

Policy Name:	Behaviour, Sanctions and Rewards Policy
Policy Number:	SG4

Staff member responsible	Revision Date	Approved By	Approval Date	Reason
Bronwyn Kidd	August 2023	Jonathan Slot	August 2023	New procedures and processes.
Bronwyn Kidd	October 2023	Jonathan Slot	October 2023	Addition of Use of Reasonable Force Annex
Bronwyn Kidd	November 2023	Jonathan Slot	November 2023	Update to Values Ambassadors
Bronwyn Kidd (Deputy Head)	December 2024	Jonathan Slot (Head)	December 2024	Update to Working Together to Safeguard Children (2024)
Bronwyn Kidd	August 2024	Jonathan Slot	September 2024	Annual review
Bronwyn Kidd	July 2025	Jonathan Slot	September 2025	Annual review

This policy is applicable to the whole school including Early Years

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Shaping Brighter Futures

We provide an inspiring and joyful education that will be remembered for a lifetime and which empowers our children with the confidence, knowledge, skills and character to thrive. We are shaping brighter futures.

School Aims:

At St Neot's education is full of fun and good humour. We want every child to enjoy their time at school, to feel part of a community that holds family values at the core. We are determined that our children not only learn outdoors but learn about the outdoors. We want to create well-rounded, independent thinkers that are not only confident in their academic ability but hold the soft skills necessary for Senior School and the world ahead.

The St Neot's Way is:

- *Where we promote a true sense of community, family values, a love of the outdoors and a commitment to having fun.*
- *Where every child comes into school feeling safe, valued and with a broad smile on their face; and who returns home with uplifting stories to tell.*
- *Where a first class, personalised, rigorous academic journey is matched by an enriching, broad and challenging co-curricular programme.*
- *Where the children's character, contribution and service is as valued as their academic success.*
- *Where the children's physical wellbeing is surpassed by their mental wellbeing.*
- *Where highly skilled, passionate and dedicated teachers, working in first class facilities, are full of ambition for themselves and the children in their care.*

St Neot's Values

Happiness Kindness Self-Belief Honesty Respect

Policy Aims

This policy aims to:

- To provide a consistent approach to behaviour management that is fairly applied to all pupils, with consistent modelling.
- To ensure all children are aware of the School Values and that these are promoted throughout the School
- To promote a positive, inclusive and tolerant culture, for every member of our school community, underpinned by our values
- To promote respect, consideration and the value of all individuals
- To promote excellent behaviour expectations, creating a happy, calm, supportive and safe environment, conducive to learning
- To ensure sanctions are fairly and consistently applied where necessary
- To define what we consider unacceptable behaviour, including bullying and discrimination

This policy applies to the whole school and should be read in conjunction with other applicable policies, including the Safeguarding Policy and Anti-Bullying Policy. In addition, government guidance; [Working Together to Safeguard Children \(2023\)](#), Keeping Children Safe in Education (2025), [Behaviour in Schools \(2024\)](#) and [Pupil Well-Being, Behaviour and Attendance](#) have also been referred to. The school recognises its duties under the [Equality Act \(2010\)](#) and makes reasonable adjustments under this policy for pupils who have special educational needs and/or disabilities as laid out in the [SEND code of practice](#).

The School does not tolerate bullying in any form, whether this be face to face, indirectly or online. Any reports of bullying will be taken seriously. Children are encouraged to come forward and speak to staff if they are concerned about themselves or a peer. Preventing bullying is everyone's responsibility. Assemblies, Form Time and PSHE lessons will be used to reinforce good behaviour, respect and care for each other and this expectation will be continued at all times throughout the day.

The School caters for pupils from the age of 2 years up until the age of 13 years. We recognise that whilst the core aims of the policy remain the same, there are slightly different approaches for different age groups of our pupils. As a result the policy is divided into the relevant sections

- Section One: Applies to the whole school
- Section Two: Applies to Nursery
- Section Three: Applies to Pre-Prep (Reception, Year 1 and Year 2)
- Section Four: Applies to Year 3 to Year 8
- Serious Disciplinary Procedures

Each section is constructed in the same way with an outline of behaviour expectations, reward systems in place as well as a summary of sanctions. The differing sections acknowledge the variety of ages and development stages of the pupils and emphasis is placed on the importance of being a good role model to others.

