



**BABINGTON**  
HOUSE SCHOOL

**Babington House School**  
**Preparatory including EYFS**

## **Behaviour Policy**

| Date of Policy | Review Date    | Reviewed By                                       | Approved By         |
|----------------|----------------|---|---------------------|
| September 2025 | September 2026 | Staff, Middle Leaders, SLT and the Governing Body | Full Governing Body |

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### **1. Rationale / Introduction**

Babington House School aims to provide a safe, secure and supportive environment for all members of the school and its wider community so that each individual can achieve their potential.

The School Code of Conduct ‘Kindness, Courtesy, Determination, Honesty and Respect’ is the reflection of an uncompromising belief that every child is able to secure outstanding educational and personal outcomes, maximising their full potential in a positive learning community which supports and values their achievements.

The Behaviour Policy operates in accordance with current legislation and government guidance. Staff will use professional judgement in applying this policy and will have due regard to relevant statutory duties and guidance, including the Equality Act 2010, Behaviour in Schools, Keeping Children Safe in Education 2025, Working Together to Safeguard Children 2026, the Education and Inspections Act 2006, and the Education (Independent School Standards) Regulations 2014.

|  |  |
|--|--|
| Equality Act 2010                      | Equality Act 2010  |
| Behaviour in Schools                   | Department for Education guidance for headteachers and school staff (February 2024)                    |
| Keeping Children Safe in Education     | Statutory guidance for schools and colleges (2025)   |
| Working Together to Safeguard Children | Statutory guidance on multi-agency working to help, protect and promote the welfare of children (2026) |

Pupils with SEND

This behaviour policy recognises the school’s legal duties under the Equality Act 2010 in relation to pupils with SEND and disabilities. When responding to behaviour, Babington House School will consider whether a pupil’s SEND or disability has contributed to the behaviour, whether reasonable adjustments are required, and what support may be needed to address the underlying causes. Sanctions, where used, will be lawful, reasonable, proportionate and non-discriminatory, and staff will work with parents/carers and relevant colleagues to understand and support the pupil’s needs.

This policy is published on the school website and is available in hard copy upon request.

**2. Vision:**

Inspire. Challenge. Nurture.

**3. Mission:**

Babington knows each child as an individual, fostering a sense of belonging within a supportive, diverse community. Building on traditional foundations, we seek opportunities that go beyond the ordinary, enabling us all to achieve success in an ever-changing world.

**4. Aims**

- To ensure that the school is a safe and supportive environment for all, where students enjoy, engage with, and achieve in all aspects of their learning.
- To ensure that all members of the school community are shown respect and show respect for others.
- To encourage a positive approach to behaviour by good example and praise and reward for excellent behaviour.
- To ensure that the environment, curriculum and other factors within the school’s control allow the promotion of excellent behaviour.
- To ensure that where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently across the school.
- As a community, it is essential that we recognise that this Policy must apply to the behaviour of all its members: to adults (teachers, support staff, parents/carers and visitors) as well as to students’ behaviour.

Only by example can we teach and demand excellent standards of behaviour from those whose education is entrusted to us.

## **5. School Code of Conduct**

Our Code of Conduct is present in each classroom and around the school and underpins our school ethos and beliefs.

### **Kindness**

To one another

To yourself

Through your actions

### **Courtesy**

Through your conduct

Through your words

For everyone in our community

### **Determination**

- To always give of our best

- To persevere towards the goal despite any challenges

- To never give-up

### **Honesty**

- To always tell the truth

- To be sincere

- To act with integrity

### **Respect**

- For everyone in our school community

- For yourself

- For our environment

- By celebrating our differences

## **5.1 Student Responsibilities**

We aim to enable students to fulfil their potential in an environment in which they:

- Acquire high levels of self-esteem.
- Promote positive attitudes and respect for others and their property.
- Develop initiative, purpose and self-discipline.
- Behave in a co-operative and interdependent manner as part of our community.

Students have the right to:

- An outstanding education and a high quality of teaching.
- Be treated with respect.
- Feel safe.
- Voice their opinion.
- Fair treatment.
- Use the school buildings, facilities and equipment.

Students have a responsibility to:

- Be the best learner they can be and to help others to learn by respecting the learning environment.
- Adhere to the sanction and reward systems alongside following the uniform and equipment expectations.
- Treat others fairly and with courtesy and if they feel they are not being treated respectfully, they have a responsibility to say so or report it.

- Be friendly and to sort out disagreements peacefully.
- Cooperate with staff, adults and peers.
- Care for the building, facilities and equipment.
- Adhere to the school Code of Conduct at all times.
- Adhere to the School Code of Conduct on all school excursions (including international tours).

## **5.2 Teacher Responsibilities**

Teachers are the first line in the management of student behaviour and ALL teachers are responsible for this within their classrooms. ALL members of staff must look to operate within the sanctions and rewards system at all times.

We aim to promote outstanding behaviour at all times. We believe that praise and encouragement are far more motivational than sanctions and punishments. Praise should outweigh sanctions in ALL classrooms. Classroom staff will seek to commend and reward the behaviours that we want to see. Sanctions should be at the lowest level of need and should not escalate rapidly without good cause.

