



Kneller Hall Junior School

BEHAVIOUR POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The DSL with oversight from the Head and Board of Governors
Approved By	Board of Governors
Status	Statutory
Review Cycle	Annually, or sooner if legislation or guidance changes
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Signed:

Sasha Davies
Head
September 2026

Kneller Hall Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and proprietor.

Behaviour Policy

Our Culture, Expectations, Boundaries and Recognition

This is the policy to promote good behaviour amongst pupils and set out the consequences to be adopted in the event of pupil misbehaviour. It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014.

This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage and the Equality Act 2010.

It also reflects guidance in Behaviour in Schools: Advice for headteachers and school staff (February 2024) and, from 26 July 2026, the DfE's updated statutory guidance Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units.

The policy must also be read in conjunction with the appendix, as well as related policies including the Anti-Bullying Policy and Safeguarding and Child Protection Policy. It applies to all pupils in the school, including those pupils in the EYFS.

Our Vision

Our school is a community in which every pupil and member of staff should feel **safe, respected, valued, included and able to flourish**.

We believe that excellent behaviour is built through a combination of **strong relationships, clear boundaries, high expectations, consistent adult leadership and appropriate support**.

Our aim is not to create a rigid environment in which pupils behave simply to avoid punishment. Equally, we do not believe that a positive or relational approach should mean that boundaries are unclear or that unacceptable behaviour is excused.

We seek to achieve the right balance:

Warm relationships, high expectations, clear boundaries and appropriate support.

Pupils should understand what is expected of them, why those expectations matter and what happens when they are not met.

We want pupils to develop the self-discipline to make good choices because they understand their responsibility to others, while also learning that actions have consequences.

Our Core Values

Our school community is built around the following three values (three Rs):

- **Respect** – We value ourselves, our peers, staff and every member of our community.
- **Resilience** – We persevere, manage difficulties, accept challenge and learn from mistakes.
- **Reflection** – We think carefully about our choices, learn honestly from our experiences and use them to improve.

Together with the **3Rs** and **Fundamental British Values**, our school community recognises the values below, which collectively form an important part of our shared expectations.

- **Kindness** – We treat others with care, compassion and consideration.
- **Inclusivity** – We ensure that others feel welcome, accepted and that they belong.
- **Good Manners** – We communicate courteously and show consideration for others.

These expectations apply everywhere, every day and to everyone. They apply in the classroom, on the sports field, during activities, on trips, online and whenever pupils are representing the school. They apply equally to the way pupils treat other pupils and to the way pupils interact with adults.

Our Behaviour Culture

Our behaviour approach can be expressed through five principles:

Clear: Pupils know what we expect and understand the boundaries.

Consistent: Core expectations and boundaries are applied across the school.

Relational: We invest in positive relationships and seek to understand our pupils.

Restorative: When things go wrong, we expect pupils to take responsibility, learn and repair where appropriate.

Firm: When safety, dignity or the fundamental expectations of our community are compromised, we act decisively.

These principles underpin our House Points, Green Cards, Demerits, Yellow Cards and Red Cards. The system gives us a common language and structure. Our culture gives the system its purpose.

A Shared Culture

Our behaviour policy is not simply a list of rules and sanctions. It is a statement about the kind of community we want to be.

We want our pupils to leave our school not only having achieved academically, but having developed the character, confidence and social understanding to build positive relationships and contribute positively to the wider world.

Behaviour Is About More Than Compliance

We do not want a culture in which pupils simply learn how to avoid sanctions.

Sanctions and consequences have an important place when expectations are not met, but they are **a means of responding to behaviour rather than the purpose of our behaviour system.**

Our ultimate aim is for pupils to develop the self-discipline, empathy, responsibility and social understanding to make positive choices even when there is no immediate reward or consequence.

Rewards and recognition should therefore reinforce and celebrate the behaviours and attitudes we value, but the greatest success is when positive behaviour becomes natural, habitual and intrinsic. We want pupils to reach the point where kindness is shown because it is the right thing to do, respect is given because people deserve it, and good manners are used because they are part of being a considerate member of our community.

