



ST. JOSEPH'S COLLEGE
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Behaviour, Reward and Sanctions Policy

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|---|---|--|
| Policy Owner CDH (Senior) | Associated documents | Legal Framework |
| Review by EdCom | Review frequency Annually | Next Reviewed date February 2026 |



ST. JOSEPH'S COLLEGE

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Behaviour, Rewards and Sanctions Policy

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

Introduction

Our Behaviour, Rewards and Sanctions Policy reflects the Gospel values upon which our Mission Statement is founded. It is based on respect and consideration for all members of the College community and encourages students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all our students is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

St Joseph's is a Catholic school, which provides within its structure an experience of Christian community. As an inclusive institution, we warmly welcome students of all faiths and denominations. We value each individual, striving to nurture the whole person and prepare them to thrive and contribute meaningfully in the modern world.

At St Joseph's we promote and reward good behaviour through our Code of Conduct, House Points, Golden Certificates (prep only), Ace Awards and Commendations.

St Joseph's College staff will not threaten or use any form of corporal punishment when setting out its sanctions for poor behaviour amongst students.

College Community Code

St Joseph's College community of Governors, staff, parents and students adhere to an established routine and code of conduct. This was written by the Head Students together with Year Representatives at School Council.

Students are expected to follow the College Community Code which is displayed on walls of all classrooms and in student planners.

St Joseph's College is a community built on Christian values. The friendliness and mutual respect that exists between staff and students provides an ethos conducive to good order, scholarship and confidence. Individuals are therefore encouraged to develop a strong sense of responsibility and a caring attitude towards one another and the community as a whole.



ST. JOSEPH'S COLLEGE

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St Joseph's Community Code: Year 5 – 13

- Be inclusive and respect others' boundaries.
- Take care of each other and shared spaces – remember we are a Gum Free and Nut Free College
- Be polite and respectful to all – Mobile phones remain switched off and in bags/lockers
- Be honest in your words and actions taking ownership of what you get right and wrong
- Commit to participate fully in all areas of College Life
- Celebrate what you and others achieve
- Persevere - knowing that errors and failure help us to learn and grow
- Be prepared, present, punctual and presentable each day
- Move calmly around the school ensuring the safety of all members of our community
- Challenge others who do not follow our Community Code, be an upstander and report any concerns

St Joseph's Community Code: Pre-Reception – Year 4

- Be kind & share
- Be polite & honest
- Celebrate success and get involved
- Keep trying
- Keep yourself and your work smart
- Walk calmly & be tidy
- Tell an adult if anyone doesn't follow our 'community code'

We see education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the College.



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

We expect students to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of College life. They should follow the Code of conduct and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has the right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying Policy is on our website. St Joseph's College takes its duties under the Equality Act 2010 seriously. We are strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, gender re-assignment, homophobia, special educational needs, disability, learning difficulty, linguistic background, pregnancy and maternity or the fact that a child is adopted or is a carer.

We expect students to be ready to learn and to participate fully in wider College life. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole community.

St Joseph's College reserves the right to take disciplinary action against students who are found to have made malicious accusations, whether against other students, staff or other individuals, which might include any of the actions listed below, up to and including suspension or exclusion.

Involvement of parents and guardians

Parents and Guardians who accept a place for their child at St Joseph's college, undertake to uphold the College policies and regulations, including this policy, when they sign the Acceptance Form. They will support the College values in matters such as attendance and punctuality, behaviour, uniform and appearance, standards of academic work, co-curricular activities and homework.

In the event of any behaviour management issue, the College will liaise closely with parents and, if relevant, other support agencies.

Unexplained absences

We will always telephone parents on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is usually the Governors' policy not to allow holiday to be taken during term time.

Involvement of students

St Joseph's College aims to raise the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every student a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard.

Our experience shows that the ethos of and respect for the College is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, during



ST. JOSEPH'S COLLEGE

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tutor time, in Personal, Social, Health and Economic Education (PSHEE) lessons, House meetings, and Student Voice Committees.

We work closely with all students as they transition through the College, from the day they start to the day they leave.

