



Northbourne Park School (including EYFS)

Behaviour Policy

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Owned by: Deputy Head

Reviewers: SMT

Approved by: Board of Governors

Aims

Northbourne Park School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards following the school's core values of - Kindness, Love, Tolerance, Loyalty and Respect. Our school values underpin key principles which encourage pupils to mature and develop into happy, polite and kind members of society. By home and school working closely together, so much can be achieved for the good of the child.

Our rules (*NPS School Rules Policy*) and expectations of behaviour are achieved through a strong pastoral framework. We focus on each child as an individual and support them through:

- Class teaching including 'Jigsaw' (PSHE scheme),
- Pastoral guidance,
- Assemblies,
- Clubs,
- Sport,
- Music and drama including school performances,
- Outdoor education,
- Boarding,
- Tutoring,
- Lunch break and playtimes,
- School visits.

Positive reinforcement of school rules

At Northbourne Park School, staff reinforce positive rules about behaviour throughout the school day following the school rules (*See Appendix B*).

As part of this process Northbourne Park School ensures that within the curriculum provision, children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline
- Fundamental British Values
- consent;
- stereotyping, equality;
- body confidence and self-esteem;

- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

Regulatory context

This policy is written with due regard to the DfE guidance Behaviour in Schools 2022, the National Minimum Standards for Boarding School and the requirements of the EYFS Framework, as well as Keeping Children Safe in Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, and the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal, bad behaviour off-site, under the following circumstances (from DfE guidance)

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Search and Confiscation of Pupils' Possessions (including boarders)

Ensuring staff and pupils feel safe and secure at Northbourne Park is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and

confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Head teacher and authorised staff have the statutory power to search a pupil or their possessions where there are reasonable grounds to suspect that a pupil may have a prohibited item or any other item not allowed in the school rules. Please see Appendix C for the school's search, screening and confiscation procedures.

General Approaches to behaviour management

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Consistency

The school is committed to achieving a consistent response in the management of behaviour, this is achieved through

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the head/SMT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school’s Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p9).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

At Northbourne Park School, we encourage the establishment of good teacher / pupil relationships and support for the school’s values through a system of rewards and sanctions which are designed to promote a calm, disciplined environment in which to live and learn.

Staff, whether teaching or ancillary act as positive role models for the pupils, who emulate their example. The standards set by members of staff in being considerate to

others, and in listening carefully are essential examples to our pupils. The staff conducts itself according to the same standards expected of the pupils in its care, using positive behaviour. The staff avoids using negative language in order to establish a positive and supportive learning environment for all pupils. Staff ensure that all pupils are treated fairly and provided with equal opportunities to thrive in all areas of school life.

Our system of rewards includes:

- Verbal praise and written praise for good work and behaviour.
- House points for effort, achievement and improvement.
- Commendation certificates for outstanding effort, achievement and improvement.
- Speech Day prizes for effort, achievement and improvement
- Displaying excellent work on notice boards.
- Review feedback discussions and reports to parents.
- Parents' meetings
- Assemblies

House Points

The School House system consists of four houses; Drake, Marlborough, Nelson and Wellington. Children are allocated a House in Reception Class and House events; competitions and House Points are an important part of life at Northbourne Park School. All staff recognise the importance that House Points have in the most effective way for staff to manage pupil behaviour and discipline. Pupils are loyal to their houses and enjoy gaining House Points for good effort, achievement and improvement.

House points form a robust, quantitative measure of academic and pastoral performance which is emphasised through the school management system (ISAMS).

Pre-Prep

Pre-Prep children's house points, alongside being recorded on ISAMS, are rewarded visually with each child receiving a coloured counter when they are awarded a point. Counters are collected in House 'pots' displayed in the Pre-Prep School Office. Class teachers may have a pot in class and then they will transfer the counters daily.

During the Friday Praise Assembly, led by the Head of the Pre-Prep, the house total are shared, and trophy awarded to the winning house. The trophy will be displayed on the mantelpiece in the Pre-Prep office.

