ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH





Behaviour Policy

Policy Owner: Deputy Head Pastoral

ISSR Reference: 9a Behaviour

Reviewed: Lent 2026

Approved: Education Committee - Lent 2026

Next Review: Lent 2027

Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Acting Deputy Head Pastoral/DDSL	Lent 2025	New template
Annual review	Deputy Head Pastoral	Lent 2026	Changes to Behaviour Management System Changes to rewards and sanctions. Changes to agreed escalation in line with our Group of Schools. Additon of serious offences in line with the Group's Exclusion and Required Removal Policy.

Contents

1. Aims 3
2. Legislation 3
3. Roles and responsibilities 3
4. Policy content 5
5. Monitoring of Policy 26
6. Complaints 27
6. Links with other policies 27

1. Aims

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

We encourage pupils 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 pupils 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 pupils. 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, The Education (Independent School Standards) Regulations 2014 (ISSRs) and Keeping Children Safe in Education (KCSIE) 2025.

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. Consequences 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 Chief Executive Officer (CEO), who in turn line manages the Heads of each school, specifically the Head of Rosemead Preparatory School and Nursery. 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 alongside the Deputy Head Pastoral. This involves:

- Ensuring staff are trained and follow the policy.
- Overseeing pupil behaviour and addressing serious issues.
- Praising, investigating and supporting behaviour as per rewards and consequences outlined.
- Ensuring Staff receive sufficient training on how to implement the principles outlined in the policy
- 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 and consistently.
- Praising, investigating and supporting behaviour as per rewards and consequences outlined.

3.5 The role of Pupils

At Rosemead Preparatory School and Nursery, pupils 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 pupils 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 Communication and involvement with Pupils

The culture of the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them. Pupils are asked to provide feedback on the school's behaviour culture and their own experiences of behaviour through channels like School Council. The school supports all pupils as they transition through the school, from the day they start to the day they leave, to achieve the behaviour standards. The school will ensure that all new pupils understand their duty to follow the school behaviour policy, uphold the school rules, and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who join mid-term or during the academic year.

The school rules, rewards, consequences and sanctions are explained to children in an age-appropriate manner through:

- Notices in classrooms and around the school
- Assemblies
- Form teacher time
- PSHEE lessons
- All pupils will review the school rules and expectations, including playground expectations, and will normally be asked to sign a behaviour contract to show their understanding. For pupils who may find it difficult to follow the contract, signing is not required, but the expectations will still be clearly explained and shared with them.

4.2 Communication and involvement with Parents / Carers

Parents/carers are expected to support the school in managing expectations of behaviour and the provisions of this policy, both at home and at school. The role of parents/carers is crucial to the school developing and maintaining good behaviour. Parents/carers who accept a place for their child at the school undertake to uphold the school's policies and regulations, including this policy, when they sign the Parent/Carer Contract. The school values a close relationship with parents and encourages parents to work in partnership with the school to assist in maintaining high standards of behaviour both inside and outside of school. In particular, the school expects parents/carers to support the school's values in matters such as attendance and punctuality, behaviour and conduct,

uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework study. The school encourages parents/carers to be familiar with this policy and to reinforce the policy at home where appropriate. In the event of any behaviour management issue, the school will liaise closely with parents where practical. The school welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent/carer has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

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 / carers 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 form 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 (2025).

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 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 / carers 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 Principles

At Rosemead Preparatory School and Nursery, our approach to behaviour is designed to develop a pupil culture of Excellence. Differently. We ensure that our approach is consistent, aspirational, fair, and rooted in restorative practice and emotional literacy.

- A sense of community is central. Pupils are supported to develop positive, safe, and respectful relationships inside and outside school.
- Positive behaviour is encouraged through informal praise and a formal rewards system, recognising academic progress, co-curricular contributions, excellent conduct, and participation through our House system.
- Pupils are expected to maintain the highest standards of conduct, take responsibility for their actions, follow the school values, and encourage others to do the same. Restorative practice is used to repair relationships and address poor choices, alongside fair, natural consequences when needed.
- High-quality behaviour for learning is underpinned by positive relationships, clear routines, engaging lessons, and recognition of pupil successes.
- Corporal punishment is never used or threatened, and sanctions are never degrading or humiliating. Mutual trust is central to the school's ethos.
- Pupils are expected to understand and abide by school rules, which reflect the values of Rosemead. Positive actions are rewarded; harmful actions are addressed with reminders, restorative approaches, and proportionate consequences.
- Consistency in expectations and consequences is important for both staff and pupils. Clear rewards and consequence guidance promotes fairness and responsibility.
- Rosemead is an inclusive community, welcoming pupils from all backgrounds and faiths, treating each pupil as an individual, and preparing them to thrive in the modern world.
- The school recognises its obligations under the Equality Act and makes reasonable adjustments to support pupils with special educational needs or disabilities in meeting behaviour expectations.
- Behaviour at Rosemead is rooted in restorative practice and emotional literacy, helping pupils understand the impact of their actions and develop self-awareness, empathy, and social responsibility.