Rewards and Sanctions

It is the policy of all departments to encourage positive behaviour and self-discipline using a positive rewards system.

Prep School: Pre-Reception – Year 6

The College Deputy Head (Prep) remains responsible for behaviour management in the Prep School, but delegates some of this responsibility for the students in the Early Years Foundation Stage to the Head of EYFS.

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

Verbal praise

- from members of staff and other students
- may be simple praise for a good answer in class or a thoughtful or helpful action
- could also involve public praise in class or another class e.g. highlighting a good piece of work

Highlighting good work, effort or behaviour

- displays on walls
- reading work aloud to other students
- telling others in assemblies
- showing work to other members of staff
- stickers and positive comments written in children's books
- Certificates – Golden certificates and Commendations are presented during Good News Assembly each Thursday for effort and achievement, as well as for behaviour and kindness
- Good News Assemblies also give children the opportunity to celebrate achievements outside of the College

Reward systems in class

- Smiley faces, stickers, stampers
- House Point system in which each student is a member of a House or Bear Family. Points are given to individuals and collected for the House.

Bear Families: Pre-Reception - Year 2

Students in Early Years to Year 2 will have a separate system, whereby students are allocated to one of three bear families: Koala, Panda or Polar. Activities will be run between these until students reach Year 3 when they will be allocated to one of the four College Houses.



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

House Points

House points are awarded in recognition of a variety of very good work or effort. They may also be awarded for particular success or identified moments around the College, for example, winning a match, helping a friend in need or being involved in a charitable event. House Points are recorded in the school management information system.

A Bronze Award is awarded for 50 House Points, Silver Award for 100 House Points, Silver Plus Award for 150 House Points, Gold Award for 200 and Platinum award for 300 (signed by the College Deputy Head (Prep)). These achievements will be distributed at assemblies throughout the year. Parents will be informed of their child's achievements in the Head's News at the end of each term.

Golden Certificate: Prep School

Golden Certificates are awarded by class or subject teachers to students who have demonstrated any the College's core values. Golden Certificates are worth 5 House Points and students are presented with their certificate in a Good News Assembly.

Commendations: Prep School

Commendation Certificates are awarded by the College Deputy Head (Prep) in recognition of a particular piece of work or for a consistent high standard of work throughout the year. They can also be awarded for significant improvement of effort in a certain area, demonstrating a moment worth acknowledging. Commendations are worth 10 House Points and work is displayed (if appropriate) on the Commendation noticeboard following a meeting with the Deputy Head (Prep).

Commendations: Years 7 - 13

Commendation Certificates are awarded by the Head in recognition of a particular piece of work or for a consistent high standard of work throughout the year. They can also be awarded for significant improvement of effort in a certain area, demonstrating a moment worth acknowledging. Commendations are worth 10 House Points.

House Points: Years 7 - 8

House Points are awarded in recognition of a variety of very good work or effort. They may also be awarded for particular success or identified moments around the school, for example, winning a match, helping a friend in need or being involved in a charitable event. House Points are recorded in the school management information system.

House Point Certificates will be distributed throughout the year as follows:

- 25 House Points House Captains (House Assembly)
- 50 House Points Head of House (House Assembly)
- 100 Head of Year Head of Section (Section Assembly)
- 150 College Deputy Head Senior (Private Meeting or Celebration Assembly)
- 200 Head (Private Meeting or Celebration Assembly)

Parents will be informed of their child's achievements in the Head's News at the end of each term.



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

SJCR Award: Year 7 and 8

All pupils in year 7 and 8 are encouraged to attain the SJCR Award. It is made up of 4 main themes: Academic, Leadership and Communication, Co-Curricular and Spirituality and Service. Across the 4 themes, there is a maximum of 60 credits available for an SJCR Award. Students must take the initiative by putting themselves forward and participating in as many activities and events at the College as possible, one credit can be gained per activity. Students will record their achievements in their SJCR Award Booklet. They have until the end of Year 8 to achieve the SJCR Award.

