



Est 1885

Behaviour Policy

Date of implementation: January 2025

Next review: January 2026

Behaviour Policy

Newcastle Preparatory School (NPS) provides an environment that is safe and stimulating for all children in our school. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all children in school.

Our code of Conduct sets out, in general terms, how we expect our pupils to behave in school and on visits. The Code of Conduct is agreed with the children at the beginning of each school year and periodically throughout the year. All pupils are expected to behave according to the guidelines set out in the Code.

Aims

- To develop a Behaviour Policy, supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect for other people and property).
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon. (See also Anti-Bullying Policy).
- To resolve behavioural problems, in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

Code of Conduct

- All members of the school community should respect one another.
- All children should listen to, and respect, their teachers and other adults.

- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- NPS expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents may lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual to lessons and to assemblies.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform.
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This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2023](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Incentive Scheme

Various rewards are used to reinforce positive behaviour.

Examples of rewards used by teachers in class are:

- Giving a child a position of responsibility
- Mention of good behaviour to a senior member of staff or parents
- Rewards of stars or smiley faces on work or on charts
- Use of certificates, special stickers for such things as listening, being kind, helpful and so on.
- Commenting on a child's good behaviour to other children/other classes
- Showing achievements in Assembly
- Use of pom poms/dojo points

Core Value House Points

In addition to the rewards mentioned in the paragraph above, for exceptional examples of behaviour that support our Core Values, a Core Value House point is awarded. For this, children gain a certificate for the relevant Core Value which is awarded in the celebration assembly. The Daybook within Engage is updated accordingly.

By using a positive system of rewards and reinforcing good behaviour, NPS fosters children's positive self-esteem.

Sanctions

There will be times when children behave unacceptably. They will find these boundaries a key skill for life. Pupils need to be able to distinguish right from

wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour.

The class teacher deals with minor breaches of discipline in a caring, supportive and fair manner, having regard to the age of the child. Significant incidents are recorded on the Daybook in Engage. This automatically sends a message to the school's Senior Management Team.

The class teacher has autonomy to handle low levels of unacceptable behaviour as they see fit, such as stern words or moving seats. The next step is to warn the child that their behaviour, if it continues, will lead to them being sent to 'reflection room'. A suitable room and member of staff will be decided upon by the Senior Leadership Team. Teachers have a referral form to use with the Daybook of Engage, that documents up to 3 warnings. In the unusual event that 3 warnings are needed, the child is taken to referral room with details of what task should be undertaken. An exemplar reflection room referral form is added as **Appendix 1**, though we use a digital version of this. On the form, the outcome of reflection room is also recorded. All reflection room referral forms are on the Daybook therefore the Senior Management Team is informed.

Corporal punishment must not be used or threatened under any circumstances.

If the unacceptable behaviour is persistent or recurring and following monitoring by the Head Teacher or Assistant Head Teachers, parents become involved. Children might then be placed on a daily or weekly support system, with parents' agreement, to monitor their behaviour. This can take the form of a "Behaviour Contract", which the child, the class teacher and the parents agree to and sign or Behaviour Success Plan.

Serious misbehaviour incidents are defined as:

- physical assault on adult or child,
- child on child abuse,
- any form of bullying,
- deliberate damage to property, stealing, leaving the school premises without permission,
- verbal abuse,
- refusal to work,
- and persistent disruptive behaviour in class.

NPS has a standard procedure for serious breaches of discipline. The Head Teacher or Pastoral Assistant Head Teacher should be informed, who will deal with the incident and ensure it is logged in Engage.

This type of behaviour is rare at NPS and it is the duty of the Assistant Head Teachers or the Head Teacher to deal with it promptly.

Procedures for serious misbehaviour incidents

- An oral warning by the Assistant Head Teacher or Head Teacher. Discuss this with the child to find if there is an underlying issue to explain their behaviour and try to put in place practical measures and an action plan to help the child make better choices.
- Withdrawal from the classroom for the rest of the day, supervised by a classroom assistant in a quiet area.
- A phone call to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, exclusion procedures are implemented – after consultation with the Governing Body.
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the Governing Body.
- Parents have the right of appeal to the Governing Body against any decision to exclude their child.

Serious misbehaviour, repeated disobedience or in instances where the 'reflection room' system is not impactful is brought to the attention of the Head Teacher or Assistant Heads. Instances of misbehaviour are considered on an individual basis, taking into account the specific needs and intentions of each child. This can result in loss of privileges around school or at playtime, or an increase in support given within school. Parents will be informed if there is no improvement in behaviour and the child will be placed on a Behaviour Success Plan, whereby tailored behaviour and support strategies will be utilised.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

Incidents of Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

For details of measures put in place to prevent bullying at NPS, please refer to the Anti-Bullying Policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Break Time Supervision

At morning break and lunchtime pupils are supervised by members of the teaching and support staff. Staff members should maintain order; usually by reminding children of the standard of behaviour expected. Repeated minor problems might result in the child being asked to complete a task, such as tidying up equipment, or to take some "Time Out" at the side of the playground. This should defuse the situation. The teachers on duty keep note of children who misbehave persistently and refer misbehaviour to the class teachers and then to the Head Teacher/Assistant Head Teacher if necessary.

In line with our core values, children must show respect to all adults and peers. Verbal or physical abuse is not tolerated.

At NPS we also make use of a playground "Buddy Squad" system (See Buddy System Policy).

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, staff and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Care and Control of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards.

If there is a need for sanctions, the following may be invoked, depending on circumstances:

- Redirect to another activity
- Talk to the child – discuss what has happened
- Discussion in groups or whole class
- Move the child from the group to work on his/her own
- Repeat work
- Miss break time (but must be supervised). This may be outside.
- Use of referral room as described above
- Parental involvement
- Daily report (Behaviour Contract or Choices Booklet)

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. With 'reasonable force' (see below), the child is removed and taken to an Assistant Head Teacher or Head Teacher, who contacts the child's parents.

An action plan will be created to meet that child's and the school's needs.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property
- › Committing an offence

Incidents of reasonable force must:

- › Always be used as a last resort
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded in the child's Day Book on Engage and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Behaviour Modification Policy

At NPS, the majority of children behave well. There are, however, occasions when individual children exhibit behaviour that is unacceptable. As part of our Behaviour Policy, all staff use behaviour modification strategies to improve an individual child's behaviour.

Each child is unique, so we investigate the cause of the misbehaviour and apply an appropriate remedy.

At NPS we recognise that it is important that staff communicate well with each other to ensure a consistent 'whole school' approach. Therefore, staff are able to discuss any behaviour issues with an Assistant Head or the Head

Teacher and the use the use of Teams allows staff to discuss any pupils or areas which would benefit from school wide monitoring. Other meetings take place where required.

Keeping Children Safe in Education

This policy conforms with requirements and recommendations in KCSIE 2024

Reviewed January 2025

Appendix 1 – Reflection Room Referral Form



Date: ___/___/___ Time: ___:___

Reflection Room

Referral Form

Child's Name: _____ Class: _____

Referral Teacher: _____ Lesson: _____

	Reason
Warning 1	_____ _____ _____
Warning 2	_____ _____ _____
Referral	_____ _____ _____

Suggested Reflection Room Use:

Continue with task Discussion Quiet time

Other _____

Reflection Room Outcome RR Teacher: _____

