

NP3.1 - Behaviour Policy

This policy applies to the whole school including EYFS at Newton Prep

Executive Summary

Newton Prep encourages pupils to adopt the highest standards of behaviour, self-discipline and respect at all times. 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 pupils, who co-operate and work well with others. We develop qualities of teamwork and leadership through all school activities including our extensive programme of extra-curricular activities.

Newton Prep believes that praise and encouragement are the best motivators and that, coupled with good teaching, they will enable pupils to achieve their potential.

Newton Prep manages misbehaviour by taking note of and responding proportionately to any action that interrupts or hinders a pupil's educational, physical or emotional well-being. Serious misbehaviour is recorded and tracked in order to correct and support pupils and to identify patterns and evaluate our policies and procedures.

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Introduction

This policy has been created with reference to the document [Behaviour in Schools Guidance \(September 2022\)](#) and [Mental Health and Behaviour in Schools \(November 2018\)](#) . Its purpose is to set out the measures employed at Newton Prep to promote good behaviour, self-discipline and respect, prevent bullying and ensure pupils work to the best of their abilities.

This policy should be read in conjunction with the following additional documents and policies:

- Anti-bullying Policy
- Exclusions and Required Removal [Policy](#)
- Safeguarding and Child Protection Policy and Procedures

Teaching of Good Behaviour

Our approach to managing behaviour is designed to promote and acknowledge a calm, disciplined learning environment. Teachers use verbal and written praise for good work and behaviour. We aim to foster an environment of excellence, promoting progression and community spirit, and to provide a coherent and consistent system of praise and reward. We encourage good behaviour through a mixture of high expectations, a clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Class teaching should be delivered in a way that ensures good behaviour. It should foster pupils' self-motivation: when children are interested in their work and encouraged to think and learn for themselves, they are more likely to behave well.

In Lower School, the Golden Rules ([Appendix A](#)), and in Upper School, the Behaviour Code ([Appendix B](#)), provide a framework for identifying and promoting behaviours that contribute towards a better school community and a more productive learning environment. These behaviour tools are promoted in assemblies, through the PSHE programmes and through the regular celebration of achievements.

Teachers also model good relationships through their interactions with each other and the pupils. All new teaching staff are given a copy of this policy and are expected to read it as part of the induction process. Effective behaviour management relies upon the pupils' understanding that rules and procedures are consistently applied throughout the school. The sections below detail the framework within the school for rewards and sanctions that creates a consistent whole school approach. It is acknowledged that teachers may use their individual teaching style and personality within this framework to implement these strategies successfully.

Lower School Rewards

We encourage all children to follow the 'Golden Rules' and use various means to support the children to do this. Stickers and stamps are given to children for a variety of reasons. Usually, they are awarded when the child has met the learning objective, excelled in the completion of a task or has demonstrated excellent behaviour.

Each class in Reception to Year 2 has a House Point Chart in their room and Housepoints are written onto this chart by either the child or the teacher. A child may be awarded a House Point for good behaviour and for following the Golden Rules. Housepoints can also be used in conjunction with stickers and stamps for excellent work.

Children from Reception to Year 2 attend a weekly Celebration Assembly in which at least one child from each class is praised for their accomplishments during the week and receives a certificate and a small gift (a badge or pencil, for example). Housepoint totals are announced. A certificate log and a record of celebrated achievements is kept and used for reports and parent meetings. Class certificates or an entry into 'The Golden Book' can also be awarded for excellent individual or class behaviour either within the classroom or at school events such as Sports Days, assemblies or Christmas plays.

Upper School Rewards

Housepoints are awarded for good behaviour, manners, work and effort. In the Upper School, pupils can be awarded Certificates for excellent work or behaviour, Merits and Head's Distinctions. Each week Housepoint totals are calculated and the results are announced during an assembly. All House competitions and Housepoints earned throughout the year are recorded. The House which has accumulated the highest total is awarded the House Cup. This is presented to the winning team's House Captains at the end of the Summer Term.

At our annual End of Year Celebration, subject prizes and cups are awarded to pupils in Years 6 and 8 (see [Appendix C](#)) and form prizes are given to two pupils from every form from Years 3 to 8.

