MERTON COURT SCHOOL



Behaviour and Exclusion Policy

This policy applies to the whole school inclusive of the Early Years Foundation Stage (EYFS)

To be reviewed by November 2027: Headmaster & LT
Signed by the Headmaster/Proprietor:
Shared with staff: 14/10/26
Put on Website: 30/10/26

The aim of Merton Court School is to provide a positive, motivating environment which enables all children to learn. We are determined to create an inclusive culture where all children will be challenged in their thinking, strive for continuous self-improvement and be motivated to become life-long learners. We will empower our children to become respected citizens to enable them to make valuable contributions locally and globally.

The Headmaster is responsible for the development of the Behaviour Policy and the behaviour management of the whole school including the Early Years Foundation Stage (EYFS) in consultation with the Advisory Board, staff, children and parents.

The ethos of the school is based on relationships and respect which engenders an atmosphere of care and co-operation amongst all children and staff. This respect is extended to the wider environment.

Our aim is to promote a warm, friendly and safe environment for all children, staff, volunteers and visitors. This policy considers the needs of all children including Special Educational Needs, disability and vulnerability.

Related Documents:

Special Educational Needs & Disability Policy
Safeguarding & Child Protection Policy
Anti-bullying Policy
Staff Code of Conduct Policy

Equity, Diversity and Inclusion Policy
PESSC Policy
Behaviour in Schools - DfE (Feb 2024)
'Restrictive interventions', including use of reasonable force, in schools: Guidance for Schools in England – DfE (2026)
Keeping Children Safe In Education (September 2026)

Aims of the Behaviour Policy:

- To promote a calm, purposeful and happy atmosphere within the School;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To have a consistent approach to behaviour throughout the School with parental co-operation and involvement;
- To foster positive, caring attitudes towards everyone;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To ensure sanctions are recorded and monitored.

The expectations we uphold in Merton Court School are:

- The views of all members of Merton Court are equally valid if they are expressed appropriately;
- All members of the school community take pride in their work;
- All children wear their uniform as an ambassador for the school, all staff wear clothing which presents a professional image;
- Everyone should arrive at school and to lessons punctually and fully prepared for their learning;
- Everyone should be considerate and respectful;
- Everyone attending, working in and visiting the school should be made to feel welcome.

When on school visits or when travelling to and from school, we behave as we would in school, with courtesy to others.

- All members of Merton Court conduct themselves in a calm and orderly manner when moving around the school;
- The physical environment is respected and cared for by all;
- All property of others is always respected;
- Smoking is not permitted on the school site;
- Substances and items which are illegal, harmful or unsuitable are not allowed;
- Mobile/Smart phones/smart watches/smart eyewear eg.Meta glasses and other personal devices should not be used/worn or be visible during the school day. Children in S4, who travel home from school unaccompanied, are required to leave their phones in the school office during their time in

school. They must be signed in and out in the Logbook in the school office. Children's phones must be always switched off while in school;

- Unauthorised use of mobile phones by any child during the school day will result in confiscation.

Merton Court School's Behaviour & Exclusion Policy is constantly reviewed and updated. A copy of the Behaviour & Exclusion Policy is on the staff shared drive and on request from the school office. Training and development relating to the Behaviour Policy includes all staff and non-teaching staff. These expectations form the basis of Merton Court School Code of Conduct which all staff have been asked to sign.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmaster/Proprietor who will undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than the date on this policy or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

SECTION 1

Principles

Acknowledging acceptable and unacceptable behaviour consistently and ensuring that children learn how to behave appropriately quickly and effectively.

Behaviour we encourage:

- Respect for other people, their views and their work;
- Attentiveness;
- A sense of right and wrong;
- Self-respect;
- Respect for the environment;
- Working co-operatively;
- Honesty and trust;
- Fairness;
- Self-discipline;
- Politeness and good manners;
- Setting a good example;

Unacceptable behaviour includes:

- Racial harassment;

- Violence and aggression;
- Hurting other people's feelings;
- Threatening behaviour including bullying and 'child on child' abuse;
- Dishonesty;
- Deliberate disobedience;
- Discrimination;
- Lack of respect;
- Using unacceptable language;
- Deliberately damaging property;
- Disrupting teaching and learning;
- Taking things that do not belong to us.

