

FOREST PARK PREPARATORY SCHOOL

Behaviour Policy

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



FOREST PARK
PREPARATORY SCHOOL

Created: July 2017

Reviewed: July 2025

Next Review: Summer 2026

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 2025, as well as Keeping Children Safe in Education 2025, Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance July 2025, 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 (from DfE guidance, January 2016)

- 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.

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”.

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 sanction that may adversely affect their well-being.
- Work in partnership with parents to ensure that
 - o they are kept informed about disciplinary issues and rewards for good behaviour relating to their child
 - o 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
- 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 Headmaster 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 in the Safeguarding Policy.

Curriculum

The school will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

Rewards and Sanctions

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

- 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:

- o Following the 3 Golden Rules. See Appendix 2.
- o Taking responsibility for their own actions
- o Listening carefully
- o 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 and Year 7. We complete PSHE lessons specifically designed to support; we offer individual transition meetings with parents and the child, 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.

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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 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.

Allowances are made 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.

Throughout the school

The school acknowledges all the efforts and achievements of children, both in and out of school. Pupils are encouraged to bring certificates awarded out of school in, to show their friends and teachers, as well as Achievement Assembly.

Isam's tracking system contains information regarding pupil achievement in school. 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 Dojo's and Merit points.

Dojo's - 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 dojo's, 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 in the school's newsletter and on social media
- parents are informed verbally where possible or via a note in the regular school publication. Where appropriate, via an email from the class teacher and/or Headteacher/Deputy Head.
- specific privileges are given within the classroom, stickers and certificates which count towards pupils' achievements are celebrated in the achievement assembly at the end of each week and children's names who have displayed particular positive behaviour or values, in and out of school for example; during a swimming lesson.

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:

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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) .

(This will be tracked see Appendix 4)

Additional Strategies

The school has processes in place to support pupil's behaviour where the usual rewards and sanctions strategies are not working.

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. EYFS pupils are judged on a case by case basis to the time suitable.
- 'moving up' days for current pupils where they are able to meet next years teacher and experience life in the next year group for 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.
- Class handbook which explains expectations and what to expect in the year group the child is moving in to.
- New joiner postcards and induction welcome packs are emailed, mailed and communicated to parents prior to arriving at the school.
- 'meet the teacher' and new parent/pupil induction events occur regularly in the autumn term or when a new child arrives at the school.
- 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 occur regularly throughout the year.

Consequences of Unacceptable Behaviour

We intend consequences to be related to the misdemeanour, so that children gain an understanding of cause and consequence. They will be reasonable and fair. We believe in positive correction, which includes the application of sanctions when necessary. For repeated bad behaviour the Deputy Headteacher or Headteacher may be involved.

Please note: It is not the policy of the BELLEVUE EDUCATION to threaten or permit corporal punishment in any form to be administered in their schools. Forest Park Preparatory School rejects corporal punishment. Neither to administer any punishment which may adversely affect a child's well-being.

Sanctions can include:

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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.

Our children also respond very well to positive reinforcement, they love to receive stickers, a smile and verbal praise, public praise in front of the class, a chance to look after our class toy and a clap from their friends.

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 including mid-day supervisors can adopt when necessary. Please see Appendix 3 and 7.

In Key Stage 2, sanctions can include:

- Up to 1 Warning from their Class Teacher
- Minus Dojo
- Withdrawal of privileges / break time
- 'Check-In' to Deputy Head/Headteacher, pastoral advice, reminder of Behaviour rules and expectations.
- Information on all recorded incidents can be found on Cpoms
- Temporary Removal from Extra Curricular Clubs and Sports' Teams
- Suspension or Exclusion (as set out in the Exclusion Procedure).
- Target Cards, and discussion or written accounts

Following 'Check in' 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 letter/phone call from the Headteacher/ Deputy Headteacher to parents, but may also include sanctions which reflect the seriousness of an incident and convey a deterrent effect (strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying or behaviour - please refer to exclusion policy for further details).

The role of the class teacher and where appropriate all staff at Forest Park Preparatory School, to ensure consistency of approach.

