on CPOMS. A restorative approach will be consistently used with praise used as often as possible.

Behaviour management in Prep

Children in Prep are expected to take increasing responsibility for their own behaviour. Through discussion with the class teacher, pupils are encouraged to reflect on their actions, understand why their behaviour was inappropriate, and consider what better choices they could have made. In cases of serious incidents, parents will be informed promptly by the Form Teacher or Phase Leader on the same day. Where poor behaviour choices occur repeatedly, a 'diary log' will be introduced, which is sent home daily to share positive behaviour both at school and at home. Sanctions, such as missing playtimes or exclusion from after-school clubs, will only be implemented following a discussion with both the parents and the child to ensure a collaborative approach to improvement.

Whole-school initiatives

Building resiliency

We believe that resilience is the ability to overcome life's hurdles and difficulties by solving problems and moving on rather than becoming stuck in a cycle of worry and an increasing sense of failure.

Starting from Kindergarten we support our pupils to develop resiliency by giving them the tools to deal with life's challenges and to be able to apply those skills across a variety of contexts. We instil our values of Believe, Persevere and Succeed so that our pupils can grow as individuals, be willing to have a go and be open to the idea that if things don't work out it's not failure but a learning opportunity.

Supporting friendship issues

Our PHSE programme empowers pupils to resolve friendship issues independently, fostering emotional resilience and reducing the need for adult intervention.

Parental partnership

A strong, transparent communication with parents and carers is essential to fostering outstanding behaviour and a positive school ethos. When families are well-informed and actively engaged, pupils benefit from consistent support both at home and at school.

To ensure this, all staff are committed to keeping parents informed through a wide range of channels and opportunities, including:

- Newsletters in Kindergarten, Reception, and Y1 and Y2 to celebrate learning and highlight important information.
- Bowdon Bulletin
- Class information meetings and booklets at the start of the year to outline expectations and routines.
- Key communications via the parent portal, ensuring secure and timely access to essential updates.
- Regular updates to the school website to provide accessible information and resources.
- Pupil review meetings with Phase Leaders to discuss progress, behaviour, and wellbeing and for more targeted support when needed
- Daily presence of Phase Leaders, the Deputy Head and the Headteacher outside school to welcome pupils and engage informally with parents.
- Availability of office and pastoral staff for queries and support.
- Quick response to any enquiry or concern, ensuring parents feel heard and valued.
- Active BPS Society and class representatives, providing a strong parent voice and community involvement.

These practices reflect our commitment to building trusting, respectful relationships with families, which in turn support pupils in meeting behaviour expectations and thriving within our school community.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members discuss transition at Phase Group meetings throughout the autumn and summer term. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be shared and transferred to relevant staff prior to the start of the term or year.

Rewards and recognition

Promoting positive behaviour is most effective when pupils feel valued, recognised, and motivated. Our approach centres on celebrating success, reinforcing our school values, and encouraging pupils to make positive choices.

Rewards and recognition play a vital role in shaping a respectful, inclusive, and aspirational school culture. They help pupils understand the benefits of behaving well, build self-esteem, and foster a sense of belonging and pride in their achievements.

We recognise and celebrate positive behaviour through a variety of systems and opportunities, including:

- Verbal and written praise for appropriate behaviour and effort.
- Public recognition, such as drawing attention to good behaviour in class or assemblies.
- Reward systems including:
 - Stickers
 - Class marble jars
 - House points
 - Merits (Bronze, Silver, Gold and Platinum)
 - Pupil of the Week Award – presented in assembly with a certificate.
 - Headteacher Award – half-termly recognition for pupils across phases, presented in assembly, including a certificate.
- Visits to the Head, Deputy Head or Phase Leader to share achievements.
- Notes in reading records or diaries to share praise with parents.
- Displaying work on school boards, website, or social media.
- Special responsibilities such as Year 6 leadership roles.
- Support for younger pupils – Year 6 leaders assist in Kindergarten and Pre-Prep during lunch and playtimes. Y4 buddies for Y2 pupils

House and Merit Systems

Our House system—Austen, Brontë, and Eliot—promotes teamwork, pride, and positive contributions to school life. Merits and House Points are awarded in line with our School Values: *Commitment to Excellence* for Merits, and *Care* and *Working Together* for House Points. These rewards recognise:

- Positive attitudes and behaviour
- Contributions to the wider school community

- Academic effort and achievement

House Points are celebrated in assemblies, and the winning House is announced at the end of the school year.

