

NOTRE DAME PREP SCHOOL BEHAVIOUR MANAGEMENT POLICY

NOTRE
DAME
SCHOOL



As a Catholic school our behaviour management policy is based upon the teachings of Christ. These form such an intrinsic part of the life of the School that serious misbehaviour is a rare occurrence. However, we are aware that for some children, the school is their first experience of behaviour management and they have a need to be given a positive example of the expected code of behaviour.

This policy is written in accordance with the DfE's Behaviour in schools (Feb 2024) and the DfE's Searching, Screening and Confiscation (Sept 2022). [This policy is applicable to all Prep pupils, including those in the EYFS.](#)

All staff are responsible for the behaviour management of all children in the school, not just those in their specific care or classes.

The School has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly. We believe that children and adults flourish best in a warm and caring community where each individual is made to feel welcome. An environment in which everyone knows what is expected of them gives children the security to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work within a situation in which children can develop self-discipline and self-esteem in a calm atmosphere of mutual respect and encouragement.

In order to achieve this, we follow 'Golden Rules' which form the basis of everything we do in school. These are:

1. We listen
2. We work hard
3. We look after property
4. We are kind and helpful
5. We are honest
6. We are gentle
7. We are punctual

To support this:

- all staff will provide a positive model for the children
- all staff will ensure that the procedures are applied consistently, so that children have the security of knowing what to expect and can build up positive patterns of behaviour
- staff will praise and endorse desirable behaviour such as kindness, courtesy and willingness to share
- we will take positive steps to avoid a situation in which children receive adult attention in return for undesirable behaviour

When children behave in unacceptable ways:

- physical punishment, such as smacking or shaking, will never be used nor threatened
- children will never be sent out of the room or left alone without adult supervision
- techniques intended to single out and humiliate individual children such as 'the naughty chair' will not be used
- children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern
- where appropriate, a period of 'Time-Out' with an adult may be applied
- children will be encouraged to apologise where appropriate

- staff will not shout, or raise their voices in a threatening way (however if a child is in danger then a shouted warning may be appropriate)
- house points will not be removed for misbehaviour
- if the child uses discriminatory language or behaviour, the unacceptability of such behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame
- in any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome
- any behaviour problems will be handled in a developmentally appropriate manner, respecting individual children's level of understanding and maturity

Recurring problems of serious misbehaviour, or bullying, such as racial, religious, cultural, sexual/sexist, homophobic, disability, cyber (social websites, mobile phones, text messages, photographs and emails) will be dealt with using the stages below.

The victim and the bully will both be supported and the bully will be expected to understand that the behaviour is unacceptable. Please see Anti-Bullying Policy and the Safeguarding & Child Protection policy.

Stage One

This will be tackled initially by the class teacher, who will use the cloud/storm cloud for EYFS/KS1 or the behaviour points warning system. If a child is breaking one of the golden rules, the teacher will remind them which rule they are breaking and ask them to stop. If the child then stops, no further action will be taken.

If the child continues to choose to break the rule, they will be once again reminded of the rule they are breaking and will be issued with a Behaviour point (Y4-6) or name moved to the cloud. This is recorded by the teacher.

If the behaviour then continues after a warning has been given and a Behaviour point has been issued or a name moved to the cloud, the child will then be given a 'Storm Cloud warning'.

If there is still no improvement in the child's behaviour, then further behaviour points will be issued or name moved to the Storm Cloud. If the child receives 3 behaviour points or is put on the Storm Cloud, then they will be asked to speak to an appropriate adult during one of their break times to discuss their actions and consequences of poor behaviour.

Our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. This culture creates a calm environment which benefits pupils with SEND, enabling them to learn.

If the behaviour is resolved within the classroom using the Behaviour management system and is not persistent, no further action is necessary. If misbehaviour persists, the Head of EYFS, or the Pastoral Director will be consulted for the next stage.

Stage Two

If the child is continuing to choose to break the rules after receiving sanctions for their behaviour given to them by the class teacher, then they will consult the appropriate member of the SLT to assist in Stage 2.

- the child will be interviewed by an appropriate member of SLT, it will be made clear that the misbehaviour will not be accepted and an appropriate sanction will be put in place.
- an agreement or solution will be sought and recorded. A copy will be recorded in the personal file and all relevant staff will be informed
- parents will be informed by the Head of EYFS, or Pastoral Director
- sanctions may be imposed which may include:
 - withdrawal from activities
 - being put 'on report' whereby the child must carry a behaviour chart with them at all times to be signed by all staff who teach or supervise the child
 - other sanctions as agreed with the child's parents

If the child accepts that the misbehaviour is unacceptable and agrees on future behaviour the situation will be recorded and monitored by the class teacher. If the misbehaviour ceases no further action will be taken.

Stage Three

If the misbehaviour persists the child's parents will be called to the school by the Headteacher for a discussion about the situation. These will be appropriate to the age and stage of development of the child.

In very rare circumstances exclusion from school may be considered necessary on a temporary basis. Permanent exclusion will only be considered in the most serious or repeated cases.