Section One - Whole School Overview

Expectations of Behaviour

Pupils are expected to uphold our school values, in all interactions. This includes between peers, with staff and visitors, with mutual respect, tolerance and empathy. Pupils are expected to be prepared for lessons, wear their uniform with pride, to try their best in all aspects of school life, to ask for help, reflect and learn. This expectation feeds into the wider school community and parent body. Pupils are reminded of the St Neot's Behaviour Expectations through discussions, display and signposting (Annex 1).

We believe that commending good examples of behaviour and providing encouragement for all creates an environment where we support the consideration of others. Children are supported to be self driven, to be the best version of themselves and to choose to make positive choices. To be a positive member of society, beyond school, children need to learn to interact positively with others. The maintenance of good discipline is of paramount importance for the growth, welfare and development of all pupils. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships. It is important that everyone associated with the school has high expectations and applies this policy consistently.

As children transition through the year groups, they become increasingly independent. Form teachers and subject specific staff support this transition. For some of our pupils, this can be challenging and therefore we work with the Learning Support department to put strategies and adjustments in place to support pupils. This may include a written kit list, pictorial guide, transition books or other adjustments.

With the increased use of IT and access to online platforms, the School has developed additional guidance for pupils to give clear expectations regarding the use of IT. Form times, assemblies and lessons such as IT and PSHE discuss online etiquette, e-safety, online harms, bullying and the consequences of poor behaviour online.

There are a number of behaviours that would be seen as unacceptable, across the school. This includes (not an exhaustive list):

- Disruption in lessons, including changing rooms and communal spaces and at break and lunchtimes
- Incomplete classwork or prep
- Poor attitude to learning
- Late to lessons
- Incorrect uniform or missing kit

Serious misbehaviour is defined as:

- Repeated breaches of the St Neot's Behaviour Expectations (Annex 1) and School values
- Any form of bullying or behaviour that causes harm to others, such as fighting and intimidation
- Racist, sexist, homophobic or discriminatory behaviour

- Discrimination against anyone according to the [protected characteristics](#) (age, gender reassignment, disability, race, religion, sex, sexual orientation)
- Lack of respect for adults and/or peers, such as swearing, disobedience, defiance and name-calling
- Vandalism, damage to property, graffiti or any other activity that marks the School environment
- Any behaviour which significantly disrupts the conduct of lessons or which distracts other pupils from engaging in the learning experience
- Any malicious allegations towards staff or children
- Fighting and/ or violent behaviour
- Theft
- Sexual harassment, including:
 - Sexual comments
 - Sexual jokes or taunting
 - Inappropriate touching, including clothing
 - Online sexual harassment (such as unwanted sexual comments and messages, including on social media, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content)
- Possession of any prohibited items

Bullying

St Neot's School operates a zero-tolerance approach to any bullying issues. All staff will challenge any bullying behaviour between pupils and will report any issues of this nature to the DSL immediately.

Bullying is defined by the Anti-Bullying Alliance as: *'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'*.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying can include:

- Physical (pushing, poking, kicking, hitting, biting, pinching etc)
- Verbal (name calling, sarcasm, spreading rumours, threats, teasing, belittling)
- Emotional (isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion)
- Sexual (unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.)
- Online /cyber (posting on social media, sharing photos, sending nasty text messages, social exclusion)
- Indirect (Can include the exploitation of individuals.)
- Prejudice-based and discriminatory, including:

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based

This includes: taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

The prevention of bullying is everybody's responsibility. Teachers use Form Time and the curriculum to support messages about acceptable behaviour, including PSHE, Drama, assemblies etc.

Bullying is not tolerated at St Neot's. The whole school community is expected to ensure that it does not happen and each person has the responsibility to report it. This is not 'telling tales'. Bullying is unacceptable and all members of the School, children and adults, have a responsibility to report any incidents. Any reports of bullying will be taken seriously. Staff are to log any confirmed bullying, racist and sexual harassment concerns onto CPOMS.