ACE Awards Years 9 – 13

ACE Awards are given to students in recognition of their **ACHIEVEMENT**, **CONSISTENCY** and **EFFORT** in their work. Students receive an ACE award worth 2 House Points which are entered into the school management information system and also three prize draws every term:

Draw 1 for all students in receipt of an ACE award

Draw 2 for all students who have achieved 3+ ACE awards

Draw 3 for all students who have achieved 5+ ACE awards

Some of the ways that ACE awards can be earned are:

- Achievement in a specific piece of academic work and extra-curricular activity
- Demonstrating consistency in any area of the curriculum or school life. For example, always completing homework to the best of their ability or always being helpful and polite
- Displaying a positive attitude or a concerted effort in a particular area of school life.

Sanctions

Sanctions help us to set boundaries and to manage challenging behaviour. Copies of our sanctions processes are found in Appendix 1 and may change from time to time. Parents and Guardians agree, when signing the Acceptance Form, that their child will comply with this Behaviour, Rewards and Sanctions policy, and undertake to support the authority of the Head and College Deputy Heads, in enforcing them in a fair and inclusive manner that is designed to safeguard the welfare of the community as a whole.

The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, with due regard to a student's age, understanding or any other Special Educational Needs and Disability (SEND). Across the College there is a staged sanctions process that ensures dialogue between students and staff, early involvement of parents and escalation as appropriate.

Searching, Screening and Confiscation

The College reserves the right to search students and their possessions without consent if there is justified cause to do so. Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes/vaping devices or paraphernalia, fireworks and pornographic images can be searched for according to law along with any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

The Head, a College Deputy Head or any staff authorised by them may search a student, provided that the staff member is the same sex as the student being searched and there is another staff member as witness. There is a limited exception to this rule. This is that a member of staff can search a student of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a record of the search is kept. (Searching, screening and confiscation: Advice for Headteachers, School Staff and Governing Bodies, DfE January 2022).

The Head and College Deputy Heads undertake to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is illegal and is never used or threatened.

Examples of sanctions include:

- Detention
- Withdrawal of privileges
- Compulsory intervention programmes
- College Community Service
- Confiscation of property that is being used inappropriately or without consideration
- Withdrawal from a lesson, school trip or team event
- Temporary Suspension for a specified period,
- Temporary Exclusion for a specified period,
- Permanent Exclusion

Most examples of undesirable behaviour can be dealt with informally by the class teacher however more formal sanctions are in place if required.

Prep Sanctions Process

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| Stage 0 | <i>(First incident of disruption or negative behaviour)</i> Verbal warning from a member of staff |
| Stage 1 | <i>(Second incident of disruption or negative behaviour)</i> Time in at break in the Year 6 Classroom during which students will complete a worksheet (Appendix 4) and discuss their behaviour with the teacher on duty. Moved seat in their own classroom |
| Stage 2 | <i>(Persistent disruption or negative behaviour)</i> Time in another classroom Parents contacted |



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

- Stage 3 *(Serious misconduct. Either failure to address previous behaviour or misconduct of a serious nature)*
Immediate call home
College Deputy Head Prep/Prep Pastoral Lead informed and they will interview the child
- Stage 4 *(Escalated Misconduct. Very serious case of misbehaviour or consistent Stage 3 interventions)*
Parents called in for a meeting with College Deputy Head (Prep) immediately

Academic Sanctions Process – Senior School

- Stage 1 *(No Homework, lack of effort in class)*
New deadline set, conversation with teacher, form tutor follow up with student
- Stage 2 *(2nd missed homework, failure to meet new deadline, repeated lack of effort)*
Academic lunchtime catch-up with Head of Year/Sixth Form Compulsory Study, missed work completed
Parents contacted
- Stage 3 *(3rd missed homework, failure to attend academic catch-up, persistent lack of effort)*
Parents contacted by Head of Department, Academic Detention on a Wednesday with an Assistant Head, appropriate work provided
- Stage 4 *(Repeated stages 1-3 across subjects, continued failure to meet previous expectations)*
Assistant Head contacts parents, Deputy Head's Detention set, appropriate work provided

Sixth Form Compulsory Study (Academic Stage 2)

Sixth Form will be required to attend a session with the subject teacher or Head of Department, where they will receive direct intervention and subject specific guidance. Compulsory Study may also be allocated to pupils where it is felt that they would benefit from study skills intervention and a good working environment to help them achieve their very best at A Level. During this time students will have the opportunity to discuss their time management and any areas that they feel they could benefit from further support, before completing work under the supervision of the Head or Assistant Head of Sixth Form.