Restorative approach and safeguarding

At BPS, we recognise that changes in a pupil's behaviour may be an indicator that they are in need of help or protection. We are committed to understanding the underlying causes of misbehaviour and will always consider whether a pupil's actions may be linked to them suffering, or being at risk of suffering, significant harm. In such cases, we will follow our Child Protection and Safeguarding Policy and involve the Designated Safeguarding Lead (DSL) as appropriate.

We believe that all members of our school community — staff, pupils, and families — share the responsibility for upholding our school values. When these values are not respected, we use restorative approaches to help pupils reflect on their actions, understand the impact on others, and take steps to repair relationships.

Restorative practices are embedded in our daily routines and include:

- Circle sessions to promote empathy, listening, and mutual respect.
- Year 6 Friendship Mentors who model and support restorative conversations.
- Restorative meetings following incidents to rebuild trust and understanding.

When pupils experience conflict or upset, they may be asked reflective questions such as:

- *What happened?*
- *What were you thinking or feeling at the time?*
- *What needs to happen to put this right?*
- *What would you do differently next time?*

Staff may also prompt deeper reflection with:

- *What would you think or feel if this happened to you?*
- *What other choice could you have made?*
- *What will you do if this happens again?*

These conversations help pupils take ownership of their behaviour and develop emotional intelligence, empathy, and problem-solving skills.

Sanctions and support

While our focus is on positive reinforcement, we recognise that clear and fair consequences are sometimes necessary to maintain a safe and respectful environment. Sanctions are applied proportionately and thoughtfully, always aiming to help pupils reflect, learn, and improve. They

are used in conjunction with restorative approaches and tailored support, ensuring pupils remain engaged in their learning and development.

Instead of a rigid hierarchy of sanctions, staff will use their professional judgement to apply consequences that are:

- Fair and proportionate
- Timely and consistent
- Supportive of pupil welfare and access to learning

To ensure that behaviour incidents are addressed thoughtfully and fairly, staff may implement a brief “cooling down” period before taking action. This allows time for reflection, de-escalation, and a calm, considered response that supports both the pupil and the wider school community.

Staff work collaboratively to meet the individual needs of pupils, sharing insights and strategies to ensure consistency and care. When behaviour concerns persist or escalate, they are referred to the Phase Leader, Deputy head or Headteacher for further support.

In such cases, a personalised support plan may be developed in partnership with the pupil, their parents or carers, and relevant staff. This plan will outline clear expectations, targeted interventions, and positive reinforcement strategies to help the pupil re-engage with learning and make more positive choices.

Examples of sanctions

Low-Level	Moderate-Level	Serious-Level
Redirect to another activity	Circle time or restorative meeting	Internal exclusion
Tactical ignoring	Girls on Board session	Loss of privileges
Verbal reprimand	Reflect and write a letter	Referred to SLT or Head
Sit away from group	Verbal/written apology	Direct contact with parents
Praise others showing positive behaviour	Reparation (e.g. cleaning up mess)	Behaviour report or time out
Reminder of expectations	Loss of playtime	Involve outside agency
Repeat activity properly	Informal discussion with parents	On report system
Related sanction (e.g. completing work)		Sent to SLT or Head

Around school and during off-site activities

Playground/ Break/ Lunchtime incidents

Incidents that occur during unstructured times such as break, lunchtime, or in the playground are initially managed by the pupil’s link Lunchtime Assistant (LTA) or the staff member on duty.