Please read the Safeguarding and Child Protection policy for further details about dealing with child-on-child abuse

A Positive Approach

The School recognises the importance of acknowledging, rewarding and encouraging positive behaviour. This boosts pupils' self-esteem and encourages role-modelling, therefore encouraging high standards in others.

Staff are role models to pupils and create an atmosphere where respect and tolerance are the norm. It is recognised that the staff are responsible for setting the tone for positive behaviour within the school. This includes:

- Encouraging mutually respectful relationships
- Demonstrating, upholding and encouraging the School Values
- Creating and maintaining a positive, warm and stimulating environment that role models pride in our school
- Developing positive relationships built on understanding of individuals
- Delivery of our school policy and values, consistently

The wider staff body works closely with Form Teachers, Heads of Year, the Learning Support Department and the Health Hub, to ensure individual situations, circumstances and needs are known and understood. On INSET days, these departments update the whole school, alerting the staff body to any relevant children, where to find information and any practical issues that may be required. We operate an ethos of flexibility and tolerance – each pupil will be treated as an individual, particularly those with who are neuro-divergent or have slower processing. In order for the policy to be effective it is essential that everyone follows the procedures in place in a consistent manner.

Children are rewarded by staff for upholding the school values, good effort and positive behaviour in a variety of ways. This is discussed in more detail in each section, but rewards vary from stickers in lessons to certificates in weekly celebratory assemblies. From Year 3 upwards, pupils are awarded House Points (HPs) for concerted and good effort, both in the classroom and around the school, and Values Points (VPs) for upholding the School Values, good standards of behaviour and being an excellent school citizen. This accumulates and results in House buttons and shields which are worn on blazers.

Pupil Involvement

The School recognises the benefit and importance of listening to and involving the pupils. The School Council provides a pupil voice where feedback can be listened to and ideas discussed. The School Council representatives are voted for, by their form, and comprises pupils Year 3 to Year 8. They link with the Pre-Prep to gather their views, and bring them to half termly meetings. The School Council is chaired by the Year 8 Pupil Voice Prefect. The School Council is active supporting school decision making, using questionnaires and meeting with key staff. Their role has recently been supportive in developing an understanding of pupil voice and influencing the Well-Being garden, role of the Values Ambassadors, menu's, clubs, rewards and House events.

Values Ambassadors (Year 3 - Year 8) are nominated termly, by their form. These are pupils that are recognised to be kind, empathetic and supportive of others and lead by example around the School, upholding and promoting the school values. Some of their role includes, looking after and supporting new pupils, running a rota of support in the well-being garden at each breaktime and awarding Values Points for observation of others promoting and upholding the school values.

Pupils in Reception to Year 2 are nominated weekly, by their teacher and support their class for the week. Pupils who sit on School Council or who have been identified as Values Ambassadors, wear a badge on their blazer so that they are identifiable to others.

Involvement of Parents and Guardians

When parents accept a place for their child at St. Neot's, they undertake to uphold the School Values, policies and procedures, including this policy. They agree to support the School's approach in matters such as attendance and punctuality, behaviour, uniform and appearance, approach to academics, participation in wider school life, homework/prep and the correct use of all technologies.

The School has an open door ethos, where parents are encouraged to contact their child's Form Teacher, in the first instance, with any concerns or worries. These can hopefully be dealt with quickly. There may be times when the issue or concern needs to be escalated to the Head of Year or the appropriate member of the Senior Leadership Team. In some cases, this may be the Headmaster. The staff will work as a team sharing information and offering advice and support to the family.

There are a number of events held throughout the academic year to enable positive relationships to develop between parents/guardians and the school. This includes coffee mornings, attending school events such as assemblies, school plays and sports day as well as parent engagement events. In addition, the School has a supportive parent group called the Friends of St Neot's Society (FSNS) who organise a number of events to support the school, whilst providing social contact throughout the parent body and fundraising.

Transition

The different rewards and sanctions procedures are explained regularly to pupils as they move up through the school. Procedures are discussed with parents at the Meet the Form Teacher meetings.