Whole School System for Behaviour Management

Rewards:

Throughout the school, good behaviour is always promoted. Merton Court School believes that it is important to acknowledge and reward in a positive way, those who demonstrate a high level of co-operation 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 children and, where appropriate, reward them for good behaviour and good work. We praise and reward children for good work and behaviour in a variety of ways:

- Teachers praise children verbally using positive language;
- Recognition of personal qualities by peer group through the election of House Captains, School Council Members (children vote for these), prefects etc;
- Staff are encouraged to send outstanding pieces of work and children with their work to the Headmaster, who will reward them with a 'Headmaster's Award';
- Children can visit other classes to share their good work;
- Displaying good work around the School;
- Children are chosen to share good work with visitors;
- Children are given Special Helper roles throughout the school, and encouraged to take pride in their role, and are praised for this. Roles may include snack monitor, buddy, eco prefects;
- Children are encouraged to share details of awards and achievements they may have attained outside of school, e.g. winning a cup for the area cricket club, in school assemblies/circle time.

All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Equity, Diversity & Inclusion Policy. There will be no

discrimination based on gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Children are presented with merit badges at weekly assemblies. Focus furbies (for fabulous focus) are presented weekly in assembly to a child in J2/J3/S1, who has performed well over the week, to keep on their desk.

Prize-Giving

Prize-giving takes place at the end of every term, and it celebrates success in all Year Groups (J1-S4). Over the course of the academic year all children will receive one or more certificates.

House 'Merits'

At Merton Court School we also use house merits to encourage, motivate, support and congratulate hard work. The children are divided into three different houses: Modern (red), School (blue) and Merton (green). Children may receive Merits for displaying good behaviour and for demonstrating excellence in work e.g. during spelling tests, at swimming/sports, homework. Merits may be gained for positive individual efforts both inside and outside the classroom. When awarding a Merit, it should be remembered that what may be a small achievement for one child, is a big step forward for another, and the reward should be appropriate to the child's individual effort. Merits may be awarded for excellent academic achievement or improved effort, for acts of kindness or service to others or notable endeavour of any aspect of school life is acceptable.

Summary: Merits can be given for:

- Appropriate behaviour;
- Working towards appropriate behaviour;
- Work which is of an excellent/ good standard for an individual;
- Politeness and good manners;
- Following school / class rules;
- Helping others.

Lunchtimes

At lunchtime, the supervisors play an extremely important role in promoting children's positive behaviour. Supervisors record any issues on CPOMS. If a child's name appears three times in a half term period, the supervisor will seek support from the child's form teacher. This system empowers the supervisors to deal with unacceptable behaviour of children accordingly. All members of staff know that they can seek support from another member of staff at any time. Behaviour slips for continued unacceptable behaviour will be issued to the child involved. If a child receives three behaviour slips within a half term, the Head of Pastoral Care will

talk to the child and contact their parents.

Process for rewards and merits

Early Years

- Stickers;
- Show work to the Headmaster/Assistant Head;
- Verbal praise and thanks,
- Certificates.

J1

- Verbal praise and thanks;
- Written praise;
- Work displayed;
- Work shown to Headmaster/ Assistant Head;
- Sticker/stamp;
- Merit badge in assemblies;
- Prize-giving;
- Dojo points

J2 & J3

- Verbal praise and thanks. Written praise (See Marking Policy);
- Work displayed;
- Work shown to another teacher;
- Teacher award sticker/stamp;
- Work shown to Headmaster;
- Merit badges in assemblies;
- 'Focus Furbies',
- Prize-giving.
- Dojo points

S1-S4

- Verbal praise and thanks;
- Written praise (See Marking Policy);
- Work displayed;
- Merit badges;
- 'Focus Furbies';
- Headmaster's Award: Meeting with the Headmaster for exceptionally good behaviour or achievement, sticker awarded;
- Prize-giving.
- Raffle tickets (S1/S2)
- Dojo points (S3)
- Major school responsibility (S4)

Sanctions

Under no circumstances does the School use or threaten to use corporal

punishment. However, under certain circumstances use of reasonable force may be required to restrain a child if they or others are in danger of being hurt. Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc.) are dealt with firmly by the Head of Pastoral Care and our Behaviour Policy would be followed.

