



FOREST PARK PREPARATORY SCHOOL & NURSERY

Behaviour Policy

This Policy Applies to Forest Park Preparatory School and Early Years Setting

Reviewed: July 2026
Next Review: July 2027

Introduction

This policy is written with due regard to the DfE guidance 'Behaviour and Discipline in Schools' 2016, the National Minimum Standards for boarding and the requirements of the EYFS Framework 2026, as well as Keeping Children Safe in Education 2026, Working Together to Safeguard Children (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2026, Statutory guidance Mobile phones in schools 2026 the OFSTED Review of sexual abuse in schools and colleges (June 2021).

It recognises the duty of proprietors under Section 7 of the Education (Independent School Standards) Regulations to ensure that arrangements are made to Safeguard and promote the welfare of children.

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school. This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property; fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for non-criminal bad behaviour off-site, under the following circumstances

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

Confiscation

Teachers are authorised to confiscate items which pupils should not have in their possession at school. In such circumstances, staff may follow one of the following options in relation to the confiscated items:

- returning items to pupils or parents after a given period (where possible at the end of the school day)
 - for example, items banned from school, such as money, mobile phones, specific toys
- destroying items
 - for example, pornography, tobacco, alcohol
- handing items to the police
 - for example, banned substances, knives and weapons, stolen items

In this context, the school has regard to the DfE guidance [“Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies”](#) 2022.

Mobile Phones in School

The school’s policy prohibits the use of mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtimes, this prohibition covers other forms of communications and smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video).

Consistency

The school is committed to achieving a consistent response in the management of behaviour; this is achieved through:

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Head/SLT
- Clear and consistent boundaries for classroom management developed in conjunction with children
- Monitoring of logs of administration of disciplinary sanctions

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers and do not downplay certain behaviours, for example, dismissing sexual harassment as “just banter” or “having a laugh”.

Casual, low-level harassment, sexist language, or misogynistic behaviours must be challenged instantly. Failing to punish these behaviours normalises abuse and allows them to escalate into more severe physical or sexual violence.

Staff should understand and look out for the making, sending, or receiving of digitally altered, deepfaked, or AI-generated nude/semi-nude imagery. Misuse of AI tools to target or bully peers requires an immediate safeguarding response alongside the school’s behavioral sanctions.

Supporting Appropriate Behaviour: Curriculum and General Approaches

The goal of this policy is to support children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and moderate misbehaviour independently. This policy, along with the Equal Opportunities Policy, recognises the need for a behavioural approach to reinforce a culture where prejudice, harassment and online abuse, including sexual abuse and harassment are not tolerated.

As part of this process, schools should ensure that within the curriculum provision appropriate to their setting and age children receive appropriate teaching in order that they develop a clear understanding of:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- self-discipline;

- Fundamental British Values;
- consent;
- stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong;
- addressing cultures of sexual harassment.

The school undertakes the following in the context of its policy, acknowledging its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to:

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for pupils with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND which may include alterations to sanctions, timeframes and support to meet individual pupil needs and replacing punitive measures (like detentions or isolation) with restorative practices, calming time, or educational interventions
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy.
- Consider if behaviour issues are the consequence of an unmet educational or other need; requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Malicious accusations

On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found in the Safeguarding Policy (p22).

Rewards and Sanctions

The principles on which the school has developed its rewards and sanctions strategy are as follows:

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour

- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion
- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Staff discuss with pupils the following:

- Following the 3 Golden Rules. See *Appendix 1*.
 - Taking responsibility for their own actions
 - Listening carefully
 - Being respectful
- We encourage responsibility in caring for others and the environment by giving children a variety of tasks and responsibilities.
 - We encourage positive behaviour through play and learning activities and we focus on activities and routines to encourage sharing and cooperation.
 - We model appropriate behaviours in different contexts, such as circle time, PSHE lessons, assemblies, playground activities, educational visits and drama lessons.
 - We ask the Student Council to consult with the children in their classes; for example, to draw up rules for behaviour within Forest Park Preparatory School entitled 'Three Golden Rules.' Pupils regularly complete questionnaires to gather information about their opinions on the behaviour within the school.
 - We demonstrate that the child is still valued even if his/her behaviour is unacceptable.
 - We discuss with children what constitutes acceptable behaviour in all areas of learning and experiences; for example, how to deal with emotional responses when moving through different transitions like EY to Year 1, Year 2 to Year 3 and Year 6 to Year 7. We complete PSHE lessons specifically designed to support; we offer individual transition meetings with parents and the child; we encourage visits and invite past pupils to talk about their 'real life' experiences at their new school.
 - We encourage the children to express openly their feelings, likes and dislikes.
 - We help the children to understand the consequences and effects of their behaviour on others.
 - We support the children to resolve conflicts with other children and help the children to develop assertive strategies to challenge bullying
 - We help to support children's self-esteem by enabling them to be successful in play experiences and activities
 - We use praise and rewards to recognise and reinforce good behaviour. Stars, stickers, bears, trophies and certificates are awarded for both good behaviour and work achievement. We also reward children with house points ('Dojos') and merit points and children are regularly awarded certificates for good work and effort. Children selected as Star of the Week and the Headteacher's Award are invited to a weekly Headteacher's Tea Party.

- We use positive comments when marking the children's work and we share the children's success with their peers, Headteacher and/or other members of senior staff.
- In the EYFS, we find the most effective way of encouraging our children to display excellent behaviour is through challenging yet achievable targets and appropriate resources that attract the individual child's interest and rate of development. We ensure this through ongoing observation, assessment and individual target setting, which feed into our daily/individual plans.
- Throughout each child's time in the EYFS, they will have some form of responsibility, monitor job or helper role. We believe that by giving the children a chance to take on small responsibilities for themselves, even if it is hanging up their own coat, buttoning up their shirt, remembering to wash their own hands or something more responsible like being responsible for helping prepare the snack for the other children, that these deserve positive reinforcement. We also believe that through extra responsibility, the children learn how important it is to display good behaviour and expose them to the importance of keeping themselves safe.
- Allowances are made throughout school for pupils with special educational needs or disabilities. For example, autistic, dyslexic or gifted pupils may show behavioural traits which do not always conform to expectations. Training is given to staff, where possible by external agencies, to give greater insight into the difficulties encountered by such children, and to suggest appropriate methods of moderating their behaviour, if necessary: normal sanctions may not be appropriate or effective.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Pupils are encouraged to bring in certificates awarded out of school, to show their friends and teachers in class, as well as during our Celebration Assembly.
- Effort and achievement is acknowledged and celebrated in a variety of ways, for example:
 - Demonstration of the School's values and expectations is awarded by Dojos and Merit points.
 - Dojos are awarded for a variety of 'excellent conduct' reasons, usually either singularly or in multiples of 2 at any one point, depending upon the reason. In addition, when representing the school, children can earn up to 3 dojos; for example, by taking part in a sporting activity, choral event or mathematics competition.
 - Merit Points - children work towards the 'Gold Merit Award', achieving Bronze and Silver along the way. Merits are awarded for effort and attainment in their learning.
 - Demonstration of the School's values and expectations is recognised in the weekly assembly and documented on social media.

Rewards for Positive Behaviour

These may include:

- Pastoral Achievements:
 - Headteacher awards - weekly

- Star of the week – one from each class Years 1-6, 2 per class in EYFS. Attend the Headteacher Tea Party
- Variety of in-class strategies, including raffle tokens, star of the day or behaviour bead/jars with individual/table/class prizes
- Shining Star Award – monthly for Wraparound Care
- Lunchtime awards – one per class every week to sit on the golden table
- House Star per class - bi-weekly
- House Star per House – bi-weekly – choose a prize from the House Captains
- Curriculum Achievements:
 - Weekly music and Spanish certificates
 - Bronze/Silver/Gold Merit Certificates for attainment and effort in classwork
 - Platinum Prize – 1 person per class with the highest number of merits awarded at the annual Prize Giving Ceremony
 - Fred the Ted's Library Book Certificates for reading 10, 20 or 30 books – Pre-Prep/nursery
 - Swimmer of the Week – one per class
 - Class of the week at swimming – Fred the Ted visit

Our positive behaviour policy forms the friendly, secure and welcoming atmosphere that we are so proud of here at Forest Park Preparatory School. However, we do realise that sometimes this is not enough for some children on the odd occasion; therefore, we have a sanctions system set in place that all members of staff can adopt when necessary.