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

Misconduct Sanctions Process – Senior School

| | |
|---------|---|
| Stage 0 | <i>(First incident of disruption or negative behaviour)</i> Verbal warning by teacher, discuss with student |
| Stage 1 | <i>(Second incident of disruption or negative behaviour)</i> Recorded by teacher and discussed with student, Form Tutor follow-up |
| Stage 2 | <i>(Persistent disruption or negative behaviour)</i> Recorded by teacher and discussed with student Lunchtime Pastoral Reflection Time with HOY/HOS (as required) Student to complete Reset Room Reflection Sheet (Appendix 3) Form Tutor follow-up |
| Stage 3 | <i>(Serious misconduct. Either failure to address previous behaviour or misconduct of a serious nature)</i> HOY/HOS contacts parents Wednesday Misconduct Detention with an Assistant Head Pastoral follow-up |
| Stage 4 | <i>(Escalated Misconduct. Serious case of misbehaviour or consistent Stage 3 interventions)</i> Assistant Head contact parents Deputy Head's detention Pastoral follow-up |

Appendix 1 Tariff of Sanctions in the Senior School offers guidance on the type and range of sanctions which certain behaviours might trigger. Staff will always use their professional judgement, taking into consideration any special educational needs, when making decisions about stages of sanctions.

While in the case of minor offences disciplinary action will usually be incremental, and the appropriate action will be related to the nature of the offence in each case. The College reserves the right to exercise discretion as to the suitability of the type of action applicable in any given situation.

Behaviour Reports - Senior School

Behaviour reports may be used to address behavioural or academic issues in a particular area.

Each report will require the student to receive written feedback on a set of agreed targets, for example, attitude/organisation/punctuality in all of their subjects throughout the week. A student on report should report to the named member of staff at an agreed time each day. This could be their Tutor, Head of Year, an Assistant Head, the SENCO, or the Deputy Head (Senior).



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

Serious Misbehaviour

Very serious cases of misbehaviour or consistent failure to meet College expectations will be passed to the Head. The College Exclusion Policy is available on the website and all parents and students should be aware of the more serious sanctions, including Head's detention, College community service, suspension and exclusion, that the Head can impose for serious breaches of this policy, including but not limited to criminal behaviour.

Serious sanctions may be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings.

Examples of serious breaches of the policy which may result in serious sanctions include:

- Drug abuse
- Alcohol and tobacco abuse
- E-cigarettes/Vaping
- Theft
- Bullying
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment
- Racist or sexist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Disruptive parental behaviour

Record Keeping and Confidentiality

St Joseph's College has a confidential central register, held on SchoolBase, of all sanctions imposed for serious misbehaviour. The entries on this register include the student's name and year group, the nature and date of the offence and the sanctions imposed.

We are committed to maintaining the confidentiality and dignity of every student. In line with GDPR regulations and safeguarding principles, we do not disclose information about a student's sanctions or disciplinary matters to other families. This policy ensures that all personal data is handled responsibly, and that the privacy of every child is respected. By adhering to these standards, we create a safe and trusting environment where students and families can feel confident that sensitive matters are treated with the utmost discretion.

