

This Policy Applies to School and Early Years Setting.

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J. Heyhoe Pastoral Lead
C. Bartholomew Deputy Head
E. Mousley Headteacher

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):

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

1. 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, and specific toys
2. destroying items, for example, pornography, tobacco, and alcohol

3. handing items to the police, for example, banned substances, knives and weapons, and 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, which is achieved through:

1. Staff training, support and development
2. The induction of new staff
3. Monitoring of consistency in behaviour management by the head/SMT
4. Clear and consistent boundaries for classroom management developed in conjunction with children
5. Monitoring of logs of the 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 allow 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:

1. healthy and respectful relationships;
2. what respectful behaviour looks like;
3. self-discipline
4. Fundamental British Values
5. consent;
6. stereotyping, equality;
7. body confidence and self-esteem;
8. prejudiced behaviour;
9. that sexual violence and sexual harassment are always wrong;
10. 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

1. 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.

2. 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.
3. Ensure the safeguarding of and respect for pupils with SEND
4. Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND
5. Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.
6. 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.
7. 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 been deliberately invented or is malicious, the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, which includes the possibility of temporary or permanent exclusion. Further actions in relation to malicious allegations can be found 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:

1. good behaviour,
2. self-discipline,
3. respect,
4. Fundamental British Values.

Rewards and Sanctions

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

1. Expectations are reasonable for pupils of all ages and needs
2. The priority is the promotion of positive behaviour
3. Support the teaching of good behaviour, self-discipline and respect
4. Designed through pupil discussion
5. Enable independent pupil action and reflection
6. Support positive relationships in school
7. Reinforce and reward appropriate behaviour
8. Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Additional Strategies

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

Cross-references

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

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

Management

At Edenhurst Preparatory School, we are committed to establishing a learning environment that promotes positive behaviour, self-discipline and relationships where children treat each other with care and respect. We support children as they take increasing responsibility for themselves and their actions.

The lead teacher for behaviour management in the school is the Pastoral Lead. The lead person for the management of behaviour in the nursery is the Nursery Manager. They are experienced teachers and together they provide strong leadership to ensure a consistent approach from all adults to behaviour management.

The school provides professional development and support for staff to enable them to remain up-to-date in strategies for behaviour management and have a good understanding of the school's approach.

The government's adviser on behaviour has produced a checklist for teachers on the basics of classroom management. This is provided at appendix 1.

The school will put in place, when required, appropriate pupil support systems to enable pupils to develop acceptable levels of self-discipline and improve their standards of behaviour. This will include, as appropriate, consultation with parents and outside agencies, a behaviour contract with the pupil and a behaviour mentor.

The school recognises that transition into, through and from the school can be challenging times for some pupils and can result in behaviour issues. Staff will approach these times with sensitivity and understanding to help pupils to cope with such situations.

The school will take very seriously any allegation made against a member of staff, which is found to be malicious. Appropriate disciplinary action will be taken against a pupil found to be making such a malicious allegation, which could include suspension or exclusion.

Our Practice

1. We handle behaviour issues in a way appropriate to the child's stage of development and level of understanding.
2. We show that good behaviour is valued.
3. We establish clear expectations and boundaries.
4. We record all significant incidents relating to behaviour and the sanction administered. Such records are kept centrally and monitored by the Headteacher so that patterns in such behaviour can be identified and appropriate action taken.
5. We implement strategies, including the arrangement and management of the classroom, which encourage positive behaviour.
6. We demonstrate that a child is still valued even if his/her behaviour is unacceptable.
7. We encourage positive behaviour.
8. We ensure that a copy of the policy and procedures is given to all staff, including students and volunteers, and others working with the children in Edenhurst Preparatory School.
9. We share the procedures for behaviour management with parents at induction.
10. We liaise with parents when dealing with instances of bad behaviour.
11. We can work with outside agencies, if necessary, to resolve instances of poor behaviour.
12. We identify a named member of staff with responsibility for behaviour management issues. This person has the skills to support staff and liaise with other agencies for further advice and expertise.
13. We ensure that all staff, including students and volunteers, do not use any form of physical punishment. We do not threaten corporal punishment, nor use or threaten any form of punishment, which could have an adverse impact on the child's well-being.
14. We ensure that all staff, including students and volunteers, do not use any form of physical intervention, unless this is necessary to prevent children from causing harm to themselves, to others or serious damage to property. We ensure that all staff, including students and volunteers, are made aware of the national guidelines relating to any form of physical intervention or restraint in educational settings. Where restraint is used by staff, this is recorded in writing and parents are informed of it on the same day.
15. We ensure that all staff, including students and volunteers, when responding to unacceptable behaviour, do not humiliate children, segregate them or deprive them of food, warmth or comfort.
16. We specifically identify behaviour that is unacceptable within Edenhurst Preparatory School, such as bullying, harassment and name-calling. Please see the School's Anti-Bullying Policy.
17. We arrange appropriate use of staff to support young children in developing relationships with other children and resolving conflict successfully.
18. We actively promote high expectations of children's behaviour within the setting.

