



Behaviour Management, Rewards, Sanctions, Discipline & Exclusions Policy

Reviewed: September 2025
Next Review: September 2026
Policy Owner: Deputy Head
Approved by: Richard Kowenicki, Academic Governor

This policy is written with regard to the Independent School Standards (ISSRs), the National Minimum Standards for Boarding Schools (2022), Keeping Children Safe in Education (2025), the Early Years Foundation Stage (2025), the Equality Act 2010, and the DfE guidance on behaviour in schools (2022) and searching, screening, and confiscation (2022).

This policy should be read in conjunction with the Safeguarding and Child Protection Policy, Anti-Bullying Policy, Restrictive Interventions (including Use of Reasonable Force) Policy, Complaints Procedure, and SEND Policy.

Moor Park aims to encourage all children to adopt the highest standards of behaviour, principals and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all our children is key to their development. We aim to teach trust and mutual respect for everyone and to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school. [NMS 15.1]

Moor Park is an inclusive community. We welcome children from any ethnic and social background and faith. We treat everyone as an individual while making sure every child, including boarders, feel they belong to the school community [NMS 15.1], and aim to develop the whole person equipped to take his/her place in the modern world.

Deputy Head / Behaviour Management Staff Representative:	Mr J-M Collin
Pre-Pre Co-ordinator:	Mrs S Phillips
Head of Early Years:	Mrs N Marshall

Code of conduct

Our 'Code of Conduct' is focused on the 'golden rule' to treat other people with dignity, kindness and respect [NMS 15.1], as you would like to be treated yourself. This is more closely defined under three general headings:

- Taking care of yourself and others;
- Taking care of School buildings and property;
- Taking care of your own and other people's belongings.

EYFS

Please refer to Moor Park Early Years Behaviour Management Policy.



Behaviour management

General Principles

- To develop a whole-school behavioural policy that is supported and followed by the whole school community, parents, teachers, children (including boarders) and governors, based on our sense of Christian community and shared values. [NMS 15.1]
- We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school including social media. [NMS 15.1]
- Everyone has a right to feel secure and to be treated with respect at Moor Park, particularly the vulnerable. Harassment, bullying, physical threats or abuse, including child abuse, will not be tolerated. (Please see anti-bullying policy) [NMS 15.1]. Incidents will be handled in line with the Child Protection and Safeguarding Policy.
- The school is strongly committed to promoting equal opportunities for all. Staff are trained to understand and mitigate unconscious bias in decision-making, including how cultural background and protected characteristics may affect pupils' behaviour and perception of fairness. [Equality Act 2010].
- The school will take effective action to prevent and tackle discriminatory and derogatory language.
- To be mindful in our teaching to be aware of our values and to promote positive values and attitudes, especially in encouraging responsible behaviour, enhancing self-discipline and developing in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to merely punish poor behaviour. [NMS 15.1]
- To make distinctions between minor and more serious misbehaviour.
- We aim to encourage self-discipline, self-esteem and consideration for each other, for our surroundings and property in an atmosphere of mutual respect and encouragement.
- We expect good behaviour from the children.
- We expect children to be ready to learn and participate in school activities. They should attend school and lessons punctually.
- We expect children to behave at all times in a manner that reflects the best interests in the whole community.
- Discipline is the responsibility of every member of staff – who should deal directly with any behaviour problem in an appropriate fashion, respecting individual children's level of understanding and maturity, or by seeking support. [NMS 15.1]
- A punishment can sometimes be averted through discussion with the child (though clearly, a discussion on the same point too often suggests that further action is needed!)
- By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society. [NMS 15.1]
- Physical punishment and any techniques intended to single out and humiliate individual children will not be used or threatened.
- Restrictive interventions should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent damage to people, property or what would reasonably be regarded as exceptional circumstances (Refer to Restrictive Interventions (including Use of Reasonable Force) Policy). Any occasion where physical intervention is used to manage a child's behaviour should be recorded in the Restrictive Interventions Log (kept in the Headmaster's office) and the Headmaster should inform parents about it on the same day or as soon as reasonably possible. [NMS 15.1]
- Children who misbehave will be given one-to-one adult support in seeing what went wrong and working towards a better pattern.
- Reasonable adjustments will be made for children with special educational needs/disabilities, and any disciplinary action will be appropriately given to suit their personal circumstances and needs [NMS 15.1]
- The school will work with local agencies to assess the needs of children who display disruptive behaviour. [NMS 15.1]
- Disciplinary action will be taken against children who are found to have made malicious accusations against staff.
- Children should understand that there is a clear and supportive structure of responsibility—from individual staff members to Tutors and the Deputy Head / Headmaster—so that concerns or behavioural matters are addressed fairly and consistently.