Teachers have a responsibility to maintain high standards in ALL areas of the school and in classrooms:

- The atmosphere should be welcoming.
- Litter, damage and graffiti are not acceptable. Encourage students to take pride in the school.
- Leave tables, desks clean and tidy at the end of the lesson. In the unlikely event that graffiti appears, report it immediately to the caretakers (for removal).

## **5.3 Pastoral Team Responsibilities**

The Head of Prep, Assistant Heads and Class Teachers maintain an overview of the behaviour and progress of all students within the Prep. In consultation with relevant staff, they are responsible for informing, advising and consulting with parents/carers with regards to all matters relating to behaviour and rewards.

The Head of Prep, Assistant Heads and Class Teachers have a responsibility to support staff and students across the Prep School by:

- Ensuring the sanctions and rewards system is being applied consistently and fairly
- Facilitating systems to support behaviour modification such as class-based sanctions and rewards
- Creating a system to celebrate success
- Supporting all form groups and houses

## **5.4 Leadership Responsibilities**

The Senior Leadership Team will:

- Evaluate the effectiveness of the behaviour, welfare and other provisions
- Support all colleagues in implementing the standards and expectations of the school, through the sanctions and rewards system
- Through line management hold themselves and their colleagues to account around their professional responsibilities

## **5.5 Family Responsibilities**

Families have a responsibility to ensure their child:

- Attends school every day, except in exceptional circumstances
- Is punctual to school
- Dressed in full school uniform, if not giving an explanation by telephone, in planners or by email to Class teachers
- Support their child's learning by attending meetings when required to discuss progress or behaviour

- Treat staff fairly and with courtesy
- Have access to and frequently check iSAMS Parent Portal and the School Bulletin
- Check homework has been completed.

## **6. Rewards**

The Prep's use of rewards is primarily based on a House Point system designed to celebrate success for all, across all areas of the academic and co-curriculum. Alongside of the House Points, classes use their own reward systems tailored to the class, which is also age appropriate.

### **6.1 Types of Rewards**

A variety of rewards can be issued by all staff, both teaching and non-teaching.

- Verbal praise at the time of good behaviour or work
- Positive communication with parents/carers via email, telephone or in person; *including notifying parents of House Points (achievement points) awarded via the iSAMS Parent Portal*
- Certificates awarded in a weekly Celebration Assembly
- House points
- Headteacher's Certificates
- Prizegiving Ceremony Awards
- Recognition of success within our School Bulletin
- Reward stamps or stickers
- Lunch time rewards

### **6.2 House Points**

Babington House School has adopted a house points system for celebrating success both academically and pastorally. Staff are responsible for recording the pupils' House Points on iSAMS. As a school we promote praise over sanction and this is one of our key tools for success.

### **6.3 Celebration Assembly Certificates**

Values in Practice certificates, based on our school Code of Conduct, will be issued weekly during assembly to celebrate *Kindness, Courtesy, Determination, Honesty and Respect*.

### **6.4 Headteacher's Certificates**

Classes can reward a student a Headteacher's Certificate for outstanding independent work. Teachers can email the Headteacher this achievement and a certificate will be given in assembly that week. This award goes to students who go over and above the expectations in their studies.

### **6.5 Prizegiving Ceremony Awards**

Each pupil in the Preps will be awarded with a prize in the annual Prizegiving Ceremony. Teachers provide individual reasons for these prizes to be awarded. Sports prizes are also awarded for children in each year group.

### **5.6 Reward stamps or stickers**

For instant praise and recognition, stickers and stamps are awarded to pupils for academic or pastoral work.

### **5.7 Lunch time rewards**

Midday Meals Assistants will reward pupils with House points, along with ‘raffle tickets’ for good behaviour, kind play, positive table manners and healthy food choices. The raffle tickets are then posted into a class container and a winning raffle ticket is drawn each week. The winning child may choose a prize to take home.

## 7. Sanctions

### Restorative school discipline practice

At Babington House, where possible, we will focus on fostering a sense of community within classrooms to prevent conflict, and on reacting to misconduct by encouraging students to accept responsibility and rebuild relationships. It is important to identify what led up to an incident and any root causes in order to help pupils gain a greater understanding of the situation, what may have impacted their behaviour and reflect on other choices that could have been made.

Whilst actively encouraging and rewarding good behaviour, Babington House School makes clear that unsatisfactory behaviour **will not be ignored or tolerated**. Boundaries are made clear, and sanctions are applied when students do not meet our school expectations/Code of Conduct (for all areas including attendance, punctuality, equipment, uniform, attitude and effort).

As a school we encourage students to take responsibility for their own behaviour and engage in effective learning at all times. However, when these expectations are not met, students, teachers and parents/carers must be aware sanctions will be applied to such behaviour.

### 7.1 Behaviour for Learning

Where a student does not meet our school’s expectations, there should be an appropriate response. Our sanction system is as follows:

- Whole groups/classes should not be punished for the actions of individuals.
- Every effort will be made to identify individuals or ringleaders.
- Sanctions should be in proportion to the offence.