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:

1. Trial days/induction/ taster days for new pupils
2. 'Moving up' days for current pupils
3. Handover meetings between class teachers
4. Pupil handbook
5. Meet the teacher events
6. A buddy system
7. Liaison with senior schools, including participation in induction events

ENCOURAGING POSITIVE BEHAVIOUR

School Values

The school attaches importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. All pupils at the school are expected to take a full part in its activities, to attend each school day, to be punctual, to work hard, to follow the school's behaviour code and to comply with school rules about wearing uniform.

Edenhurst does not have an extensive list of School Rules. Instead, we reinforce the four School Values in the classroom and through the Assembly programme:

Courtesy

- Be kind and helpful to pupils, staff, parents and visitors
- Be quiet and do not run when moving around school
- Be polite and well-mannered at all times
- Be aware of the needs and feelings of other people
- Look people in the eye when speaking or spoken to

Endeavour

- Arrive on time for all lessons and activities
- Try as hard as you can in all lessons and activities
- Complete your homework on time
- Only speak in lessons when asked to do so by the teacher
- Try not to give up in adversity on the game field

Honesty

- Tell the whole truth at all times
- Tell a teacher if you see something happening which you think is wrong
- Admit your wrongdoing if questioned
- Hand in any money or possessions which you find

Respect

- Take pride in our school and look after it; do not drop litter
- Keep your uniform clean and tidy; tie back long hair
- Make sure your belongings are labelled with your name
- Keep your desk or shelf tidy
- Do not interfere with other people's property

REWARDS FOR GOOD BEHAVIOUR AND ENDEAVOUR

Each class, including Kindergarten and Little Learners, uses a **Marble Jar** system. When the class is behaving well and/or working hard, the teacher moves marbles from the *Out Jar* to the *In Jar*. Once the *In Jar* is full, the class earns a reward. Each class chooses its preferred rewards from an agreed list that is collated at the start of the year.

In Nursery, to encourage good behaviour, the children are awarded 'stars', with 20 stars being collected resulting in a 'treat' day.

In School, we reward children with Class Dojo Points, both for work and for respectful behaviour.

Class Dojo is a secure and child-friendly platform where children earn points for showing our core values that align with our character education. It gives real-time feedback, helping children feel proud of their efforts and understand how their behaviour helps them and others to thrive.

Class Dojo:

- Celebrates positive behaviour instantly
- It's easy for children to understand and enjoy
- It creates a consistent system across all classes
- It builds a strong link between home and school
- It keeps the focus on encouragement and progress

Sometimes, children may receive a 'Needs Work' point (worth -1) as a gentle reminder to reflect on their behaviour. This isn't a punishment, but a prompt to help them get back on track. Teachers always follow this up with a quiet, supportive chat.

If a child receives three 'Needs Work' points in one day, we'll issue a Conduct Slip and get in touch with parents, so we can work together to support the child.

Children in school work towards certificates announced and presented in assembly:

50 Dojo points	= Bronze;
100 Dojo points	= Silver;
200 Dojo points	= Gold;
300 Dojo points	= Platinum;
400 Dojo points	= Diamond;
500 Dojo points	= Unicorn.

An outstanding piece of work is rewarded with a Headteacher's Commendation, and children receive a special certificate which is presented in assembly.

Prizes are awarded annually to pupils gaining the most points in their House and for those gaining the most 'Respectful behaviour' Dojo points.

The importance of positive staff-pupil relationships

- 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.
- We model appropriate behaviours in different contexts.
- We consult with the children to draw up a code of behaviour in the classroom.