Relationships Are at the Heart of Behaviour

We believe that strong relationships are fundamental to positive behaviour.

Staff should take the time to know their pupils, understand their strengths, recognise their needs and build positive rapport. A pupil is more likely to respond positively to an adult when they know that the adult knows them, values them and wants them to succeed.

This does not mean that expectations are lowered or boundaries become inconsistent. Relationships and high expectations should work together. Every pupil should know:

"My teachers care about me, believe in me and expect me to do well."

Every member of staff should be confident that they can maintain appropriate boundaries while also showing empathy, understanding and compassion.

High Expectations and Clear Boundaries

Being a relational school does not mean being a permissive school.

Pupils need boundaries. They need to understand that some behaviours are unacceptable and that there are consequences when those boundaries are crossed. We will therefore maintain consistent clear, predictable and proportionate boundaries.

Our behaviour system exists to support this. It provides staff with a shared framework for recognising positive behaviour and responding when behaviour falls below expectations.

The system is not intended to turn behaviour into a series of transactions. **Good behaviour should not be dependent upon receiving a House Point, and pupils should not behave well simply to avoid a Demerit or Card.**

Instead, the system gives us a common language through which we can recognise positive choices, identify when behaviour is falling below expectations and respond consistently when boundaries are crossed. Importantly, we recognise behaviour in our pupils is linked to emotions and we maintain this awareness throughout.

There will be behaviours for which the school has zero tolerance, particularly where the safety, dignity or fundamental rights of others are compromised. These include, but are not limited to:

- bullying and deliberate intimidation
- serious misuse of technology or online behaviour that causes harm to others
- deliberate damage to property
- any behaviour that places another member of the community at significant risk
- serious defiance or behaviour that deliberately undermines the safety or functioning of the school
- discriminatory or prejudicial behaviour
- racist, homophobic, sexist or otherwise hateful language or behaviour
- physical violence or deliberately causing harm
- threatening or abusive behaviour towards pupils or staff
- sexual harassment or inappropriate sexual behaviour

Zero tolerance does not mean that pupils are denied support or the opportunity to learn from what has happened. It means that the boundary itself is not negotiable. Where such behaviour occurs, the school will respond firmly and appropriately, while still considering the circumstances, safeguarding needs and individual needs of the pupil.

Support may change. The expectation does not.

Other school policies may be used when appropriate: Antibullying policy and Suspension and Expulsions policy.

Consistency Without Rigidity

We believe in consistency, but not necessarily uniformity.

Every pupil should experience the same fundamental expectations and understand the same core boundaries. However, individual pupils may require different strategies, support or approaches in order to meet those expectations.

A pupil may need a quiet reminder, a private conversation, additional structure or pastoral support. Another pupil may require a more formal consequence. This is not inconsistency. It is appropriate professional judgement.

Clear expectations → calm response → appropriate consequence → reflection → repair → opportunity to move forward.

Our staff should therefore be consistent about:

- what behaviour we expect
- what behaviour is unacceptable
- the importance of respect and safety
- the school's core values
- the consequences of serious or repeated behaviour
- the belief that every pupil can improve

Staff may adapt how they communicate, support and intervene according to the pupil and circumstances. The framework provides the consistency. Professional judgement provides the flexibility.

Rewards

Our **House Points and Green Cards** recognise positive behaviour, effort and achievement.

House Points recognise general good behaviour, effort, achievement and positive contribution – the everyday behaviours that help create a positive school culture. Examples include trying hard with a piece of work, helping a classmate, demonstrating good manners, contributing positively to a class discussion, good teamwork or sportsmanship, representing the school well, and tidying up or helping without being asked.

House Points should not become a payment for behaving well. Rather, they provide an opportunity for staff to **notice and reinforce the values we want to become habitual**. We want pupils eventually to understand that kindness, effort, respect and responsibility are worthwhile in themselves.

