

Widford Lodge

PREPARATORY SCHOOL



9a

Policy for the Promotion of Good Behaviour and Sanctions for Misbehaviour

This policy applies to all pupils in the school including those in the EYFS

Reviewed and Approved by Proprietor: April 2026
Next Review: December 2026

Aims & Expectations

This policy has regard to the DfE advice 2024 Behaviour in Schools, Keeping Children Safe in Education 2025, the DfE guidance on restrictive interventions 2026 and to the Independent School Standards.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Widford Lodge is a caring school, whose values are Honesty, Empathy, Acts of Kindness, Respect and Tenacity. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way and where everyone is treated with dignity. It aims to promote an environment where everyone feels happy, safe and secure and pupils, parents and staff are aware of and support the school's high expectations.

The school has a number of school rules, (see appendix A) but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Staff receive support and training on joining the school and at regular intervals thereafter on behaviour management and are consulted when any significant changes to this policy or practical arrangements are implemented.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the School Standards and Framework Act 1998. This school does not administer or threaten corporal punishment. Teachers in our school do not hit, push or slap children. Staff only intervene physically by using reasonable force to prevent pupils from: committing a criminal offence, causing injuries to themselves or others; damaging property; or causing disorder among pupils at the school, whether during a teaching session or otherwise, in line with the DfE 2026 guidance on Restrictive interventions, including Use of Reasonable Force. Parents will be informed on the same day, or as soon as reasonably practicable, of any such action. The event is recorded (see Appendix B).

The school recognises that transition into, through and from the school can be challenging times for some pupils and can result in behaviour issues. Staff will approach these times with sensitivity and understanding to help pupils to cope with such situations. Handover meetings are held between staff to discuss individual children and their particular needs. Children have the opportunity to meet their new teacher at an Induction morning.

The school will take very seriously any allegation made against a member of staff which is found to be malicious. Appropriate disciplinary action will be taken against a pupil found to be making such a malicious allegation, which could include suspension or exclusion. The member of staff will receive appropriate pastoral support.

Widford Lodge is committed to promoting equal opportunities for all, regardless of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sex or sexual orientation. The school is an inclusive community with children and families from a variety of ethnic backgrounds. We treat all children fairly and apply this behaviour policy in a consistent way. We are aware of and follow our duties under the Equality Act 2010. Please see our Equal Opportunities Policy, available from our website or the School Office.

All staff should be aware of, and have consideration for, any students with SEND/Learning difficulties or disabilities. Reasonable adjustments may be made for any such pupils and will take into account the specific circumstances and requirements of the pupil concerned. Please see our SEND Policy, available from our website or the School Office.

The school aims to work in partnership with parents and any relevant external agencies in the promotion of good behaviour and supports pupils as detailed throughout this policy. By signing the parent agreement, parents agree to support the policies of the school including this behaviour policy. Details of the school rules and sanctions are included in the pupil planners for Years 1 to 6.

Widford Lodge expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

School staff are aware of their power to discipline pupils for misbehaviour outside of the school premises including online behaviour, to such an extent as is reasonable, where their behaviour could pose a threat to another pupil, could have repercussions for the orderly running of the school or could adversely affect the school's reputation.

The school rewards good behaviour, as it believes this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter misbehaviour.

This policy should be read in conjunction with our Arrangements for Safeguarding and Child Protection Policy; the school recognises its responsibility to promote the welfare of children and how this can be supported by a positive approach to behaviour. Staff are aware of the need to record and follow up any instances of child on child abuse and of the potential safeguarding issues raised by such behaviour. The Designated Safeguarding Lead sees all logged incidents and is involved in responding appropriately.

Promotion of Good Behaviour

At an assembly at the start of each academic year, the Headteacher reminds the Prep school children of the school rules. Class teachers also discuss the school rules with each class. In addition to school rules we have the Jigsaw Charter, which links to our PSHEE scheme and which is known and agreed by the children. In this way, every child in the school knows the standard of behaviour we expect in our school. If there are incidents of misbehaviour, the teacher may discuss these with the whole class during form periods and PSHEE lessons if appropriate. The School Council reviews the sanctions and rewards section of this policy annually and changes are made as appropriate following this; the last review was in January 2026.