- 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.
- 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 help the children to develop assertive strategies to challenge bullying.
- We support the children in resolving conflicts with other children.
- We help to support children's self-esteem by enabling them to be successful in play experiences and activities.
- We focus on activities and routines to encourage sharing and cooperation.
- We use praise and rewards to recognise and reinforce good behaviour:

Discipline Policy

The role of the Teacher

- It is the responsibility of the class and subject teacher to manage behaviour in their class.
- Teachers at Edenhurst Prep 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.
- The class teacher treats each child fairly and refers to the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Pastoral Lead.

The role of the Pastoral Lead and Nursery Manager

- To keep records of all reported serious incidents of misbehaviour on CPOMS.
- To act in a role supportive of the class teachers. Children may be referred to the Pastoral Lead/ Nursery Manager in order to reinforce messages of good behaviour.
- If a child's behaviour is a cause for concern, the Pastoral Lead may refer the matter to the Deputy Head or Headteacher.
- It may be that a meeting with the parents concerned is recommended.

Please also see the School's Exclusion Policy

In implementing this policy, any individual needs of pupils will be taken into account and reasonable adjustments made where appropriate, where a pupil has a special educational need or disability. Staff should consult with the Headteacher if they are unsure as to whether reasonable adjustments should be made.

The role of the Headteacher

- The Headteacher (and other members of staff acting on their behalf) has the authority to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the school community as a whole. The school's disciplinary policy applies to all pupils when they are on school premises or in the care of the school, or wearing a school uniform, or otherwise representing or associated with the School.

- The Headteacher is entitled to exercise a wide discretion in relation to the school's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner, and with procedural fairness when the status of a pupil is at issue.
- In implementing this policy, any individual needs of pupils will be taken into account and reasonable adjustments made where appropriate in the management of challenging behaviour or the application of sanctions where a pupil has a special educational need or disability. Staff should consult with the Headteacher if they are unsure as to whether reasonable adjustments should be made.
- This policy also applies to the Early Years Foundation Stage.

Sanctions for Negative Behaviour

Sanctions are intended, where possible, to be positive in nature; they may include a requirement to undertake menial but not degrading tasks on behalf of the school or external community, detention for a reasonable period, and temporary or permanent exclusion.

If an event is not deemed serious, a child's form tutor would discuss the issue with the child. Sanctions for more serious incidents may include:

- 'Time Out' from certain activities, EYFS children may have time out from certain activities, e.g. playground, and this is followed by a discussion to establish that the child has understood why their behaviour was unacceptable.

- *Whereas the Policy, in so far as it applies to encouraging good behaviour, is applicable to all children in the School, i.e. including EYFS children in Reception, the guidelines for Sanctions advised herein are not appropriate for these children. Staff who teach EYFS children in Reception will take guidance from the Deputy Head as to appropriate sanctions, for example, children may have to miss a playtime outside if they have displayed bad behaviour.*

The following only generally apply to Year 1 and above:

Conduct Slips and Conduct Cards

Teachers use **Conduct Slips** to record any unacceptable behaviour by a pupil (see table below). When a conduct slip is issued:

- A Dojo point is deducted.
- The completed slip is sent to the Form Teacher, with a copy sent home to parents.
- The pupil serves a 10-minute detention during break time (morning or afternoon).

Conduct Cards

- There are two types: **Yellow** and **Red**.
 - **Yellow Conduct Cards** accumulate throughout the term.
 - **Red Conduct Cards** accumulate throughout the year.

Escalation:

- 3 Conduct Slips in a half-term → 1 Yellow Conduct Card.
- 3 Yellow Conduct Cards in a term → 1 Red Conduct Card.

Sanctions:

- **Yellow Conduct Card:** One after-school detention. The pupil must meet the Headteacher to discuss the behaviour.
- **Red Conduct Card:** Three after-school detentions.
- Four Red Conduct Cards in a school year indicate that the pupil is not aligning with the School's ethos and may lead to further action, in consultation with parents.

Other Notes:

- The School does **not** use or threaten corporal punishment for any pupil, including EYFS children.
- All letters or notes regarding sanctions sent to parents are countersigned by the Deputy Head.

Allowances should be 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.

