



HEREWARD HOUSE SCHOOL

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Behaviour, Rewards and Consequences Policy

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Hereward House School: Behaviour, Rewards and Consequences

Policy

Our School's Aims

At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our pupils, we strive to create a stimulating, purposeful and happy community, where every child feels valued and secure. Promoting the well-being of all pupils is at the heart of what we aim to do. For us the most important outcome is for all pupils to be kind, considerate and confident whilst looking out for every member of the school community. We aim to be a school where pupils will be encouraged and assisted to develop academically, morally, emotionally and culturally. It is our belief each pupil should enjoy their school days and reflect upon them with pride, pleasure and affection. We are preparing pupils not just for senior school, but for life.

Policy Statement

This policy applies to:

All pupils across the school, including EYFS

- All teaching and support staff
- All school settings (main site and off-site locations such as trips or sports)

Hereward House School promotes an environment where all members of the community feel safe, valued and able to learn. We aim to foster self-discipline, respect and kindness. This policy is reviewed annually.

This policy outlines our approach to promoting positive behaviour, the rewards used to encourage it, and the consequences applied when expectations are not met. It applies equally to all pupils, including those in the EYFS, and aligns with current statutory guidance and regulatory frameworks.

Introduction

Hereward House School is committed to ensuring that high standards of behaviour underpin all aspects of school life, including the culture, ethos and values of the school, the quality of relationships, and the approach to managing behaviour. This policy supports the aim of creating a school environment in which every member of the community feels safe, respected and valued, and where pupils can learn and thrive in a supportive atmosphere. This policy applies to the whole school, including the Early Years Foundation Stage (EYFS). The Behaviour, Rewards and Consequences Policy outlines the principles and procedures by which good behaviour is encouraged, expectations are reinforced, and incidents of misbehaviour are managed. It is not designed simply to enforce rules, but to promote strong relationships and shared values that foster mutual trust, responsibility, and a common sense of purpose.

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Purpose and Scope

This policy:

- Supports the creation of a calm, safe and supportive environment where pupils are ready to learn;
- Sets out expectations for pupil conduct and behaviour;
- Encourages a culture of praise and recognition through positive reinforcement;
- Establishes clear, proportionate and graduated consequences where behaviour does not meet expectations;
- Applies to all pupils in school and when representing the school (e.g., trips, fixtures, online and on the journey to and from school).

Legislative and Statutory Framework

This policy has been drawn up with regard to:

- Improving Behaviour in Schools: last updated 2026 (DfE, 2024);
- Keeping Children Safe in Education (KCSIE, 2026);
- The Education (Independent School Standards) Regulations 2014;
- The Equality Act 2010;
- The Children and Families Act 2014 (in relation to SEND);
- The Education and Inspections Act 2006, particularly sections 89–91.

It also complements the school's:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Physical Intervention Policy
- Online Safety Policy
- Exclusions Policy

The school takes seriously its duties under the *Equality Act 2010*, including the obligation to make reasonable adjustments for pupils with special educational needs, disabilities, or health needs that may impact behaviour. Expectations are applied fairly and consistently, and additional support is provided where needed.

Principles and Values

- We promote positive behaviour through the modelling of high expectations by staff and older pupils;
- Discriminatory or extremist opinions or behaviour are challenged immediately and not tolerated;
- Pupils are expected to behave in a way that respects the dignity of others and supports a calm learning environment;
- Positive relationships between staff and pupils are central to our ethos.

Staff recognise that behaviour can be a communication of need and will consider whether safeguarding concerns, unmet needs, mental health or SEND contribute to a pupil's presentation before determining the most appropriate response.

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Pupil Expectations

Pupils are expected to:

- Be punctual, attend regularly, and be ready to learn;
- Participate positively in all aspects of school life;
- Follow instructions from staff;
- Treat others with kindness and respect;
- Take care of the school environment, including buildings, furniture and resources.