4.9 Learning Behaviours and Expectations

Learning Behaviours - Prep

- **Organised–** keep our workspace, possessions, and equipment ready for every lesson.
- **Independent –** try our best and have a go before asking for help and look for ways to solve problems.
- **Engaged–** focus in lessons, ask questions, and take part in all aspects of school life.
- **Responsive–** listen to advice from teachers and show improvements.
- **Committed–** give our best effort and take pride in everything we do.
- **Present our best selves** – through neat work, uniform, positive attitude, kindness and respectful behaviour.

Learning Behaviours –Pre Prep

- **Be Ready –** Keep your things tidy and bring what you need.
- **Have a Go –** Try by yourself before asking for help.
- **Join In –** Listen, look, and take part in every activity.
- **Keep Trying –** Show you can get better by using advice.
- **Do Your Best –** Work neatly and show pride in what you do.
- **Be Kind –** Use kind hands, feet, and words with everyone.

4.9.1 Pupil Expectations

At Rosemead Preparatory School and Nursery, we believe that positive behaviour is cultivated by creating an environment where good conduct is encouraged and poor conduct is less likely to occur. Behaviour is taught explicitly to all pupils, so they understand what is expected, what is encouraged, and what is prohibited. The school reinforces positive behaviour consistently and uses fair and proportionate consequences when rules are broken.

We expect pupils to always behave in ways that reflect the best interests of the whole school community. Form Tutors will develop class rules and may also use personalised class rewards in line with this policy, but general expectations of pupils include:

- Arriving ready to learn, on time, equipped appropriately, and wearing the correct school uniform.
- Greeting everyone politely, e.g., saying "Good morning" or "Good afternoon."
- Exercising good manners, including holding doors open for others and thanking staff when assisted.
- Moving around the school and within classrooms in a calm, orderly, and courteous manner, whether accompanied by an adult or not. Running indoors is not allowed.
- Walking to and from lessons, including games and swimming, in an orderly and quiet manner.
- Showing respect to all members of the Rosemead community, including staff, peers, and visitors, and taking responsibility for tidy corridors and communal spaces.
- Acting in line with the school values to ensure everyone feels safe from unkind behaviour, bullying, harassment, or discrimination.
- Demonstrating positive behaviour across all areas of the school, including assemblies and events, which are formal occasions requiring pupils to enter and leave quietly.
- Following staff directions promptly when requested.
- Engaging with restorative practices and consequences in an honest, reflective, and constructive way when mistakes occur.

The playground is a key part of the school environment where pupils develop social, emotional, and interpersonal skills. Pupils are expected to demonstrate Positive Playground Practices to ensure that all members of the community feel safe, respected, and included. These practices reinforce the school's values, promote emotional literacy, and support pupils in making responsible and considerate choices during play.

- **Use kind hands, safe feet, and gentle play.** Maintain the safety and well-being of all pupils.
- **Speak with kindness and respect.** Communicate using calm voices and courteous language.
- **Think before you speak or act.** Pause, reflect, and make considered choices, applying strategies such as those taught in class.
- **Play fairly and follow the rules of games.** Respect each other's turns and agree on rules before starting; guidance posters will be displayed to support this.
- **Demonstrate exemplary behaviour.** Make choices that reflect well on yourself and uphold the reputation of the school community.

We recognise that some pupils may need additional support to meet expectations, and this will be provided consistently and fairly, applied only where necessary. All pupils have the right to feel secure, valued, and respected, particularly those who are vulnerable. Harassment, bullying, physical threats, or abuse in any form—including online or outside of school—will not be tolerated. Our Anti-Bullying Policy is available to support these standards. We are committed to equal opportunities for all pupils, regardless of race, religion, culture, gender, sexual orientation, special educational needs, disability, or personal circumstances.