<p>If a child receives three 'Needs Work' Dojo points in one day, we will issue a Conduct Slip and get in touch with parents, so we can work together to support the child.</p>	<p>Needs work Dojo's may be awarded for NOT:</p> <ul style="list-style-type: none"> - being ready to learn - showing respectful behaviour - following expectations - Respecting our school - Having a positive attitude <p>Dojo posters are displayed around the school with more details about each category.</p>
<p>Conduct Slips <i>(3 Conduct slips in a half term = Yellow Conduct Card)</i></p>	<p>Persistently forgetting kit Persistent unkempt appearance (uniform) Persistent lack of effort in class Repeated homework not completed Persistently disrupting a lesson Low-level rudeness Breach of routine guidelines</p>
<p>Yellow Conduct Cards <i>(3 Yellows = 1 Red, cumulative through the term)</i></p>	<p>Extreme rudeness (one-off) Extreme unkindness to another pupil (one-off) Physical hurt - hitting, kicking, etc (one-off) Dishonesty Unsafe behaviour 3 Conduct slips in a half term</p>
<p>Red Conduct Cards <i>An accumulation of four Red Conduct Cards in one school year indicates a continuing serious problem and will result in further action being taken by the school.</i></p>	<p>Persistent rudeness Persistent unkindness to another pupil Persistent name-calling Name-calling designed to hurt Persistent physical contact designed to hurt. Persistent exclusion designed to hurt Swearing Stealing Extortion Deliberate damage to property Serious breach of routine guidelines 3 Yellow Conduct Cards in a term</p>

Investigation of a complaint or rumour of misconduct

A complaint or rumour of misconduct will be investigated. A pupil may be questioned and their belongings may be searched in appropriate circumstances. All reasonable care will be

taken to protect the pupil's human rights and freedoms and to ensure that their parents are informed as soon as is reasonably practicable after it becomes clear that the pupil may face formal disciplinary action. In such an event, when questioned, the pupil may be accompanied and assisted by a parent, carer guardian or a teacher of the pupil's choice.

Procedural Fairness

Investigation of a complaint which could lead to exclusion, removal or withdrawal of the pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the parents or carer so that they can attend a meeting with the Headteacher before a decision is taken in such a case. In the absence of a parent or carer, the pupil will be assisted by an adult (usually a teacher) of their choice.

If the parents or the pupil have any special educational needs or disabilities which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) these requirements should be made known to the Headteacher so that appropriate arrangements can be made.

Divulging information

Except as required by law, the school and its staff shall not be required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Headteacher has acquired during an investigation.

Drugs and Alcohol

A pupil may be given the opportunity to provide a urine sample under medical supervision if involvement with illegal drugs is suspected, or a sample of breath to test for alcohol consumed in breach of school discipline. All reasonable efforts will be made to contact the parents and to seek their agreement first in such circumstances. A sample or test in these circumstances will not form part of the pupil's permanent medical record.

Exclusion

A pupil may be formally excluded from the school, on either a temporary or a permanent basis, if it is proved, on the balance of probabilities, that the pupil has committed a very grave breach of school discipline or a serious criminal offense. Permanent exclusion is reserved for the most serious offenses (including, among others, possession or use of illegal drugs while under the jurisdiction of the school, and also persistent bullying).

The Headteacher will act with procedural fairness in such cases.

Parents will be given a copy of the exclusion policy which explains how to appeal and will have the right to request a review of the decision to exclude by an independent panel. The pupil will remain away from school pending the outcome of any such review.

Exclusion of a pupil in other circumstances

Parents may be required, during or at the end of a term, to remove the pupil either temporarily or permanently from the school if, after consultation with the pupil and/or parent(s) the Headteacher is of the opinion that by reason of the pupil's conduct or progress the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school, or if a parent has treated the school or members of its staff unreasonably.

The Headteacher will act with procedural fairness in all such cases, and will have regard to the interests of the pupil and parents as well as those of the school.

Where removal is required, parents have the right to request a review of the decision by an independent panel. The pupil will remain away from school pending the outcome of any such review.

See the separate Exclusion Policy

APPENDIX 1 - BEHAVIOUR CHECKLIST FOR TEACHERS

Classroom

1. Know the names and roles of any adults in class.
2. Meet and greet pupils when they come into the classroom.
3. Display the classroom code - and ensure that the pupils and staff know what they are.
4. Have a system in place to follow through with all sanctions.
5. Have a system in place to follow through with all rewards.
6. Follow the school behaviour policy.
7. Use class Dojo to record individual points (positive and needs to improve)

Pupils

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

Teaching

1. Ensure that all resources are prepared in advance.
2. Praise the behaviour you want to see more of.
3. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
4. Differentiate.
5. Stay calm.
6. Have clear routines for transitions and for stopping the class.
7. 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

Records of Rewards and Sanctions are stored centrally on iSAMS, the school's information management system. All concerns are recorded on CPOMS.