A Green Card is reserved for exceptional, stand-out behaviour that goes significantly beyond the everyday expectations of school life – for example an outstanding act of kindness, exceptional courage or leadership, or consistently and visibly living out the school's values over time. A Green Card automatically earns 10 House Points.

Green Cards help pupils recognise that **character matters** – they are particularly valuable when they recognise qualities such as courage, honesty, kindness, resilience and leadership, rather than simply academic achievement.

Children are praised and rewarded for good behaviour in a variety of other ways too, including:

- verbal praise, written remarks about good work;
- being sent to a senior member of staff – the Assistant Head Pastoral, Deputy Head or Head – for praise;
- informal feedback to parents;
- achievement recognised in all areas, not just academic, and celebrated publicly through school publications and assemblies;
- displaying pupils' work, so that every child experiences pride and self-satisfaction in their effort; and
- reports to parents, which act as a vehicle for constructive praise as well as guidance.

A programme called E-Praise is being introduced on a phased basis, enabling more accurate recording of House Points, rewards and Demerits for pupils and staff across the school. With this Individual House Point milestones and other rewards will be introduced in a phased approach. House Points also contribute to House-wide totals, helping pupils understand that their individual behaviour contributes to the success of the wider community. Further detail is set out in the Behaviour Recognition Guide at the end of this policy.

However, rewards should support rather than replace intrinsic motivation. We do not want pupils to think "I should be kind because I might get a House Point." We want them eventually to think:

"I should be kind because that is the kind of person I want to be."

We want pupils to experience the satisfaction of knowing that they have helped someone, shown courage, included another person, demonstrated resilience, repaired a mistake or made a positive contribution. These are successes in their own right.

Sanctions

The school employs a number of consequences to support our expectations, and to ensure a safe, inclusive and positive learning environment. Consequences are used appropriately, proportionately and based on each individual situation.

Our **Demerits, Yellow Cards and Red Cards** provide a shared framework for responding when expectations are not met. The system should be understood as a **guide rather than a rigid set of automatic responses**. Context, intent, age, individual circumstances, previous behaviour and the pattern of behaviour should all be considered.

A first-time, low-level lapse will generally be addressed through a reminder, correction or conversation rather than an automatic formal sanction. However, where behaviour is deliberate, repeated, persistent or sufficiently serious, staff should respond accordingly.

The purpose of the system is to ensure that staff have the confidence to act and that pupils understand that our expectations are genuine.

A Demerit is used for minor, low-level behaviour that falls short of our expectations and needs to be noted and corrected – for example calling out in class, forgetting equipment, not completing homework, or arriving late without good reason. Demerits are recorded separately from House Points and do not reduce a pupil's House Point total. Reaching 10 Demerits in a term results in an automatic Yellow Card.

A Demerit should be seen as a **correction and a reminder of responsibility**, rather than as a punishment designed to label a pupil. Where appropriate, staff should ensure that pupils understand what they need to do differently next time.

A Yellow Card is used where behaviour is more serious, deliberate, persistent, or continues after appropriate reminders and opportunities to correct it – for example continuing to disrupt a lesson after being reminded, answering back to a member of staff, or unkind comments towards a peer. It indicates that behaviour has moved beyond an everyday lapse and requires a more formal response, giving a clear message that the behaviour does not meet our expectations and a different choice is needed. Where appropriate, staff should give pupils an opportunity to reflect, understand the impact of their behaviour and identify how they will respond differently in future. If a pupil receives a yellow card they must bring the card to the Assistant Head Pastoral to be signed, the card will then also need to be signed by the parent and returned the next day. The form tutor may also contact the parents about any yellow card to keep them informed.

A Red Card is used for very poor behaviour or behaviour that crosses a significant school boundary, including behaviour that is physical towards peers or seriously rude, defiant or disrespectful towards staff. A Red Card represents a significant breach of our expectations and will receive an appropriate and firm response. Where a behaviour falls within our zero-tolerance boundaries, staff should not minimise the seriousness of an incident because of a pupil's age, previous positive behaviour, or relationship with the member of staff.

