



P3 – Behaviour Policy

Policy Owner: Deputy Head Pastoral

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Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Acting Deputy Head Academic/DDSL	Lent 2025	Behaviour Policy 2025 Main Changes

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1. Aims

St Dunstan’s Education Group aims to ensure that staff, children, parents, and carers in contract with the Group understand our approach to behaviour and learning at Rosemead Preparatory School and Nursery.

We encourage children to uphold high standards of behaviour, develop strong moral principles, and respect the school ethos. Their emotional well-being is a priority, as it underpins personal growth. Trust and mutual respect are central to fostering good manners, positive relationships, and a secure learning environment, enabling pupils to become intellectually curious, lifelong learners.

Through our curriculum and co-curricular activities, we nurture teamwork and leadership skills. Clear behaviour expectations and class rules provide structure, while positive behaviour is reinforced through praise, rewards, and the House system.

High-quality behaviour for learning is supported by positive relationships, engaging lessons, and recognition of success. We remind children of behaviour expectations when inappropriate behaviour occurs, providing warnings of potential consequences and applying sanctions where necessary. Consistency in expectations and responses is essential for both staff and children. Our rewards and sanctions guidance ensures clarity, fairness, and shared responsibility.

2. Legislation

This Behaviour Policy aligns with the latest statutory and non-statutory guidance, including the DfE’s Behaviour in Schools 2024 and The Education (Independent School Standards) Regulations 2014 (ISSRs)

This policy should be read alongside the whole-school Anti-Bullying Policy and Equity, Diversity, and Inclusion (EDI) Policy to ensure a consistent approach to behaviour and well-being.

Corporal punishment is strictly prohibited and never used or threatened at Rosemead Preparatory School and Nursery. Sanctions are applied fairly and proportionately, ensuring they are never humiliating or degrading.

3. Roles and responsibilities

3.1 St Dunstan’s Education Group

The governing body has ultimate responsibility for the management and control of its schools, but delegates day-to-day oversight to the Head of St Dunstan's Education Group (Head of the Group), who turn line manages the Heads of each school, specifically the Head of Rosemead Preparatory School and Nursery, the Head of St Christopher's the Hall School, the Head of St Dunstan's Junior School and the Head of St Dunstan's Senior School. This policy reflects that structure.

The governing body has a duty to:

- Review this policy annually and ensure it adheres to the ISSRs and DFE statutory guidance and regulations.

3.2 The Head of Rosemead Preparatory School and Nursery

The Head of Rosemead Preparatory School and Nursery is responsible for overseeing the implementation of this behaviour policy. This involves:

- Ensuring staff are trained and follow the policy.
- Overseeing student behaviour and addressing serious issues.
- Praising, investigating and supporting behaviour as per rewards and sanctions outlined.
- Investigating allegations against staff.

3.3 The Role of the Deputy Heads

The Deputy Heads of Rosemead Preparatory School and Nursery are responsible for supporting the implementation of this behaviour policy This involves:

Deputy Head Pastoral: Support student wellbeing, address behaviour issues, and promote positive behaviour.

Deputy Head Academic: Ensure behaviour aligns with academic expectations, support staff in the classroom, and address academic-related behaviour concerns.

- Ensuring staff are trained and follow the policy.
- Overseeing student behaviour and addressing serious issues.
- Praising, investigating and supporting behaviour as per rewards and sanctions outlined.
- Investigating allegations against staff.

3.4 The role of Staff

The staff of Rosemead Preparatory School and Nursery are responsible for overseeing the implementation of this behaviour policy. This involves:

- Following and applying the Behaviour Policy in and out of the classroom.
- Setting clear behaviour expectations and modelling good behaviour.
- Reinforcing positive behaviour with praise and managing misbehaviour fairly.
- Praising, investigating and supporting behaviour as per rewards and sanctions outlined.

3.5 The role of Pupils

At Rosemead Preparatory School and Nursery, children receive support in following the rules and expectations set out in this behaviour policy. This support includes:

- Following the school's Behaviour Policy.
- Showing respect to others and taking responsibility for their actions.
- Seeking help when needed and contributing positively to the school community.

