



The White House Preparatory School and Woodentops Day Nursery

BEHAVIOUR, REWARDS and SANCTIONS POLICY

(Incorporating Safeguarding, Mobile Technology, Searching & Confiscation, Exclusion, and Reasonable Force)

1. Principles, Ethos, and Legal Framework

The principles that underpin good behaviour at The White House Preparatory School and Woodentops Day Nursery are rooted in consideration for others, as encapsulated in the school motto *curo et consocio* ("I care and I share") and our school song *Our Sharing Day*.

Considerate behaviour and self-discipline are developed through a cooperative process involving pupils, parents, and staff. We provide a well-ordered, supportive environment where children feel safe, valued, and clear about expectations. Behaviour is a choice, and pupils are guided to understand the impact of their decisions through positive reinforcement, strong role modelling, and constructive management.

This policy complies with the Independent School Standards Regulations (ISSR), the Statutory Framework for the Early Years Foundation Stage (EYFS), DfE guidance on *Behaviour in Schools*, and *Keeping Children Safe in Education* (KCSIE).

Equality Act 2010 and Special Educational Needs and Disabilities (SEND)

Staff will always evaluate whether misbehaviour is linked to an unidentified Special Educational Need or Disability (SEND) or mental health difficulty. In accordance with the Equality Act 2010, reasonable adjustments will be made for pupils with identified SEND or disabilities before applying disciplinary sanctions. Sanctions will be combined with proactive support plans where appropriate. These adaptations recognise the unique challenges some children may experience and ensure their needs are addressed sensitively and effectively. Before any behavioural management strategies are implemented, staff must consult the Special Educational Needs and Disabilities Coordinator (SENDCo) or Deputy SENDCo. Their expertise is crucial in designing and delivering behaviour improvement plans that are tailored to the individual needs of SEND pupils.



Safeguarding and Child-on-Child Abuse

Behaviour management is directly linked to the school's Child Protection and Safeguarding Policy. Staff must not view serious behavioural incidents - such as peer-on-peer aggression, severe bullying, biting, discriminatory language, or sexualized behaviour - in isolation as disciplinary matters. Where an incident raises a safeguarding concern or indicates potential child-on-child abuse, staff must immediately escalate the matter to the Designated Safeguarding Lead (DSL).

2. Community Roles and Expectations

- **Staff:** Model friendly, respectful conduct at all times. Corporal punishment or the threat of corporal punishment is strictly prohibited. Staff employ positive behaviour management strategies, help pupils resolve conflicts constructively, and adhere to the Staff Code of Conduct.
- **Parents:** Partnership with parents is vital. Expectations are communicated during pre-admissions, tours, settling-in sessions, and Autumn curriculum meetings. Parents must have open access to Class Teachers, the Deputy Headteacher, and the Headteacher.
- **Pupils:** Encouraged to show tolerance, courtesy, and self-respect through PSHE lessons, assemblies, and daily feedback. All children are encouraged to be 'Ready, Respectful and Safe'.

3. Encouraging Positive Behaviour and Rewards

We believe in actively catching children "being good." Classroom behaviour charts, praise, and formal rewards complement whole-school recognition:

- **Stickers and Stars:** Awarded daily for academic effort, personal growth, and positive conduct.
- **Verbal Commendation:** Public praise during class time and school assemblies.
- **Headteacher Commendations:** Pupils are sent to the Headteacher for positive affirmation and praise.
- **Good Behaviour Badges:** Awarded weekly in Assembly for Reception to Year 6.
- **House Points:** Reset termly and awarded for helpfulness, effort, and positive contributions:
- *10 House Points:* Class Teacher Award Certificate
- *20 House Points:* Headteacher Award Certificate (presented in Assembly)
- *30 House Points:* Headteacher Award Certificate and Badge (presented in Assembly)



- *40 House Points:* Headteacher Award Certificate and Badge (presented in Assembly)
- **House Cup:** Awarded termly to the house accumulating the most academic and behavioural points.
- **End-of-Year Awards:** Formal prizes for Good Fellowship, Diligence, Courtesy, and Subject Excellence.

Parental Communication for Positive Behaviour

- Class teachers regularly contact parents about moments where pupils are "caught being good."
- Good Behaviour Award winners are published in the Headteacher's weekly Friday newsletter.
- Class teachers select two children each week to send positive personalized updates to parents via email or conversation.

4. Mobile Phones and Personal Smart Devices

To ensure a safe environment free from digital distraction and cyberbullying, the school operates a strict device-restricted policy:

- Pupils are prohibited from bringing mobile phones, smartwatches with cellular/camera capabilities, or personal digital devices into the Nursery, Pre-Prep, or Prep departments.
- If a Year 5 or Year 6 pupil requires a mobile phone for their travel to or from school, the phone must be switched off upon arrival and handed directly to the School Office. Devices are retrieved at dismissal.
- Unauthorized possession or misuse of personal devices will result in immediate confiscation, parental notification, and a Stage 3 sanction.

5. Addressing Unacceptable Behaviour: Restorative Framework & Sanctions Hierarchy

Sanctions must be fair, proportionate, and combined with Restorative Practice. Restorative conversations help pupils reflect on their actions, understand the impact on others, repair harm, and plan better choices for the future.

Prohibited Actions: Group punishments are strictly prohibited. Pupils must **never** be standing unsupervised in corridors or stairwells. Forced isolation or seclusion in locked spaces is strictly banned.