4.9.1 Staff Expectations

Staff at Rosemead are committed to fostering a culture of excellence, trust, and collaboration. All staff are expected to:

- Build positive, supportive relationships with pupils, using clear, consistent routines that encourage good behaviour and prevent poor conduct, while responding to incidents calmly, fairly, and with awareness of individual pupil needs.
- Promote high standards of behaviour across all areas of the school, including classrooms, corridors, and recreational spaces, whether or not they are on formal duty.
- Ensure pupils are rewarded appropriately through verbal praise, house points, certificates, behaviour chart recognition, and communication with parents or carers when relevant.
- Communicate promptly and effectively with pupils, colleagues, and parents, following the school's Behaviour Management Procedures, administer restorative tasks and reflective time and using tracking systems appropriately.
- At all times, staff are expected to remain calm and in control of their emotions when dealing with pupils.

Staff are expected to model the school's values in all interactions, embedding restorative approaches and emotional literacy into everyday practice, so pupils can learn to manage their own behaviour and contribute positively to the school community.

4.10 'Growing Great Behaviour' Management System

Our 'Growing Great Behaviour' system promotes a positive school environment by recognising good behaviour and addressing misbehaviour fairly, framing behaviour as something that can be developed (grown) and improved.

The system is applied consistently, with parents/carers informed and incidents recorded as required. In cases of severe or repeated misbehaviour, progression through the system may be expedited to ensure timely intervention and support.

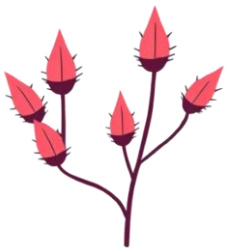
Staff respond to misbehaviour promptly, predictably, and assertively, prioritising the safety of pupils and staff. The aim of any intervention is to restore a calm, safe environment and prevent recurrence. Where behaviour falls short of expectations, staff remind pupils of our high standards and potential consequences. Effective routines and timely interventions help pupils self-regulate and reduce escalation.

Pupils who do not respond to warnings are expected to take responsibility for their actions, which may include participating in restorative processes and accepting appropriate consequences.

Staff will address misbehaviour privately where possible and appropriate. Pupils will be informed of warnings, changes on the behaviour chart (such as a Move Down), or any consequences discreetly, away from peers if in the classroom. This approach ensures behaviour is managed fairly, maintains the pupil's dignity, and minimises disruption to the learning environment Staff are trusted to use professional judgement to apply informal management or move directly to restorative approaches and consequences to maintain exceptional behaviour for learning across the school.

Growing Great Behaviour	Procedures	Visual	Examples of Behaviour
Blooming Behaviour	Pupil can be moved to this to recognise when they are demonstrating aspirational behaviour.		Consistently demonstrating the Roots of Rosemead Kindness, leadership and positive contribution Excellent behaviour for learning and play Supporting others and upholding school values
Everyday Expectations	Pupil is demonstrating behaviour that reflects the Roots of Rosemead and the expectations required.		Following instructions promptly

	Informal behaviour management - A small non-verbal measure may be needed to get pupil back on task e.g. eye contact, altering your position in the room, hand signals etc.		Respectful language and conduct Ready to learn and properly equipped Calm movement around school Safe, fair play Care for property and environment
Reminder and Redirection	The pupil has not met the expected standards of behaviour and will receive a **'Verbal Warning'** to provide an opportunity to redirect their actions. Praise given to others demonstrating correct expectations. If the behaviour persists following the verbal warning, the pupil will receive a visual warning, referred to as a **'Move Down'**, using the agreed shared language to reinforce expectations and support behaviour correction.		Low-level disruption Calling out / off-task behaviour Not following instructions Minor inappropriate language/name calling/rudeness to staff Inappropriate use of devices Not meeting Positive Playground Practices
Repair and Reflect	The pupil has not responded to verbal or visual warnings, or the behaviour exhibited is deemed unacceptable. The pupil will progress to this level of the behaviour procedure and receive a **'Consequence'.** Ordinarily, this will be in the form		Physically hurting a peer Continued inappropriate use of devices Swearing

	of reflection time. During this period, they will complete a restorative task with their Form Teacher or the member of staff on duty to reflect on the impact of their behaviour and agree actions to repair any harm caused. In more serious or persistent cases, this may involve the Head of Year, Deputy Head or Head (see Sanctions Escalation Table).		Deliberate damage to property Repeated lack of engagement in learning Name calling with intent to harm Consistently not meeting Positive Playground Practices