3.6 The role of Parent/Carers

The parents and carers of the children at Rosemead Preparatory School and Nursery are responsible for supporting the school's behaviour policy. This involves:

- Encouraging positive behaviour at school and home.
- Communicating with the school about any concerns or updates.
- Modelling respect and good behaviour to their children.

4. Policy content

4.1 Communicating with Pupils

The Rewards and Sanctions are explained to children in an age-appropriate manner through:

- Notices in classrooms and around the school
- Assemblies
- Form teacher time
- PSHE lessons

4.2 Communication with Parents / Carers

Important information about the rewards and sanctions are communicated to parents through the School Handbook, which is distributed at the beginning of the academic year and is also available on the school website. Head of Years/Class Teachers will also discuss rewards and sanctions with parents at curriculum evenings in September. A pupil's Class Teacher, Year Group Leader and Deputy Head will maintain ongoing liaison with parents if they have any concerns about a child's behaviour and parents are regularly informed of rewards and sanctions given to their child.

4.3 Communication with Staff

The Behaviour Policy is reviewed by staff at the start of the academic year. It is also discussed and reviewed regularly in staff meetings. All new staff members are given the Behaviour Policy as part of their Induction process.

4.4 External Agencies

Where pupils have ongoing difficulties with their behaviour, whether or not this is due to a Special Educational Need, the school will make appropriate referrals to external agencies, or advise parents on the best way to do so. This may include accessing Local Authority Early Help Services or the use of behavioural specialists or counsellors.

4.5 Managing Transitions

When pupils move between different year groups in the school they are prepared for the transition by their existing class teachers and given time in their new classrooms. In some individual cases, more detailed tours or taster sessions are used. Members of staff use transition meetings to ensure that information to support behaviour is passed from one year to another. When pupils join the school, information is requested from their previous setting, and relevant information is passed on to senior schools through references and conversations between pastoral teams at both schools.

4.6 Malicious Accusations against staff

Allegations against members of staff will be investigated using the procedures described in the school's Safeguarding Policy, in accordance with the Department for Education's statutory guidance Keeping Children Safe in Education (2024).

Where children are found to have made malicious allegations against staff, the school's sanctions may be applied as deemed appropriate by the Head and the Senior Leadership Team, including temporary or permanent exclusion from school.

4.7 Use of Reasonable Force

Rosemead Preparatory School and Nursery follows the latest guidance issued by the Department for Education (Use of Reasonable Force in Schools, updated January 2025).

4.7.1 This guidance states that:

Any member of staff at the school, or those temporarily placed in charge of pupils by the Head (e.g., volunteers on a school trip), may use reasonable force to prevent pupils from harming themselves or others, damaging property, or causing disorder.

In practice, this may involve:

- Removing a disruptive pupil from a classroom if they refuse to follow an instruction.
- Preventing a pupil from behaving in a way that disrupts a school event or trip.
- Preventing a pupil from leaving a classroom when doing so would put themselves or others at risk.
- Stopping a pupil from hurting another pupil or a member of staff.
- Restraining a pupil at risk of harming themselves.

4.7.2 Types of Force Permitted:

Staff may use reasonable force to control pupils (e.g., passively blocking a pupil's path or actively guiding a pupil by the arm out of a classroom).

Staff may restrain pupils when necessary (e.g., holding back a pupil physically to bring them under control).

The minimum necessary force will always be used. While staff will take every precaution to avoid injury, in extreme cases, it may not always be possible to do so.

The decision to intervene physically is at the professional discretion of the staff member involved and should always depend on the individual circumstances.

Planned Intervention:

If a member of staff is aware that a pupil is likely to behave in a way that may require physical control or restraint, a risk assessment must be undertaken and a planned strategy of response put in place.

4.7.3 Recording & Reporting Use of Force:

Force must never be used as a punishment—this is unlawful.

Where force has been used:

- The member of staff must immediately inform the Head, Deputy Head Pastoral, or Deputy Head Academic.
- Parents will be contacted on the same day or as soon as is reasonably practicable.
- The incident will be formally recorded in a Physical Restraint Log.
- From September 2025, the school will record all significant incidents involving the use of force and report them to parents.
- Any allegations of inappropriate use of force will be investigated as a safeguarding issue, following the school's Safeguarding Policy

4.8 Rewards and Sanctions

The rewards and sanctions system supports a positive school environment by recognising good behaviour and addressing misbehaviour fairly. This system is followed consistently, with parents kept informed and incidents recorded on CPOMS as required. In certain situations, particularly when behaviour is severe or repeated, the progression through the sanctions may be expedited to ensure timely intervention and support for those involved.