Lower School Sanctions

If a child's behaviour is unsatisfactory, his or her teacher will speak with the child about it. Usually, poor behaviour can be rectified through discussion and Circle Time. In the Early Years Foundation Stage and Key Stage 1, a suitable sanction will usually be a discussion between the member of staff and the pupil about the Golden Rules and will usually require an apology and an opportunity for the child to think of a way to rectify the situation. If a child has been unkind to another child, for example, they may be asked to write an apology letter, or offer to involve them in their game. More serious breaches of discipline may require a short 'time out' session of on average 2-5 minutes and never more than 10 minutes. Class teachers discuss children's behaviour in weekly year group meetings to share

ideas to support individual children and to identify patterns of behaviour. Class teachers record incidents on the school's MIS (CPOMS) which is monitored by the Head of Year to identify patterns. The DHLS and Heads of Year discuss pupil behaviour in their weekly meetings.

When necessary, the child may also be spoken to by the Head of Year or the Deputy Head Lower School (DHLS) to reinforce the message and support the child in changing their behaviour. Parents may be telephoned to request support with the disciplinary matter at home.

In the rare case that this process is ineffective and misbehaviour continues, parents will be asked to come in and meet with the DHLS and/or the Head to discuss further sanctions. This may result in a fixed-term exclusion, such as missing a breaktime..

Upper School Sanctions

Teachers use a range of strategies in their behaviour and classroom management. Very often a verbal warning or reminder will steer a pupil back onto the right path. The school also employs a range of formal sanctions which increase in severity:

- Mark
- Lunch time detention
- After school detention
- Fixed term exclusion
- Permanent exclusion

Furthermore, form teachers discuss children's behaviour in weekly year group meetings to share ideas to support individual children and to identify patterns of behaviour.

All of the above sanctions are recorded on the Pastoral notes through the school's MIS (CPOMS) and checked weekly by the Heads of Year and the relevant Deputy Head (DH 3 -5 or DH 6-8). It is the responsibility of the Upper School Deputy Heads to ensure that all sanctions are proportionate and to identify pupils who might need further support or more significant discipline.

All detentions involve a conversation aimed at encouraging pupils to reflect on their behaviour and think of ways to show improvement. In addition, detention activities may include a written task, quiet reflection, completing school based community service such as tidying or cleaning, or any other task deemed suitable by the supervising member of staff. A detention can be given for a single incident that is deemed to violate the school's Behaviour Code. A detention will also be triggered when three Marks have been recorded for a pupil within one half term. The cumulative effect of Marks is reset each half term. Heads of Year or the DH3-5/DH6-8 are responsible for communicating with parents when their child is to sit a detention with them. A log of the detention is recorded on CPOMS.

Other sanctions may also be used, e.g. a pupil may be excluded from an event or activity or certain privileges may be withdrawn.

Reporting and Tracking Systems (whole school)

All sanctions are to be used fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

Very serious misconduct may result in temporary, fixed term exclusion or permanent exclusion. The procedure for dealing with such incidents are explained in the Exclusions and Required Removal Policy.

Support Systems

Pupil rewards are recorded in the Housepoint Log. Sanctions for Upper School children and Lower School (where appropriate) are recorded both on CPOMS and in the Behaviour Log. Any instances of bullying or serious misbehaviour (alleged or otherwise) are recorded in the Bullying and Serious Misbehaviour log. This includes a summary of the key information, acts as a record of any discrimination based on the protected characteristics (See [Appendix E](#)) and the outcome of the allegation.

The DH3-5, DH6-8 and DHLS, along with the Heads of Year, monitor CPOMS and all behaviour logs to help identify pupils who may need support earning rewards and avoiding sanctions. When a pupil's behaviour begins to be a concern, the class teacher or form tutor will first speak with the pupil to discuss ways that the situation can be improved. Daily reminders or a tracking sheet may be used at this point to encourage progress.

Pupils of concern are discussed in pastoral meetings and meetings between Heads of Year and Deputy Heads. The Deputy Heads discuss any pupils of concern with the Head and colleagues on the Senior Leadership Team as appropriate.