Where appropriate, incidents are reported to the class teacher, and in more serious cases, to the Phase Leader, Deputy Head or Headteacher.

If a pupil returns to class and their behaviour continues to disrupt learning or prevent them from participating effectively, they may be temporarily withdrawn and supported by the Teaching Assistant, Phase Leader, or Headteacher, depending on the nature of the concern.

Where similar incidents involving the same pupil(s) occur repeatedly, or where the behaviour is of a serious nature, the pupil(s) will be referred directly to the Phase Leader, Deputy Head or Headteacher for further intervention and support.

Clubs

School behaviour expectations apply consistently across all before-school, lunchtime, and after-school clubs. Staff leading clubs are expected to uphold the same standards and report any incidents to parents at the end of the session or to the Headteacher, who will follow up with parents if necessary.

Persistent behavioural concerns may result in the pupil being temporarily or permanently withdrawn from the club, following discussion with parents and consideration of the pupil's need

Off-site behaviour

Pupils are expected to uphold the school's values and behaviour standards when representing the school off-site. Sanctions may be applied for misbehaviour that occurs when a pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of the school
- Online behaviour
 - We expect pupils to demonstrate the same high standards of behaviour online as we do in person. This includes showing kindness, respect and integrity when communicating or engaging in any aspects of online activity. Our monitoring system, SENSO actively alerts the DSL to any inappropriate, unsafe or concerning online behaviour occurring on school device or networks.
 - Pupils are supported to understand the impact of their digital actions through restorative conversations and reflection, ensuring that incidents become valuable learning opportunities. Through the online safety and PSHE curriculum, we aim to help pupils develop the knowledge, responsibility and resilience needed to make positive online choices both in and beyond school.

Confiscation

Teachers have the right to confiscate items from children when:

- They pose a threat to their own or others' safety.

- They have a detrimental effect on learning (e.g. a pupil continuously plays with/is distracted by a toy)
- It is illegal for a child to have the item
- It is an item the school has previously banned

All confiscated items will be returned at the end of the week, either to the parent or the child, depending on the item. If the item is illegal, it will be handed to the police.

Searching pupils

Only the Head or DSL, with another member of staff present, may search a pupil, with their consent, for any item that is banned by the school rules, and in any situation considered necessary for the safety of pupils. Consent is not required if the search is for knives or weapons.

Physical contact with pupils – Guidance for schools

Physical contact with pupils should always be:

- Appropriate,
- Proportionate, and
- In the best interests of the child.

Duty of care

Staff have a duty to provide a safe environment for pupils. In some cases, physical contact may be necessary to fulfil this duty (e.g. preventing harm, offering comfort, or supporting learning).

When physical contact may be appropriate

- Providing physical prompts or guidance (e.g. in PE or for pupils with SEND).
- Administering first aid.
- Offering comfort to a distressed child (especially younger children).
- Preventing injury or damage (e.g. using reasonable force to stop a fight or prevent harm).

Positive Handling / Use of Reasonable Force

We follow the Department for Education's guidance on the use of reasonable force to ensure the safety and wellbeing of all pupils and staff. Reasonable force refers to physical contact used to control or restrain pupils, and must always be proportionate, lawful, and used only when necessary.

Definition of reasonable force

Reasonable force involves using no more force than is necessary. It can be used to control or restrain pupils, for example:

- Preventing a pupil from hurting themselves or others
- Removing a disruptive pupil from a classroom
- Preventing damage to property

Who can use force

- All members of school staff have the legal power to use reasonable force
- This includes teaching and non-teaching staff, and those temporarily in charge (e.g. supply staff)

When force may be used

- To prevent pupils from committing a criminal offence
- To maintain good order and discipline
- To prevent injury or damage
- Not to enforce compliance with instructions unless safety is at risk

Safeguarding and SEND considerations

- Staff must consider the individual needs of pupils, particularly those with SEND
- Reasonable adjustments must be made to avoid unnecessary use of force

Recording and reporting

- Significant incidents involving the use of force must be recorded promptly
- Parents must be informed as soon as practicable
- Records should include;
 - Names of those involved.
 - Time, date, and location.
 - Reason for using force.
 - Degree of force used.
 - Any injuries or follow-up actions.