### 7.2 Behaviour Management

Babington House (Preps) makes use of a levelled behavioural management tool consisting of the following:

| KEY STAGE TWO – CONSEQUENCES TO BEHAVIOUR - STEPPED APPROACH<br>(Year 3 transition should use a combination of KS1 and KS2 as appropriate to the situation / behaviour until the Spring Term). |   |  |
|--|---|--|
| LEVEL  | UNACCEPTABLE / INAPPROPRIATE BEHAVIOURS   | RESPONSES / CONSEQUENCES   |
| <b>1</b><br><b>Low Level</b><br><br>Teachers & TAs to manage as part of general classroom management   | <ul style="list-style-type: none"> <li>○ Squabbles / minor disruption</li> <li>○ Shouting out/ not putting hand up / answering back</li> <li>○ Talking instead of listening</li> <li>○ Off task</li> <li>○ Out of seat / time wasting</li> <li>○ Distracting / disturbing others</li> <li>○ Shrugging</li> <li>○ Eating (when not allowed to)</li> <li>○ Irritating behaviour involving equipment</li> <li>○ Minor damage to equipment</li> <li>○ Failing to settle</li> <li>○ Laughing at others / passing comments (esp when others are told off)</li> <li>○ Deliberate lateness especially after playtimes/ specialist lessons.</li> </ul> | <ul style="list-style-type: none"> <li>✓ Positive reinforcement of desired behaviours / use role models of positive behaviours and give praise / approval etc.</li> <li>✓ Tactically ignoring and praising those that are behaving well.</li> <li>✓ Giving eye contact, using the pupil’s name, give a gesture or look.</li> <li>✓ Ask a pupil to move position.</li> <li>✓ Re-direct pupil, re-focus on the task.</li> <li>✓ Provide a firm reminder, setting boundaries, providing a warning.</li> <li>✓ Reminding pupil of consequences and choices.</li> <li>✓ Discuss as a whole class if relevant</li> <li>✓ Confiscate items</li> </ul> |
| <b>2</b><br>Behaviour that requires a consequence or   | <ul style="list-style-type: none"> <li>○ Continuation of level 1, despite response</li> <li>○ Rudeness to adults / children</li> <li>○ Continual low level disruption</li> <li>○ Telling lies / blaming others</li> <li>○ Refusal to follow instructions</li> </ul>   | As above, plus... <ul style="list-style-type: none"> <li>✓ Make up for lost time at playtimes (detention)</li> <li>✓ Removal from situation / working on own in room / in group out of room</li> </ul>   |

|   |   |  |
|---|---|--|
| response due to <u>intensity or frequency</u>   | <ul style="list-style-type: none"> <li>Refusal to take responsibility</li> </ul>  | <ul style="list-style-type: none"> <li>Time out in the class / peer group class or buddy class. Partner teacher to speak with pupil regarding behaviours and expectations</li> <li>Initial contact with 1:1 adult – reasoning and planning tactics.</li> <li>Class teacher to have an informal chat with parent</li> <li>Provide structured activities at playtime</li> <li>Discuss with Key Stage Coordinator</li> </ul>  |
| <b>3</b><br>Behaviours that require a middle leader to be informed about  | <ul style="list-style-type: none"> <li>Continuation of level 2 despite consequences</li> <li>Provoked retaliatory behaviour</li> <li>Physical /aggressive playground behaviour (punching / fighting / kicking / hurting / spitting / threatening behaviour)</li> <li>Storming off</li> <li>Deliberate vandalism / misuse of equipment or property e.g. toilets or misuse of resources e.g. scissors</li> <li>Minor theft</li> <li>Deliberate and repeated refusal to comply with adult requests, rudeness, refusal to come into class.</li> <li>Negative verbal behaviour – swearing, racism, sexism, offensive name-calling or other bullying or harassment</li> <li>Misbehaviour when missing playtime</li> </ul> | <p>As above, plus....</p> <ul style="list-style-type: none"> <li>Complete incident form</li> <li>Work out restitution e.g. apology</li> <li>Teacher to discuss formally with parents</li> <li>Possible social skills intervention group</li> <li>Contract and report (involving parents)</li> <li>Assistant Head to speak with the pupil regarding behaviours and expectations.</li> <li>Discuss with Head or Deputy Head of Preparatory</li> <li>Detention at the next playtime.</li> </ul>               |
| <b>4</b><br>Behaviours that require immediate removal from class. SLT involvement and formal follow up                    | <ul style="list-style-type: none"> <li>Unmanageable behaviour / severe and constant disruption / complete defiance.</li> <li>Physical assault / aggressive outbursts and or fighting involving another child or adult.</li> <li>Throwing or breaking furniture or large equipment, vandalism.</li> <li>A second or subsequent racist incident</li> <li>Leaving the premises without permission</li> <li>Dangerous behaviour (towards self and others)</li> <li>Major / significant theft</li> <li>Extreme / repeated / deliberately offensive negative verbal behaviour / harassment or bullying.</li> <li>Bringing weapons into school e.g. knife</li> </ul>   | <ul style="list-style-type: none"> <li>Removal from classroom, adult to take pupil to place of safety (or remove other children) until they have calmed down.</li> <li>Time out with a Senior Leader who will monitor.</li> <li>Internal exclusion</li> <li>Parent to be informed immediately – formal meeting to discuss the way forward, send pupil home.</li> <li>Identify if the pupil needs an individual behaviour plan or support from an external agency e.g. behaviourist, counsellor.</li> </ul> |
| <b>5</b><br><b>High Level</b><br>Behaviours that require immediate involvement from the Head of Preparatory or Headmaster | <ul style="list-style-type: none"> <li>Un-provoked attack on another pupil leading to injury.</li> <li>Physical attack on an adult.</li> <li>Extreme physical bullying</li> <li>Extreme vandalism</li> <li>Leaving the school site without permission</li> </ul>  | <ul style="list-style-type: none"> <li>Exclusion</li> </ul>  |