Approach to Behaviour Management

- Positive behaviour is recognised and reinforced in a variety of ways;
- Consequences for misbehaviour are clear, proportionate, and consistently applied;
- Staff model respectful and considerate behaviour;
- Bullying, harassment and discriminatory behaviour (including online or outside of school) will not be tolerated and are dealt with under the Anti-Bullying Policy

Rewards

At HHS we believe that praise and positive reinforcement are essential in promoting a culture of kindness, cooperation and high standards of behaviour. Recognising and celebrating positive behaviour helps to reinforce expectations, build confidence and support pupil wellbeing. Rewards are tailored to different age groups across the school and reflect individual achievement, effort, attitude and personal development. Staff are encouraged to use praise frequently and sincerely, both publicly and privately, and to reinforce positive behaviour as a matter of routine.

Pupils are rewarded in a variety of ways, including (but not exclusively):

- **Verbal praise** from teachers and staff, recognising effort, achievement or good conduct;
- **'Star of the Week' certificates** awarded in the Junior School during the final weekly assembly;
- **Golden Table invitations** in the Junior School, where pupils demonstrating consistently positive behaviour are invited to sit with the Headmaster on Friday lunchtime (with additional lunchtime recognition available on other days);
- **Stickers** for Junior School pupils, used to reinforce positive attitudes and effort;
- **House Points**, which contribute to the inter-house competition and promote teamwork and collective responsibility;
- **Merits** in the Middle and Upper Schools, awarded for academic performance, effort, initiative, and acts of kindness or responsibility. These are presented to the Headmaster or Deputy Head for signature and are recorded centrally by the office;
- **RAktivators** (Random Acts of Kindness cards), awarded to boys in Forms 3 to F6 for demonstrating kindness, empathy, or support for others;
- **Class or Form Assembly participation**, where pupils have the opportunity to share their work or achievements with the school community;
- **Individual recognition** by the Headmaster or Deputy Head, which may include certificates, personal congratulations or mentions in assembly.

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Rewards are awarded consistently and fairly, and staff are encouraged to link rewards explicitly to behaviour, effort, kindness or improvement, so that pupils understand why they are being praised

Consequences

The School is committed to maintaining a calm, respectful and safe learning environment, underpinned by a clear and fair system of consequences. We aim to help pupils understand the impact of their actions, take responsibility for their behaviour, and learn strategies to make positive choices.

All staff are expected to apply consequences consistently, proportionately, and with due regard to the individual needs of pupils, including those with SEND.

See also: Safeguarding & Child Protection Policy; SEND Policy; Physical Intervention Policy; Equality Policy.

Application of Consequences

The Head undertakes to apply all consequences fairly, reasonably, and proportionately, and where appropriate, following a full investigation. The School does not tolerate any form of degrading or humiliating treatment.

Corporal punishment is **illegal** and is **never used or threatened** at Hereward House School.

Under *Section 548(5)* of the **Education Act 1996**, teachers may only use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil himself).

Teachers also have powers under *Section 4* of the **Education Act 1997** to restrain pupils from engaging in certain activities. Please refer to the School's **Physical Intervention Policy** for guidance.

Junior School (Including EYFS) Consequences:

In the Junior School, we promote positive behaviour through clear expectations, consistent routines, and nurturing relationships. Our approach is built around mutual respect, self-regulation and learning from mistakes.

Boys follow **The Golden Rules**, introduced in Transition and reinforced through assemblies, PSHE, and classroom activities. These are displayed in every classroom and form the foundation for everyday conduct.

Behaviour Steps:

- **Verbal reminder** – used to gently prompt the pupil to make a more positive choice.

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- **Reflection Time** – a short time away from free play (e.g. Golden Time or Break) for more serious behaviour, such as deliberate unkindness. A member of staff helps the pupil reflect on their actions, consider the impact on others, and identify a more appropriate response in future.
- **Referral to a senior leader** – if the behaviour does not improve or the incident is more serious, the pupil may be referred to the **Deputy Headmaster** or **Headmaster** for further support and reflection. In these cases, **parents will be informed**.
- **Temporary withdrawal from the classroom** – if a pupil is significantly disruptive or dysregulated, they may be removed from the lesson (always under supervision) to allow time to calm and re-regulate before returning.

Support for Pupils with SEND

We recognise that some pupils require differentiated support in order to meet behavioural expectations. For pupils with identified needs:

- **Reasonable adjustments** will be made, in line with the **Equality Act 2010**.
- **Individual behaviour plans** or **emotion regulation tools** may be used as advised by the SENDCO.
- Teachers should implement strategies outlined in each pupil's support plan and communicate regularly with the SENDCO and parents.
- **Restorative conversations** and **social stories** may be used to aid understanding and repair relationships.
- Pupils are supported to make amends where appropriate (e.g. through a verbal or written apology), with a focus on learning and accountability.