In Upper School, the House system also promotes encouragement between pupils, as themes for House Assemblies led by Heads of House and House Captains regularly include how to earn more Housepoints and avoid sanctions. In Lower School, the sharing of Housepoints in the weekly celebration assemblies encourages pupils to work together for the benefit of their House.

Duties Under The Equality Act

At Newton Prep we are fully aware of our duties under the Equality Act 2010. We make every effort to ensure that we make reasonable adjustments to rewards and sanctions for pupils with special educational needs and/or disabilities (SEND), and we aim to ensure complete inclusion for all pupils. For example, the DH3-5, DH6-8 and DHLS oversee the management of the Behaviour Policy to ensure that all rewards and sanctions are issued with consideration to individual pupils' needs.

The Anti-Bullying and Serious Misbehaviour Log includes details of incidents that involve any of the protected characteristics. The Log is managed by the Deputy Heads and is reviewed regularly by the Senior Leadership team to identify any patterns.

Liaison with Parents and Other Agencies

Parents and guardians who accept a place for their child at Newton Prep undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract. They support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always willing to liaise with relevant external agencies in order to support our pupils with their behaviour and individual needs. Pupils at the school may be offered counselling and support either through the Head of Year or the relevant Deputy Head, support from another teacher assigned to help them or from an outside agency in consultation with parents.

The school has a Mental Health Lead, to whom pupils may be referred by staff, which is usually with parental consent. The Mental Health Lead also offers a drop-in service at lunch times for Upper School pupils wanting to speak to them on an informal basis. Outside agencies (such as support through the GP/Children's Social Care and other organisations such as The Parent Practice) are also recommended.

Managing Pupils' Transitions

We support pupils in their transition through induction at the start of each year group and each key stage. Support is put in place for pupils joining the School, in the form of a buddy and additional teacher support. Form Tutors and Heads of Year will closely monitor how a new pupil settles, gathering feedback from subject teachers. If deemed appropriate, they will inform parents of any feedback regarding their adjustment. Also, Year 6 and Year 8 pupils are prepared for the challenges and expectations of their senior schools through the PSHE programme of study, and through workshops, assemblies and school residential trips.

Behaviour outside of school premises

Teachers have the power to discipline pupils, for misbehaving outside of the school premises, to such an extent that is reasonable. Conduct outside school premises, including online conduct, that may result in a sanction include when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

Or if their behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on the school premises or elsewhere when the pupil is under the lawful control of the staff member.

Please refer to the guidelines in [Appendix F](#) for situations where pupils are unable to attend school and remote learning is provided.

Searching for Items and Confiscating Property

This section draws upon guidance from [Behaviour in schools guidance](#).

School staff have the powers to search for any item among a pupil's possessions at school (i.e. asking a pupil to turn out their pockets or searching through their bag, tray or locker) with their consent. Staff also have a statutory power to search pupils or their possessions without consent if they have reasonable grounds for suspecting that the pupil may have a prohibited item (see [Appendix D](#)).

School staff can seize any prohibited item found as a result of a search, or any item which they consider harmful or detrimental to school discipline (see [Appendix D](#)).

Use of Reasonable Force and Restraint

This section draws upon guidance from DfE guidance: [Use of Reasonable Force July 2013 \(updated 2015\)](#)

In extreme circumstances, the School reserves the right to use reasonable force, using the following guidelines:

- All members of school staff have a legal power to use reasonable force.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force should only be used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

We never use force as a punishment. It is always unlawful to use force as a punishment.

The Head and in her absence, the appropriate Deputy Head are the people to whom staff should immediately (within thirty minutes of the event where possible) report any necessary intervention in the event of having to restrain a pupil or use physical force to stop a pupil from hurting themselves or others. All incidents where physical intervention is used to manage a pupil's behaviour should be recorded on CPOMS, and parents should be informed about it on the same day.

Please refer to the [DfE's advice for schools](#) for further guidance.