Pastoral Support

Each child has a Form Teacher/ Tutor who is there to support their needs. The Form Teacher ensures that they have a handover of the pupil's joining them each year, so that they are aware of any issues, needs or support that is required. They are the first point of contact for parents and subject staff. The Pastoral Team is led by the Deputy Head (who is also the Designated Safeguarding Lead) and consists of the Heads of Year, Head of Pre-Prep, Nursery Managers, Health Hub, Director of Sports and the SENCo. Pastoral concerns are escalated to this team, who meet weekly and offer daily support to the teaching team and Form Teachers.

Weekly whole staff meetings take place, to discuss pupils and any concerns and follow up actions are addressed. Staff have access to CPOMS, to log any concerns (pastoral, safeguarding, health or academic). Relevant concerns are discussed and addressed with follow up actions noted.

Additional support is available through the Learning Support Department, ELSA support, Mental Health First Aiders or referral for the school counsellor. At all times, we encourage open communication with parents, to provide holistic support to the child.

Sanctions and Discipline

School values and expectations exist to give pupils guidance as to what is and is not acceptable behaviour, as well as to teach them about boundaries. It ensures a happy and respectful community, conducive to learning and safety for all. As a result, if a pupil demonstrates poor behaviour and breaches these rules, sanctions will be imposed.

If a pupil's attitude, behaviour or work ethic falls beneath the standard which could reasonably be expected of them, the school has the right to administer disciplinary sanctions.

Disciplinary sanctions have three main purposes, namely to:

- help the child understand that what they have done is unacceptable and how to make more positive choices in the future
- deter the pupil from repeating that behaviour
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions will always be given fairly and with the aim of promoting positive behaviours. Whole classes/ groups should not be punished, unless they were all active in the misdemeanour. It is important that pupils see a connection between their behaviour and the sanction. This helps in the process of a pupil accepting responsibility for their behaviour and improving their self-discipline. Boundaries of acceptable behaviour are reinforced positively in Assemblies, Form Time and PSHE lessons and consistently through the expectations set by the staff. Sanctions should always be issued in a calm and controlled manner; they should never be threatened. If an appropriate warning has been issued and a sanction is given, it must be followed through. A sanction should not humiliate or degrade a pupil. It is imperative that everyone's reactions to inappropriate behaviour are consistent. Throughout this, each child will be

treated as an individual, particularly those with particular learning difficulties and reasonable adjustments may be made, where appropriate.

For low level behaviours, (such as not adhering to our Behaviour Expectations) the Form Teacher should be informed, who should deal with it directly. At times, the Head of Year may need to support these conversations, where the behaviour is repeated. More serious behaviours will be dealt with by the Head of Year, with the Deputy Head/ SLT supporting where needed. St Neot's Behaviour Expectations (differentiated by age) are detailed in Annex 1.

At St Neot's, we believe in the power of proactive, restorative conversations and in building positive relationships with empathy and a strong community. When a child has made a behavioural mistake, particularly towards another child, it is important that the emotional impact is understood and that all parties are then confident that the matter is being dealt with in a clear and explicit way, understood and endorsed by all.

Nursery and Pre-Prep

We are mindful that at this age, pupils are actively learning about the environment, socially acceptable behaviours and how to act appropriately. Children and situations are treated as individuals, with appropriate support, strategies and communication in place.

Middle and Main School:

For low level behaviours, verbal warnings will be given in the first instance. This will include ensuring that the pupil is aware of expectations, rules and consequences. If pupils are found to still not be adhering to the St Neot's Behaviour Expectations, a Reflection House Point may be given. Examples of this include (this list is not exhaustive)

- Untidy kit in the changing rooms
- Wearing sports kit/ trainers in lieu of uniform (if that uniform is at school)
- Eating in passageways/ changing rooms
- Entering classrooms/ school building, without staff supervision

Further sanctions (such as missing part of break, Head of Year or SLT detentions) are put in place to ensure that there is a consequence for intentional poor behaviour, thereby deterring future poor choices, but also to serve as a chance to reflect on the incident with a member of staff. This reflection/discussion is important as it supports pupils to consider how they might make better choices. Each incident will be treated fairly and will be applied to individuals, not whole groups. The only exception to this will be when all the individuals in a group have shared responsibility for what occurred and therefore will each receive the same sanction.