Consequences are always applied with kindness, consistency and a focus on helping the pupil grow in their emotional, social and behavioural understanding.

Form 3-CE1 Consequences:

In Forms 3 to CE1, expectations around behaviour are clearly established through routines, the Code of Conduct, and reinforcement of the School's core values. Boys are taught to take increasing ownership of their choices and to understand the impact of their actions.

Form Teachers discuss the Code of Conduct with their form group at the start of every term and display it prominently in classrooms. PSHE lessons and Form Time are used to reinforce behavioural expectations and address emerging issues.

See also: Behaviour Policy; PSHE&RSHE Schemes of Work; SEND Policy; Equality Policy.

Consequences Framework:

- **Verbal reminder** – a clear, calm cue to help the pupil reflect and adjust behaviour.

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- **Name on the board** – used as a visual prompt following continued misbehaviour. Some pupils (as noted in the **Whole School Update**) may require individualised reminders and must not be named publicly. Staff should refer to pupils' SEND recommendations for adjustments.
- **Caution** – a formal reminder for minor misbehaviour. The pupil takes a written caution slip to the **School Office**, where a reflective conversation is facilitated (usually by the Deputy Head or designated staff).
 - The issuing teacher must **email the Form Teacher**, copying in any other relevant staff.
 - **All cautions are centrally recorded** and monitored for patterns.
- **Escalation of cautions** – pupils receiving **three cautions in one week** will usually be given an **Order Mark**.
- **Order Mark** – issued for more serious or repeated poor behaviour (e.g. unkindness, disruption, rudeness). The Order Mark must be submitted to the **Office** on the day it is given.
- **Reflection Time** – a longer, timetabled break spent with the **Deputy Head** or **Lead Teacher**, focusing on accountability, empathy, and forward planning.
- **Form Tutor Meeting** – Form Tutors should hold a 1:1 discussion with the pupil after a caution or order mark to help identify patterns and build better strategies.
- **Detention** – issued for significant or repeated misbehaviour, usually held on a **Friday**. Parents are informed in advance.
- **Referral to the Headmaster** – for serious disciplinary matters.
- **Parent Meeting** – may be arranged with the **Deputy Head** or **Headmaster** where behaviour requires close monitoring or a structured plan of support.

Behaviour Plans and SEND Support

If usual strategies and consequences prove ineffective — particularly for boys with SEND — an **Individual Behaviour Plan** will be drawn up by the **Deputy Head, SENDCO, or Head of Upper School**, in collaboration with the **Form Teacher**.

These plans:

- Are tailored to the pupil's needs and profile.
- Contain specific strategies and reasonable adjustments.
- Are shared with all relevant staff.

The goal is always to support the pupil's ability to succeed within the school's behavioural framework, while ensuring safety, fairness, and consistency.

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Anti-Bullying

The School takes a **zero-tolerance approach** to bullying, including all forms of:

- Physical bullying
- Verbal bullying
- Cyberbullying
- Prejudice-based bullying (including racism, sexism, homophobia, and transphobia)
- Discriminatory bullying relating to protected characteristics under the **Equality Act 2010**
- Every pupil has the right to feel safe and respected, both in school and online. We place particular importance on protecting **vulnerable pupils**, including those with SEND, those in care, and those at risk of social isolation.

See: Anti-Bullying Policy (available on the school website), Child Protection & Safeguarding Policy, Behaviour Policy, Online Safety Policy.

Key Principles:

- **Harassment, intimidation, and abuse** in any form are not tolerated — this applies in school, online, during off-site activities, and in peer interactions beyond school hours.
- Staff must be alert to any signs of bullying or unkind behaviour, particularly in **unstructured times** such as breaks, corridors, lunch queues, coaches, or changing rooms.
- Staff must intervene promptly and **never ignore verbal teasing**, exclusion, or physical behaviour.
- **All reports of bullying must be taken seriously** and acted upon in line with the Anti-Bullying Policy.
- Persistent, serious or discriminatory bullying must be reported to the **Deputy Head** or **Headmaster**, and recorded centrally.
- **Form Teachers**, the **SENDCO**, and the **Safeguarding Lead** must be kept informed where appropriate.
- Where bullying is confirmed:
- Victims are supported with sensitivity.
- Appropriate consequences and support are provided to the perpetrator.
- Staff work with families where appropriate to rebuild trust and resolve issues.
- Bullying may also constitute a safeguarding concern and, where this is the case, the **DSL (Designated Safeguarding Lead)** must be informed without delay.