We praise and reward children for positive behaviour in a variety of ways:

- Teachers reinforce positive behaviour with praise
- Teachers give children stars for work – Prep only
- From September 2024, children are nominated by staff to attend a Heart to Heart tea with the Headteacher, for demonstrating the HEART values
- System of rewards for stars earned eg 100 stars = early lunch pass
- Stickers, Smiley Faces may be used in exercise books

- Teachers send children to the Headteacher for a 'Headteacher's Award' or Head of Department for a 'pat on the back' if they have excelled in their work and attitude
- Special Mentions for Pre-Prep weekly in assembly
- Weekly recognition in assembly of pupils who have demonstrated the Jigsaw values for the week
- Teachers send postcards home to parents to tell them about particular effort, kindness or achievements
- Politeness & Courtesy Cup awarded weekly in assembly and all nominations are read out
- We acknowledge and praise consistent good work, effort and acts of kindness
- House tokens (Prep) and golden stars (Pre Prep) are awarded for acts of kindness, helping peers or staff, positive behaviour and half termly results of these are announced in assembly
- We use Friday assemblies to celebrate the achievements of the children, both in and out of school
- Staff and older pupils provide positive role models.

Each classroom for pupils in Years 1 to 6 has a display of different colours on the board, linked to our attainment reporting colours. At the start of each lesson, all pupils are considered to be in the green category, ie behaving as expected. Pupils who behave exceptionally well during a lesson may have their initials recorded next to the blue category. Following any warnings for behaviour during the lesson, a pupil's initials are recorded in the yellow category as a reminder. If any further instances of inappropriate behaviour occur in that lesson, the pupil's initials are moved to red and either a reminder/stripe is issued (Years 3 to 6) or golden time is affected (Years 1 to 2).

Sanctions for Misbehaviour

As detailed above, teachers only use physical force to restrain pupils or to prevent injury. Teachers should seek help from a colleague in dangerous and volatile situations and may use the Red and Green cards to summon assistance if required. If physical intervention is used, a record will be kept, and parents will be informed on the same day, or as soon as reasonably practicable.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately and proportionately to each individual situation. It is important that children feel they are being treated fairly and understand the reason for the sanction imposed. Children should, where possible, be given an opportunity to correct their behaviour before sanctions are imposed.

- Sanctions appropriate to the misbehaviour can be used eg if a child drops litter they may be asked to pick up litter in the playground; if they keep leaving clothing or kit lying around they may be asked to sort the lost property and return items to their owners.
- We expect the children to listen carefully to instructions in lessons. If they do not do so, we may ask them either to move to a place nearer the teacher, or to sit on their own.
- Where children are distracted or distracting others, staff may temporarily confiscate items. This could include stationery, cards, balls etc. If a pupil is found to have anything dangerous with them at school, staff may also confiscate such items. They will be returned either to the pupil or their parents with an explanation of the reason for the confiscation.

- We expect children to try their best in all activities. If they do not do so, we may ask them to redo the task or to spend time completing something they should have finished in class. They may be asked to do this during break times or at home.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he or she calms down and is in a position to work sensibly again with others. (It is up to the teacher to decide whether the child is moved to another place within the class, is asked to leave the room, is sent to another class or is sent to the Headteacher's study.) If the child misses work as a result of inappropriate behaviour they must catch up in break- time. It is essential that the inappropriate behaviour of one child does not affect the teaching and learning opportunities of the whole class.

We have a levelled approach to sanctions for Prep school pupils:

Reminders are recorded as such in pupils' planners, for example where the pupil has forgotten a gumshield/shin pads/to have their planner signed by a parent for the first time.

Stripes are recorded in pupils' planners by teachers and therefore should be seen by parents when they sign planners each week. Form teachers also review planners weekly and take time to talk to pupils regarding stripes incurred and to offer support to help the pupil.

Level 1 - Stripes

3 stripes/reminders in a 1 week = the pupil will miss their next activity session

Stripes are given for things such as:

- Handing in homework late/not doing homework
- Not having the correct equipment for lessons
- Forgetting kit or parts of kit on more than one occasion
- Leaving property around school on more than one occasion
- Unacceptable behaviour in lessons or around the school

Level 2 - Stripes + Reflection time

Stripes will still be given for these things but pupils may also have to spend some break time in the library, where they are encouraged to spend the time reflecting on why they have to miss some of their break and to think of ways to prevent it happening again.

They may also have to go and see either the Prep School Leader or the Deputy Head to talk about their behaviour.