Staff training

- Staff should receive regular training on de-escalation techniques and safe handling.
- Training should include recognising triggers and understanding pupil behaviour.

Support for staff

- Staff will be supported by senior leaders when force is used appropriately.
- Suspension should not be an automatic response to allegations of excessive force.
- Communication with Parents
- The school will communicate its approach to reasonable force clearly to parents.
- Parents will be involved in discussions where force is used, especially for pupils with behaviour support plans.

Communication with parents

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Accusations against staff

In line with our Child Protection and Safeguarding Policy, any allegation of abuse made against a member of staff or volunteer will be dealt with fairly, promptly, and consistently. The school is committed to ensuring the safety of pupils while also supporting the member of staff involved.

- If a pupil makes an allegation, the staff member receiving it must immediately inform the Designated Safeguarding Lead (DSL), who will notify the Head. The Head or DSL will contact the Local Authority Designated Officer (LADO) at Trafford Children's Social Care Services within one working day. The school will not begin its own investigation without prior consultation with the LADO or, in serious cases, the police.
- The DSL will maintain detailed written records of all conversations and actions taken.
- Where a pupil is found to have made a malicious allegation against a member of staff, the matter will be dealt with seriously and in line with the school's behaviour and exclusion procedures. This may result in a permanent exclusion, depending on the severity and impact of the allegation.

Exclusion

Please see the Exclusion Policy.

Reporting, Monitoring and Record Keeping

CPOMS is the designated system for recording safeguarding and behaviour concerns. All staff are responsible for logging any incidents or concerns and ensuring that relevant colleagues are alerted appropriately. Records of serious incidents, or those that form part of a pattern of persistent misbehaviour, must be documented along with details of any actions taken.

CPOMS was introduced in September 2022. For incidents prior to this date, records can be found in the Management Information System (MIS) or in the serious behaviour and bullying logs.

Staff should record minor incidents and concerns in CPOMS, including a brief description of the event and any consequences applied. Meetings related to behaviour or safeguarding should also be logged. Phase Leaders must be notified as part of the reporting process, and the Designated Safeguarding Lead (DSL) should be alerted if the concern requires escalation.

Parents will be informed both verbally and in writing, and their support will be sought in working towards a resolution.

Staff training

Behaviour management will form part of continuing professional development and part of the staff induction programme. Our staff are provided with training on managing behaviour (including proper use of restraint for selected staff) through ongoing CPD and INSET Sessions.

Records of staff development and training opportunities are kept via the HR system Atlas.

Pupil behaviour and support is consistently monitored via:

- Staff phase group meetings
- Formal and informal monitoring by members of the Senior Leadership Team
- Discussions at staff meetings/briefings
- CPD/INSET sessions for whole staff team
- Phase Leader meetings with parents
- Use of behaviour incident records
- Governor reports

Further titles

[Use of reasonable force in schools - GOV.UK](#)

[Keeping children safe in education - GOV.UK](#)

[Equality Act 2010](#)

Related policies

Safeguarding and Child Protection

Anti Bullying

EDI

SENDA

PSHE

RSHE

Online Safety

Exclusion

Policy review and dissemination

All members of staff and governors will receive a copy of this policy (via TEAMS link).

The policy will be available for Parents on our website. A paper copy can be requested via the School Office office@bowdonprep.org.uk

SLT member responsible	SMT, SH and KiP
Governor / Board Responsible	Ed Co
Date of review	Spring 2026
Date of next review	Spring 2027