4.11 Rewards

Pre-Prep Rewards		
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.	All staff
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.	All staff
House Mascots	Repeated acts of excellent behaviour over a week (see above)	EYFS Form 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	All staff

	and exploring in different ways for Curious Cat and listening in assembly, listening to friends, listening in class for Listening Llama.	
Moving name to Blooming Behaviour	Listening, sharing ideas, moving quietly around the classroom, tidying up, lining up sensibly being a kind friend, on task in learning, asking thoughtful questions.	Form Teachers
Roots of Rosemead Certificate	Excellent learning, excellent progress, excellent effort in any curriculum area	Form and Specialist Teachers
Lunchtime Superstar of the Week	Eating all of lunch, having seconds, trying a new food, improved use of knife and fork, eating calmly and quietly in the lunch hall, good manners.	All staff
Class Reward Time	Collective recognition of meeting behaviour expectation.	Form Time
Positive Postcard Home	Repeated acts of excellence	All staff
Secret Letter from the Head	Repeated acts of excellence recognised by the head.	Head
Head's Award Certificate	Excellent behaviour, learning, effort, progress, kindness.	Head (nominated by Year Group Team)
Celebration of Success: Trophies and Prizes	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;	All staff

	contributions in the wider world	
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 (pupil nominated)	House Captains and House Leads
Roots of Rosemead Certificate and Badge	Exceptional class work, exemplifying the theme of the week; going above and beyond to uphold Rosemead's values	Form and Specialist Teachers
Sitting on the Bloom Bench	As above, pupil receive a Root recognition and take place on the bench in celebration assembly.	Form and Specialist Teachers
Individual Digital Space for recording recognition	Pupils can record and celebrate their personal achievements, and rewards received which can be added to by teachers.	Pupils and Form Teachers
Playground certificate	Displaying exceptional kindness and consideration over a period of time during playtimes	Playground Lead Student
Head's Award	Recognition of exemplary action and understanding of an individual Rosemead value	Head (nominated by Year Group Team)
Class Reward Time	Collective recognition of meeting behaviour expectation.	Form Time
Positive Postcard Home	Repeated acts of excellence	All staff
Secret Letter from the Head	Repeated acts of excellence recognised by the head.	Head

Celebration of Success: Trophies and Prizes	Recognition of outstanding academic, sports or arts achievements; outstanding demonstration of Rosemead values; significant contributions to Rosemead life	Teaching staff

4.12 Sanctions and Support - Measures Taken

School staff may issue sanctions at any time when pupils are in school or elsewhere under the supervision of a member of staff, including during school visits. This also extends, in certain circumstances, to misbehaviour that occurs outside of school.

Sanctions may be updated periodically to reflect reasonable changes, but they will never involve any form of unlawful or degrading activity, nor be incompatible with the Human Rights Act 1998 or the European Convention on Human Rights. Unacceptable, excessive, or idiosyncratic sanctions intended to cause pain, anxiety, or humiliation are strictly prohibited. Corporal punishment is illegal and is never used or threatened at our school. We do not support parents' use of corporal punishment for behaviour occurring in school; any such action is treated as a safeguarding concern and will be managed under the school's Child Protection and Safeguarding Policy.

When applying sanctions, especially those with serious consequences, the school takes reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or those with particular vulnerabilities at a disadvantage, in accordance with the Equality Act 2010. The school will also consider whether a pupil's misbehaviour may indicate that they are suffering, or likely to suffer, harm. In such cases, staff will follow the school's Safeguarding and Child Protection Policy and consider pastoral support, Early Help interventions, or referral to Children's Social Care as appropriate.

A confidential record is maintained for all sanctions imposed for serious misbehaviour. This register records the pupil's name and year group, the nature and date of the offence, and the action taken.

Before issuing a sanction, it is often more appropriate to implement interventions designed to encourage reflection and improvement. These interventions aim to engage the pupil, the school community, and parents in supporting better behaviour while making clear the consequences if support is not taken up.