At the same time, a Red Card does not define a pupil. The pupil remains a valued member of our community and should be supported to understand what happened, take responsibility, repair harm where appropriate and move forward. If a red card is received the Assistant Head Pastoral will inform the parents. A member of the SLT will inform parents in the absence of the Assistant Head Pastoral.

How the Levels Work Together

The system should not be viewed simply as a ladder where every pupil must progress through each stage. A pupil does not automatically receive a Demerit before a Yellow Card, or a Yellow Card before a Red Card. The response should reflect the seriousness, intent, context and pattern of behaviour, for example:

- Low-level lapse → reminder/correction → Demerit where appropriate
- Repeated or deliberate poor behaviour → Yellow Card
- Serious behaviour or significant breach of boundaries → Red Card

This provides staff with a clear framework while retaining the professional judgement that is essential when dealing with individual pupils.

Consequences and Accountability

Pupils should understand that choices have consequences. Where expectations are not met, staff will respond calmly, fairly and proportionately. Consequences may include a reminder, reflection, restorative conversation, loss of privilege, or another appropriate sanction in accordance with this policy.

The purpose of a consequence is always to:

- maintain safety and standards;
- make clear that the behaviour was unacceptable;
- help the pupil understand the impact of their actions;
- encourage responsibility;
- repair relationships where appropriate; and
- reduce the likelihood of the behaviour being repeated.

'Being calm and compassionate does not prevent us from being firm.'

Clear boundaries provide pupils with security because they know where they stand and what is expected of them.

Mistakes, Reflection and Second Chances

We expect pupils to make mistakes. Making a mistake does not make a pupil a bad person – it provides an opportunity to learn. Where appropriate, pupils will be given the opportunity to reflect, apologise, repair harm and demonstrate that they can make a better choice.

When behaviour falls below our expectations, pupils should be helped to understand:

- what happened;
- why the behaviour was inappropriate;
- who may have been affected;
- what they could have done differently;
- how they can put things right; and
- what they can do differently next time.

We believe strongly in second chances. However, a second chance does not mean there are no consequences: it means that after a consequence has been appropriately applied, the pupil is given the opportunity to move forward rather than being defined by their previous behaviour.

'Challenge the behaviour, support the pupil, repair the harm and expect better next time.'

Where behaviour is repeated or becomes a pattern, the school will provide additional support and intervention while maintaining clear expectations and appropriate consequences.

Practically, this means: children are expected to listen carefully to instructions and try their best in all activities; where they do not, they may be asked to move to a different place in the room, redo a task, or complete work at playtime or lunchtime. The safety of children is paramount – if a child's behaviour endangers others, the class teacher will stop the activity immediately. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact parents to discuss the situation. A record of incidents, discussions and actions will be kept on the school's online recording platform, CPOMS, together with any recommendation for support or intervention; positive reward systems should always be used wherever possible. If a child misbehaves regularly, teachers will also check that the work set is suitable, since children may misbehave when anxious about failure or when bored; senior staff may examine work or make classroom observations to monitor the situation and offer advice. If there is a serious incident, the Head will be notified immediately.

Reasonable adjustments to rewards or consequences will always be made for any child with special educational needs or disabilities, determined by the nature of the child's difficulties and at the discretion of the Head.

Investigation Significant Incidents

If there has been a major behavioural incident or an incident which is deemed beyond the day-to-day approach as cited in the above section this is the investigation process.

1. Assistant Head Pastoral investigation lead, working with required member of staff if appropriate and liaising with parents.
2. Step One includes information gathering: pupil voice, staff voice, parent voice as appropriate
3. Step Two includes outcome review: Assistant Head Pastoral reviews outcomes and confirms next steps.
4. Step Three can include involvement of Deputy Head: if outcome is not satisfactory and further investigation is required, the Assistant Head Pastoral works with the Deputy Headteacher to lead a review of the investigation and confirm findings.
5. Step Four can include involvement of Head: only if outcomes require Head's involvement. I.e. Suspensions and expulsions policy is required or complaint has been received as part of the investigation.