All members of school staff have a legal power to use reasonable force in certain circumstances. (See Restrictive Intervention Appendicies)

To prevent or stop a child from:

Causing injury to themselves or others;

Committing a criminal offence (aged 10 and above)

Damaging property.

J2 & J3

- Discussion of appropriate behaviour;
- A verbal warning;
- Five minutes time out within class;
- To have five minutes reflection time during their playtime;
- Sent to the Head of Pastoral Care/KS1 Coordinator;
- Parents brought to School for full discussion.

Records on children's behaviour (Behaviour Slips are generally only used for S1-S4 children) are kept on CPOMS.

S1-S4

- Discussion of appropriate behaviour;
- A Verbal warning;
- Noted on CPOMs after 3 strikes;
- Reflection sheet completed during breaktimes;
- Reflection time for part of lunchtime break;
- Behaviour slips – parents will be contacted if three are received in a half term;
- Parents informed and discussed with Form teacher, Head of Pastoral/Assistant Head;
- Weekly behaviour report (Short Report): If a child is placed on 'short report' the child carries a report sheet to each class and teachers comment on the behaviour in the lesson;
- Internal exclusion;
- Permanent Exclusion after consultation with the Headmaster.

Persistent serious misbehaviour

If children receive three behaviour slips in any half term, then the child's parents are asked to have a full discussion with all parties concerned (Form Teacher/Head

of Pastoral).

Help from outside agency may be sought, e.g. Ed. Psychologist/Behavioural Psychologist

If persistent serious misbehaviour continues then the child may be temporarily/internally excluded from School for an appropriate period.

If the child refuses to end their serious misbehaviour, then temporary exclusion may be recommended, which could lead to permanent exclusion.

Records on children's behaviour must be kept at all levels of the sanctions process and recorded on CPOMs.

Parent Links

The Role of Parents

Merton Court School strongly encourages an ethos and culture where-by there is clear communication with, and the support of parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the School. We try 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 respect the school rules, to support their child's learning, and to co-operate with the school.

Therefore, it is important to develop a good working relationship between teachers and parents through:

- Maintaining regular meetings and working together as a team;

- Parents should be able to contact their child's form teacher in addition to the regular parents' meetings, if there is an immediate concern that needs to be addressed quickly.

SECTION 2

Contract of Behaviour Policy and School Rules

The purpose of this Behaviour Policy is to ensure that all members of Merton Court School remain safe, that the conduct and behaviour of each child is such that teaching and learning can flourish and that everyone understands the legal requirement to attend School.

High standards are expected by the School. All children must make every effort to always produce their best, whether in lessons, homework tasks or extra-

curricular activities. Each child is an Ambassador for the School and the behaviour and appearance of everyone should always be exemplary.

Attendance and safety

Attending School regularly; it is a legal requirement of the School that the attendance and presence of each child at School is recorded

- EY-S4 are expected to be on the School premises by 8.45am, when the gates will be closed;
- School absences for sickness or lateness may be made by leaving a message by telephoning the school office by 9.00am;
- All absences must be covered by a letter/email from a parent when the child returns to school;
- A letter of request must be sent in advance for any child to be absent from school for holidays and medical appointments;
- Holiday requests are noted as unauthorised absence;
- If a child must leave during the School day, the child will be signed out either in EY or in the School Office, along with the reason for leaving;

Sports Fixtures

All children are expected to behave in a manner away from the School premises that reflects Merton Court School's ethos.
Children are expected to:

- wear school sports kit when travelling to sports fixtures,
- attend every sports fixture if they are selected;
- to display, at every fixture, respect to the opposition and to all officials.

(See PESSC Policy)

Educational Visits

All children are expected to behave in a manner away from the School premises that reflects Merton Court School's ethos.
Children must:

- Act appropriately when in School uniform;
- When not in School uniform, the same appropriate behaviour is expected.