- It is their responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Teachers at Forest Park Preparatory School have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

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- The class teacher treats each child fairly and enforces the rules, dojo and merit system and top tips for a calm classroom consistently. The teacher treats all the children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record (see appendix 4 and or on Cpoms) of all such incidents. In the first incidence, the class teacher deals with incidents in the normal manner. However, if misbehaviour continues they seek help and advice from a senior teacher.

The role of Senior leadership

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

The importance of good behaviour cannot be overestimated. Parents, staff and pupils enjoy a happy, positive atmosphere in which to work and play. We hope that this will be achieved.

Good behaviour is at the heart of a happy, secure school. We hope we achieve this at Forest Park Preparatory School.

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 screening, searching and confiscation of possessions in the screening and searching policy

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- dealing with malicious allegations against staff in the safeguarding policy
- dealing with incidents of stereotyping and prejudice in the Equal Opportunities Policy

Appendix 1

Charlie Taylor, a government expert advisor on behaviour in schools

A Behaviour checklist for teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.

Appendix 2



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

Appendix 3

Sanctions

In EYFS and Key Stage 1 and Key Stage 2

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) .

Stage 6- In rare or certain cases, it may be necessary for further individual action to be discussed with the Headteacher, SENCO, parents and class teacher, in order to gain a positive impact. i.e. A daily report card maybe put in place (appendix 7)

Stage 7- Suspension or Exclusion (as set out in the Exclusion Procedure)

Records of serious incidents are kept on Cpoms and maybe included where appropriate in their individual observation file. On occasions such as this, it may need intervention of Headteacher, Deputy Headteacher or Key Stage Leads, to ensure the well-being of all children, staff and return the atmosphere to a secure happy place, once more.



Behaviour Card

Name:

Class:

Date:

Personal behaviour contract agreed, signed and attached YES/NO

	B Clu b	8.55-1 0.25	Break	10.45- 12.15	Lunc h	1.15- 2.30	2.30-3 .45	A Clu b	SMT sign & comment
Monday									
Tuesday									

Wednesday									
Thursday									
Friday									

This card must be given to your teacher to be completed at the end of the lesson.

Appendix 4



Class Behaviour Record Sheet (or logged on Cpoms)

Complete in brief any notable incidents that a child has received a minus Doji , loss of break or privileges.

Key Example T= Talking, D=distracting another child

Pupil Name	Date	Date	Date	Date	Date
1.					
2.					
3.					
4.					
5.					
6.					

7.					
8.					
9.					
10.					

Appendix 5



A Calm Classroom

To ensure our Forest Park Preparatory ethos is maintained here are Ten Top Tips for a Calm Classroom

We always treat other people with respect.

We always care of our equipment and resources.

We keep our hands, our feet and any objects to ourselves.

We use polite and appropriate language at all times.

We always do our work as well as we possibly can.

We take responsibility for our learning and our own behaviour.

We value the skills of cooperation, consideration and concentration.

We move quietly and carefully around the classroom and the school.

We do what we are asked the first time we are asked.

Appendix 6



The words of the tongue should have the three gatekeepers

1. Is it true?
2. Is it kind?
3. Is it necessary?

Appendix 7

Appendix 8

Rewards

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

Raffle tokens, star of the day or Behaviour bead/Jars – individual or table prizes – teacher

Shining Star Award – monthly for Wraparound Care

Lunchtime awards – one per class every week to sit on the golden table on Monday.

House Star per class - bi-weekly

House star per house – bi-weekly – choose a prize from the house captains

Curriculum Achievements

Bronze Merit Certificate – 50 merits

Silver Merit Certificate – 100 merits

Gold Merit Certificate – 150 - merits

Platinum Prize – 1 person per class with the highest number of merits awarded at Prize Giving

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Askew Cup – Overall pupil with the highest merits in school

Fred the Teds Library Book Certificates for reading 10, 20 or 30 books – Pre-Prep

Swimmer of the Week – one per class

Class of the week at swimming – Fred the Ted visit