Certificates will also be issued for ongoing House Point accumulation during the term:

- Bronze certificate 50 points
- Silver certificate 100 points
- Gold certificate 150 points
- Platinum certificate 200 points

Alongside the use of House Points, Class Teachers award a weekly certificate to children for achievement - academic/behavioural.

The Head of the Pre-Prep also rewards positive behaviour by identifying children during the week and these children will choose a prize from the golden box.

Prep

In the Prep School House Points are recorded on ISAMS. Children see their individual total of House Points on the electronic screen. This allows pupils to monitor House Point progress. During the Prep School's weekly celebration assembly, the House totals for the week are shared and celebrated. The 'winning' House for the week collect a trophy which is displayed at the front of the school.

House Points are awarded for positive acts of behaviour and work in lessons and around school Headmaster Commendation certificates are awarded by individual members of staff and are presented during the celebration assembly. These certificates are worth three House Points to recognise outstanding work or behaviour.

Certificates will also be issued for ongoing House Point accumulation during the term

- Bronze certificate 50 points
- Silver certificate 100 points
- Gold certificate 150 points
- Platinum certificate 200 points

House Points are also celebrated through House Meetings at the end of each term.

Sanctions – Pre-Prep

The staff at the Pre-Prep follow clear guidelines to support children with behaviour. We are aware that all children make mistakes and through following the sanctions listed below children can learn and develop appropriate behaviour.

Low level sanctions will be dealt with by staff with a verbal interaction with the child discussing the issue and resolution.

Behaviour incidents will be logged due to seriousness of the event/frequency of occurrence by using the online school management system ISAMS.

The following steps will be followed,

1. A verbal interaction with a member of staff—the child will be made aware of where they have gone wrong, encouraged to consider why they have allowed the incident to happen and asked to consider how they can amend their behaviour and learn from the incident. Notes added to isams.
2. Time out will be given to the child (5 minutes)
3. If further action is required, the child will be sent to class teacher/Head of Pre-Prep to discuss, and the interaction will also be added to isams.
4. In discussion with the Head of Pre-Prep, the class teacher or Head of Pre-Prep will contact parents to discuss the incident. The Headmaster will be consulted if required.
5. Any future actions needed will be put in place.

Pre-Prep staff will be kept updated on behaviour issues in the weekly staff meeting (Welfare), monitoring class behaviour using isams and the SENCo will support staff if a behaviour plan is implemented, or interventions are put in place to support the child.

Procedures for reporting and recording incidents involving the use of Reasonable Force or Restraint

If a member of staff must intervene to resolve a difficult or dangerous situation and calming and defusing strategies have failed to de-escalate the situation, the interaction will be recorded on the *Physical Intervention Record Sheet*. The document will record the situation and interventions and be shared with the child's parents on the day that the intervention occurred. Please refer to the *Safe Handling and Use of Reasonable Force Policy*.

Sanctions – Prep School

At Northbourne Park School, we believe that through making mistakes, pupils can learn and develop appropriate behaviour both individually and collaboratively. Our aim is that there will always be a positive resolution to any disciplinary issue that

arises. Ultimately, we have a role in reinforcing good behaviour by ensuring that pupils are able to:

- Reflect on their behaviour (Past)
- Assess their behaviour (Present)
- Agree to change their behaviour (Future)

Pupils should therefore be:

- made aware as to where they have gone wrong,
- encouraged to consider **why** they have allowed the incident to happen,
and
- asked to consider how they can amend their behaviour and learn from the incident in the future.

If individuals do not keep to the class rules, certain sanctions apply. These have a ladder of severity according to the seriousness of the event and the frequency of its occurrence.