SECTION 3

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 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 School has clear policies concerning teaching and learning. Staff are supported with effective classroom management strategies

to ensure effective behaviour management.
All staff need to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy. Staff should also consider the impact that their own behaviour may have on the children.

The Role of Children

Children are expected to take responsibility for their own behaviour and will be made fully aware of the School's expectations. Children also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported. Merton Court uses 'Girls on Board' as an excellent, pragmatic approach to empowering girls to resolve their friendship issues for themselves when turbulence occurs. The school also has a 'working with boys' programme which highlights expected behaviour for boys too.

The Form Teacher and Classroom Management

The form teacher has prime responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed.

Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children daily. These include verbal praise, written remarks about good work, stickers/stars, sending children with their work to other teachers/Headmaster and a house merit system. Termly School reports are also seen as a means of constructive praise.

Standards of Behaviour

Our school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst children and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of children's 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 not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

EYFS Modifying and Managing Behaviour

All staff who work in the EYFS at Merton Court will use and promote positive language with the children.

Behaviour in the EYFS is managed by:

- Modelling expected behaviour – role modelling our expectations and

encouraging the children to follow them;
- Using eye contact and being close to the child when talking to them;
- Using specific praise to reward positive behaviour, thereby encouraging other children to follow suit;
- Ignoring negative or attention needing behaviour as much as possible (as long as other children are not at risk);
- Phrasing requests in a positive manner and avoiding use of the word 'don't'.
- Promoting responsibility and independence;
- Using our knowledge of each individual child and liaising with parents if appropriate;
- Never assuming that a child in the EYFS understands what is being asked of them (seek clarification);
- Asking children to choose/suggest the right course of action;
- Using our 'Thinking Spot' as a last resort.

The School Environment

Environment rules

All children should be encouraged to show care and respect for the school environment and for the property of others.

Staff speak to the children about our school rules and encourage them to take responsibility for their own actions and for each other. A summary of our rules are displayed in poster form in classrooms, as well as around the school, and reviewed regularly in a whole school assembly. The ethos of our school is such that all who come here are valued as individuals. Children from EY-S4 are given clear guidance as to what is and is not acceptable behaviour, so that they can develop their own moral code.

We wish to promote a school environment where:

- All children have a right to work in a calm, undisturbed, supportive and purposeful atmosphere;
- If they are going outside the classroom children should move from lesson to lesson quickly but calmly so that they are punctual;
- To benefit fully from lessons children 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 with reference to Spiritual, Moral, Social Education (SMSC), Personal, Social and Economic Education (PSE) and Relationships Health Education (RHE) permeate the school day; along with our 'Learning Skills for Life' programme;
- 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;
- Praise rather than blame, is the norm;
- Children should put all litter in bins;
- Children should leave classrooms clean and tidy;
- Children should adhere to the school uniform/dress code;
- Children should refrain from using make-up, nail varnish and unnatural hair colours.

Children should confine items of jewellery worn at school to an analogue watch and a pair of stud earrings to be worn in the earlobe only. (Please note that the school cannot take responsibility for jewellery, expensive items should not be worn for school). All jewellery and earrings must be removed for PE, Games and Swimming lessons (except for religious jewellery/artefacts). Parents are encouraged to remove any precious/religious jewellery from their child on PE, Games and Swimming days and leave at home.
Long hair should be always tied up with uniform hair accessories.

Respect the IT Code of Conduct

Children who act inconsiderately or irresponsibly or abuse the system may have use of this system withdrawn or this could result in internal exclusion, temporary suspension or permanent exclusion

Children should be aware that all their School electronic communications will be subject to scrutiny and monitored and protected by 'Light Speed Systems'.

SECTION 4

Suspension, Exclusion or Removal and Expulsion

Fixed Penalty Exclusion and Permanent Exclusions
Merton Court School will apply its Behaviour Policy in a consistent, rigorous and non-discriminatory way and all areas of application of this policy will be monitored routinely. Ultimate sanctions at Merton Court School are:

- **Internal exclusion**
- **Suspension**
- **Expulsion**

Our objectives are to:

- Set out clearly how to deal with a suspension, exclusion and removal without challenging the rights of an individual child;
- Encourage good behaviour and to show disapproval of unacceptable behaviour;
- Sustain an environment in which all children can learn and in which all children and staff are free from fear, threat or any impediments to the teaching and learning process.