Bullying (See also Anti-Bullying Policy)

The class teacher discusses our core values and expectations with the children in his or her class, and any incidents of anti-social behaviour are discussed with the whole class during form time. The PSHEE and RSHE curriculum, assembly programme and annual themed weeks also covers this focus area.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation takes place or is alleged, it will be investigated immediately by the Head or the Assistant Head Pastoral or Deputy Head, and any action necessary will be taken to prevent further occurrences. While it can be very difficult to eradicate bullying, everything possible should be done to ensure that all children attend school free from fear. For further information, please refer to the Anti-Bullying Policy.

Physical Intervention (See also the policy on Physical Intervention/Restraint)

Teachers must never hit, push or slap children or in any other way use physical force or threaten to use physical force. Staff should only intervene physically in order either to restrain a child to prevent injury to property or to others, or where a child is in danger of hurting him/herself. In line with KCSIE 2026, where physical intervention is necessary it will be used for the least amount of time possible. The school does not operate a blanket "no contact" policy, as this could prevent staff from adequately supporting and protecting pupils; any physical contact remains proportionate to the situation and in line with this policy and the Physical Intervention/Restraint policy.

On any occasion where physical intervention has had to be used, it must be reported to the Head immediately and recorded, with a note of the event placed on file. Parents must also be informed the same day. It is not permitted for staff to shout excessively at children, and no member of staff should ever shout at an individual child. If any member of staff feels under undue pressure in a particular situation, he or she should seek assistance from a senior colleague.

All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled Use of Reasonable Force, and in the policy on Physical Intervention/Restraint.

Preparing Pupils for Life Beyond School

As a Junior school, part of our responsibility is to prepare pupils for increasing independence and responsibility. While we maintain consistency in our expectations as a staffing team and in our school culture, we as a staff will ensure we adapt to or pupils. Pupils will not always encounter teachers who teach in the same way, communicate in the same way or have exactly the same expectations, and they will meet different personalities, approaches and situations that they may find challenging.

We want pupils to learn how to **adapt positively without compromising their own values or behaviour**. A pupil should understand:

"This teacher may be different from another teacher, but I still need to listen, show respect, follow reasonable instructions and conduct myself appropriately."

A pupil should not receive different standards simply because they find one adult more difficult to work with. Instead, we help them develop the skills to manage that relationship positively. We will help pupils learn to:

- respond appropriately to different adults;
- adapt to different teaching and learning styles;
- manage frustration and disappointment;
- accept that they will not always get their own way;
- listen even when they disagree;
- respond appropriately to correction;
- cope with change and unfamiliar situations;
- resolve disagreements constructively;
- regulate their emotions and behaviour;
- take responsibility for their choices; and
- work positively with people who may have different personalities, backgrounds, views or approaches.

These are learned skills. We should not simply expect pupils to possess them; we should **teach, model and reinforce them**.

Respect Does Not Mean Agreement

Pupils are encouraged to have opinions, ask questions and express themselves. Respect does not require a pupil to agree with every decision or every person; however, there is a clear distinction between disagreement and disrespect.

Pupils should be taught that they can say "I don't agree" or "I found that difficult" without shouting, being rude, refusing reasonable instructions or treating another person disrespectfully. We want pupils to develop the confidence to express themselves appropriately while understanding that how we communicate matters.

The Role of Teachers

Every member of staff is responsible for establishing and modelling the culture we expect pupils to adopt. It is the responsibility of teachers to ensure that our core values and expectations are enforced in their classes, and that lessons are well planned, organised and suitable for the ability of the pupils. Teachers must have high expectations of children's behaviour, treat each child fairly, and enforce expectations consistently, with respect and understanding.