#### KEY STAGE ONE – CONSEQUENCES TO BEHAVIOUR - STEPPED APPROACH

(Year 1 transition should use a combination of EYFS and KS1 as appropriate to the situation / behaviour until the Spring Term).

| LEVEL  | UNACCEPTABLE / INAPPROPRIATE BEHAVIOURS   | RESPONSES / CONSEQUENCES   |
|--|---|--|
| <b>1</b><br><b>Low Level</b><br><br>Teachers & TAs to manage as part of general classroom management | <ul style="list-style-type: none"> <li>Calling out</li> <li>Talking over teacher</li> <li>Disruption while children are working</li> <li>Attention-seeking / “winding up” other children</li> <li>Making noises</li> <li>Tale-telling</li> <li>Running in the classroom</li> <li>Not settling for register/story/carpet</li> </ul>  | <ul style="list-style-type: none"> <li>Positive reinforcement of desired behaviours / use role models of positive behaviours and give praise / approval etc.</li> <li>Tactically ignoring and praising those that are behaving well.</li> <li>Giving eye contact, using the pupil’s name, give a gesture or look.</li> <li>Ask a pupil to move position.</li> <li>Re-direct pupil, re-focus on the task.</li> <li>Provide a firm reminder, setting boundaries, providing a warning.</li> <li>Reminding pupil of consequences and choices.</li> <li>Discuss as a whole class if relevant</li> </ul> |
| <b>2</b><br>Behaviour that requires a consequence or response due to <u>intensity or frequency</u>   | <ul style="list-style-type: none"> <li>Continuation of level 1, despite response</li> <li>Physical aggression – deliberate but minor e.g. pushing.</li> <li>Touching or aggravating other children to gain attention</li> <li>Repeatedly ignoring adult requests / instructions, arguing back, lying, defiance</li> <li>Deliberate shouting out, running about, pushing in the line.</li> </ul> | <p>As above, plus....</p> <ul style="list-style-type: none"> <li>Systematically rewarding</li> <li>Removal from situation (5-10mins out of class time)</li> <li>Loss of privilege e.g. part of playtime (sitting in the dining hall with staff during break ‘detention’)</li> <li>1:1 adult discussing why the behaviour is unacceptable and modelling appropriate behaviour.</li> <li>Partner teacher to speak with pupil regarding behaviours and expectations</li> </ul>  |

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|  |   | <ul style="list-style-type: none"> <li>✓ Class teacher to have an informal discussion with the parent(s).</li> </ul>   |
| <b>3</b><br>Behaviours that require a middle leader to be informed about                               | <ul style="list-style-type: none"> <li>○ Continuation of level 2 despite consequences</li> <li>○ Intense physical aggression / violent playground behaviour – repeated attacks, fighting and hurting.</li> <li>○ Deliberate vandalism of property or misuse of resources such as scissors, sharp pencils, rulers etc.</li> <li>○ Deliberate refusal to comply with adult requests.</li> <li>○ Verbal aggression to a member of staff or pupil.</li> <li>○ Deliberate swearing, racism, sexism and offensive name-calling or other bullying.</li> <li>○</li> </ul> | As above, plus.... <ul style="list-style-type: none"> <li>✓ Complete incident form</li> <li>✓ Time out of class with work or sent to another class for 5 – 10 mins.</li> <li>✓ Set individual targets and set up systematic reward and consequences programme.</li> <li>✓ Loss of treat/privilege</li> <li>✓ Loss of play times called 'detention'.</li> <li>✓ Teacher Discussion with KS1 Coordinator.</li> <li>✓ Assisatnt Head to speak with the pupil regarding behaviours and expectations.</li> <li>✓ Inform parent more formally.</li> </ul>                                |
| <b>4</b><br>Behaviours that require immediate removal from class. SLT involvement and formal follow up | <ul style="list-style-type: none"> <li>○ Persistent aggressive outbursts and/or fighting (possibly involving injuring another child or adult, throwing or breaking furniture or large equipment.</li> <li>○ Dangerous behaviour (towards self or others)</li> <li>○ Extreme / repeated/ deliberately offensive verbal aggression, harassment or bullying.</li> <li>○ A second or subsequent racist incident</li> <li>○ Stealing</li> <li>○ Running out of school</li> </ul>   | <ul style="list-style-type: none"> <li>✓ Removal from classroom, adult to take pupil to place of safety (or remove other children) until they have calmed down.</li> <li>✓ Time out with a Senior Leader who will monitor.</li> <li>✓ Internal exclusion, possibly leading to external exclusion.</li> <li>✓ Parent to be informed immediately – formal meeting to discuss the way forward, with class teacher and Senior Leader.</li> <li>✓ Identify if the pupil needs an individual behaviour plan or support from an external agency e.g. behaviourist, counsellor.</li> </ul> |