Sanctions for Negative Behaviour

If an event is not deemed serious, a child's class teacher would discuss the issue with the child.

Sanctions for more serious incidents may include:

- Stage 1: This is your first reminder
- Stage 2: This is your second reminder so you lose a Dojo
- Stage 3: This is your third reminder so you lose 5 minutes of your break
- Stage 4: Sent to speak to the Head of Key Stage
- Stage 5: Sent to speak to the Deputy Head (Pastoral)

Additional Strategies

The school has processes in place to support pupils' behaviour where the usual rewards and sanctions strategies are not working. These are dependent on the age of the child and the severity of any incidents, and further sanctions may include: the use of behaviour charts to promote positive behaviour choices, reviewed regularly and inclusive of opportunities for the child to discuss their behaviour with the Deputy Head (Pastoral); withdrawal of privileges/breaktime; temporary removal from extra-curricular clubs and sports teams; and suspension or exclusion (as set out in the Exclusion Policy).

Following Stage 5, it might be deemed that a school detention is suitable. Low-level bullying incidents would fall into this category; in this case the parents will be called in

for a meeting. Again, this is recorded on CPOMS. For serious breaches of discipline, such as gross disobedience, violence or persistent bullying, this would trigger a communication from the Headteacher/ Deputy Headteacher to parents, but may also include sanctions which reflect the seriousness of an incident and convey a deterrent effect.

Managing Pupils' Transition

The school is aware that points of transition can lead to increased anxiety and stress which, in turn can result in behaviour which does not meet expected levels. The school has a number of strategies and approaches in place to manage transition into, through and from the school and thus reduce the likelihood of transition leading to behavioural issues. These include:

- taster days/induction days for new pupils prior to their start date. These are full days for KS2 pupils and half days for KS1 pupils. For EYFS pupils, timings are agreed with parents on a case-by-case basis;
- 'moving up' days for current pupils, where they are able to meet next year's teacher and experience life in the next year group for half a day;
- handover meetings between class teachers and parents/pupils occur both at the end of the summer term during an informal open afternoon and again in the autumn term during a formal meet the teacher evening;
- New joiner welcome packs are emailed, mailed and communicated to parents prior to arriving at the school;
- 'Meet the teacher' and new parent/pupil induction events;
- buddy systems - every new joiner is allocated a class buddy who seemed to interact well with the child during the taster day. They help settle the new child into the school. EYFS buddy-up with Y5/6 pupils and create a family welcome to the school;
- liaison with senior schools, including participation in induction events.

Cross-references

This policy takes account of the guidance offered to staff in the following policies

- the section regarding the use of reasonable force and other physical contact in the Employment Manual
- consistency of sanctions between this policy and those outlined in the anti-bullying, supervision and exclusion policies
- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

Appendix 1

Three Golden Rules

1. ALWAYS use kind words

- Speak politely and respectfully to other children and all staff. Do not argue or answer back.
 - The words of the tongue should have the three gatekeepers': 1. Is it True?, 2. Is it Necessary?, 3. Is it Kind?
2. ALWAYS use gentle hands
- Rough/fighting games where others might get hurt should not be played.
 - Remember to respect other people's personal space.
3. ALWAYS take pride in your school
- Respect your school environment:
 - Keep it tidy and pick up litter
 - Look after school equipment
 - Help others to tidy toys away at the end of play

Remember

When you show respect to others, in all you say and do.
The respect that you have given, will be given back to you.

Kind Words

Respect

Gentle Hands

END