

Newland House School



BEHAVIOUR AND SANCTIONS POLICY

This Policy applies to all sections of the school including the
Early Years Foundation Stage

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Updated by:	Deputy Head (Prep) and Deputy Head (Pre-Prep)
Authorised by:	Chris Skelton, Head

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Key

In black – applies to whole school

In green – applies to Pre-Prep

In blue - applies to Prep

1. Introduction

- 1.1 This policy has been developed in accordance with applicable legislation and guidance and in particular Department for Education (DfE) guidance on [Behaviour and discipline in schools \(January 2016\)](#).
- 1.2 Newland House School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a stable, secure and happy working environment for all.
- 1.3 This policy must be supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- 1.4 We have a Code of Conduct policy that 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 reinforced regularly throughout the year. All pupils are expected to behave according to the guidelines set out in the Code and staff will act as role models encouraging and rewarding good behaviour.
- 1.5 The nominated person in charge of behaviour within the Pre-Prep setting is the Deputy Head (Pre-Prep), in the Nursery, it is the Nursery Manager and within the Prep is the Deputy Head (Prep).

2. Aims

- 2.1 Our aim is that through this policy we motivate children to:
 - Work hard.
 - Behave well.
 - Obey the school rules.
 - Treat everyone in the school and members of the community with respect.
 - Show self-respect.
- 2.2 We do this by:
 - Fostering a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
 - Teach moral values and attitudes through the School Curriculum, as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
 - Reinforcing good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.

- Making clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- Resolving behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

3. Code of Conduct

3.1 Our Code of Conduct policy sets out the following principles:

- All members of the school community should respect one another.
- All children should acknowledge the authority of, 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.
- Newland House School expects children to be well behaved, well-mannered and attentive.
- Children should walk and 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.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Jewellery should not be worn.

3.2 The Code of Conduct has been formulated with the safety and wellbeing of the children in mind, and to enable the school to function efficiently as a place of learning.

4. Incentive scheme

4.1 A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

4.2 The Pre-Prep scheme is based on gold awards or 'star of the week' cards and whole class rewards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

4.3 Each week in assembly the Pre-Prep children are awarded star cards or charts for their work and/or behaviour. In addition, each class teacher gives verbal praise and stickers.

- 4.4 The Prep's scheme is based on House Points, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. This also links with our Newland House School Values of Kindness, Courage, Respect, Community and Honesty.
- 4.5 In the Prep they are divided into houses, with siblings remaining in the same house. Children are awarded House Points for thoughtfulness, being helpful, good work, and so on. Every child's House Points are taken in and recorded each Thursday morning, and the weekly house totals are announced in Assembly each Monday. Weekly House totals and running termly totals are displayed at the bottom of the main stairs and individual totals are displayed in each child's classroom. We hope that each member of a house will urge the others to try their best in every aspect of school life
- 4.6 Throughout the School children are praised for their achievements, both in and out of school, and are frequently presented with certificates or other marks of achievement in School Assemblies.
- 4.7 Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

5. Sanctions

- 5.1 There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up.
- 5.2 Minor breaches of discipline are dealt with by the teacher directly involved, in a caring, firm and fair manner, having regard to the age of the child and individual needs/abilities of the child.
- 5.3 Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. Where a pupil has a Special Need or disability, reasonable adjustments should be made.
- 5.4 A SEN register and staff briefings will alert staff when individual judgement should be exercised. The Deputy Head (Pre-Prep) and Deputy Head (Prep) will monitor decisions. Advice can also be sought from the Head of Learning Support.

5.5 Normal sanctions include a verbal reprimand and reminder of expected behaviour. A teacher might move a child to sit alone in class or require the child to apologise either verbally or in the form of a letter that is signed by the pupils' parents.