These behaviours are:

- Not taking responsibility for your actions
- Name calling
- Rude behaviour towards others
- Tampering with other people's property
- Stealing

Level 3 - Reflection Slip

If a pupil receives a Reflection Slip they will miss some break time and their parents will be informed. They will also have to go and see the Headteacher to talk about their behaviour. A reflection sheet will be completed by the pupil in discussion with a teacher and will be signed by their parent.

These behaviours are:

- Persistent name calling or persistent unkindness to another member of our school
- Any bullying traits in general
- Hitting or other physical reactions (Please be aware that any children involved in fighting will receive the same sanction whether they are initiating or responding. YOU MUST NOT HIT, PUSH, OR KICK ANYONE - UNDER ANY CIRCUMSTANCES)
- Spitting
- Swearing
- Inappropriate language and/or behaviour
- Lying to a member of staff

It may be necessary to put a child on a Behaviour Report. This will be a joint decision between the teacher and Headteacher. When a child is put on report their parents must be informed. The report will be reviewed frequently and the outcomes conveyed to the child's parents.

If a child receives two Reflection Slips in a half-term, their parents will be asked to meet with the Headteacher so that suitable sanctions and steps to avoid further misbehaviour can be discussed. Three or more Reflection Slips in a half term could lead to exclusion. See our Admissions, Discipline and Exclusions policy for more information.

Serious misbehaviour resulting in the issue of a Reflection Slip is logged and forms part of a half termly review by senior leadership. The log includes details of the pupil's name, year group, date and nature of the offence as well as the sanction imposed.

A similar levelled approach to sanctions operates in the Pre Prep, as follows:

Pupils can receive a behaviour reflection sheet. With their form teacher they will write down what they need to improve, parents will be informed and asked to sign the reflection sheet to show that they have seen it and are aware of what caused it.

Level 1 – This may affect Golden Time by five minutes

- Unwanted physical and verbal behaviour
- Persistently handing in homework late/not doing homework
- Persistently forgetting PE kit or parts of PE kit
- Persistently leaving personal possessions around school

Level 2 - This will affect Golden Time by 10 minutes

- Rough physical behaviour
- Lying to a member of staff
- Stealing
- Tampering with other people's property
- Persistently not taking responsibility for your actions
- Repeated unkind verbal behaviour

Pupils will be sent to the Pre Prep leader to discuss their behaviour and will miss their next lunchtime play.

Level 3 – This will eliminate Golden Time

- Any bullying traits in general
- Aggressive behaviour (You must not hurt anyone under any circumstances)
- Intentional spitting
- Inappropriate language and/or behaviour
- Lying to a member of staff more than once.

Pupils will be sent immediately to the Headteacher or one of the Deputy Heads to discuss their behaviour and will miss their next lunchtime play.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident in the Bullying File and the child is spoken to and sanctioned if appropriate. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The school does not tolerate bullying of any kind. If we discover that an act of bullying has taken place, we act immediately to stop any further occurrences of such behaviour. For details, see our anti-bullying policy.

Support Systems for Pupils

As outlined above, sanctions are applied appropriately and with discussion so that children feel they are being treated fairly. The class teacher and, where appropriate, the Deputy Head Pastoral will offer guidance and support to children struggling with the behaviour expected, and will liaise regularly with parents.

The Role of the Class Teacher

It is the role of the teachers to ensure that the school rules are enforced in their lessons.

The teachers at Widford Lodge have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The teachers will treat each child fairly and enforce the classroom expectations consistently.

The teachers treat all children in their class with respect and understanding.

If you are teaching a child from another class and their behaviour is a cause for concern their Form teacher must be informed.

The Form teacher will report to parents if there are concerns about the behaviour or welfare of the child.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are normally only taken after detailed consultation between home and school. See our Admissions, Discipline and Exclusions Policy for more details.

The Role of the Parents

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

We expect parents to support their children's learning, and to cooperate with the school. We encourage a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents of pupils in Forms 1 to 6 are required to sign their child's planners weekly to show that they have read any comments and checked the completion of homework. By doing so, parents are aware of any reminders or stripes issued. The school always aims to work collaboratively with parents and each step of a disciplinary or sanctions process is carried out in consultation and review with parents as outlined in this policy and in our policy on Admissions, Discipline and Exclusions. Where the parents do not work co-operatively with the school in such matters, the Headteacher is able to formally request that the child moves to another school. Signing the parent agreement at the outset of a child's time at Widford Lodge constitutes the parents' agreement to these policies.