Malicious Accusations of Pupils Against Staff

Where it is found that a pupil has made a malicious accusation against a member of staff, it will be dealt with as outlined below:

If an allegation is determined to be unfounded or malicious, the Head should report this to the Wandsworth LADO who will then refer the matter to Wandsworth children's social care to determine whether the pupil concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it (in accordance with the Parent Contract and in particular the provisions in Clause 7.2- Behaviour and Discipline).

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the Bursar to request a copy of this policy in an alternative form.

Review and Update Process

Last update	November 2023
Next update	November 2024

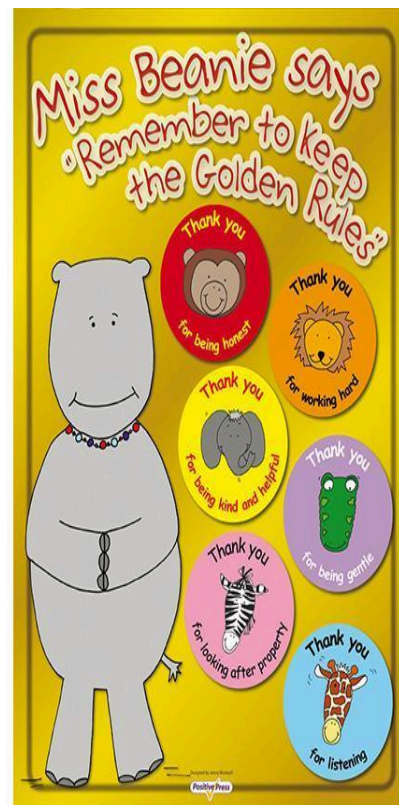
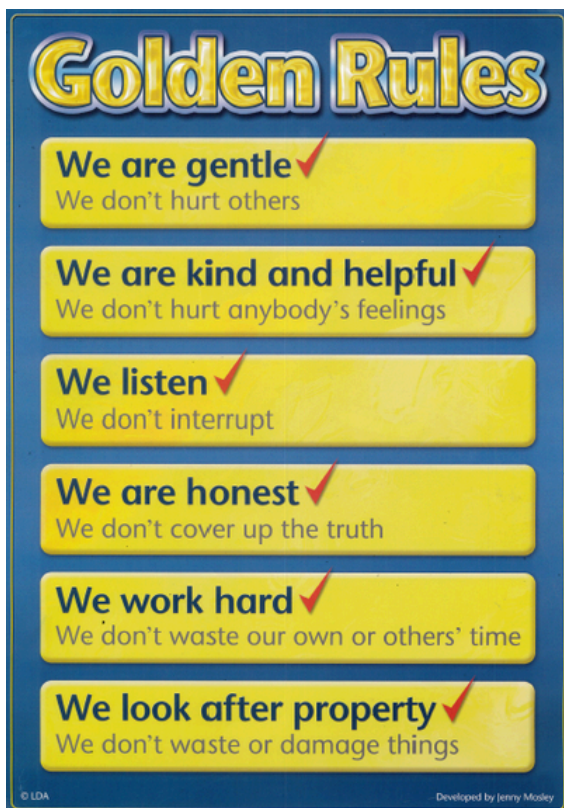
Appendices

Appendix A - The Golden Rules

Classes hold circle times to discuss matters that concern individuals or groups and provide opportunities for discussion about right and wrong, classroom issues and rules. True stories as well as those from fiction and from religions, often form a stimulus for discussion.

All adults who work with children in school should be familiar with the Golden Rules, so that positive behaviour can be reinforced – stickers can be awarded to children who are seen to keep a Golden Rule, but verbal praise should be valued too.

Golden Rules posters that encourage good dining room and playground behaviours may also be used to encourage pupils to behave in a considerate and collaborative way.



Appendix B - Upper School Behaviour Code



Upper School Behaviour Code

We want our school to be welcoming, happy and successful,
so we follow rules based on our Core Values.

SHOW RESPECT

- ✓ Do not bully others.
- ✓ Report any bullying to an adult.
- ✓ Show respect towards to everyone at school.
- ✓ Be punctual.
- ✓ Arrive to lessons with the correct books and equipment.
- ✓ Follow teachers' instructions.