Staff should:

- model the school's core values;
- establish positive relationships with pupils;
- communicate expectations clearly;
- maintain appropriate professional boundaries;
- respond calmly and confidently, avoiding unnecessary confrontation;
- recognise and reinforce positive behaviour;
- challenge poor behaviour consistently;
- use professional judgement appropriately, understanding individual pupils and their needs;
- provide support where a pupil is struggling, while maintaining high expectations;
- avoid labelling pupils by their behaviour;
- seek support when behaviour becomes complex or persistent;
- follow through on reasonable consequences; and
- ensure that pupils understand that a difficult moment does not permanently damage their relationship with the school or the member of staff.

Staff should aim to **correct behaviour without unnecessarily damaging relationships**. At the same time, relationships should never be used as a reason to avoid challenging unacceptable behaviour.

*Understand the pupil. Consider the context. Maintain the boundary. Respond proportionately.
Support improvement.*

If a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents on CPOMS. In the first instance, the class teacher should deal with incidents in the normal manner; however, if misbehaviour continues, the class teacher must seek help and advice from the Assistant Head Pastoral or Deputy Head. The SENDco will liaise with an educational psychologist, as necessary, to support and guide the progress of each child. Parents will always be consulted with in such a situation.

The Role of the Leadership Team

To act as positive role models for children and staff, and lead by example in terms of behaviour and line management of staff.

To provide support and advice to colleagues.

To monitor behaviour of children within phases and report to the Assistant Head Pastoral, Deputy Head or Head any serious issues or concerns with specific children.

To identify any training needs within key stages.

The Role of the Assistant Head Pastoral and Teaching Staff

To implement and monitor the consistent implementation of this policy.

To support staff in responding to individual and group incidents (see the Behaviour Recognition Guide at the end of this policy).

To ensure everyone in the community has access to the policy and that relevant training occurs when needed.

To review the policy in liaison with the Head.

To report serious incidents to the Head for review.

To ensure all records are kept up to date.

To investigate any repetitive and/ or major behaviour incidents. The escalation of the incident involves the Deputy Head.

The Role of the Head

It is the responsibility of the Head to implement this policy consistently throughout the school and to report to Governors, when requested, on its effectiveness. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports staff by implementing the policy, setting the standard of behaviour expected, and supporting staff in the policy's implementation.

Following further escalation when required and the Deputy Head's involvement, when required, the Head is consulted with for deciding how to proceed with individual children who have committed serious acts of misbehaviour, and, when required the incident will escalate to the suspensions and expulsion policy.

Fixed-Term and Permanent Exclusions

Only the Head has the power to exclude a pupil from school, and this action is always regarded as a last resort. The Head may exclude a pupil for one or more fixed periods, or permanently, and may convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this.

If the Head excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion.

See Suspension and Expulsions policy.

The Role of Parents

The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school.

Parents are expected to support their child's learning and to cooperate with the school. Staff endeavour to build a supportive dialogue between home and school, and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher; if the concern remains, they should contact the Assistant Head Pastoral and the Deputy Head thereafter. If discussions cannot resolve the problem, the school's formal complaints process can be invoked.

The Role of the Governors

The school implements these general guidelines on standards of behaviour and reviews their effectiveness. Governors support the Head in carrying out these guidelines.

The Head has day-to-day authority to implement this policy, but Governors may give advice to the Head about particular disciplinary issues, which the Head takes into account when making decisions about matters of behaviour.

The Role of Pupils

Pupils are active members of our community. We expect them to take increasing responsibility for their behaviour as they mature. Pupils should:

- be kind;
- show respect;
- include others;
- use good manners;
- listen to staff and peers;
- follow reasonable instructions;
- accept correction appropriately;
- take responsibility for their choices;

- accept reasonable consequences;
- learn from mistakes;
- show resilience when things do not go their way;
- adapt to different people and situations; and
- contribute positively to the school community.

Being part of a community means considering the impact of our behaviour on others. Underpinned by the schools 3 R's of Respect, Resilience and Reflection and wider values as cited at the start of this policy.