If the school has to use reasonable sanctions, 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 relevant teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal appeal process can be implemented.

Pupil Voice

The representatives of the School Council are asked annually to seek the opinions of their peers about the school's policy for sanctions and rewards. These views are then discussed in a School Council meeting with the relevant teachers and followed up as necessary, with feedback and discussion in staff meetings of any issues arising.

Searching Pupils or their Possessions

Staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupils may have a prohibited item (including weapons, alcohol, illegal drugs, stolen items, anything that is likely to be used to commit an offence or cause injury or damage, tobacco, fireworks or pornographic images) or any item listed in the school rules. Only the Headteacher or a member of staff authorised by the Headteacher can carry out a search, usually the Designated Safeguarding Lead. Any search will be carried out by two members of staff and in co-operation with the pupil. Pupils are not permitted to bring mobile phones to school

unless they are moving between different parental households, in which case they hand the phone into the office; two members of staff may search pupils' possessions if it is suspected or reported that they are bringing these to school. It is highly unlikely that Widford Lodge staff would need to carry out a search of a pupil, however if this was the case, any action taken would be in line with the Department for Education's 2022 advice Searching, Screening and Confiscation.

The use of restrictive interventions including reasonable force

We understand that behaviour is a form of communication and believe that children who feel safe and happy are better equipped to learn. We understand that all behaviour happens for a reason and that difficult and/or harmful behaviour is not necessarily deliberate or planned. We understand that in situations of need, a child may simply behave in a way that has been successful in the past in protecting them and enabling them to survive that moment. We know that the first step to understanding a particular behaviour of concern is to try to find out why the behaviour is happening.

We all have a legal obligation under our duty of care to keep the children we support safe. Once we have exhausted all other support options to prevent harm, we may have to apply a restrictive intervention. This would always be a positive act and in the best interests of the child or others.

The DfE guidance "The use of restrictive interventions, including reasonable force (2026)" states that all members of school staff have a legal power to use reasonable force in certain circumstances, to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

We believe that the use of restrictive intervention should be used within this framework:

- Protecting people's fundamental human rights and promoting person-centred best interest and therapeutic approaches to support people when they are distressed
- Improving the quality of life of those being restrained and those supporting them
- Reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation/de-escalation and reflective practice
- Focusing on the safest and most dignified use of restrictive interventions where required, including physical restraint
- Increasing understanding of the root causes of behaviour and recognising that many behaviours are the result of distress due to unmet needs
- Ensuring a restraint reduction approach is adopted by all
- Force will never be used as a punishment.

Widford employs whole school approaches to support all pupils to achieve and thrive and also for behaviour management within and outside classrooms, with close relationships, communication and trust between school staff and pupils. Therefore, primary prevention strategies form the greater part of our approach to harmful behaviour and include everything that is put in place that reduces the likelihood of the incident happening. Secondary strategies are the plans for what to do if the primary strategies do not work and the child becomes more stressed. Non-restrictive and restrictive tertiary strategies are designed to keep the child and those around them safe from harm and provide a way to react quickly in a situation where the child is distressed and more likely to present harmful behaviour, and may include physical intervention.

As a staff, we have participated in training to recognise and response supportively to behaviours through co-regulation in order to guide children through stressful situations so that staff can:

- Identify suitable techniques for different situations
- Identify and minimise potential risk factors
- Identify and minimise the potential impact of a physical intervention on a child.

Where appropriate, we will implement a support plan and risk assessment for an individual child, in consultation with the child and the parents and will follow the guidance and paperwork in the Essex Model Policy for Restrictive Interventions.

All incidents involving the use of restrictive intervention will be recorded and evaluated as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and how the use might be avoided in future.

Any significant incident involving the use of force by a member of staff on a pupil is recorded on the same day on our template form attached as Appendix B and includes a brief account of the incident, why force was assessed as necessary and any post incident support. The parents of the pupil involved are advised on the same day via our template form. It is likely that parents would be invited to attend a follow up discussion about the incident to include drawing up or amending any existing behaviour support plans as appropriate.

The school is also aware of its obligation to record and report each seclusion or non force related restraint.

Monitoring

The Headteacher and Senior Leadership Team monitor the nature and frequency of incidents and serious misbehaviour and any sanction imposed. They also review any restrictive interventions to identify areas of learning or improvements. The effectiveness of this policy is reviewed on a regular basis through discussions with the staff, which may lead to amendments and improvements.

