



## Behaviour Policy

This policy should be reviewed annually and as required by legislation.		
Action	Reviewer	Date
Review	EG	Sep 2025
Approved by Chair of COM	BDB	Sep 2025
Date for next internal review	EG	Sep 2026

## Behaviour policy

### Introduction:

The Children's House Nursery and Upper School reject the use of corporal punishment and implements a positive Behaviour Policy. The aim of the whole school is to establish good behaviour from the children in a caring, supportive environment. The Council of Management, pupils, parents and staff all work together to be responsible for the promotion of good behaviour in the school and to uphold this positive culture. We know that effective learning can only take place in a safe, calm and purposeful environment where there is mutual respect between all members of the school community.

For the purposes of this Policy, the Senior Leadership Team refers to the following: Headteacher, based at the Prep School, and the Deputy and Assistant Heads, based at the Early Years' Site.

### Behaviour Principles:

The School's positive whole school culture is underpinned by our Safeguarding responsibilities and two principles:

- Respect for people
- Respect for the environment

Establishing and maintaining high standards of behaviour plays a crucial role in ensuring School is a safe environment.

At The Children's House we believe that:



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- Children want to behave well
- Behaviour is a means of communication and pupils should be supported to communicate their needs safely and appropriately
- Children can improve their behaviour with the right care, support and intervention
- Encouraging good habits requires a balanced approach that includes both positive reinforcement to reward desired behaviours and constructive consequences to address inappropriate actions
- Predictability and fairness are developed through consistency, leading to trusting relationships between pupils and staff
- Mistakes are part of the learning process and therefore we encourage a growth mindset
- Everyone has a role to play, from senior leaders to pupils and parents, and all adults can learn strategies to support children to improve behaviour

All members of our school community should be free from discrimination of any sort, as laid down in the Equality Act 2010. Please see the Anti-Bullying Policy for further information.

## **Aims of this Policy:**

- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- To outline the Children's House approach for promoting positive behaviour throughout the Early Years and Prep school, the underlying principles and expectations of staff.
- To ensure that expectations of behaviour are clearly communicated and understood by all children, at a level appropriate to their age.
- To outline the expectations and consequences of certain behaviours.
- To define unacceptable behaviour, including bullying and discrimination.
- To support the establishment of positive adult-child relationships through the School.

## **Legislation, statutory requirements and statutory guidance:**

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [The Children and Families Act 2014 \(in regard to meeting the needs of SEND pupils\)](#)
- [Keeping Children Safe in Education \(DfE, 2025\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(2024\)](#)
- [Use of reasonable force in schools \(2025\)](#)
- [Supporting pupils with medical conditions at school](#)



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- Special Educational Needs and Disability (SEND) Code of Practice (2024)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- 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

## **The Children's House School Behaviour Code:**

- Be polite
- Be kind to others
- Talk calmly to others
- Listen to others
- Walk quietly and carefully around the school
- Keep yourself and others safe
- Always try to do your best
- Look after your belongings and the belongings of others
- Take care of the school environment
- Take pride in your appearance

## **Class Behaviour Codes:**

At the start of the school year every class teacher will collaborate with the children to create an agreed Class Code of Behaviour or Class Agreement. This will be displayed in the classroom and referred to regularly to reinforce good behaviour. Children will be rewarded for following this code of conduct through the class reward system and in Celebration Assemblies.

## **Ensuring Consistency throughout the school**

All members of staff, including support and admin staff, are made aware of this policy during their induction to the School. Behavioural expectations will be reinforced by Senior Leaders at the start of the term, in whole school staff meetings and for pupils, at events and assemblies, and by all staff members.

Weekly staff meetings ensure that Staff are given the opportunity to regularly reflect on and contribute to the maintenance of strategies which reflect the ethos of the School and work on a day-to-day basis. Relevant individuals are kept aware of behavioural issues within the School and of developments within pupils' lives which could impact upon behaviour. The Senior Leadership Team and the SENCo/Wellbeing Lead are available for advice and support, should a member of staff feel concern about the behaviour of a pupil. The judgement about a child's behaviour must be made according to the child's age and stage of development.