We reserve the right to proceed directly to Stage 2 or 3 in examples of extreme misbehaviour.

As a Catholic school, we believe in forgiveness and caring for each individual in the school community. We do not judge but seek to help those in need, and believe that every child should have the opportunity to make good and do better.

When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Suggestions of Good Practice:

When attempting to gain the attention of a large group of children:

- Raise one hand in the air. As each child notices they in turn raise their hand and stop talking.
- Introduce a clapping or finger clicking rhythm which again, as each child notices, they join in with until you have the attention of every child.

Positive praise of welcome behaviour works well. E.g. 'I wish everyone could sit as beautifully as Elsie.' Or; 'Thank you, Mabel, for being so kind to Emily and sharing your rubber.' Etc.

Clear, consistent reference to our Golden Rules, so the children are aware of when their behaviour is/isn't acceptable.

It is not appropriate to blow a whistle indoors except in a PE/Games lesson. A small hand bell may be used to gain attention but should not be used excessively.

This Behaviour Management Policy should not be implemented in isolation but with due regard to:

- the school mission statement
- the safeguarding and child protection policy
- the equal opportunities policy
- the SEND Learning Support policy
- the health and safety policy
- the school anti-bullying policy

This policy and guidance governing the conduct of staff and the behaviour of the children will be communicated to all new staff and pupils.

Recognition of positive behaviour

The School has a number of initiatives in place to encourage and reward positive behaviour, including (but not limited to):

- House points
- Stickers
- Green book (certificate and name/achievement written in the Green book)
- Living life to the full certificates
- Star of the week (Infants only)
- Noticing positive behaviour
- Sending pupils to SLT for praise

Teachers may use their own class rewards, for example marbles in a jar, but these should feed into our overall rewards system and should not be used instead of house points or other rewards for positive behaviour.

Child on Child Abuse

The School has a zero-tolerance approach to child on child abuse and any reports will be thoroughly investigated; it is never passed off as 'banter', 'just having a laugh' or 'part of growing up'. All staff should recognise that children are capable of abusing their peers and must be aware of the School's policy and procedures regarding child on child abuse.

Child on child abuse can include, but is not limited to,

- bullying (including cyber bullying, prejudice-based and discriminatory bullying),
- sexual violence,
- sexual harassment and upskirting;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- consensual and non-consensual sharing of nude or semi-nude images and/or videos;
- initiating/hazing type violence and rituals, gender-based violence or assault;
- abuse in intimate personal relationships between peers;

- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Child on child abuse risk is minimised by clear supervision requirements for staff at break and lunchtimes as well as careful attention to the ethos of kindness and tolerance in the school throughout all lessons and extra-curricular activities, especially in PSHE, assemblies and RE lessons. Staff are trained on the importance of challenging abusive behaviours between peers.

More information on how the School manages child on child abuse can be found in the School's Safeguarding policy.

Reasonable force

Staff are strongly advised not to use force at any time, unless to do so is necessary, reasonable, proportionate and lawful. Reasonable force will be used in accordance with the [DfE guidance Use of Reasonable Force \(April 2026\)](#)

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the School or among pupils. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

If such a situation arises, staff must provide a written report and notify the DSL immediately.

If physical restraint is used, the School will contact the parents on the same day or as soon as reasonably practicable to inform them of the circumstances around those actions.

Prohibited items and confiscation

Prohibited items The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

- knives or weapons, alcohol, illegal drugs and stolen items
- tobacco and cigarette papers, e-cigarettes, vape pens, fireworks and pornographic images
- any article that a member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence or
 - to cause personal injury to, or damage to the property of, any person (including the pupil) and
 - any item banned by the School Rules that are identified as being items which may be searched for (see below).

In addition, Notre Dame Prep School does not allow pupils to bring the following to School:

- electronic devices (including mobile phones)
- smart watches,
- chewing or bubble gum

- jewellery (apart from single stud earrings which must be removed for PE).

If there is a need to bring any electronic devices to School, these should be left with the Office on arrival to School and collected at 4pm.

Informed consent: The School staff may search a pupil or her possessions with their consent for any item. If a member of staff suspects that a pupil has a banned item in her possession, they can instruct the child to turn out her pockets or bag. If the child refuses, sanctions will be applied in accordance with this policy.

Searches without consent: In relation to prohibited items, the Head, and staff authorised by the Head, may search a child or a child's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

School staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. For the purposes of this policy desks and trays in the Prep School are not defined as personal property.

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

The member of staff conducting the search should record the time, date, location, purpose and outcome of the search, as well as those people present. Parents should always be informed of a search for prohibited items, as well as the outcome, as soon as is practicable.

Searches of bags should be done with the student present, and with another member of staff, unless there is a risk of serious harm. It is preferable to seek the student's consent prior to conducting such a search, even if the law does not require it.

Reviewed:

September 2022 (Rebecca Golding)

September 2023 (Rebecca Golding and Gemma Finney)

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