Measures may include:

- 1:1 conversation with pupil, referring to their behaviour contract
- Parent phone call with Form Teacher, Head of Year or Deputy Head
- Parent meeting with Form Teacher, Head of Year or Deputy Head
- Behaviour Report process and targets, discussed and issued with pupil, parents, Form Teacher and Head of Year
- Parent phone call with Deputy Head Pastoral
- Parent meeting with Deputy Head Pastoral
- Behaviour Report or Agreement issued and monitored by Deputy Head Pastoral
- Pastoral and Behavioural Support plan issued by SENDCO, Deputy Head Pastoral and Form Tutor

- Parent meeting with Head

Notes should be taken for all parent meetings and phone calls. For meetings, it is recommended that two staff members are present where possible to provide support.

4.13 Sanctions and Support - Table of Escalation

Sanctions and Support Escalation Table	'Move down' on behaviour system	'Consequence' issued	Behaviour Report	Behaviour Intervention Session – Deputy Head	Behaviour Intervention Session - Head	Temporary Exclusion (Internal or External)	Permanent Exclusion
	This follows a verbal warning as shown on the 'Growing Great Behaviour' System. It happens immediately on visual class chart (or as soon as pupil returns to the classroom if they are in a specialist lesson)	Move to 'Consequence' issued when a pupil's name is at the bottom of the behaviour chart or when the language is used outside the classroom. Some behaviours result in an immediate move to consequence. Escalates to Behaviour Report in the instance of 3 consequences in a half term or 2 within a week.	Formal monitoring of behaviour issued following conversation with parents; to include Form Teacher, Head of Year. Escalation may be required due to receiving consequences as outlined or if deemed necessary to support the child. Report to include reference to the review of the pupil's behaviour contract. Deputy Head Pastoral informed.	If a pupil is issued a consequence whilst on behaviour report intervention time will be given. Should the behaviours targeted by report fail to improve or if behaviour escalation is severe, the Deputy Head Pastoral or Academic may request a review meeting with the pupil and parents for further action and may issue a session. In addition to pupils on Behaviour Report, if any pupils' behaviour is deemed serious, unsafe or severe, it may be escalated to a Deputy Head by a Head of Year to establish outcome. Outcome may be a Behaviour Report or Behaviour agreement run by the Deputy Head Pastoral.	Issued if a pupil commits a Serious Offence, or if the required improvement in conduct is not seen following the previous steps. Temporary Exclusion (Internal or External) In the case of some Serious Offences, or if the required improvement in conduct is not seen following the previous steps, an Exclusion sanction may be given. In addition to pupils on Behaviour Report, if any pupils' behaviour is deemed a serious offence, it may be escalated to the Head by a Deputy Head to establish outcome.	In the case of some Serious Offences, or if the required improvement in conduct is not seen following the previous steps, an Exclusion sanction may be given.	In the case of some Serious Offences, or if the required improvement in conduct is not seen following the previous steps, a Permanent Exclusion may be given. This will follow consultation between the Head and the Group Leadership Team.
Issued by	All Staff	All Staff	Head of Year (Day to day management by Form Teacher)	Deputy Head Pastoral/ Academic	Head	Head	Head of School and Group

What does this look like?	A child's name is physically moved down the 'Growing Great behaviour system, 'one space if their misdemeanor continues following a verbal warning. Behaviour charts are found in every classroom (N – Y6), with every pupil's name. Pupils start the day on Everyday Expectations.	All Pupils can be moved immediately to the bottom of the behaviour chart for more serious behaviours. A consequence given requires a Prep pupil to miss recreational time. These are facilitated by Form Tutors/Head of Years (as rota is written). The Head of Digital Innovation may also issue the natural consequence of loss of device. Pupils are given the opportunity to reflect (this may occur 1:1) and they will be asked to complete a restorative task as they have not adhered to their behaviour contract. A consequence in the Pre Prep always involves a pupil missing some playtime in order to reflect upon their	A Behaviour Report sets clear daily targets for a pupil, specifically addressing the areas for which they have previously been sanctioned. Targets are agreed by the Form Teacher, Head of Year, pupil, and parents. The report will usually run for two weeks and will be shared with all relevant staff, who will support the pupil in meeting their targets. Progress will be reviewed at the end of each lesson by the pupil and Form Teacher or Specialist Teacher. At the end of each week, the Head of Year will review the report, and the pupil will update the Deputy Head Pastoral. Pupils will be given opportunities to reflect on their behaviour and, where appropriate,	A Behaviour Intervention session with a Deputy Head is given at an agreed scheduled time up to 4.15pm. Pupils will be given the opportunity to discuss, reflect and where possible use restorative procedures to repair issues. Sessions may include addressing academic concerns raised.	A Behaviour Intervention session with the Head operates as a fixed term exclusion. A pupil will have the opportunity to reflect on their behaviour and the impact on themselves and others through conversation with the Head. Following this, they will spend a designated period outside of the classroom, usually completing their work in the Senior Leadership office. The length of the session will be decided by the Head.	The decision as to the duration of the exclusion, and whether it is served on or off site, will be made by the Head. For both internal and external exclusions, work may be provided for the child to complete. At the end of the exclusion period, the pupil will meet with the Head, or the Deputy Head Pastoral/Academic for a meeting to support successful reintegration to the classroom.	A permanent exclusion from the school.