Serious and/or recurrent behavioural issues, including actions taken, are noted on ISAMS Wellbeing Manager, with notifications sent to all relevant staff.

## **Strategies for promoting positive behaviour**

The ethos of the School is one of recognising positive behaviour and encouraging and actively promoting self awareness, self regulation and reflection that enables pupils to make the right decisions and take responsibility for their actions.

The School supports this through:

- A collaborative approach between pupils and staff;
- Agreeing shared values at School, with staff and children;
- Open dialogue and close working with parents and carers;
- Developing the skills of co-operation and discussion;
- Encouraging everyone to take care of and have respect for their own and each other's belongings and environment;
- Facilitating pupil voice sessions to gain feedback and impact;
- Lessons and activities having a clear plan and structure and engaging activities;
- Staff having high expectations of pupils in all contexts;
- Individual support and guidance for every pupil;
- Generous praise and reward for good behaviour, with specific feedback and opportunities for commendation from a variety of adults including SLT e.g. well done for showing kindness; positive collaboration, supporting a friend), drawing attention to the good rather than the bad;
- Anticipation and prevention of potential problems such as through ensuring children have sufficient time, understanding, space and resources to do what is asked of them;
- Interaction and plenty of adult attention (so that there is no need to misbehave to attract attention);
- Adults leading by positive example.

## **Responsibilities of Staff**

All staff are expected to fully comply with the School's policies and procedures, to consistently model the behaviour expected from pupils. This is set out in the Staff Code of Conduct, which is signed at the start of every academic year.

The expectations are:



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- To show respect for every member of the School community, adults and children, treating them fairly and making them feel valued.
- To be a good role model for behaviour
- To inform their line manager and/or a member of the SLT of any concerns
- To raise children's self esteem and develop their potential
- To maintain high expectations of children's behaviour and learning
- To provide an interesting, relevant and challenging curriculum
- To create a safe, welcoming and stimulating environment for learning
- To use rules and consequences clearly, consistently and appropriately for a particular age group
- To proactively address misbehaviour by intervening before things escalate, supporting pupils to get back on track
- To facilitate reflections with individuals following misbehaviour
- To establish effective partnerships with parents so that children can see that the key adults in their lives share a common aim
- To recognise, and take into account, the needs of each child as an individual
- To praise and reward appropriate behaviour and achievements

At School level we conduct regular reviews of behaviour data to understand the effectiveness of interventions and drive school wide improvement.

## **Responsibilities of Children:**

### **Good learning behaviours, which include:**

- To take a positive role in all classroom activities and to try as hard as they can
- Listening Carefully, looking at the speaker and paying attention when others are speaking
- Following instructions the first time.
- Having a growth mind set and always having a go, even when something feels tricky.
- Being ready to learn at the start of a lesson
- Asking for help if necessary
- Raising a hand to speak
- Working well with Others
- Focusing on work and avoiding distractions.
- Finishing tasks within the given time.
- Taking Care of Resources and the classroom.
- Encouraging and congratulating classmates.

General Good Behaviour:



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- To treat others politely and kindly at all times;
- To follow instructions given by all staff;
- To listen to adults and each other in lessons and assemblies and consider each other's feelings;
- To treat the school environment with respect;
- To contribute to creating a set of Class Agreements or Rules;
- To carry out monitor roles and other responsibilities at the Prep School as and when given to them;
- To walk quietly and calmly around the school;
- To work and play co-operatively and safely with each other;
- To share in celebrating the achievements of all members of the school community.

## **Responsibilities of parents/guardians:**

- To ensure children attend school regularly and on time each day;
- To inform school of the reason for any absence;
- To tell school staff about anything that may affect children's work and well-being at school;
- To show an interest and enthusiasm in what their child does at school;
- To offer help and support with learning at home, including homework;
- To encourage independence and self-discipline in their children;
- To establish good communication with school staff and support the Behaviour Policy;
- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour;
- To work with school staff to address and review any behavioural issues with their children.