BE TOLERANT

- ✓ Be patient.
- ✓ Share.
- ✓ Include others.
- ✓ Stay calm in difficult situations.
- ✓ Listen to people with different opinions.
- ✓ Be a good sportsperson.
- ✓ Ignore distractions.

PERSEVERE

- ✓ Try your best in everything you do.
- ✓ Don't give up.
- ✓ Show improvement.
- ✓ Learn from your mistakes.
- ✓ Ask for help.
- ✓ Stay on task.

SHOW INTEGRITY

- ✓ Be honest.
- ✓ Follow the rules.
- ✓ Be on time.
- ✓ Meet deadlines.
- ✓ Do what you say you will.
- ✓ Dress smartly in a clean uniform.
- ✓ Return any borrowed items to where you got them.

BE CONSIDERATE

- ✓ Be kind to others.
- ✓ Think of others' feelings.
- ✓ Say and do nothing to hurt others.
- ✓ Respect others' property.
- ✓ Be quiet in corridors.
- ✓ Do not run indoors.
- ✓ Hold doors open for adults and other children.
- ✓ Pick up litter and tidy away mess.

AIM HIGH

- ✓ Challenge yourself.
- ✓ Aim for high results.
- ✓ Make excellent progress.
- ✓ Ask questions to find out more.
- ✓ Put in extra effort and time.
- ✓ Go above and beyond what you are asked.

Appendix C - Awards for Lower & Upper School

Lower School

Stickers and Housepoints are used to commend good work and good behaviour. A class 'treats box' of games and puzzles is awarded to the class that earns the highest number of Housepoints each week.

Individual pupils are awarded certificates for good behaviour and can also be nominated for an entry in the Deputy Head - Lower School's special Golden Book.

Whole Class certificates can be awarded for a particularly special effort by the whole class.

Upper School

Housepoints for good behaviour, hard work, etc.

Subject Certificates (worth three Housepoints) are awarded for excellent work or behaviour.

Merits (worth ten Housepoints) are awarded for more significant effort or achievements.

Head's Distinctions (worth twenty-five Housepoints) for exceptional work or effort.

End of Year Celebration

At the End of Year Celebration, a number of special awards are presented:

Honorary Scholarships

Awarded to pupils at the start of Year 7 who show exceptional academic promise. Honorary Scholarships may also be awarded to pupils going from Year 6 to Year 7 who show exceptional talent in Music, Art, Drama and Sport.

Appendix D - List of Prohibited & Banned Items

Items that staff can confiscate from pupils without consent are listed below:

Prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence including causing injury to, or damage the property of, any person (including the pupil).
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Banned items include:

- Electronic devices (excluding e-readers and smart watches so long as cellular and wifi data is disabled, and mobile phones for pupils approved on the Home Alone Register).
- Food containing nuts.

Appendix E - List of Protected Characteristics

Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Appendix F - Remote Learning Etiquette for Pupils

If pupils are unable to attend school and remote learning is provided, the following points outline our expectations for pupil conduct and behaviour when online:

Getting Ready

Device name - We ask that it is either the pupil or family name that appears as the device name online, not a nickname or other member of the household. This ensures that pupils will be admitted into lessons from the waiting room without delay.

Dress code - children are expected to wear school uniform.

Backgrounds - children are welcome to use a virtual background whilst online, but these should consist of one solid, neutral colour so as not to distract others. Photos or images are not permitted.

During a lesson

Video feed - We ask that children leave their video on for the entirety of the session, unless directed otherwise by the teacher.

Chat - This function should only be used sensibly to ask the teacher questions, thus ensuring everyone can focus on the lesson itself. Do not use the chat to SPAM the teacher or ask questions until the teacher has stopped speaking.

Private Chat - This function should be disabled on all lessons.

At the end of a lesson

Check you are clear - Pupils should make sure they know what they have been asked to do next. What are the next steps? How are they going to submit work for marking and feedback? What do they do if you have questions?

Wait to be dismissed - Just as they would wait to be dismissed from a classroom in school, pupils must check with their teacher if they can leave the meeting. They should not just rush off when they think the lesson is near the end.

Be polite - Pupils are encouraged to say goodbye, perhaps even saying thank you to the teacher.