Early Years Foundation Stage (Nursery & Reception)

When an EYFS child displays inappropriate behaviour, staff guide them to understand why it is unacceptable. In Nursery, children are brought close to their Key Worker (ratios 1:3 / 1:4) or kept within small supervised groups (1:8) to provide emotional security. Continual disruption prompts an



informal consultation ("chat and tea") between parents, the Nursery Manager, and the EYFS Lead to co-produce a positive support plan.

Mainstream Sanctions Hierarchy (Reception to Year 6)

Stage	Behaviour Level	Action / Restorative Intervention	Sanction / Outcome
Stage 1: Classroom	Low-level disruption, off-task behaviour, minor unkindness.	Verbal reminder; move on classroom behaviour chart (staff encouraged to quickly move pupils back up for improved choices).	• 2nd Warning: Continual disruption to learning, despite multiple warnings, brief supervised breaktime reflection with teacher. Logged on CPOMS and Deputy Head Pastoral informed. Parents spoken to at collection. • Persistent over a number of days: Logged on behaviour system; SLT informed; letter of apology; referral to Deputy Headteacher and Headteacher. Meeting with parents.
Stage 2: Playground	Minor rough play, non-compliance, persistent minor duty warnings.	Direct verbal redirection by duty staff. Restorative discussion.	• 2nd Warning: Supervised "Time Out" on the garden bench (max 5 minutes). Recorded on CPOMS. • Persistent: Logged by Class Teacher; parents informed; referral to Deputy Headteacher; Recorded on CPOMS.
Stage 3: Severe Misconduct	Biting, spitting, intentional physical violence, foul language, severe disruption.	Immediate escalation to Deputy Headteacher / Headteacher. Logged on Central Behaviour Log. Safeguarding check conducted by DSL.	• SLT / Headteacher Detention. • Formal parent meeting. • Daily Report Card (up to 1 week). • After-School Reflection (KS2 only, until 4:30 PM max).



6. Searching, Screening, and Confiscation

In accordance with DfE guidance *Searching, Screening and Confiscation*:

- The Headteacher and authorized staff have the statutory right to search a pupil or their possessions without consent if there are reasonable grounds to suspect the pupil is in possession of prohibited items.
- **Prohibited Items:** Weapons, alcohol, illegal drugs, stolen property, tobacco/vapes, fireworks, pornographic images, or any item that has been or is likely to be used to commit an offence or cause injury.
- Confiscated items will be securely stored, returned to parents, or handed to the police depending on their nature.

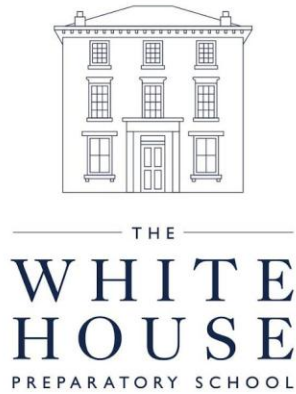
7. Exclusions Framework

Exclusion is a severe sanction reserved for serious single incidents or persistent, uncorrected disruption where support strategies have failed.

- **Internal Exclusion:** The pupil attends school but works under direct SLT supervision apart from peers for half to one full day. Academic work is provided.
- **Fixed-Term Suspension:** The pupil is required to stay home under parental supervision for 1 to 2 days (up to 5 days in exceptional circumstances). Academic work is set by class teachers.
- **Permanent Exclusion (Expulsion):** The ultimate sanction, exercised by the Headteacher and Principal, for severe single events (e.g., extreme violence, bringing dangerous items to school) or persistent refusal to align with school behaviour standards.

Reintegration and Appeal Procedure

- **Reintegration:** Pupils returning from suspension complete a 1-to-2-week Report Card reporting daily to the Deputy Headteacher to support a positive return.
- **Appeals:** Parents may appeal a suspension or expulsion in writing to the Principal within 5 working days of receipt of written notice.
- The Principal acknowledges receipt within 2 working days.
- The Principal meets with parents within 7 working days (extended if occurring during school vacations).
- A final written determination will be issued to parents within 15 working days of the appeal meeting.



8. Use of Reasonable Force and Physical Restraint

Staff may use reasonable force to control or restrain pupils only in specific, exceptional circumstances, in accordance with DfE statutory guidance *Use of Reasonable Force in Schools*, and in line with the school's Restrictive Interventions Policy.

Permissible Circumstances

Force may be used to prevent a pupil from:

- Committing an offence.
- Causing personal injury to themselves or others.
- Causing serious damage to property.
- Prejudicing the maintenance of good order and discipline.

Protocols

- Physical intervention is a last resort. Staff must use verbal de-escalation first and apply the minimum force necessary for the shortest period.
- Staff undergo regular behaviour management and physical intervention training during induction and annual refreshers.
- **Reporting:** Staff must report any use of restraint to the Headteacher immediately. Incidents are logged in the confidential Central Restraint Register to monitor trends.
- **Parental Notification:** Parents will always be informed on the same day (or as soon as reasonably practicable). For Nursery and EYFS pupils, same-day notification is mandatory.

9. Complaints Procedure and Regulatory Contact

The school aims to resolve all behavioural concerns informally and constructively. However, parents may access the formal Complaints Policy via the school website. Complaints are investigated and concluded within 28 days.

- **EYFS Complaints:** Records of EYFS complaints are retained for a minimum of 3 years. Parents of children in the Day Nursery or EYFS setting may register a complaint directly with Ofsted or the Independent Schools Inspectorate (ISI) if they believe the school is not meeting EYFS statutory requirements.

Policy will be reviewed annually			
Policy reviewed	Sept 26	By:	Headteacher & SLT
To be reviewed:	Sept 27	By:	Headteacher & SLT