**EARLY YEARS FOUNDATION STAGE – CONSEQUENCES TO BEHAVIOUR - STEPPED APPROACH**

| LEVEL  | UNACCEPTABLE / INAPPROPRIATE BEHAVIOURS   | RESPONSES / CONSEQUENCES  |
|--|---|---|
| <b>1</b><br><b>Low Level</b><br><br>Teachers & TAs to manage as part of general classroom management | <ul style="list-style-type: none"> <li>○ Failing to listen when required or for safety</li> <li>○ Pushing in lines</li> <li>○ Not following instructions</li> <li>○ Snatching</li> <li>○ Teasing</li> <li>○ Throwing toys</li> <li>○ Throwing sand / water</li> <li>○ Mishandling books</li> <li>○ Swearing</li> <li>○ Breaking equipment deliberately</li> <li>○ Running in the classroom</li> <li>○ Not settling for register (Reception) / story / carpet</li> </ul> | <ul style="list-style-type: none"> <li>✓ Positive reinforcement of desired behaviours / use role models of positive behaviours and give praise / approval etc.</li> <li>✓ Pre-empting / distracting and diverting away from situations that may encourage inappropriate behaviours.</li> <li>✓ Praise all children showing positive behaviour, praise any positive behaviours to encourage pupil to seek positive attention.</li> <li>✓ Tactically ignoring and praising those that are behaving well.</li> <li>✓ Giving eye contact, using the pupil's name, give a gesture or look.</li> <li>✓ Teaching pupils care of their environment/resources.</li> <li>✓ Providing clear boundaries, positively worded.</li> <li>✓ Ask pupil to stop (the behaviour that they are demonstrating)</li> <li>✓ Regular reinforcement of class rules/kind behaviours e.g. we have kind hands.</li> <li>✓ Reward children who are following class rules</li> </ul> |
| <b>2</b><br>Behaviour that requires a consequence or response due to <u>intensity or frequency</u>   | <ul style="list-style-type: none"> <li>○ Continually trying to distract others during carpet / group work times.</li> <li>○ Minor physical aggression – pushing</li> <li>○ Ignoring adult requests / instructions in a way which is unsafe.</li> <li>○ Deliberate shouting out, running inside the classroom, destroying property.</li> </ul>   | As above, plus.... <ul style="list-style-type: none"> <li>✓ Systematically rewarding</li> <li>✓ Use of Cloud / Rainbow system</li> <li>✓ 1:1 adult to discuss acceptable behaviours and explain why the behaviour displayed was wrong e.g. safety.</li> <li>✓ Model the correct behaviours</li> <li>✓ Removal from situation/activity eg. trains, and give reasons why e.g. we all have to share at school.</li> <li>✓ Partner teacher to speak with pupil regarding behaviours and expectations</li> <li>✓ Staff to have an informal discussion with parents to inform them.</li> </ul> <p><b>Consequences must be immediate and short to be effective.</b></p>  |
| <b>3</b><br>Behaviours that require a middle leader to be informed about                             | <ul style="list-style-type: none"> <li>○ Physically aggressive – deliberate and repeated e.g. kicking, hitting, slapping, pinching, biting.</li> <li>○ Deliberate vandalism of property e.g. equipment.</li> <li>○ Deliberate refusal to comply with adult requests.</li> <li>○ Verbal aggression – offensive name-calling, racist comments</li> </ul>  | As above, plus.... <ul style="list-style-type: none"> <li>✓ Complete incident form</li> <li>✓ Time out of class / activity or sent to another EYFS class for 5 – 10 mins.</li> <li>✓ Sticker chart to systematically reward desired behaviours.</li> <li>✓ Inform Head of EYFS</li> <li>✓ Head of EYFS to speak with the pupil regarding behaviours and expectations.</li> <li>✓ Inform parent in a more formal discussion.</li> </ul>  |

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|--|---|---|
| <p><b>4</b></p> <p><b>Behaviours that require immediate removal from class. SLT involvement and formal follow up</b></p> | <ul style="list-style-type: none"> <li>○ Continued Physical aggression – repeated attacks, fighting, hurting and particularly unkind behaviour.</li> <li>○ Continued verbal aggression</li> <li>○ Angry outbursts that involve injuring another child or adult, throwing or breaking furniture or large equipment.</li> <li>○ Long lasting aggressive tantrums</li> <li>○ Dangerous behaviour (towards self or others)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Removal from classroom, adult to take pupil to place of safety (or remove other children) until they have calmed down.</li> <li>✓ Time out with a Senior Leader who will monitor.</li> <li>✓ Parent to be informed immediately – formal meeting to discuss the way forward, with class teacher and Senior Leader.</li> <li>✓ Identify if the pupil needs an individual behaviour plan or support from an external agency e.g. behaviourist, counsellor.</li> </ul> |
|--|---|---|

If a student does not meet our school’s expectations, the levelled approach will be applied fairly and consistently.