Breaks & Playtime

Unstructured times (breaks, lunchtimes, transitions) are often where behavioural or social challenges can occur. All staff are expected to be **vigilant, proactive, and responsive** when supervising play.

Expectations for Staff on Duty:

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- Supervise all zones of the play area — avoid clustering together or standing still.
- Intervene early to prevent escalation — boys must not be allowed to dominate games or exclude others.
- Follow the School's behaviour steps: give a verbal reminder first, followed by a brief **time-out** for more serious or repeated misbehaviour.
- Time-out should be **age-appropriate** (generally 3–5 minutes) and always include a brief **reflection conversation** before return to play.
- Staff should use their judgement, take context into account, and follow up where necessary with the **Form Teacher** or **Deputy Head**.
- Where significant issues arise, or where a boy becomes withdrawn, aggressive, or upset, these concerns should be shared at the next **staff briefing** or passed to the relevant **Pastoral Lead** or **SENDCO**.

See also: Supervision Policy, Duty Rota, and Playground Procedures (Junior School Handbook).

Misbehaviour Outside of School or Online

The School reserves the right to apply the provisions of the Behaviour, Rewards and Consequences Policy to incidents of misbehaviour that take place **outside of school premises or online**, where a pupil is:

- taking part in any school-organised or school-related activity (including trips, fixtures, residential, or school events);
- travelling to or from school, whether alone or with others;
- wearing school uniform or identifiable as a Hereward House pupil in any other way;
- or **when the incident, regardless of setting, has repercussions for the orderly running of the School, poses a threat to another pupil or member of the public, or could adversely affect the School's reputation.**

This includes, but is not limited to, behaviour on social media, in group chats, or on gaming platforms where interactions may cause:

- harm to other pupils or members of the community;
- bullying, harassment or sexualised comments (including upskirting or image-sharing);
- radicalisation or discriminatory behaviour;
- reputational damage to the School.

This aligns with the School's obligations under the Equality Act 2010, the Education Act 2011, and Part 5 of the DfE's Keeping Children Safe in Education (KCSIE, 2026).

Online Misconduct and Safeguarding

In line with KCSIE 2026, the School recognises the increasing prevalence of online child-on-child abuse, including:

- Cyberbullying
- Online sexual harassment (e.g. unwanted sharing of images)
- Abuse within online relationships

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- Threatening or coercive online communication

Any such behaviour will be dealt with as a safeguarding concern and referred immediately to the DSL or Deputy DSL.

See also: Child Protection & Safeguarding Policy, Online Safety Policy, Anti-Bullying Policy, and Admissions and Exclusions Policy

Electronic Devices

In accordance with the DfE guidance *Searching, Screening and Confiscation (July 2022)* and *Keeping Children Safe in Education (KCSIE 2026)*, the School may examine data or files on an electronic device if:

- the device is **prohibited under school rules**; or
- a member of staff reasonably suspects that the device has been or may be used to:
 - **commit an offence**,
 - **cause personal injury**, or
 - **damage property**.

Searching Devices

- Parental consent is **not required** to search a pupil's device, although parents will normally be informed **after the event** — unless doing so poses a **further safeguarding risk**.
- Any search must be reasonable and proportionate, based on the **professional judgement of the Designated Safeguarding Lead (DSL)** or Deputy DSL.
- Searches of electronic devices must be **logged**, with dates, times, reasons for the search, and outcomes recorded in the School's **safeguarding records**.

Accessing and Handling Material

If material is found on a device:

- The School may **retain or delete** the material depending on:
 - its relevance to a breach of school rules,
 - the potential for **harm**, or
 - whether it may constitute **evidence of a criminal offence**.
- If the material **may relate to a criminal offence**, particularly involving **nudes or semi-nudes** (see below), the device must be **handed to the Police without delay**, and **no deletion or further viewing** should take place.