The school keeps a variety of records of incidents of misbehaviour and rewards:

- Incidents are logged electronically on our CPOMS system, with details of the incidents, how they are dealt with and resolved
- File for serious misbehaviour with reflection sheets
- Form teachers may keep a record of minor incidents
- Stripes/reminders recorded in pupils' planners
- Headteacher's Award Book
- Stars collected half termly
- Special Mentions recorded in a book
- Logs of golden stars and house tokens and half termly winners.

Review

This policy is constantly under review and is referred to whenever incidents of challenging behaviour occur. It is formally reviewed annually.

Behaviour within the EYFS

Aims:

The EYFS staff strive to ensure that every child attending Widford Lodge feels respected, valued, confident to explore their feelings and understand the needs of others (with support). We create, through positive role-models and attitudes, a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.

All parents of children joining the EYFS Pre-School or Reception have the opportunity to discuss their child's behaviour with the class teacher during a home visit. Children are then invited to join us for transitional visits in which we are able to observe their behaviour and make a clear plan of action if required.













Our named practitioners responsible for behaviour management are:

- Debbie Poston and Stacy Hilton.

Expectations:

Parents are given information at the EYFS induction evenings stating what our rules and expectations are.

The EYFS have a set of expectations which are shown to the children regularly for them to identify. These are our expectations:

-  Look after the toys and books
-  Remember to listen to others
-  Always use your indoor voice
-  Be kind and helpful to others
-  Remember our manners
-  Take turns and share
-  Be quiet and sensible when entering and leaving the Pre-school / Reception
-  Lining up
-  Remember to walk inside
-  Always ask to leave the room / visit the toilet
-  Work as a team to tidy up after activities
-  Children are asked to follow requests given by adults

Reception children and staff work together at the beginning of the year to create a set of classroom rules to follow.

Rewards:

We promote and encourage good behaviour by providing a range of rewards for the children. All children are encouraged to follow our rules and are continually verbally praised for doing so. Staff also award stickers (chosen by the children to reflect their interests) to children who help others, try hard at an activity and whose behaviour is above our expectations. Within the Pre-school, if children have been very kind to a friend, been especially good or tried exceptionally hard during activity time, they are chosen to take home our Preschool pet elephants Wallis or Betsy. Gold Star Awards/Headteacher awards are given for exceptional work or behaviour. Children in the EYFS visit the Headteacher with the teacher/learning support assistant to receive this special award. This award, and the reason for receiving it, is noted in 'From the Study' and also in the child's reading diary. Good behaviour is shared with parents through conversation, contact books, newsletters and displays.

Reception also use a display of different colours on a board, linked to our attainment reporting colours. At the start of each day, all pupils are considered to be in the green category, ie behaving as expected. Following any warnings for behaviour, a child may be asked to move their photo into the yellow category as a reminder. If any further instances of inappropriate behaviour occur, the pupil may be asked to move their photo to the red category and is then given some reflection time. The class teacher will deem when is best to talk the child through the choices they have made and together decide how they can be improved. Children in Reception may receive recognition for excellent effort in work, following the classroom rules well or for being a kind, helpful person and may be awarded a hop up the chart, moving into the purple or blue categories. They can also be invited to Heart to Heart teas with the Headteacher, for demonstrating the school's HEART values.

How staff can help achieve our expectations:

- ✓ We support children in developing self-esteem, confidence and feelings of competence and success.
- ✓ We will attempt to make rules clear and understandable to the children.
- ✓ We support children in feeling a sense of belonging, so that they know they are valued and welcome within their class and school.
- ✓ We will reinforce positive behaviour with praise and the use of class reward systems.
- ✓ We praise and promote considerate behaviour such as kindness, willingness to share, and care for anyone who is hurt or upset.
- ✓ We will speak with respectful tones to the children.
- ✓ We will help to keep all the children safe within the EYFS environment.

If a child is experiencing difficulty with any of the basic rules staff will at first encourage the child to adhere to the rules by praising those that are 'doing it right'.

If a child has still not understood that their behaviour is unacceptable they will be asked to stop whatever the behaviour is and will be given a reason for this.