Involvement of Parents & Guardians

Parents and Guardians that accept a place for their child at Moor Park undertake to uphold the school's policies and regulations, including this policy when they sign the Contract.

Unexplained pupil absences

The school will telephone the home on the first day of an unexplained absence.

Pupil involvement

Our experience shows that the ethos of and respect for the school is enhanced by listening to our children and by encouraging constructive suggestion from them. There are many opportunities for children to raise issue such as the tutorials, prefect meetings, boarding meetings and informal chats with the Headmaster, the suggestion box and pupil surveys.

Rewards: Promoting positive behaviour

Moor Park has a positive, constructive and happy atmosphere. We believe this is much to do with our emphasis on encouragement, positive reinforcement and reward. [NMS 15.1] While 'reward' may simply be verbal or public recognition of a thought, word or deed, it may also be physical in some of the following ways:

- Friday Assembly (Reception to Y8) is a weekly celebration of success.
- HM's Commendation and Good Egg presented at weekly Assembly for an act or acts of kindness, generosity of spirit, community minded behaviour
- Awards and Pre-Prep School Cup for kindness, helpfulness and good manners presented weekly at Assembly.
- Colours and Honours for sport.
- Prizegiving - On the last day of term, prizes are awarded for academic subjects (Year 8) and effort/achievement prizes, along with other special prizes, cups, trophies etc
- Year 8 Positions of Responsibilities ~ such as Prefects and Sacristans.

Promoting positive attitudes to academic work

Positive attitudes to work and effort should be promoted by:

- Verbal encouragement
- Stickers and comments in exercise books
- Comments to the child's Tutor or Form Teacher in the child's planner!
- The effort grade assessment with accompanying comment
- A Headmaster's Work Commendation
- Reporting child's effort to parents via parents teacher meetings, effort grades and Reports
- Giving the child a TT. TT's should be given for effort and should be used by teachers for encouragement. TT's are recorded on iSAMS and at the end of term the winning house (all TTs are added by Deputy Head) is invited to the TT Feast.

Sanctions for poor effort and attitude towards academic work



Children who are displaying poor effort and attitude should be warned or sanctioned by:

- Verbal warning or a chat at the end of a lesson
- Comments to the child's Tutor or Form Teacher in the child's planner
- Reflecting the child's poor work in the effort grade assessment with an accompanying comment to the tutor
- Tell the child to redo the work in Detention (during morning break)
- Talk to Deputy Head, who may then put the child on an academic work card
- Give a warning and then a PP, this involves informing the Deputy Head who will check that it appears on the child's report at the end of term.
- Informing parents via parent teacher meetings, effort grades and Reports.

Disciplinary procedure in the classroom

Staff should exercise firm but fair discipline at all times in the classroom. In general, most offenders should be quickly dealt with, by being admonished or set apart from the rest of the class.

However, if further backup is necessary, the procedure is as follows:

The member of staff should report the incident initially to the Form Teacher or Tutor if a disciplinary matter or, in the case of continued bad work. If there is a direct conflict between a pupil and a teacher (e.g. insolence or deliberately refusing to do work) the teacher should report directly to the Deputy Head. They will then arrange to see the offender and administer a suitable sanction.