Pre-Prep Awards		
Type of reward	Reward issued for	Issued by
Verbal Praise	Good listening, tidying up, eating snacks/lunch, playing collaboratively, good work, asking thoughtful questions, good effort, lining up quietly, moving around school sensibly, being brave if hurt, good manners, independence, being motivated.	Everyone
House Tokens	Good effort in learning/behaviour, repeated acts of good behaviour (see above), completed work to a high standard, good homework, good progress. List of ways to receive is displayed in each classroom.	Everyone
Class Bear	Repeated acts of excellent behaviour over a week (see above)	Reception Class Teachers
Animal initiatives e.g. Kindness Koala, Curious Cat, Listening Llama stickers	Linked to initiative and School Values e.g. sharing, playing nicely and helping for a Kindness Koala or asking questions, independence and exploring in different ways for Curious Cat and listening in assembly, listening to friends, listening in class for Listening Llama.	Everyone
Sun and Rainbow chart	Listening, sharing ideas, moving quietly around the classroom, tidying up, lining up sensibly being a kind friend, on task in learning, asking thoughtful questions.	Class Teachers
Excellence certificate/Special Mention Weekly	Excellent learning, excellent progress, excellent effort in any curriculum area	Class and Specialist Teachers
Lunchtime Superstar of the Week	Eating all of lunch, having seconds, trying a new food,	Deputy Head Pastoral/Head

	improved use of knife and fork, eating calmly and quietly in the lunch hall, good manners.	
Head's Award certificate	Excellent behaviour, learning, effort, progress, kindness.	Deputy Head Pastoral/Head
End of Academic Year Cups/Awards	Progress, achievement, creativity, independence in any subject area.	Year 2 staff, Specialist staff and Head

PREP REWARDS		
Type of Reward	Reward issued for	Reward issued by
Verbal praise	Noteworthy class work, including co-curricular; upholding Rosemead's values; courtesy; contributions in the wider world	All staff
House Tokens	Significant achievement, progress and perseverance in class work; positive behaviour and kindness; consistently upholding Rosemead's values; working as part of a team	All staff
House Awards/Certificates	Termly, for most house points - house party; annually - House Cup. Sports Day - Athletics Cup House Captain Award (child nominated)	House Captains and Heads of House
Excellence certificate/Special Mention Weekly	Exceptional class work, exemplifying the theme of the week; going above and beyond to uphold Rosemead's values	Teaching staff
Playground certificate	Displaying exceptional kindness and consideration over a period of time during playtimes	Deputy Head Pastoral
Head's Award	Recognition of exemplary action and understanding of an individual Rosemead value	Head
Rosemead trophies and prizes	Recognition of outstanding	Teaching staff

	academic, sports or arts achievements; outstanding demonstration of Rosemead values; significant contributions to Rosemead life	
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PRE-PREP SANCTIONS		
Type of Sanction	Sanction Issued for	Sanction Issued by
Non-verbal reminder-eye contact, body language e.g. frowning, crossed arms, altering your position in the room, hand gesture	Talking out of turn, not listening	Everyone
Verbal warning-remind child of expectations, praise another child for demonstrating correct behaviour	Talking out of turn, not listening, not sharing, being unkind, running inside, not trying, rough play, defying staff, not tidying up or looking after resources	Everyone
Visual reminder-moving name onto cloud	Any of the above	Class Teachers and Specialist Teachers
1:1 chat about unacceptable behaviour-this may include an informal chat with parents at pick up	Repeated unacceptable behaviour or depending on actions of child the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers Add to CPOMs
Miss Golden Time	Repeated unacceptable behaviour or depending on actions of child the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers
Sent to Deputy Head Pastoral/Deputy Head to talk through behaviour and to decide outcome	Repeated unacceptable behaviour or depending on actions of child the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers Add to CPOMs
Contact parents to discuss behaviour- this could be a phone call or face to face	Repeated unacceptable behaviour or one major incident e.g. dangerous play, being rude to	Class Teachers, Specialist Teachers, Lead Pre-Prep Practitioner and Deputy Head