## **Responsibilities of the Council of Management:**

- To ensure that the Behaviour Policy is reviewed annually and made available to parents on request;
- To consider the views of parents when discussing policy review;
- To liaise with the school leadership team and the Parent Committee on matters relating to behaviour.

## **Definitions**

At The Children's House, unacceptable behaviours include but are not limited to:

- Rudeness to any adult working in school, including refusing to do what an adult has asked



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them to do;

- Disruptions in lessons, between lessons, and at breaks or lunchtimes
- Non completion of classwork or homework (usually when this is occurring regularly and not as a one-off)
- Swearing;
- Lying, particularly to get oneself out of a potentially difficult situation.

More Serious misbehaviour includes:

- Intimidating, physical or verbal aggressive or threatening behaviour by a group or an individual towards others;
- Bullying, defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally, (Bullying at school: Bullying - a definition - GOV.UK ([www.gov.uk](http://www.gov.uk)));  
This takes many forms and can include physical assault, teasing, making threats, name calling & cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger);
- Racist or homophobic abuse;
- Child on child sexual violence and harassment;
- Damage or theft to property, whether classroom or school equipment or the property of others;
- Dangerous behaviour which puts children's health and safety at risk;

Behavioural and wellbeing concerns are logged on to ISAMS Wellbeing Manager, an electronic system accessible to all teaching staff.

## Consequences

These include:

- Verbal reminders, using a 3-warning system and a visual reminder.

1<sup>st</sup> warning: Verbal disappointment with an explanation of why the behaviour is unacceptable.

2<sup>nd</sup> Verbal warning – explaining that the teacher would call their name twice before writing name on the board and facing a consequence.

3<sup>rd</sup> verbal warning, with a consequence such as a name on the board, a sad face, losing a class dojo or moving down a rung on the scale.



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The teacher will then look for opportunities to praise the child and reinstate their point/name on the rung etc.

In the event of ongoing unacceptable behaviour the following strategies may be employed, at an age appropriate level:

- A Mindful Moment, to calm down, reflect and refocus, including mindfulness breathing or awareness technique. This could be in the classroom, another quiet space or the school office.
- The teacher will discuss the behaviour with an adult or member of the Senior Leadership Team to decide on appropriate next steps
- The class teacher or TA will either accompany the child to the office to speak with the Head or SENCo (PS) or Deputy or Assistant Heads (Early Years) or send a child to the office with a note to request for support in the classroom.
- An apology will be provided by the child to the person involved, either in writing or face to face
- Time out for an agreed period. If this in the classroom, the child can be moved to a table of their own. If this in the playground or the hall, they can be asked to sit on the sidelines for a short period.
- An Individual Education Plan (IEP), including a Target Sheet and/or an Action Plan in consultation with the SENCo /Wellbeing Lead
- Suspension from School for the remainder of the day, or a fixed period.
- Exclusion

Ongoing low level unacceptable behaviour:

If low level unacceptable behaviour continues the class teacher will liaise with the SENCo and SLT to create a targeted Behaviour Plan. The parents will be notified by the SENCo or the SLT in collaboration with the class teacher.

A one off serious behaviour incident:

If there is serious misbehaviour such as physical aggression or significant verbal aggression, a child will be taken immediately to the Headteacher, Senior Leader or SENCo at the Prep School and the Deputy or Assistant Head at the Early Years' site. The child will be removed from the situation, given time to calm down and an opportunity to discuss the incident with an adult. Parents will be informed and consequences agreed by the SLT and the class teacher.

A serious behaviour incident may include but is not limited to: attempting to leave the school premises without permission, stealing and aggression towards another child or adult, bad language, abusive, racist or discriminatory language, either online, via a mobile phone or in person.