		actions. It may take the form of: 1:1 restorative conversation with Form Teacher / member of staff who issued the consequence or task if appropriate. For misdemeanors that occur in the playground, sitting out for part of play with a reflective timeout will be issued. Other consequences may include missing class reward time.	engage in restorative procedures to repair issues. At the end of the review period, the pupil, Form Teacher, Head of Year, and parents will evaluate the effectiveness of the report and agree next steps. This may include withdrawing the report if sufficient progress has been made or extending it for a further agreed period if continued support is required. The Deputy Head Pastoral maintains oversight of Behaviour Reports, which are discussed in Pastoral Leadership meetings.				
When are parents/carers informed, and how?	Parents do not need to be informed at this stage.	Teachers will record this. Parents notified via written communication, telephone or in-person at pick up.	Parents play a key role in supporting the process and will be invited to discuss targets and review the report with their child each evening.	Parents will be informed of the issued Behaviour Intervention Session. Following the session, parents may be contacted to discuss next steps.	Parents will be informed of the issued Behaviour Intervention Session with the Head. Parents will be contacted after to discuss any next steps. This contact may be made by Deputy Head	Parents will be informed of the issued Exclusion, whether it internal or external. In both instances, the exclusion will end with a meeting with the Head and parents of the pupils.	Parents will be informed by the Head.

					Pastoral/ Academic, or Head.		
Reasons for giving this sanction (including but not limited to)	Low-level disruption Calling out / off-task behaviour Not following instructions Minor inappropriate language/name calling/rudeness to staff Inappropriate use of devices Not meeting Positive Playground Practices	Physically hurting a peer Continued inappropriate use of devices Swearing Deliberate damage to property Repeated lack of engagement in learning Name calling with intent to harm Consistently not meeting Positive Playground Practices	Given in the instance of 3 call backs within a half term, or 2 within a week.	Repeated physical or verbal harm to another child Repeated defiant refusal to comply with adult requests Intentionally removing themselves from the classroom, playground etc A single report of bullying, inappropriate language, unsafe acts. On-going bullying; deliberate physical aggression against another child Serious misbehaviour in the playground	For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps	For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps A continuation of very disruptive behaviour One incident could be escalated to fixed term or permanent exclusion	For Serious Offences, or for repeated offences of a more minor nature that have not been resolved by the previous steps

4.14 Restorative Processes

It is hoped that pupils will respond to the school's positive encouragement and rewards and comply with the school rules at all times. However, the school acknowledges that, occasionally, pupils' conduct may fall below the standards reasonably expected.

In such cases, the first response is a 'consequence', a restorative conversation between pupil and teacher. Both participants should have the opportunity to share their views, with the teacher guiding the discussion toward a resolution, which may include an apology or completion of a follow up task. Adequate time and a suitable location should be arranged for this conversation.

The process should be structured around the following questions:

- What happened?
- What were you thinking/feeling at the time?
- How did this affect yourself, your learning, or others?
- What needs to happen now to move forward?

If a pupil repeatedly receives consequences for the same issue, teachers should consider behaviour interventions to support better choices.

Restorative tasks may include reflecting on their behaviour via a storyboard, letter of apology, or considering alternative actions. Academic consequences may involve completing unfinished work or improving work to the expected standard. Staff leading the restorative task/reflection time will ensure pupils are supported in completing their tasks.

4.15 Supporting Students Following a Sanction

Following a sanction, the school will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the school. These strategies may include:

• a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, and reviewing their behaviour contract, if appropriate.