Children who behave in an unacceptable manner such as snatching, hurting other children, being verbally rude or aggressive are removed from the situation by a member of staff and taken to a quiet area to calm down. The member of staff will explain why their behaviour was unacceptable and, if necessary, encourage them to say sorry to the child or person concerned. The child may then re-join the activity. If physical intervention is necessary to avert immediate danger of personal injury to any person or to manage a child's behaviour if absolutely necessary then a

record will be kept on a Physical Intervention Form. Any such incidents are reported to the parents on the same day, or as soon as reasonably practicable, so that they are aware of what has happened, then both staff and parents sign the form. We work with parents/carers to address recurring inconsiderate behaviour and decide jointly upon strategies to be implemented both at school and at home. Notes may be kept to provide an on-going reflection of the child's behaviour. At staff meetings the children are discussed to ensure they are receiving all the support they need. The ethos of our EYFS is that adults will be a good role model and example to the children. Children will be encouraged to be good examples to each other.

Often behaviour can be modified with the sustained and agreed support of all adults involved with the child at home and at school.

Widford Lodge

PREPARATORY SCHOOL



School Rules

This policy applies to all pupils at Widford Lodge School including those in the EYFS

Last Reviewed and Approved by the Proprietor: December 2025
Next Review: December 2026

SCHOOL RULES

Whatever we do in our school it is our expectation that we treat others as we would like to be treated ourselves.

1. Children should be courteous both to adults and each other. Visitors are welcome to Widford Lodge and children are encouraged to answer questions openly and honestly. Children in the Prep School should stand when the Headteacher and visiting adults enter their classroom. They should also hold doors open and stand aside on stairs when necessary. Good table manners should be demonstrated at all times.
2. School uniform should be worn with pride. Children should ensure a tidy appearance and not wear unauthorised items of clothing, jewellery and nail varnish. Pupils with long hair should have it tied back with discreet black, grey or navy blue bands and pupils' hair should be out of their eyes and off the collar. No products should be used such as gel and extremely short hair is not permitted. Stud earrings may be worn at school, however they must be removed for PE and Games lessons: taping over earrings is no longer permitted by the rules of most national sporting governing bodies.
3. Any form of bullying, either verbal or physical, is unacceptable. Children should inform a teacher at once if others are being unkind to them.
4. Children should show respect for other people, regardless of their beliefs, race, disability, age, gender or other protected characteristics. They should have regard for the democratic process and a respect for different cultural traditions.
5. Children should not run inside the school building and there should be no inside chasing (except in the Hall during PE lessons).
6. Children should not take or borrow any item belonging to anyone else without prior permission from the owner.
7. Bad language is unacceptable and inappropriate.
8. a) Children should aim to arrive at lessons on time and have the correct books, pens etc. with them.
b) Classwork and homework should, in normal circumstances, be completed and handed in on time and to the best standard of the individual.
9. Children must avoid dropping litter and desks and classrooms should be kept clean and tidy.
10. The following should not be brought to school:
 - i) Expensive toys or possessions or electrical items including phones
 - ii) Money, unless essential for charity days and trips
 - iii) Unsuitable books, magazines or comics
11. Children can bring nutritious, nut-free snacks for morning break or for after school, if they are involved in an activity. Children should not bring sweets, fizzy drinks, crisps or chocolate. They should bring a drink of water each day in a reusable drinks bottle.
12. No dangerous or illegal items or substances should be brought to school under any circumstances. Medicines should be handed to the Office on arrival at school in the morning and the relevant consent form for administration of medicine completed by the parent.
13. Children should not leave the school premises during or at the end of the school day, unless accompanied by an authorised adult. Where specific permission is given by parents, children in Forms 5 and 6 may walk home.
14. Children should use technology sensibly, in line with teachers' instructions and the guidelines in their signed internet agreements.

Appendix B
Physical or Restrictive Intervention Record

Child's name:	Form:
Time: Date: Location: Duration of intervention:	
Staff member:	
Any SEND circumstances:	
What led to the incident: Any triggers: Any preventative or de-escalation strategies used: Type and degree of reasonable force including any physical injuries: Why was force assessed as necessary:	
Parent(s) informed by and time:	
Parent's signature if not present at time:	
Date of signature:	

EYFS child: Please pass this form to Debbie Poston or Stacy Hilton
 Signature and date of signoff: _____

Pre Prep child: Please pass this form to Sarah White
 Date and Sarah's signature: _____

Prep child: Please pass this form to Rob Hopgood
 Date and Rob's signature: _____

For sign off, please pass this form to Sam Pawsey or Michelle Cole:
 Signature and date of signoff: _____

Sam Pawsey or Michelle Cole to note here further action to be taken such as inviting parents for meeting, support for child.