6. Procedure for pupils up to and including Year 4

- 6.1 All staff, children and parents are aware of the staged 'Traffic Light' response. All children are expected to be on a 'green' light at the beginning of each day. If there are incidences of minor unacceptable behaviour a child is given two verbal warnings before an 'amber' warning light is awarded. This indicates to the child that the behaviour that they are displaying is not acceptable. In KS1 5 minutes will be deducted from a child's next playtime after which, the child will return to a green light. In the incident of more serious unacceptable behaviour, for example biting or kicking, or consistent 'amber' light behaviour a child may be given a 'red' light. Each incident of a red traffic light is recorded by the Deputy Head (Pre-Prep) so that behavioural patterns can be tracked. If a child receives a 'red' the Deputy Head (Pre-Prep) or Assistant Deputy Head (Pre-Prep) talks to that child, they miss the next playtime and the parent is informed. The next day the child returns to a 'green' light.
- 6.2 If the unacceptable behaviour is persistent or recurring, parents become involved and the child may be put on a PSP (personal support plan). This is carried out with the parents, the teacher and the Special Educational Needs and Disability Co-ordinator (SENDCo).
- 6.3 Staff should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.
- 6.4 Major breaches of discipline are very rare at Newland House School, in both the Prep and Pre-Prep. However, if a child displays behaviour which is indicative of a major breach of discipline, the procedure for dealing with major breaches of discipline will be enforced as set out in section 6.
- 6.5 Details of sanctions or serious misbehaviour will be kept by the Deputy Head (Prep) or Deputy Head (Pre-Prep) on a central register.
- 6.6 Each classroom has a copy of the agreed 'school rules'. The children shared in this process and devised the 5-point list.

RULES – 5 POINT LIST

1. Keep hands, feet and objects to ourselves.
 2. We will do as we are asked first time and will listen and respect our friends and teachers.
 3. We will walk around school without disturbing anyone.
 4. We will call everyone by their own given name and not hurt people with what we say.
 5. We will always try our best in all we do
-

- 6.7 Each classroom also has a traffic light sign that is easily visible and is situated next to the school rules with the rewards and sanctions also clearly displayed as seen below.

REWARDS	SANCTIONS
<ol style="list-style-type: none">1. Praise from the teacher.2. Sticker/star from teacher.3. The child is sent to show/tell another member of staff about their achievements.	<ol style="list-style-type: none">1. Teacher will talk to the child.2. The child will be given an 'amber light'.3. The child will be given a 'red light' and sent to the Deputy Head (Pre-Prep). Parents are informed and it is recorded on a central register.

Whole class rewards and sanctions

- 6.8 In the Pre-Prep, the children are also awarded with whole class rewards in the form of a piece of treasure for their treasure chest.

7. Prep Three strike procedure

Level 1

- 7.1 The majority of disciplinary matters are minor day to day offences and the School encourages such matters to be dealt with by the individual member of staff. These may include offences in relation to home and class work, pastoral or social matters which are accepted as not being abnormal for pupils of this age on a daily basis at this school. More often than not, misbehaviour at this level can be 'nipped in the bud' swiftly and relatively easily.
- 7.2 Staff should use 3sys to record any incidents of misbehaviour and where appropriate, information will be shared with parents. Recording information on 3Sys is essential. It enables the Form Tutor to build up an accurate picture of the pupil's behaviour over time. The responsibility for addressing the unacceptable behaviour remains with the member of staff who has spotted it, but the Form Tutor will follow up with pupils any incidents of unacceptable behaviour.

- 7.3 Warnings are available as a sanction at this level. **The system operates on the principles of ‘three strikes and you are out’.** Initially a member of staff will ask a pupil to correct their behaviour. If the behaviour continues the member of staff will remind the pupil of what is expected and explain that they have one more chance to correct their behaviour. If the pupil chooses not to do so, a warning is issued along with the reason for the sanction. This is recorded on 3Sys.
- 7.4 The Form Tutor will receive notification of the misdemeanour and will speak to the pupil about this. The Form Tutor will record a Warning in the pupil’s Homework Diary. Three warnings result in a detention with the pupil’s Head of Year or the Deputy Head (Prep).
- 7.5 Warnings should be issued for the following (this list is not exhaustive):
- Running at speed through the corridors
 - Unkind / thoughtless comments to a classmate
 - Mobile phone being used without permission from a member of staff
 - Arriving late to a lesson without a valid reason
 - Disruption
 - Lack of effort
 - Talking out of turn
 - When several reminders are needed for minor offences like appearance, equipment etc. Repeated behaviour issues where a verbal reminder is not considered sufficient or has not been effective.
- 7.6 As well as issuing a pupil with a Warning, a member of staff may ask a pupil to return to the classroom during a break time to complete a piece of work, write an apology letter or serve an informal detention.