**7.3 Recording Unsatisfactory Behaviour**

- Staff will use **CPOMS** to record all significant unsatisfactory behaviour, safeguarding concerns linked to behaviour, and follow-up actions, with the exception of low-level verbal reminders managed within the classroom.
- Unsatisfactory behaviour requiring a higher-level sanction must also be recorded and actioned on **iSAMS**.
- The school will keep a record of sanctions imposed for serious misbehaviour.

Unsatisfactory behaviour in lessons, around the school site, during trips and visits, and at other times when the school has lawful charge of pupils will be recorded by the staff member dealing with the incident and followed up in line with this policy.

## 7.4 Searching and Confiscation

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. Searches and confiscation will be carried out lawfully, proportionately, and with due regard to safeguarding, dignity and privacy.

A search without consent will only be carried out where there are reasonable grounds for suspecting that a pupil has a prohibited item, or another item identified in the school rules as one which may be searched for, on their person, in their bag, or in their locker.

Searches should, wherever possible, be carried out by two members of staff. The person conducting the search must normally be the same sex as the pupil, and the witness should also be the same sex as the pupil where possible. A search may be carried out by a member of staff of the opposite sex or without a witness only where the member of staff reasonably believes that there is a risk of serious harm if the search is not carried out immediately and that it is not reasonably practicable to summon another member of staff.

Lockers remain the property of Babington House School. The school may search lockers where there are reasonable grounds to do so. All searches should be recorded, and parents/carers should be informed of any search for a prohibited or banned item and the outcome, including any sanction applied, unless there is a good reason not to do so in line with safeguarding advice.

### Best Practice for all Searches

| Do  | Do not   |
|---|--|
| <p>Ensure there are reasonable grounds for the search.</p> <p>Carry out the search in private, away from other pupils.</p> <p>Ensure the searcher is the same sex as the pupil and the witness is the same sex where possible, unless there is a risk of serious harm if the search is delayed.</p> <p>Record the search and outcome on CPOMS and inform parents/carers as appropriate.</p> | <p>Conduct a search in a public space or in view of other pupils.</p> <p>Ask the pupil to remove clothing other than outer clothing.</p> <p>Use a search as a substitute for a safeguarding referral where there is concern about significant harm or criminal activity.</p> |

Staff may confiscate a pupil's property, including mobile phones or other banned items, where this is reasonable and in line with the school rules. Confiscated items will be dealt with safely and proportionately. Parents/carers may be required to collect some confiscated or prohibited items from school.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below. Sanctions will be applied as appropriate.

| Items banned within Babington House School   | Prohibited / Illegal Items | Confiscation Procedure   |
|--|----------------------------|--|
| <p>Mobile phones.</p> <p><i>Smart watches (ie, Apple watch) unless permitted because of a medical/health need.</i></p> <p><i>Headphones (e.g., AirPods) for those in KS3</i></p> |                            | <p>Mobiles and smart watches to be handed to form tutors in the morning and returned in PM registration</p> <p>Behaviour mark issued</p> <p>Parents informed</p> |
| Chewing gum  |                            | <p>Disposal</p> <p>Behaviour mark issued</p>   |
| Energy drinks and junk food. <i>Nuts or any food containing nuts.</i>  |                            | <p>Disposal</p> <p>Behaviour mark issued</p> <p>Parents informed</p>   |
|  | Knives/Weapons             | Parents informed   |

|  |   |   |
|--|---|---|
|  |   | Police involvement                              |
|  | Alcohol and solvents/substances   | Disposal<br>Parents informed                    |
|  | Controlled drugs<br>Substances believed to be controlled drugs  | Parents informed<br>Police involvement          |
|  | Cigarettes/Lighters/E-cigarettes/E-cigarette liquid/Matches/Any other cigarette or drug paraphernalia | Disposal<br>Parents informed                    |
|  | Stolen items – Low value  | Returned to owner, parents informed.            |
|  | Stolen items – High value   | Parents informed<br>Possible police involvement |

## 7.5 Supporting students whose behaviour needs to improve

There may be exceptional cases where the school's sanction system will not impact on the behaviour of a student. If this happens a plan will be actioned involving the Head of Pastoral, Key Stage Co-ordinators, SENDCO, SLT and Parents/Carers and any other external agencies deemed appropriate. This meeting will consider the causes for concern and steps to improve the situation. In discussion with others Babington House School will:

- Consider offering specialist support and counselling (internally or externally)
- Review and audit any learning needs
- Consider changing of sets/classes
- Reducing curriculum content/subjects
- Academic and Pastoral Support Card