Recording and Monitoring

The Head and Assistant Head Pastoral monitor the effectiveness of this policy on a regular basis, and report to the Governing Body on its effectiveness, making recommendations for improvement where necessary.

The school keeps a record of incidents of misbehaviour and safeguarding on an online platform called CPOMS. The log is monitored by the Assistant Head Pastoral and Deputy Head for any pattern or escalation of poor behaviour, with a termly report reviewed by SLT.

The Head keeps a record of any pupil who is suspended for a fixed term, permanently excluded, or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule to the Education (Independent School Standards) Regulations 2014.

The Standard We Want to Create

Ultimately, we want our school to be a place where good behaviour is not something that has to be constantly policed. It should be part of our culture.

We want pupils to know that they are trusted because they have demonstrated that they can be trusted. We want them to understand that freedom comes with responsibility, and that being part of a community means thinking beyond themselves.

We want pupils to leave us able to work positively with different people, respond appropriately to challenge, accept boundaries, manage setbacks, resolve difficulties and treat others with dignity.

High expectations, clear boundaries, strong relationships and genuine support.

We are kind. We are respectful. We are inclusive. We are polite. We are resilient. We take responsibility. We learn from our mistakes. We respect boundaries. We adapt to others. We give others a second chance. We look after one another. We are a community.

These are not expectations that apply only when someone is watching. They are the standards by which we choose to live and work together.

Examples of Behaviours for Specific Rewards and Sanctions

Behaviour Recognition Guide

Quick-reference examples for staff and pupils.

This guide sets out example behaviours for each level of our recognition and behaviour system, from house points through to red cards. It's intended as a quick, shared reference for staff and pupils so that everyone has a clear, consistent understanding of what falls into each category.

Category	When it's used	Example behaviours
House Points	Awarded for general good behaviour, effort and achievement – the everyday positives worth recognising.	• Trying hard with a piece of work, or showing improvement • Helping a classmate without being asked • Good manners and politeness • Positive contribution to a class discussion • Good teamwork or sportsmanship • Representing the school well on a trip or at a fixture • Tidying up or helping out without being asked
Green Card	Reserved for exceptional, stand-out good behaviour – going well beyond the everyday. A Green Card automatically earns 10 house points.	• An outstanding act of kindness or generosity • Showing real courage, resilience or leadership • Going out of their way to include or support another pupil • An exceptional piece of work reflecting real pride and effort • Consistently and visibly living out the school's values over time • Owning up honestly to a mistake when it would have been easy not to
Demerit	For minor, low-level behaviour that falls short of expectations – not serious, but still needs noting and correcting. Demerits are recorded separately from house points and don't reduce a pupil's house point total. Reaching 10 demerits in a term results in an automatic yellow card.	• Calling out in class instead of putting a hand up • Forgetting PE kit, pencil case, iPad or other equipment • Not completing homework • Arriving late to a lesson without good reason • Not following an instruction the first time it's given • Chewing gum or minor uniform infringements • Being unprepared for a lesson
Yellow Card	For poor behaviour that is more consistent or continues after reminders, or a deliberate negative action.	• Continuing to call out or disrupt a lesson after being reminded • Repeatedly forgetting equipment or homework despite warnings • A deliberate negative action, such as intentionally being unkind to a peer • Answering back or being cheeky

Category	When it's used	Example behaviours
		towards a member of staff ● Unkind or unfriendly comments towards a peer ● Minor dishonesty, such as blaming someone else ● Persistent low-level disruption across a day
Red Card	For very poor behaviour – anything physical towards peers, or rude/disrespectful behaviour towards staff.	● Physical aggression towards a peer (hitting, pushing, kicking) ● Rude, defiant or disrespectful behaviour towards a member of staff ● Bullying or deliberately targeting another pupil ● Deliberate damage to school or others' property ● Theft or serious dishonesty ● Discriminatory language or behaviour of any kind ● Leaving a classroom or the school site without permission