1. Reminder of making the right choices
 2. Warning and name on the board. At this stage and beyond the behaviour is recorded within ISAMS.
 3. Sit separately for 5 minutes
 4. Miss a playtime or being set a community task for a designated time, such as collecting litter under the supervision of a member of staff and a minus awarded.
 5. 3 minus award in one half term = 1 detention with Deputy Head and parents informed.
 6. Report Card to be used if persistent poor behaviour continues
 7. Action plans for persistent issues of concern created involving the pupil in question.
 8. Internal exclusion- either from playtime or class time dependant on the severity Of the behaviour or at any other time that is agreed by the Headmaster
 9. Exclusion for a fixed term-in line with the Northbourne Park School Exclusion Policy
 10. Permanent exclusion-in line with the Northbourne Park School Exclusion Policy
- Individual incidents of poor behaviour are also recorded and sanctioned within ISAMs e.g. not limited to but including; hitting, name-calling, pushing, shoving, tripping, fighting or any other aggressive and intimidating behaviour**

If a serious incident occurs, the earlier sanctions may be bypassed. Repeated incidents will result in parents being called in to discuss the concerns with the teacher with a view to working together to improve behaviour.

Minuses

Staff are generous and organised in rewarding pupils with House Points **and cautious in handing out Minuses.**

Staff hand out minuses for poor behaviour. Staff complete a behaviour incident on Isams when they hand out a minus.

Any pupil receiving **three** Minuses in any one half-term will automatically receive a detention.

Staff never hand out blanket minuses, for example to a whole form. (There are pupils who take a particular pride in having never gained a minus throughout their whole NPS career.)

Detention

The school operates a detention system, run by the Headteacher and Deputy Head. Pupils will complete a piece of work which will be determined by the Deputy Head and which will be an appropriate and proportionate response to the incident.

Suspension and Exclusion.

The Headteacher may suspend a pupil, for a period of between 24 hours and one week for very serious indiscipline, or less serious offences, where repeated sanctions has proved ineffective. If suspension is ineffective, the school may be forced to permanently exclude the pupil, or to require him/her to leave the school, in line with the school's Exclusions Policy.

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working, these include,

- Behaviour plan/report card written in conjunction with the SENCo and introduced with class/form tutor – this will be target driven
- Meeting with parents
- Play therapy

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues.

These include:

- Clear routines in place during the school day
- taster days/induction days for new pupils
- 'moving up' days for current pupils to meet their new tutor before the start of a new academic year
- handover meetings between class teachers
- 'meet the teacher' and parent information evenings at the very start of the academic year
- buddy systems
- liaison with senior schools, including participation in induction events and sharing of both academic and pastoral information
- welcome packs are distributed well in advance of starting Northbourne Park School
- receiving of any Safeguarding / pastoral information
- senior student sessions across several themes which prepare pupil for senior schools
- parent presentations on senior schools
- future school events
- support and guidance from the headmaster on scholarships and senior school choices

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the safeguarding policy
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies

- dealing with screening, searching and confiscation of possessions in the screening and searching policy
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

Appendix A: Pre-prep rules

We work hard

We look after our property

We listen

We use kind hands and kind words

We have good manners

Appendix B: Prep School Rules

Appendix C: Search and Confiscation of Pupils' Possessions (including boarders)

The head teacher and authorised staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When carrying out a search, the school will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and the school will make reasonable adjustments that may be required where a pupil has a disability.

The designated safeguarding lead (DSL) or deputy (DDSL) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed below. The staff member will also involve the DSL or DDSL without delay if they believe that a search has revealed a safeguarding risk. If the DSL or DDSL finds evidence that any child is at risk of harm, they will make a referral to children's social care services immediately. The DSL or DDSL will then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images.
- 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 of; any person (including the pupil).

Before searching

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy.

If the member of staff still considers a search necessary, but is not required urgently, they should seek the advice of the head teacher, DSL or DDSL who may have more information about the pupil. During this time, the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not

to search for items which are identified only in the school rules. Staff should refer to the school's Policy on the Use of Reasonable Force. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. The use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

During a search

Where possible, a search should be away from other pupils. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip

The member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

A member of staff can search a pupil 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.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed above and any items identified in the school rules for which a search can be made.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff's power to search outlined above does not enable them to conduct a strip search, which can only be carried out by police officers and under the direction of the head teacher.