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Consequences include: a written or verbal apology and/or reflection on the behaviour, removal from breaktime or golden time, removal and search of the device (see Mobile Phone Policy), Head's Report (if there has been ongoing behavioural issues) a removal of other privileges for a limited time period or being sent home (suspension).

For any child who presents ongoing and significant behavioural difficulties, a Behaviour Plan will be introduced with the involvement of the School's SENCo.

The dignity of the child is paramount at all times.

## **Exceptions**

In the following exceptional cases, pupil behaviour may need to be thought about and managed differently, and the response to poor behaviour will need to be modified:

- If pupils have a special educational need or disability.
- If pupils have a known mental health issue, have experienced trauma or are demonstrating anxiety or low mood;
- If the behaviour could be indicative of a safeguarding concern.

All staff are encouraged to approach every situation with professional curiosity and to seek advice from an experienced colleague, the SENCo/Wellbeing Lead, and/or the Senior Leadership Team.

## **Bullying:**

Bullying is treated very seriously and is not tolerated. Please refer to the School's Anti-Bullying policy for measures to prevent bullying.

## **Exclusion:**

Exclusions are rare and will only be considered for extreme behaviour and/or when all other strategies have been exhausted. Exclusions may include exclusion from breaktime, from peers within school, suspensions and permanent exclusions. See Exclusion Policy.

In line with the School's holistic approach to pastoral care, Parents will always be informed of any recurrent and/or serious behavioural issues and invited to collaborate on supportive strategies.

## **Positive Strategies to Encourage Good Behaviour**

At The Children's House, we believe that rewards are much more powerful than sanctions and include a variety of positive strategies to encourage good behaviour.

These include:



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- Regular mindfulness practice, in PSHE lessons and also at additional times, with extra mindfulness sessions for individuals or small groups that would benefit
- Emotion Coaching (with staff training) strategies for children to co-regulate with pupils and talk through strategies
- Verbal and written praise
- Oral and/or written feedback for good work
- Individual reward charts/dojos for outstanding behaviour or effort
- A visit to the Headteacher, Deputy or Assistant Head
- Stickers
- A special mention at Celebration assembly, with a recording of the child's name and reason for celebration in the Golden Book
- Additional in-class reward systems as agreed between children and their teachers either for whole-class collaborative effort such as marble jars & golden time

The children are regularly involved in discussions about behaviour with their teachers, Circle times, Assemblies and planned activities in PSHE.

### **War, Weapons and Superhero Play:**

The school recognises that children engage in role-play that includes war and weapons. This is accepted as part of children's normal exploration and development. This kind of play is monitored carefully and staff will intervene if it becomes verbally or physically aggressive.

### **Use of Reasonable Force or Restraint:**

All school staff have the power to use reasonable force to prevent pupils from injuring themselves or others or damaging property. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

The Headteacher or Deputy Head must be informed of any incident that has led to the use of these powers, and this should be recorded on Wellbeing Manager, with parents notified unless this is standard procedure for a child with Special Educational Needs or Disabilities. These procedures are described in the school's Behaviour Management Policy.

It is the School's aim to create a calm environment that minimises the risk of incidents arising that might require the use of force. Children who present regularly with challenging behaviour have an individual Behaviour Management Plan.



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Children who have SEND, and therefore an increase in the likelihood of challenging behaviour, will have individualised support plans to help them to manage this.

Through PSHE, Zones of Regulation, assemblies, circle times and spontaneous opportunities that arise on a daily basis, children learn about feelings and managing conflict within an ethos of independence, choice and inclusion.

## **Related School Policies:**

- Safeguarding and Child Protection
- Health and Safety
- Anti-Bullying
- Behaviour Management
- Equality
- Online Safety
- Admissions
- Medicines
- Special Educational Needs
- Teaching and Learning
- Exclusion

This Policy was reviewed, amended and agreed by the Council of Management in Sept 2025. It will be reviewed again in one year's time.

Agreed by Brodie Bibby, Chair of the Council of Management.