Level 2

- 7.7 If the member of staff feels that the sanctions available at Level 1 have not improved a pupil’s behaviour, they may give a detention to be served with the Head of Year. A detention may be given for an individual act of serious misbehaviour or for cumulative offences (for example, three warnings).
- 7.8 The following sanctions are available at this level, in addition to those at Level 1:
- The pupil concerned has to go and speak with the Head of Year or Deputy Head (Prep), preferably during a break or lunchtime, or more urgently during lessons.
 - The Head of Year or Deputy Head (Prep) will contact the pupil’s parents to discuss the issue and explain why a detention has been imposed.
 - A thirty-minute detention. This is recorded on 3Sys and also in the Homework Diary.
- 7.9 Examples of where a lunchtime detention is appropriate include:
- Swearing or inappropriate language including homophobic, racist or sexist language
 - Being out of bounds

- Rudeness to staff or peers
- Persistent disruption in a lesson (where a Warning is insufficient)
- Damage to school property
- Defiance
- Disobeying a rule that has been recently reinforced with the whole school
- Physical behaviour
- When a series of Warnings have been received for similar small incidents of poor behaviour, a member of staff can issue a Lunchtime Detention to address these.

Level 3

- 7.10 A pupil will be sent to the Head of Year and/or Deputy Head (Prep) for serious acts of antisocial behaviour such as:
- systematic verbal or physical bullying
 - stealing
 - foul and/or abusive language
 - very poor academic achievement through lack of effort over a period of time.
- 7.11 A pupil should also be referred to their Head of Year and/Deputy Head (Prep) for amassing a sufficiently high number of warnings or detentions to warrant an after-school detention.
- 7.12 After-School Detentions are available as a sanction at this level, in addition to those at Levels 1 and 2. This will be imposed when a pupil has either been given an unacceptable number of lunchtime detentions or for a single act of particularly poor behaviour which would not usually be dealt with at Level 1 and 2.
- 7.13 After-School detentions will be held from 3.45-4.45pm. The Head of Year or Deputy Head (Prep) will contact the parents explaining the reasons for the detention.
- 7.14 No set number of detentions will warrant an after-school detention. Each case will be considered individually after consultation between the Head of Year or Deputy Head (Prep) and the relevant member of staff. However, in most cases after a pupil has served two lunchtime detentions, he/she will be warned that a third may be an after-school detention.
- 7.15 After school detentions are recorded on 3Sys.
- 7.16 All teaching staff in Prep have the discretion to impose a lunchtime detention for serious misbehaviour or consistent misdemeanours. Although pupils will be given time to have a reduced lunch break.
- 7.17 If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour. However, this must only be done with the agreement of the Head or Deputy Head (Prep).
- 7.18 This type of behaviour is rare at Newland House School and it is the duty of the Head or Deputy Head (Prep) to deal with it promptly, particularly if the problem persists.

7.19 Details of sanctions or serious misbehaviour will be kept by the Deputy Head (Prep) on a central register.

Pupils with special educational needs and disabled pupils

7.20 Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of special education needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the School's behaviour policy, behaviour modification strategies and requesting external help with a child.

8. Procedures for dealing with major breaches of discipline

- A verbal warning by the Head or Deputy Head (Prep) concerning future conduct.
- A letter, e-mail or 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.
- A case conference with parents possibly involving educational or behavioural experts.
- If the problem is severe or recurring, there is the possibility of fixed term or permanent exclusion but only after consultation with the Governor responsible for disciplinary matters and the Head.
- Parents have the right of appeal to the Disciplinary Committee of the Governing Body against any decision to exclude their child. This committee would be chaired by the Chair and would consist of a minimum of three Governors including the Chair but excluding the Governor responsible for disciplinary matters, who would have been involved in the original decision.
- The school will view false allegations or malicious accusations made against staff in bad faith extremely seriously and reserves the right to take any and all appropriate action.