• a phone call with parents.

• enquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.

• enquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or

• considering whether the support for behaviour management being provided remains appropriate. These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

4.16 Sanctions and Restorative Approaches in the EYFS

Throughout the EYFS, staff promote positive behaviour through verbal praise and recognition, celebrating pupils' positive choices at every opportunity.

In Nursery, when pupils display inappropriate behaviour—such as being physical with peers, not participating in tidying routines, or not following teacher instructions—they are first spoken to

individually about the impact of their behaviour and the potential consequences if it continues. If the behaviour persists, appropriate consequences may be applied, which could include temporarily removing a toy from play. Continued inappropriate behaviour may result in the pupil being moved to reflect in another space. Parents are informed by the Form Teacher and a meeting may be arranged to discuss further support strategies

In Reception, they follow the 'Growing Great Behaviour' system to ensure consistency throughout the school. Positive behaviour is recognised by moving up the chart, while inappropriate behaviour is addressed by moving down the chart. Examples of behaviours that may lead to a warning include being physical with other pupils, not participating in tidying routines, or not following instructions.

Where pupils receive repeated consequences, teachers may request a parent meeting to create an individualised behaviour support plan, which could include:

- One-to-one discussion time with teachers
- Use of social stories
- Personalised behaviour charts

For serious, dangerous, or particularly inappropriate behaviour, parents will be contacted immediately to discuss the incident and next steps.

The Deputy Head Pastoral and Enrichment Team work closely with staff working in EYFS to monitor and support pupil behaviour, ensuring consistency and effective strategies across the EYFS ahead of joining the Prep Phases.

4.17 Special Educational Needs and SEMH Support

The school consistently encourages high standards of behaviour and is committed to a whole-school approach that supports all pupils, including those with SEND and social, emotional, and mental health (SEMH) needs, so that everyone feels included and valued within the school community.

In line with the guidance set out in Behaviour in Schools, 2024, we take our responsibilities under the Equality Act 2010 seriously and make reasonable adjustments to prevent any pupil with SEND or SEMH needs from being placed at a substantial disadvantage by our policies or practices.

The school works closely with parents to support the behaviour of pupils with SEND or SEMH needs. When a pupil with SEND or SEMH needs misbehaves, staff will consider whether the behaviour is linked to their needs and, if so, whether it is appropriate and lawful to impose a sanction, and what that sanction should be. It is important to note that not every instance of misbehaviour will be related to SEND or SEMH.

If there are concerns about the behaviour of a pupil with SEND or SEMH needs, or if there is a risk of suspension or permanent exclusion, the school will work in partnership with parents, and where appropriate the local authority, to identify and provide any additional support needed.

We also recognise that some pupils who need behaviour support may not have a formally identified SEND or SEMH need.

Form Teachers and Deputy Heads may involve the SENDCO when a pupil repeatedly displays inappropriate behaviour. This is to gain advice and support on next steps and how best to support the pupil. Parents and carers will always be involved at this stage, and an Individual Behaviour and Pastoral Support Plan may be put in place.

4.18 Individual Behaviour and Pastoral Support Plans

Individual Behaviour and Pastoral Support Plans for pupils who are experiencing difficulty engaging with or accessing the school's behaviour system due to pastoral needs, SEND, SEMH, or safeguarding factors may be compiled as a tool to support. These plans are developed collaboratively with the pupil, parents, Form Teachers, the Enrichment Team where appropriate, the SENDCO, and the Deputy Head Pastoral.

Plans may include strategies recommended by staff working closely with the pupil, such as:

- Sharing SEND behaviour strategies
- Home communication books
- Weekly catch-up calls or emails
- Identifying triggers and supportive interactions
- Individualised behaviour charts and targets
- Social and emotional support
- Access to a trusted adult
- Personal motivators and rewards
- Personalised behaviour contract or agreement
- Adjustments to the classroom environment to support learning and behaviour

For pupils with specific learning or behavioural needs, independent targets or bespoke behaviour management systems may be put in place to allow flexibility within the standard sanctions system.

All plans must be suggested and approved by the Rosemead team and are subject to regular review to ensure they remain effective, proportionate, and reasonable, balancing the pupil's needs with the workload of staff and the wellbeing of other pupils. Parents and carers are always involved to ensure transparency and collaboration.