Sanctions: Sanctioning poor behaviour [NMS 15.1]

Moor Park does not use unacceptable, excessive or idiosyncratic punishments including any punishments intended to cause pain, anxiety or humiliation. The school does not use corporal punishment. The use of corporal punishment is strictly prohibited at all times in accordance with Section 548 of the Education Act 1996.

It is important to make and remember the distinction between punishment for work-related misdemeanours and for unacceptable behaviour. Giving a work punishment for bad behaviour is not recommended. However a 5-10 minutes written task can be seen as a first step on the "discipline ladder". Giving a child a firm warning and a chance to take more responsibility for his behaviour; if the child does not respond, he or she should be sent to stand outside the SCR with a reading book at break time.

Staff should deal with any incident that they come across, giving (and following through) a punishment if necessary, and recording it in the Wellbeing Manager on iSAMS. However, a 'graduated response' is vital, with individual staff taking responsibility for any punishment given.

These may include:

- Missing free time: Standing outside the SCR with a reading book. Children sent twice in a week will see the Deputy Head and may be given a note.
- Community service: Putting something back into the school community, doing something productive, is infinitely more positive than simply occupying (wasting) a child's time. Litter collection is always helpful, but should be done with rubber gloves. Hymn books may need repairing for example, or tidying done somewhere. This specific sanction would apply to children who have been showing a lack of respect to the Moor Park environment or more generally whose behaviour is being judged as detrimental to the School Community.
- Loss of Privilege: eg. occasionally not participating in an activity/fixture/trip
- Confiscation of a children property (eg. misuse of Ipad, Ipod)
- Behaviour Note and Behaviour Report



Behaviour note

A note may be given:

- for a child being sent to stand outside the staff room twice within a few days
- for a collection of records on iSAMS by several staff concerning one child
- for a single incident

The Deputy Head may then give a Note if felt appropriate. Staff should liaise with the Deputy Head if they recommend a Note, need a second opinion or indeed if they feel the offence needs to be 'moved up the ladder'. Upon the issue of a Note, the Deputy Head will speak with the child and issue a 'Day Note' for the following day (the child must report to the Deputy Head several times in the day).

Behaviour report

If a child has had three notes in a term, s/he will go on a Behaviour Report and the parents would have been contacted by this stage.

A particularly serious transgression or a course of events may result in the Behaviour Report being given without three preceding notes.

Upon the issue of a Behaviour Report, the Deputy Head will speak with the child and issue a Behaviour Report for the following seven days (the child must have the report signed by subject teachers at the end of each lesson, games takers and report to the Deputy Head several times in the day).

If a pupil fails to respond to the Behaviour Report it may result in suspension or, ultimately, parents being asked to remove the child from the school.

All Behaviour Notes and Reports are recorded in iSAMS and monitored regularly by the Deputy Head to identify patterns and intervene early.

Sanctions: Sanctioning serious misconduct

Fortunately, the majority of discipline incidents at Moor Park are of a minor nature. However, in the case of more serious incidents, children may miss out the graduated process of Notes, Behaviour Reports and be sent directly to the Deputy Head or Headmaster. In these instances, parents would be informed.

Staff should pass any serious incident to the Deputy Head who will co-ordinate any investigation. The outcome will be reported to the child's Tutor and to the Headmaster. The Headmaster will inform parents of the outcome.

In the case of serious misbehaviour, the school reserves the right to pass information to future schools.

Record keeping



Records of all discipline incidents are kept on iSAMS. Records of Commendations, Notes and Behaviour Reports are kept in the Deputy Head's office. Records of serious discipline issues are logged in the Record Book and recorded in more detail in the Head's office and on the child's file.