## 7.6 Exclusions

Exclusions will be used in extreme circumstances. Each exclusion must be judged on the specific context of the particular event or sequence of events. The following list includes examples of unacceptable behaviour which may warrant an exclusion from Babington House School. The Headteacher has the right to exclude a student for a serious breach of the school rules, to include:

- A deliberate assault on a member of staff/student
- An assault with a weapon or other implement
- Possessing, selling, taking or distributing drugs within or on the way to/from school
- Sexual assault
- Racial abuse
- Abuse/bullying, including physical abuse, sexual abuse
- Verbally threatening and intimidation of staff
- Online bullying
- Deliberate setting off the fire alarm
- Cumulative disruptive events
- Persistent refusal to comply with the school Code of Conduct

## APPENDIX 1

### **Babington House School Rules**

The School Rules are designed to promote safeguarding and high standards of behaviour in and around the school and on any school visit or activity. Pupils are required to display good manners, common sense, honesty, cooperation, and consideration for others at all times and to always abide by our school Code of Conduct: *Courtesy, Determination, Honesty & Respect*.

These rules place emphasis on positive behaviour and seek to promote an excellent teaching and learning environment in which all pupils can flourish. The rules recognise the school's duty to safeguard and protect the welfare of all pupils, and to take action against inequalities and discrimination of any kind. We expect a culture of mutual respect between pupils, staff and parents/carers. We undertake to promote these rules through assemblies, house meetings, PSHE/RSE, tutor time, academic lessons; through induction and INSET for staff and in parents' and information evenings for parents/carers.

The published rules are not intended to be comprehensive. Pupils will be subject to school discipline at any time if their behaviour runs counter to our values.

Compliant with the School Rules, alongside any further amendments which are made from time to time, is a condition of a pupil's continued membership of Babington House School. Any action which is detrimental to the good order or good name of the school will be regarded as an offence against school discipline.

### **Uniform & Appearance (see **Uniform Policy** for further information)**

- All pupils are expected to wear the correct school uniform when travelling to and from school, during the school day and on school journeys, events and visits arranged by the school unless otherwise specified. Details of the school uniform can be found on the uniform policy.
- School uniform must be worn correctly (including prep pupil caps and hats) and should be tidy.
- Outdoor coats must not be worn when inside the building but should be placed in lockers.
- The school reserves the right to send pupils home (where appropriate or possible) to change if they are not in the correct clothes and to confiscate items of inappropriate clothing.
- In the event of an unavoidable and temporary emergency resulting in a pupil being without the correct uniform, parents/carers are asked to ensure that their child attends school in clothing that is appropriate, providing a written explanation to the form tutor.
- Jewellery and make-up (including nail varnish/extensions) are not permitted in the Prep School or Years 7 – 11, except for small stud earrings from Year 3 (silver or gold only).
- Sixth Form pupils are permitted to wear jewellery and make-up, but these should be subtle. Facial piercings are not permitted.
- Hair must be kept neat and tidy and long hair must be tied back with blue or black bands. Hair is to look natural so coloured streaks within hair are not permissible neither is overtly coloured hair.
- Fake tan is not permitted.
- Pupils may wear Summer uniform should they wish to until October half term. After October half term pupils must wear Winter uniform until Easter.
- Pupils in Years 7-13 are permitted to wear Babington PE kit to and from school **on the day of their PE lesson(s)** which also includes the wearing of trainers.

- Articles of uniform and personal possessions must be marked with the owner's name.
- Babington Hoodies are only to be worn on residential school trips. They are not to be worn during the school day except for PE purposes.

### **Attendance & Punctuality** (see **Attendance Policy** for further information)

Regular attendance to school is fundamental to successful learning and outcomes. Pupils who attend school regularly have been shown to achieve higher levels of attainment than pupils who do not have regular attendance. Pupils who frequently attend school also feel more connected to their community and develop strong social skills and friendships, which are important life-long skills. Therefore, it is vital that attendance of all pupils is regular and a priority. At Babington House we expect our pupils to hold a minimum attendance rate of 95%. Anything below this has the potential to seriously impact upon learning.

- All pupils are required to be in attendance on all School days unless prevented by ill-health or other unavoidable causes.
- With the exception of Nursery and Reception, all pupils are expected to attend whole school events, such as Speech Day, Carol Service and Open Mornings. It is anticipated that parents/carers will also support these events.
- Parents/Carers are kindly requested to telephone or email the school office on the morning of the day of absence to confirm their child will not be attending.
- All pupils are expected to attend punctually; they must be on school premises by 8:25am at the latest, ready for morning registration at 8:30am. If they are late, they must sign-in with the school office.
- Persistent lateness will result in a detention.
- Pupils may not leave the school building during the school day without permission, except for sixth form pupils at lunchtime. Pupils who have permission must sign out with the school office and sign back in on their return.
- Holidays during term time should not be taken, unless in very exceptional circumstances and with the permission of the Headteacher.
- Senior pupils may arrive at school from 8am.