4.19 Contextual Safeguarding

Staff will always take into account the circumstances and reasons behind a pupil's misbehaviour and consider whether it may indicate a welfare concern. If there is a reasonable suspicion that a pupil is, or may be, at risk of significant harm—either at school or elsewhere—staff must follow the school's Safeguarding and Child Protection procedures and speak to the school's DSL immediately.

The school will also consider whether disruptive behaviour could be linked to unmet educational or other specific needs and will communicate any concerns with the pupil's parents to provide appropriate support.

4.20 Misbehaviour Outside of the School or Online

The school has the authority to impose sanctions for pupil misbehaviour that occurs outside of school when it is reasonable to do so. This can include incidents that happen while pupils are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Otherwise identifiable as a pupil of the school

This also applies to behaviour outside school, including online, when it could affect the smooth running of the school, pose a risk to other pupils or members of the public, or damage the school's reputation.

Any decision to sanction a pupil will be made either on school premises or at another location when the pupil is under the supervision of a member of school staff. Serious incidents of misbehaviour outside of school, including online, will be addressed in line with the school's Exclusions and Required Removal Policy.

4.21 Monitoring and Review of Behaviour, Rewards, and Sanctions

Form Teachers have overall responsibility for logging, monitoring and tracking the behaviour of pupils in their class, including any associated rewards and sanctions. Heads of Year work alongside Form Teachers to manage consequences and reflection time, implement Behaviour Reports if needed, and monitor their impact. They also collaborate closely with the Deputy Head Pastoral to ensure that rewards and sanctions are applied consistently and that communication with both pupils and parents is clear.

All sanctions, and interventions are recorded to ensure consistency, accountability, and effective monitoring over time. Where possible, the school applies an escalation system for rewards and sanctions so that each consequence or recognition retains its intended significance and impact. This allows staff to review patterns, track the effectiveness of interventions, and ensure that pupils receive the support they need.

If any member of staff feels that a sanction has not been applied correctly, or that it is disproportionate, they should raise the issue with the relevant Head of Year first. If the concern is not resolved, it can then be escalated to the Deputy Head Pastoral.

4.22 Serious Offences

The Group's Exclusions and Required Removal Policy is available on the website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the school rules. Any single act or developing pattern of behaviour may be deemed a Serious Offence at the discretion of any member of the School Leadership Team.

Any offence may be deemed a 'Serious Offence' in the professional judgement of the Head, Deputy Head Pastoral or Deputy Head Academic, given the circumstances and context of the offence. Serious Offences may include but are not limited to:

• Smoking or vaping

• Theft, blackmail

• Leaving the School Site during the School Day without leave

• Wilful truancy from timetabled lessons or activities, including assemblies and registration periods

• Bullying, including cyberbullying

• Persistent refusal to follow staff instructions or verbal abuse of staff

• Physical assault, threatening behaviour or intimidation

• Fighting, regardless of extent of physical contact or injury

• Sexual harassment, violence or misconduct

• Racist, sexist, homophobic or transphobic abuse, or any abuse relating to a protected characteristic

• Vandalism or damage to property through poor behaviour choices

• Certain violations of the Acceptable Use Policy for ICT

• Cheating, including plagiarism (not limited to public examinations)

• Malicious allegations against staff

• Persistent attitudes or disruptive behaviour which are inconsistent with the school's ethos, including on social media

• Bringing the school into disrepute, whether on site, off site or online

• Failure to adhere to an agreement made as part of a Sanction

• Parental / carer or Pupil behaviour which, in the reasonable opinion leads the Head and Group CEO to believe that removal of the student from the school is in the best interests of the school or the student

5. Monitoring of Policy

This policy will be reviewed by the Deputy Head Pastoral annually.

At every review, the policy will be approved by the Education Committee. Behavioural and sanctions data is monitored and objectively analysed regularly by staff.

The school will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur.

When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's lessons, or amending this policy.

This policy is reviewed and updated at least annually by the Governors

6. Complaints

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the school's Complaints Procedure is on our website and sets out how parents/carers can raise a formal complaint and how the school will handle it. We will also send you a copy of the Complaints Procedure on request.

6. Links with other policies

This Behaviour Policy links to the following policies:

- Enrichment Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Pupil Attendance Policy
- Pastoral Care and Personal Development Policy
- Exclusion and Required Removal Policy