On extremely rare occasions, a child's behaviour in School may be deemed to be so unacceptable as to warrant:

- That the child be internally excluded (generally for one day), excluded (usually for no more than two days) – this would be recorded on CPOMs;
- That the child be suspended from School for a short period – the School reserves the right to record this in the children's personal file, shared with their Secondary School or subsequent school destination;
- That the parents be asked to remove the child permanently – the School reserves the right to record this in the children's personal file and passed on to any subsequent institution as necessary; or that the child will be expelled – this will be recorded on the children's personal file and passed on to any subsequent institution;
- Such extreme sanctions will not be considered unless there are very serious grounds. For example: persistent and deliberate bullying, deliberate and sustained refusal to accept the School's authority, any criminal action such as theft or the making of malicious accusations against staff.

If a child is suspended or excluded the School will ensure that appropriate work is made available to ensure the suspension or exclusion has no detrimental effect on the child's education. The school will aim to manage the child's transition to other schools in the event of a child being excluded permanently.

Suspension, Exclusion or Removal and Expulsion Procedure and Process

Before such a sanction is imposed, there will be a full and rapid investigation of the matter within School. The parents will be informed of the basis for the School's concerns and will be invited to talk the matter over with the Headmaster as appropriate in a meeting.

Should it appear that a criminal investigation might be warranted, parents will be invited to School to be with their child while the matter is discussed and any decisions about Police involvement are made. The Head of Pastoral and child's form teacher will be part of the discussions throughout, to support the child.

Serious Misbehaviour: Recording Behavioural Incidents

The school keeps a variety of records of incidents of misbehaviour on CPOMS. The Headmaster keeps a record of any child who is excluded for a fixed-term, or permanently. The sanction will be imposed by the Headmaster after consultation with the Chair of the Advisory Board.

Neither sanction is used lightly. The power to suspend or expel a child can only be exercised by the Headmaster. If the Headmaster excludes a child, the parents are informed immediately, giving reasons for the exclusion.
It is the responsibility of the proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently and to keep the Advisory Board updated about this.

All records relating to Suspension, Exclusion and Expulsion will be kept centrally by the Headmaster in a locked cupboard.

Evaluation and Review

The Behaviour and Exclusion Policy will be monitored by the Headmaster, Head of Pastoral and the leadership team in the first instance, by members of the Advisory Board and through KS Coordinators and staff meetings to gain the teachers' perspective.

Its success will be based on the accuracy of record-keeping by the relevant members of staff and on the accuracy and fairness of its application.

SECTION 5

Safety rules:

These cover the use of equipment, protection of property, and safe behaviour in certain classes or contexts. Earrings (other than studs) may be worn and but must be taped/removed for P.E./Games. They also cover items which are banned in school such as knives, tobacco and fireworks.

Equal Opportunities & SEND

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

Behaviour of a child with SEND needs must be taken into consideration and triggers for misbehaviour anticipated. Staff should be aware of specific circumstances and requirements of the child when applying sanctions.

Children's Conduct outside the School Gates

Any child found to show misbehaviour or bullying outside the school gates (including children travelling to/from school, on an educational visit, wearing school uniform externally, or where a child can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Headmaster will be subject to proportionate disciplinary measures. External misbehaviour includes behaviour that could have repercussions on the orderly running of the school, posing a threat to another child or member of the public, or behaviour that could adversely affect the reputation of the school.

Behaviour of Parents on/off the School Premises

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another member of staff. Complaints should be handled according to our published Complaints

Procedure.

Parents are requested to make appointments to see their child's form teacher if they have an urgent issue to discuss. If there is a Court Order against a parent seeing their child, the school will abide by the conditions of the Order. For example, a parent who has been banned from entering the school premises is trespassing and if he or she does so without permission, the police will be called.

Parents should not approach other parents on the school premises concerning external matters. Matters concerning children in the school should be handled objectively through the school and not solely between parents.

Parents should use the Class Rep System appropriately and act responsibly and guard against inappropriate use of social media relating to the school, staff or its parents/children. Any email that is circulated publicly to parents, by FOMC committee members or Class Reps, other than for normal class business, should be proofread and approved by the Headmaster first.