Our policy incorporates recommendations from:

The Education Act 2011

The Education (Independent School Standards) (England) Regulations 2014

Behaviour in Schools (Advice for Head teachers and school staff) February 2024

The Equality Act 2010

Education and Inspections Act 2006

Use of reasonable force Advice for head teachers, staff and governing bodies July 2013

And the associated College Policies:

Exclusion Policy



ST. JOSEPH'S COLLEGE

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Safeguarding Policy
Staff Code of Conduct
Computer Usage Policy
Mobile Device Policy
Substance Misuse Policy



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Appendix 1

Senior School Tariff of Sanctions

to be used in conjunction with existing sanctions processes in the Senior School

| Behaviour | Stage of sanction | Comments |
|---|---|--|
| Lack of effort in class | Follows staged process for academic sanctions | Resets each half term |
| Homework missed or substandard | Follows staged process for academic sanctions | Resets each half term Stage 2 – Reset Room |
| Behaviour in lessons | Follows staged process for misconduct sanctions | Resets each half term Stage 2 – Reset Room |
| Behaviour outside lessons | Follows staged process for misconduct sanctions | Resets each half term Stage 2 – Reset Room |
| Missing PE kit, Food Tech ingredients, planner or other | Stage 1 | Staged process starting at Stage 1 |
| Lateness to lessons | Stage 1 | Staged process starting at Stage 1 Stage 2 – Reset Room |
| Litter | Stage 1 | Staged process starting at Stage 1 |
| Eating in classroom | Stage 1 | Staged process starting at Stage 1 |
| Eating around school | Stage 1 | Staged process starting at Stage 1 |
| Confiscation of phone | Stage 1 | Staged process starting at Stage 1 |
| Chewing gum | Stage 2 | Stage 2 – Reset Room |
| Incorrect uniform | Stage 2 | Staged process starting at Stage 2 – Reset Room |
| Accidental damage to school property | Stage 2 | Staged process starting at Stage 2 |
| Repeat offences | Stage 2 | Staged process starting at Stage 2 |
| Poor behaviour on a trip or school bus | Stage 2-4 | Possible escalation to Head's Sanction depending on severity |
| Inappropriate language | Stage 2-4 | Possible escalation to Head's Sanction depending on severity |
| Intolerant language/behaviour | Stage 2 - 4 | Possible escalation to Head's Sanction depending on severity |
| Leaving school site without permission | Stage 3 | Staged process starting at Stage 3 |



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

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| Fighting | Stage 3 | Possible escalation to Head's Sanction depending on severity |
| Verbal behaviour intended to cause harm or distress | Stage 3-4 | Possible escalation to Head's Sanction depending on severity |
| Physical behaviour intended to cause harm or distress | Stage 3-4 | Possible escalation to Head's Sanction depending on severity |
| Intentional damage to school property | Stage 3-4 | Possible escalation to Head's Sanction depending on severity |
| Verbal defiance or rudeness to staff | Stage 3 - 4 | Possible escalation to Head's Sanction depending on severity |
| Truancy | Stage 3-4 | Possible escalation to Head's Sanction depending on severity |
| Theft | Stage 3-4 | Possible escalation to Head's Sanction depending on severity |
| Bullying | Stage 4 | Possible escalation to Head's Sanction depending on severity |
| Verbal abuse of staff | Stage 4 | Possible escalation to Head's Sanction depending on severity |
| Illicit substance or item | Decision by the Head | |



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Appendix 2

Guidelines on physical restraint and the use of force to control students

These guidelines relate to all sections of St Joseph's College, including the Early Years Foundation Stage.

Introduction

The College aim is to provide an orderly atmosphere in which effective teaching and learning can take place. However, there may be rare occasions on which school staff will need to use 'reasonable force' in order to control or restrain students. The power to use reasonable force applies whether students are on school premises or elsewhere, as long as they are in the lawful control or charge of a staff member. This includes school visits. This policy does not support the notion of no physical contact in a situation that requires restraint or control of a student.