	staff, refusing to engage in learning	Pastoral Add to CPOMs
Further meeting with parents-this may conclude with monitoring and a specific behaviour plan with follow up meeting (phone call or face to face)	Intentional physical or verbal harm to another child, repeated defiant refusal to comply with adult requests, intentionally removing themselves from the classroom, playground etc	Lead Pre-Prep Practitioner or Deputy Head Pastoral Add to CPOMs
Lunchtime/playtime exclusion, possible withdrawal from school visit-possible involvement of external agencies/Early Help.	Intentional physical or verbal harm to another child or adult, repeated defiant refusal to comply with adult requests, intentionally removing themselves from the classroom, playground etc	Deputy Head Pastoral and Head of School joint decision Add to CPOMs
External fixed term exclusion or permanent exclusion	Repeated intentional physical or verbal harm to another child or adult, repeated defiant refusal to comply with adult requests, intentionally removing themselves from the classroom, playground etc or one dangerous incident could be escalated to fixed term or permanent exclusion	Deputy Head Pastoral and Head of School joint decision Add to CPOMs

PREP SANCTIONS		
Type of sanction	Sanction Issued for	Sanction Issued by
Non-verbal reminder-eye contact, body language e.g. frowning, crossed arms, altering your position in the room, hand gesture	Minor class disruption, eg calling out, chatting too loudly	All staff
Verbal warning-remind child of expectations, praise another child for demonstrating correct behaviour	Repeated low-level disruption as above; inattentive to classwork	All staff
Moving Name Down On Class Behaviour Chart	Preventing others getting on with their work; speaking disrespectfully to peers or	All staff

	members of staff, repeated behaviour after a warning	
1:1 chat about unacceptable behaviour-this may include an informal chat with parents at pick up	Repeated unacceptable behaviour or depending on actions of child,the sanction could escalate to this without a verbal warning (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers Add to CPOMs
Miss part of lunchtime/Miss a breaktime/Golden Time.	Repeated unacceptable behaviour despite name being moved down or depending on actions of child, the sanction could escalate to this (unsafe, unkind behaviour)	Class Teachers and Specialist Teachers Add to CPOMs - parents informed
Pupil Meeting with Head of Year.	Being moved down on the Behaviour Chart twice in one week or 4 times in a half term or depending on actions of child, the sanction could escalate to this	Class Teachers Add to CPOMs - parents informed
Pupil Meeting with Deputy Head or Head.	Having met with Head of Year twice in one term and needing another referral; Serious misbehaviour in the playground, eg hurting another child, graffiti, swearing	Pastoral/Academic Deputy Head/Head Add to CPOMs - parents informed
Report/Behaviour Card	Fourth referral in a term;or serious misbehaviour, eg a single report of bullying, swearing, unsafe acts.	Deputy Head Pastoral/Academic monitored by Head of Year Add to CPOMs - parents informed
Internal Suspension	On-going bullying; deliberate physical aggression against another child	Head
Temporary Exclusion (Internal or External)	Having had one internal suspension, continuation of very disruptive behaviour	Head
Permanent Exclusion	Action plan following temporary exclusion but key pointers for improvement not being met	Head

Class Teachers, Deputy Heads may involve the SENDCO when a child repeatedly displays inappropriate behaviour. This is to gain advice and support on next steps and how to support the child. Parents will always be involved at this stage.

If a child has specific learning or behaviour needs, independent targets may apply which allows flexibility within the above sanctions. A specific reward/sanction chart may be put in place to support some learners. The SENDCO would be part of these plans. Parents will always be involved at this stage.

Any cases of bullying must be added to the Bullying log (see Anti-Bullying Policy)

5. Monitoring

This policy will be reviewed by the Senior Leadership Team annually.

6. Links with other policies

This Behaviour Policy links to the following policies:

- Enrichment Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Pupil Attendance Policy
- Pastoral Care and Personal Development Policy
- Exclusions Policy