### **Conduct**

Babington House pupils are expected to always follow the school Code of Conduct: *Courtesy, Determination, Honesty & Respect*, setting the highest example to all those in the school.

#### Travelling To and From School

- Pupils are expected to uphold the good name of the school when travelling to and from school, particularly on public transport.
- Pupils are expected to wear the correct uniform and shoes. **Trainers are not to be worn whilst travelling to school** except when wearing Babington PE kit.
- Reports of poor behaviour whilst travelling to/from school will be investigated immediately.
- Sixth Form pupils may drive to school and park nearby. **They are not permitted to return to their cars during the school day except at lunchtime and therefore should park avoiding the need to move their car during the school day.**

#### Moving around the School

- Pupils must not run within the school building, nor must they crowd around doors at the top of the stairs or in the toilets.
- Pupils are to be courteous, use common sense, and co-operation at all times.
- Pupils should ascend and descend on the left-hand side when using the stairs.
- Pupils will ensure personal space of others whilst in and around the school building/grounds.
- Pupils should not use the lift unless they have prior permission from a member of staff.

- Pupils must ensure that personal litter is placed in the bins provided.

### **During Lessons**

- All pupils should arrive promptly to lessons, ready to learn, with the correct equipment.
- Pupils will be expected to enter (and exit) the classroom quietly and sensibly.

### **Smoking**

- Smoking (including vaping) is forbidden both inside the building and anywhere in the school grounds.
- Pupils are reminded that it is illegal to purchase cigarettes or vapes under the age of 18.

### **Prohibited Items, Harmful Objects & Illegal Substances (see Drugs policy)**

- Pupils are forbidden to use or be in possession of any illegal substances or images.
- Any illegal drug or image related offence, including the possession or distribution of illegal substances/images, are regarded as extremely serious and the school will always inform the Police as stated in our drugs policy.
- Pupils must not have in their possession any potentially harmful or dangerous objects or images.
- Additionally, the following items must not be brought into school: chewing gum, matches, lighters, solvents or permanent felt tip markers.
- All pupil medicines should be given to the School Nurse. Please note that parents/carers will be required to sign a medical contract giving permission for medicines to be administered by the School Nurse.
- Pupils should not have in their personal possession or self-administer any medication, including paracetamol or ibuprofen.
- No valuable items or large sums of money should be brought into School. We are a cashless school.
- No pupil is allowed to sell any items on the school premises, unless agreed by the school for charity purposes.
- We are a nut and seed free school. Pupils must not bring nuts, seeds or any additional food that may contain nuts or seeds into school.
- Chocolates and energy drinks are not permitted.
- Smartwatches and other wearable technology are not permitted.

### **School Property**

- Damage to School property must be reported at once to a member of staff.
- Where items of property are damaged wilfully, or through carelessness, the pupils responsible will be required to pay for the repairs. Additional sanctions such as an after-school detention will be given where appropriate.

### **Bullying (see Anti-Bullying Policy for further information)**

Bullying of any kind is unacceptable and will not be tolerated. Pupils must be aware that bullying behaviour is always unwanted, unwarranted and causes significant distress. The following forms of behaviour are included in the definition of bullying:

- Physical assault
- Verbal abuse or aggression
- Deliberate exclusion from a peer group by rejection and isolation
- Aggressive or insulting gestures
- Extortion or coercion by means of intimidation.

The school will aim to provide prompt and appropriate action and support to persons involved. All members of the

school community are encouraged to report any case of bullying to a member of staff. Any pupil who continues to bully cannot expect to remain a member of the school community.

## **Cyberbullying**

Cyberbullying is the use of information and communication technology to deliberately cause upset and distress to someone else. Its particular forms are:

- Harassment or 'cyber stalking'
- Defamation/Vilification
- Impersonation/unauthorised publication of private images
- Manipulation
- Peer rejection

**Any pupil involved in cyberbullying can expect to face school sanctions, whether the cyberbullying occurs inside or outside school. Cyberbullying will always be referred to the Police where appropriate.**

## **Mobile Phones**

Babington House is a place of learning, where all pupils, staff and visitors should be free to work without hindrance or fear of being photographed or filmed without their permission, and without the fear of having their learning disrupted.

Therefore, as a **mobile phone free zone**:

- Senior pupils and parents/carers sign a contract agreeing that any mobile phone that comes into school **must be handed in** to Form Tutors during morning registration.
- Phones will be stored in a locked box for the duration of the day and returned to pupils at the end of the school day.
- Year 6 pupils who bring in mobile phones in the Summer Term will give them to their Class Teacher where they will be locked away and given back at the end of the school day.
- Sixth Form pupils may use mobile phones only in the common room or sixth form study areas.
- Please ensure all mobile phones are named for security purposes.
- Pupils are not permitted to use their phones to text or telephone at any time during the school.
- Should your child be found in possession of their phone during the school day, it will be confiscated and held in the school office until the end of the day. Should this happen again, pupils will be required to hand their mobile phone to the Head of Seniors at the start of the day. In addition, pupils will receive three behaviour house points and be required to attend an after-school detention.