In this context, the purpose of restraining a student would include any or all of the following and may or may not involve trying to calm the student or restore self-control to the student in a dignified way:

- Preserving personal safety
- Preventing damage to property
- Stopping a crime (or, if the student is under the age of criminal responsibility, what would be a crime for an older student)
- Maintaining good order and discipline

Definitions, circumstances, guidelines

Principles Governing Physical Interventions to Maintain Control

- The method of intervention must be in keeping with the incident that gave rise to it
- The degree and duration of any force applied must be proportionate to the circumstances
- The potential for damage to persons and property in applying (and in not applying) any form of restraint must always be kept in mind
- The failure of a particular intervention to secure a child's compliance should not automatically signal the immediate use of another more forceful form of intervention. Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable
- In some circumstances (for example where it is clear that feasible physical intervention would be likely to avoid serious personal injury) it could be construed as a failure in the duty of care on the part of the teacher (or other responsible adult) not to restrain physically, or to persist in attempting further feasible restraint where one method has been unsuccessful.
- The age, competence and particular needs of the child should be taken into account in deciding what degree/type of intervention is necessary.
- Ideally early identification of a hostile situation will provide the member of school staff time to assess the situation, remove onlookers from the area and alert colleagues for



ST. JOSEPH'S COLLEGE

READING • BERKSHIRE

assistance, preferably a senior teacher. It is important to remain calm and not take the situation personally as this will potentially affect your decision making and responses

- Use your voice first: verbal instructions should be given before and during any physical intervention. The surprise effect of a sudden noise i.e. a whistle or distraction can be more effective than the use of force
- Use force only when necessary to resolve the incident: this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk and may include the following responses:
 - Physically interposing between students
 - Blocking a student's path
 - Holding (but never round the neck or collar)
 - Leading a student by the hand or arm
 - Shepherding a student away by placing your hand in the centre of the back
 - In extreme cases (such as self-defence) more restrictive holds – this is not recommended even for staff with specialist training
- Do not strike blows or retaliate against students: to do so would exceed your authorisation to intervene, may cause injury and create a significant risk of an allegation of assault being made. Actions of this nature include:
 - Holding round the neck
 - Restricting a student's ability to breathe
 - Slapping
 - Punching
 - Kicking
 - Throwing objects
 - Twisting or forcing limbs against a joint
 - Holding or pulling by the hair or ear
 - Holding face down on the ground
 - Do not touch in a way that might be considered indecent

Any physical restraint exercised should

- be reported by the member of staff concerned to the Head, or one of the College Deputy Heads soon as possible after the incident has occurred and before parents or guardians are informed
- be documented in line with the College's incident-reporting procedures
- be followed in particular by a prompt record of the circumstances and justification for the use of the restraint
- be reported to the affected student's parents or guardians on the same day or as soon as possible, unless there is are reasonable grounds for believing that to do so might subject that student or any others to risk of harm, in which case the Child Protection Policy and accompanying documentation should be referred to.
- further followed up as necessary by guidance/advice/counselling for the student and/or staff involved.



Stage 2 – Reset Room Reflection Sheet to be completed by student

| | |
|--|--|
| WHAT HAPPENED? | |
| WHAT WERE YOU THINKING AT THE TIME? | |
| WHAT DO YOU THINK ABOUT IT NOW? | |



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WHAT COULD YOU DO TO REPAIR THE HARM? OR WHAT NEEDS TO HAPPEN TO PUT IT RIGHT?

HOW COULD YOU MAKE SURE THIS DOESN'T HAPPEN AGAIN?



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SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL)

SELF-AWARENESS

WHAT WERE YOU THINKING ABOUT AT THE TIME?

MANAGING MY FEELINGS

HOW HAS THIS AFFECTED YOU?

EMPATHY

HOW HAS THIS AFFECTED OTHERS?



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MOTIVATION

HOW DID THIS AFFECTS YOURS AND OTHERS LEARNING?

SOCIAL SKILLS

WHAT HAS BEEN THE HARDEST THING FOR YOU?

FOR STAFF USE ONLY:

STAFF ON RESET ROOM DUTY

ACTIONS NEEDED AND BY WHOM

LOG OF ACTIONS TAKEN AND BY WHOM

PLEASE SCAN AND UPLOAD TO CPOMS WHEN COMPLETE



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Appendix 4 – Prep Reflection Sheet

1. What happened?

2. What were you thinking about at the time?
How did it make you feel?

3. What have your thoughts been since the incident?

4. How have you been affected by this?

5. What would you like to see happen to put things right?