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

Confiscation of inappropriate items

8.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully¹. Newland House School will keep the confiscated item in a locked cupboard until it can be returned to the child's parent.

2) Power to search without consent for "prohibited items"² including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

8.2 The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in '[Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies](#)'.

9. Supervision outside of the classroom

9.1 Supervision is by staff members at break and lunch. They should maintain order; usually by reminding children of the standard of behaviour expected. Minor problems might result in the child being asked to do something to help the school community, for example, picking up litter. If a child misbehaves in the playground they might be asked to stand quietly by a wall for a short period of time to reflect on their behaviour.

9.2 The children should treat the kitchen staff with the respect due to all adults at Newland House School and rudeness will not be tolerated.

¹ Section 94 of the Education and Inspections Act 2006

² Section 550ZA (3) of the Education Act 1996

Pupils' conduct outside the school gates

9.3 Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"³

9.4 Teachers may discipline pupils for:

- 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.

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

10. Parents

10.1 Parents can help by recognising that an effective school Behaviour and sanctions policy requires close co-operation between parents, teachers and children. Parents should discuss the school code of conduct with their child, emphasising that they support the code.

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

11. Care and control of children

11.1 Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils. At Newland House School, we work hard to ensure that every child feels valued and happy and that he/she grows in confidence whatever his/her needs. We want all children to develop friendly, acceptable and caring behaviour.

³ Section 90 of the Education and Inspections Act 2006

11.2 Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

11.3 If there is a need for sanctions, the following may be invoked, depending on circumstances and appropriate to age:

- 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 part of lunch break (but must be supervised)
- parental involvement
- daily report
- sanctions as previously laid out in this policy.

Challenging behaviour

11.4 Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding.

11.5 Serious incidents are recorded on an Incident Form on 3SYS – *see Appendix 2*.

Physical Intervention

11.6 If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. All members of school staff have a legal power to use reasonable force⁴ when absolutely necessary and Appendix 1 sets out further information about this.

11.7 The child is removed and taken to a member of the Senior Leadership Team (SLT), who contacts the child's parents within 24 hours and records of the incident will be kept.

11.8 An Incident Form is completed, and the situation discussed with the Head or Deputy Head, who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies such as Social Services or Psychological expertise.

11.9 Under section 131 of the School Standards and framework 1998, corporal punishment is prohibited in all school and is a criminal offence. Under no circumstances will the threat of corporal punishment be used at Newland House School.

⁴ Section 93, Education and Inspections Act 2006

12. Incident form

12.1 This is used to record:

- any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- loss, theft, or damage to property
- any other incidents or matters of a serious nature.

12.2 These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest.

12.3 Incident Forms should be used to record all details and are available on 3SYS – see **Appendix 2**. An email alert of an incident is sent to the Deputy Head (Prep) or the Head of Pre-Prep who then liaise with the person who raised the incident and monitor the pattern of behaviour.

13. Further information

13.1 This policy will be reviewed every academic year or sooner if changes to legislation, compliance requirements or good practice dictate and will be publicised annually with staff, parents and pupils.

Appendix 1 - Reasonable force

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them.
5. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
6. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
7. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force⁴
- This power applies to any member of staff at the school. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is 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.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools **cannot** use force as a punishment – this is **always** unlawful.

Appendix 2 – Incident report form on 3SYS

**Pastoral Management**
Add a Pastoral Record



[Pastoral Management Dashboard](#)

Pastoral Management records are created to record details of any pastoral support provided to a pupil. Pastoral care involves work with pupils who are having problems of an academic, vocational, social, emotional or behavioural nature.

[Save](#) [Cancel](#)

Pupil name(s):

Record reason(s):

Staff name:

Date:  : 

Category:

Status:

Heading:

Overview:

Make this record visible to all staff:

Make this record visible to specific staff/roles:

Documents: [Browse](#)

Click 'Browse' to select files for upload or drop files here.

[Save](#) [Cancel](#)