Recording Searches

Any search by a member of staff for prohibited items listed above, all searches conducted by police officers, or searches for items not permitted in the school rules, should be recorded in the school's safeguarding reporting system, My Concern, including whether or not an item is found.

The record of each search must include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Informing Parents

Parents must always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Schools should consider that in some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items;

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance “Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”.

Schools’ general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so

Boarding Rewards and Sanctions

In our boarding houses, we have standards that we all should be mindful of.

These standards are a reflection of our school values of **Respect, Tolerance, Kindness, Loyalty, Love, and Courage.**

We work together to create an atmosphere of *respect* towards our belongings and each others' privacy, *tolerance* of each other, *kindness* towards one another, *love* of our home and environment and *courage* to do the right thing and overcome adversity.

We work together to create a safe and happy place, in which we can all thrive and grow.

In order for the boarding houses to run smoothly we have a discipline policy and within this there are rewards and sanctions, which everybody should be aware of and understand.

REWARDS

Behaviour and actions are rewarded for many things, such as...

1. Showing kindness
2. Helping
3. Going beyond the call of duty
4. Listening to and following instructions
5. Looking after and respecting one's own belongings and the belongings of others, including the facilities in, and the equipment belonging to the Boarding House.
6. Showing respect to adults.
7. Good behaviour in the dining room
8. Setting a good example when travelling and on weekend trips.

Examples of rewards are...

1. Boarding House Points – prizes given when certain numbers are reached.
2. Privileges i.e. extra time on the computers, treats from House Parents, extra tuck, choosing the movie, later bed time at the weekend, helping to do the register.
3. Dorm tidiness prizes at the end of each week, each half term and an end of term pizza treat for the highest scoring dormitory

4. Bravo Boarder of The Week.
5. Headmaster Commendations

This is not limited to the above and other behaviours and actions may be rewarded in other ways, at the discretion of the House Parents.

SANCTIONS

In order to ensure a safe and happy environment for all, there are times when unacceptable behaviour and actions need to be addressed.

Sanctions are given in order that boarders may reflect on their behaviour, take responsibility for your actions and correct the harm done.

Examples of unacceptable behavior include...

1. Unkindness towards one another.
2. Verbal and physical bullying.
3. Not listening to or following instructions.
4. Disrespecting the belongings of others and the boarding house, including the facilities.
5. Talking excessively after lights out.
6. Swearing.
7. Entering another person's dorm.
8. Inappropriate behavior in the dining room i.e. throwing food, taking each others' food, running.
9. Misuse of technical devices.
10. Poor behaviour when travelling and on weekend trips.

First warnings will be given but, if continued, a sanction may need to be given. Sanctions may only be actioned by the House Parents. Boarding assistants will seek the Houseparents' advice if action is needed.

In all instances, we will talk to the boarder and explain, so that they understand why the behaviour has not been acceptable: **and** staff will listen to them, so that fair, proportionate and constructive sanctions are given.

Examples of sanctions are as follows...

1. Verbal warning and a note in the Boarding Day Book.
2. Time out, to reassess a situation and correct behaviours.
3. Earlier bedtime, allowing time out to reflect and think ahead.
4. Restriction of activities, for example missing part of an activity, not allowed to use the pool table, no tv time.
5. Helping wipe all the tables in the dining room.
6. Withdrawal of privileges i.e. less or no tuck, less electrical time.
7. A letter of apology.
8. An e-mail sent to parents.
9. The behaviour is written on an incident log on their school record.

If unacceptable behaviour persists, or if a behaviour is deemed significant enough, children may be sent to the Deputy Head who will deal with it according to the School Behaviour Policy. The school reserves the right to bypass any stages in the sanctioning process in the event of more serious behaviours.