Concerns and complaints should be aired through the proper channels for them to be resolved effectively (Please see the school Complaints Procedure).

Our staff reserve the right to work in a safe and protected environment. Any abusive behaviour towards a member of staff from parents/carers will not be tolerated and may result in a formal meeting with the Head of Pastoral.

APPENDIX A

Extreme behaviour likely to endanger other children and staff

In the event of a child displaying aggressive behaviour or behaviour likely to endanger other children e.g. tantrum:

- Direct other children away from the area of the immediate danger;
- Adopt a calm tone of voice and instruct the child to stop/modify their behaviour. Explain that you know they are angry/unhappy/upset;
- Continue to talk to the child in a calm voice;
- Encourage the child to sit down;
- If you feel that physical restraint is appropriate and will not endanger you, then intervene in accordance with the 'Restrictive interventions', including use of reasonable force, in schools: Guidance for Schools in England – DfE (2026)
- If you feel that you may be at risk of injury do not intervene physically. Send a child or assistant/member of staff to the school office who will seek help immediately from the Head of Pastoral Care or a member of LT.

APPENDIX B

The DfE released 'Restrictive interventions', including use of reasonable force, in schools: Guidance for Schools in England – DfE (2026)

What is reasonable force?

The Department of Education indicates the following:

The term "reasonable force" covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.

- Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury;
- "Reasonable in the circumstances" means using no more force than is needed;
- Schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a children's path, or active physical contact such as leading a child by the arm out of a classroom;
- Restraint means to hold back physically or bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention;
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child;
- All members of school staff have a legal power to use reasonable force;
- This power applies to any member of staff at the school. It can also apply to people whom the Headmaster has temporarily put in charge of children.

Staff are expected to encourage a climate of calm discussion between children or children and staff in conflict. At Merton Court School, fighting between children is virtually unknown but if it were to happen staff would need to intervene appropriately. In managing child behaviour, staff should be aware of the Education and Inspection Act 2006 Section 93, which clarifies the power of members of staff to use force.

The law forbids any member of staff to use any degree of physical contact which is deliberately intended to punish a child, or which is primarily intended to cause pain or injury or humiliation. That said, all members of staff have a legal power to use reasonable force, and this can also apply to people whom the Headmaster has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a School organised visit.

Reasonable force for controlling of restraining a child can be used

If a child is at immediate risk of injury or on the point of inflicting injury on someone else;

- If a child is damaging property;
- If a child is causing disorder.

All members of school staff have legal power to use reasonable force in certain circumstances. (DfE,2026)

Before physical intervention a teacher should:

- Make a professional judgement on whether to physically intervene;
- Adopt a calm and measured approach;
- Tell the child who is misbehaving to stop;
- Continue to talk to the child throughout;
- Restrain using the shoulders and upper arms where appropriate;
- Make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

A restrained child should feel safe, even if they are also furious. If the teacher believes he or she may be at risk of injury, a teacher should not intervene without additional help.

Report incidents immediately following any such incident when reasonable force is used, the member of staff concerned should report this to the Head of Pastoral Care or the Headmaster or the Assistant Head and provide a written report. This should give all appropriate details, names, witnesses and the outcome. In EYFS the parents should be informed within twenty-four hours of the incident.

APPENDIX C

Short report procedure

- Short reports and behaviour slips monitored in week
- Short report timetable taken in on the Friday
- Timetable reviewed and comments noted
- Timetable / behaviour slip comments formed into report
- Short report presented to child by TL, FM or LB
- Short report emailed to parent
- Parent called in to attend meeting if Short Report unsatisfactory
- Short report reviewed over a four-week period
- Further sanctions discussed if required

Example of a Short Report:

_____ has worked well in History however focus in Maths was less than satisfactory. Their effort in Games was excellent.

_____ received behaviour slips for poor focus and not settling down to work and for kicking another pupil, this week.

_____ needs to work harder in ____ and maintain their focus for a whole lesson.

In view of this week's Short Report, we will continue with Short Report next week.

Merton Court 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.