Nudes or Semi-Nudes

Where images suspected to be **nudes or semi-nudes** of pupils are found:

- The School will **not view, copy, share or delete** such material.
- The **DSL must be informed immediately**, and the incident managed according to the **UKCIS guidance on Sharing nudes and semi-nudes** and the School's **Safeguarding and Child Protection Policy**.
- The device will be **secured and passed to the Police** without delay.

Further Action

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If the material is **not criminal in nature**, the School may still take disciplinary action if the material represents a **breach of school rules** or the **Behaviour, Rewards and Consequences Policy**. This may include:

- **Deleting files** (where appropriate);
- **Confiscating the device** for a specified period;
- **Applying consequences** under this policy or the **Admissions and Exclusions Policy**.

This section complies with KCSIE 2026, the Education Act 1996 (s.548), the Education and Inspections Act 2006, and the DfE's guidance on Searching, Screening and Confiscation (2022)

Roles and Responsibilities

To promote a consistent and effective approach to behaviour, the following responsibilities are observed across the school community:

a) Headmaster and Deputy Head

- Ensure the **consistent implementation** of this policy across the School.
- Maintain oversight of all staff, including teaching, support, and administrative teams.
- Ensure the **health, safety and welfare** of all boys.
- The **Headmaster** is responsible for:
 - Issuing **suspensions** and, where necessary, permanent exclusions.
 - Recording all exclusions in line with the **Admissions and Exclusions Policy**.
- The **Deputy Head**:
 - Maintains the central log of serious incidents and bullying.
 - Produces the **Annual Behaviour Report** including trends, analysis, and recommendations.

b) Form Teachers

- Promote high standards of behaviour, kindness, and effort within their form.
- Apply the **Code of Conduct** and behaviour expectations **consistently**.
- Track behaviour patterns (e.g. through reports from subject teachers) and take appropriate steps using the **Consequences** section of this policy.
- Work with parents and other staff (e.g., SENDCO, Deputy Head) to support behaviour improvement.
- Write **termly reports** and attend **parents' meetings** to discuss pupil progress and conduct.

c) Subject Teachers

- Uphold school rules and behaviour standards in their lessons.
- Maintain **fairness and consistency**, ensuring all boys are treated with respect.
- Have high expectations and encourage pupils to work to the best of their ability.
- Refer incidents of concern to Form Teachers or the Deputy Head, as required.

d) Support Staff

- Understand and apply the Behaviour, Rewards and Consequences Policy in full.

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- Take responsibility for minor incidents and **escalate major incidents** to the relevant Form Teacher, Teacher on Duty or (for peripatetic staff) the Director of Music.
- Contribute to a **consistent behaviour culture** across all school contexts.

e) Governors

- Ensure the School has a written behaviour policy that:
 - Meets legal requirements and reflects the School's ethos.
 - Outlines expected standards and consequences.
- Review the policy **annually**, ensuring consistent implementation.
- Monitor serious consequences, including suspensions and exclusions.

f) Parents

- Uphold the School's policies, including this Behaviour, Rewards and Consequences Policy, as agreed in the **Parent Contract**.
- Reinforce school expectations regarding behaviour, attendance, appearance, and work.
- Work in partnership with staff to address concerns or support improvement strategies.
- Raise concerns with staff or the Headmaster **promptly** and constructively.
- Be familiar with the **Code of Conduct**, and support its implementation both at school and home.

Managing Pupil Transition

Hereward House School takes great care in managing transitions for all pupils, both within the school and when preparing pupils to move on to senior schools. These transitions are seen as key opportunities to support pupils' wellbeing, consistency of expectations, and behaviour culture.

Internal Transitions

- Transition between the **Junior, Middle and Senior sections** of the School is planned and supported through close staff collaboration.
- Where possible, **transition sessions** are held in the Summer Term to allow pupils to meet new staff and become familiar with routines.
- Information about pupils, including **behaviour, learning profiles, SEND needs**, and pastoral matters, is shared systematically between relevant staff to ensure **continuity of support and expectations**.