Exclusions

It may be necessary to exclude a pupil for a serious incident (this includes use of alcohol, illegal; drugs or any items listed below in list of prohibited item; physical intimacy between children) or for a number of minor incidents. This may take the form of 'internal suspension' (eg. serious disrespect to member of staff, physical assault or serious bullying) for a short period of time or a pupil being sent home for a period of time or permanently. On such occasions the parents would be asked to come and discuss the matter with the Head. If the parents have a complaint on any exclusion, and it cannot be easily resolved through discussions with the Headmaster, they should contact the Chairman of Governors and the formal complaints procedure will be followed. Parents may appeal exclusions following the Complaints Procedure.

Physical intervention

Staff will only use restrictive interventions on a child in order to avert immediate danger of personal injury or injury to another child or adult. Please refer to Restrictive Interventions (including Use of Reasonable Force) Policy September 2025.

Searching and screening children and their possessions. [NMS 15.1]

Any search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to guidance issued by the Secretary of State (Searching, Screening and Confiscation – Advice for schools July 2022). Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations;
- tobacco and cigarette papers;
- fireworks; and pornographic images.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping Children Safe in Education and Working Together to Safeguard Children.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in



education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns.

Any search by a member of staff for a prohibited item should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required.

Complaints procedure

The school's complaints procedures (which apply equally to the Pre-Prep School and has been drafted to meet the specific requirements for EYFS children as described in the ensuing paragraph) are on our website. We send copies on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Pre-Prep School, because it is part of an independent school, parents are also entitled to contact Ofsted if dissatisfied with the outcome of a complaint or take complaints directly to Ofsted. A leaflet entitled "Complaints to Ofsted about Schools: Guidance to Parents" reference 80113 can be downloaded at www.ofsted.gov.uk

Behaviour management in the EYFS and Pre-Prep School

General Principles

- Children should never be sent out of the room by themselves.
- Techniques intended to single out and humiliate individual children such as the 'naughty chair' will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Physical punishment, such as smacking or shaking, will be neither used nor threatened.
- Restrictive intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult, to prevent damage to people, property, or what would reasonably be regarded as exceptional circumstances. Any occasion where restrictive intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.
- The child will be also asked to see if the person who was upset is all right and, if they mean it, to say or show that they are sorry.
- In extreme cases the child will be removed from the classroom until he or she has calmed down and had time to reflect on his or her behaviour.
- Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with within school at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and school. Any behavioural issues are highlighted in the Pre Prep Planners that are read by parents daily when parents are not speaking directly with Form Teachers at the end of the day.
- Children do need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.
- Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are wrong and that others are right.
- Pre-Prep School staff are expected to model behaviour that they would expect from children.
- Careful consideration will always be given to the way that materials and furniture are arranged, ensuring that the layout is one which encourages appropriate behaviour.

Rewards: Promoting positive behaviour



Class Teachers are responsible for developing strategies within their own classroom for encouraging and promoting good behaviour. This could include: stickers, behaviour/friendship charts, friendship tokens and star workers.

Children can also be awarded with Reward Stickers, Pre Prep Cup, House Stars, Bobby Bear Awards, Heads Awards and Prize Day awards.

Pre-Prep School staff guidance on discipline

The Form Teachers of Pre-Prep School will be responsible for the discipline of children in their classes. If other staff have cause to punish a Pre-Prep School pupil, they will report the fact to the Form Teacher.

However, if further support is needed, the procedure is as follows:

The Pre-Prep Co-ordinator will arrange to see the offender and administer a suitable punishment. Punishments may include:

- staying in for a period during break
- supervised time-out by the Duty teacher
- spending a short time with another member of staff
- having to sit away from other class members

Alongside any punishments, the following strategies could be employed:

- using 'circle time' to discuss relationships or problems
- speaking quietly with the child about difficulties
- keeping all members of staff informed of difficulties, particularly staff undertaking Break duties
- having the child observed (eg Playground Watch) – observations reported back to Form Teacher and Pre Prep Co-ordinator.

Physical intervention

Please refer to the Restrictive Interventions (Including Reasonable Use of Force) Policy.