External Transitions (to Senior Schools)

- The School works closely with pupils and parents in preparing for transitions to senior schools, ensuring boys are ready both academically and pastorally.
- Behaviour expectations and social readiness form part of this preparation, alongside academic progress and interview confidence.

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SEND and Vulnerable Pupils

- Particular care is given to the **transition planning for pupils with SEND or those considered vulnerable**.
- The SENDCO ensures that any strategies, provision, or adjustments are reviewed and, where appropriate, updated prior to transitions.
- Transition plans may include:
 - Individual support sessions,
 - Additional visits or familiarisation,
 - Social stories,
 - Collaborative planning with external agencies or new schools.

This approach reflects the School's duty to make **reasonable adjustments under the Equality Act 2010** and supports the requirements for effective **pastoral care and behaviour management set out in ISI and KCSIE 2026**.

Exclusions

Exclusion (temporary or permanent) is used only in the most serious or persistent cases of unacceptable behaviour, where all other sanctions and support strategies have been exhausted or are deemed inappropriate given the nature of the misconduct.

Authority and Process

- Only the **Headmaster** may authorise the exclusion of a pupil.
- The Headmaster may:
 - Issue a suspension, up to a maximum of **45 school days in any one academic year**;
 - Issue a **permanent exclusion**;
 - **Convert** a fixed-term exclusion into a permanent exclusion if circumstances warrant it.

All exclusions are managed with due regard to:

- **Statutory guidance:** *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – DfE, 2023*; (although not legally binding for Independent Schools, the school still recognises best practice)
- The School's **Exclusions Policy**;
- Relevant **equality and SEND legislation**, including the **Equality Act 2010**, to ensure fair and lawful decision-making.

Examples of Behaviour Warranting Permanent Exclusion

The following (non-exhaustive) behaviours may result in permanent exclusion:

- physical assault against pupils or adults;
- behaviour which puts the safety of the pupil, or any other person, in jeopardy;

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- verbal abuse/threatening behaviour against pupils or adults;
- bullying, including (cyber-bullying) in accordance with the School's Anti-Bullying Policy;
- committing a criminal offence;
- fighting;
- abuse on the grounds of race, religion/belief, disability, SENs (etc.) or any form of unlawful discrimination;
- sexual harassment or misconduct, including non-consensual sharing of nudes or semi-nude images and/or videos;
- drug and alcohol misuse (including supply/possession/use);
- damage to property;
- vandalism or computer hacking;
- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- wilful damage to property;
- bringing illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- misconduct which brings or is likely to bring the School into disrepute; and
- persistent disruptive behaviour or breaches of the School's [Behaviour Policy] or School Rules.

In all cases, the **best interests of the pupil and wider school community** will be carefully considered, along with the need to maintain a **safe and orderly environment**.

Right of Appeal

- The Headmaster's decision to permanently exclude a pupil will be **subject to review by the Board of Governors**.
- Parents have the right to **appeal** a permanent exclusion decision.
- A panel of governors, none of whom will have prior involvement in the matter, will consider the appeal.
- A final decision will be communicated **as soon as reasonably practicable**, and **within 28 calendar days** of the appeal request.

Preventing Exclusion: Support and Intervention

Exclusion is always a **last resort**. The School is committed to offering support to pupils whose behaviour is causing concern. For pupils with persistent or extreme behavioural needs, particularly those with SEND, the School will:

- Engage with parents to plan targeted interventions;
- Consider **external support** such as Educational Psychologists, CAMHS, or other agencies;
- Make **reasonable adjustments** as required under the Equality Act 2010.

Duties under the Equality Act 2010

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Hereward House School is committed to promoting high standards of behaviour that enable all pupils to thrive and feel safe, supported, and respected. We actively promote a culture of inclusivity and belonging for all, in accordance with our obligations under the **Equality Act 2010**.

The School has due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The School takes seriously its duty to **make reasonable adjustments** to ensure that pupils with disabilities are not placed at a substantial disadvantage because of the School's policies or practices. This applies to behavioural expectations and consequences, and we take a tailored approach to ensure fairness and compliance.

Where a pupil with **Special Educational Needs and Disabilities (SEND)** displays concerning behaviour, staff will consider:

- Whether the behaviour is a direct result of the pupil's SEND;
- Whether any adjustment to the usual consequences is required;
- Whether further support should be put in place.

It is important to note that not all behavioural concerns are the result of a SEND. Behavioural concerns will always be assessed **on an individual basis**.

The School recognises that not all pupils requiring behavioural support will have an EHCP or diagnosed need, and is committed to identifying and supporting any pupil at risk of disadvantage or exclusion. Decisions regarding serious misbehaviour by pupils with SEND will involve the **Learning Support Coordinator (SENDCO)** and the **Headmaster** to ensure the School acts lawfully and proportionately.

Use of Reasonable Force / Physical Intervention

Staff at Hereward House School may use **reasonable force** where necessary to prevent harm or maintain safety. This is always a last resort and must comply with legal and safeguarding requirements.

Definition:

- **Reasonable force** refers to physical contact used to **prevent a pupil from causing harm to themselves or others, damaging property, or seriously disrupting teaching or learning**.
- The force used must be **proportionate, necessary, and no more than is needed** in the circumstances.

Examples include:

- Removing a pupil from a classroom when they are refusing to leave;

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- Preventing a pupil from harming another person;
- Stopping a fight or serious disruption.

Key Safeguards:

- Physical intervention is **only used where absolutely necessary**, such as to prevent injury or significant harm.
- Staff are trained and supported in how to **de-escalate situations** before resorting to any physical contact.
- Any use of reasonable force must be:
 - **Recorded in writing** (following school protocol);
 - **Reported to the Designated Safeguarding Lead (DSL)**;
 - **Communicated to parents or guardians** on the same day, or as soon as reasonably practicable.

All decisions involving physical intervention must be made **with reference to the School's Safeguarding and Child Protection Policy** and the **Physical Intervention Policy**.

Corporal punishment is illegal and is **never used or threatened** at Hereward House School, in accordance with **Section 131 of the School Standards and Framework Act 1998**

Monitoring and Review

The School keeps a centralised record of all significant behavioural incidents and consequences issued under this policy. This includes (but is not limited to):

- Cautions
- Order marks
- Suspensions
- Serious misbehaviour
- Incidents of bullying child-on-child abuse

These records are monitored regularly by the **Deputy Head (Designated Safeguarding Lead)** to identify patterns or trends that may suggest:

- Repeated concerns involving individual pupils or groups of pupils;
- Recurrent types of behaviours across year groups or times of day;
- Emerging cultural or safeguarding issues within the school environment.

Where such patterns are identified, the School will evaluate the effectiveness of this policy and determine what actions are necessary. These may include:

- Targeted staff training or professional development;
- Adjustments to the PSHE or RSE curriculum;
- Revisions to the Behaviour, Rewards and Consequences Policy;
- Additional pupil support or intervention strategies.

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The Behaviour, Rewards and Consequences Policy is formally reviewed at least annually by the **Senior Leadership Team** and **Board of Governors**, and whenever significant changes in statutory guidance or legislation occur.

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Appendix 1:

Statutory and Government Guidance

1. Use of Reasonable Force in Schools
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. Searching, Screening and Confiscation: Advice for Schools (2024)
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
<https://www.gov.uk/government/publications/school-exclusion>
4. Keeping Children Safe in Education (2026)
https://assets.publishing.service.gov.uk/media/6aba40e0fceb6fb3a650127d/Keeping_children_safe_in_education_2026.pdf
5. SEND Code of Practice: 0 to 25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. Good Behaviour in Schools: Checklist for Teachers (Charlie Taylor)
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>
7. Behaviour and Discipline in Schools: Advice for Headteachers and School Staff
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Relevant Legislation

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- Equality Act 2010
- The Education (Independent School Standards) (Amendment) (England) Regulations 2014
- School Information (England) Regulations 2008
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Local Authority & Safeguarding Contacts

Hereward House School: Behaviour, Rewards and Consequences

Policy

- Camden Multi-Agency Safeguarding Hub (MASH)
For immediate safeguarding concerns or referrals:
Website: <https://www.camden.gov.uk/mash>
Tel: 020 7974 3317 (9am–5pm), Out of hours: 020 7974 4444
Email: LBCMASHadmin@camden.gov.uk
- Camden Safeguarding Children Partnership (CSCP)
<https://www.cscp.org.uk>