Some incidents may result in more serious sanctions if any of the following factors are involved:

- Deliberation and planning - where the poor behaviour is the result of thought, planning and with deliberate intent to cause harm
- Repetition - patterns of behaviour where there has been no remorse or improvement
- Hatred - where the poor behaviour is driven by racism, homophobia or any other form of discrimination

- Acting with others - where the poor behaviour is organised and participated in by a group
- Aggression - where the poor behaviour was motivated by a deliberate wish to threaten, harm or intimidate others
- Behaviour directed at staff
- Retaliation - the behaviour is the result of a previous incident, for example, intimidating an individual as they believe they caused them to get into trouble in a previous incident
- Deliberate dishonesty or misleading an investigation when unpicking incidences of poor behaviour

Mitigating Circumstances

Pupils are encouraged to take ownership and own up to their mistakes and poor behaviour choices. In addition, the School will consider mitigating circumstances when dealing with incidences of poor behaviour. This will include the honesty of the individual(s) involved. Owning up to the misdemeanour, taking ownership and being remorseful is important. Other factors that may be considered include whether an individual was provoked or was acting in self-defence. Children will always be asked to apologise to those who were affected by their behaviour. This should encourage the child to take responsibility for their actions. If a problem is persistent, recurring or serious the child's parents will be informed with a view to devising a strategy to manage the behaviour. It is crucial that the staff and parents work together to improve the situation.

For some of our pupils, who may have an underlying learning need or medical condition, there may be factors that affect their behaviour and understanding. Whilst it is important that they reflect on their behaviour and understand why it was unacceptable their sanction will reflect their needs and their understanding. The level of harm caused, the understanding of what they have done as well as their ability to respond to the situation will be taken into account.

Disorganisation / Forgotten Equipment / Missing Prep / Missing Sports Kit

We are aware that some of our pupils may struggle with their organisation skills and being prepared for lessons. This is particularly of note at key transition points in the school, such as the move from Year 2 to Year 3 and Year 4 to Year 5. Staff are experienced and support the pupils accordingly. The staff work closely with the Learning Support Department to ensure that strategies are put in place to support pupils who may struggle with poor executive functioning. Staff are also aware that sometimes there may be family issues (such as separated parents) where children are living between two homes. This may result in times when sports kit/equipment may be missing. This will be dealt with sensitively.

For other pupils, where there are no additional concerns, support will be offered to aid them in the first instance. At times, when numerous reminders have been given, pupils may be given a Reflection House point (NHP). If the pupil is repeatedly found to be missing kit or is disorganised, parents will be informed by the Form Tutor or Head of Year to notify them and look at ways to improve their organisation and preparation for the day. Should this continue, the Form Teacher will liaise with the child and the family to look at other ways of supporting them.

If a child has missing prep, the subject teacher will speak to them in the first instance. Where this continues, the subject teacher will speak to the Form Teacher (and Head of Year), who in turn will liaise

with the child and the family. In some circumstances, it may be beneficial for the child to attend Prep sessions at school to ensure work is completed.

Documentation, record keeping and communication

Due to the inputting of CPOMS, patterns of behaviour can be monitored. Sanctions and communications are also recorded via this platform.

We aim to keep parents informed of their child's behaviour, for both positives and negatives. We believe that open communication supports the child and helps provide clear expectations and unity. House Points, Value points and Reflection points are recorded in the pupil planner, for parent visibility. This is formalised via input into iSAMS.

Form teachers in Year 5 - 8 will check daily that each child has come to school with their planner and pupils should be encouraged to take this with them to every lesson. Planners should be signed weekly by the form teacher/tutor as a matter of course. Pupils in Year 3 and 4 will be supported with this record keeping, by their Form Teacher.

Pupils have opportunities to let staff know how they are feeling, such as through their Worry Boxes. Pastoral needs of pupils are discussed weekly and recorded on staff minutes and CPOMS.

Houses

In Year 3, all pupils are assigned to a House. Each house is named after trees found on our school site.

- Birch (blue)
- Chestnut (yellow)
- Oak (red)
- Pine (green)

House Points, Values Points and Reflection Points are all counted and tallied and go towards individual badges and the overall House Point score.

Additionally, throughout the year, pupils take part in a variety of activities and events to gain points for their House. The overall House winner is announced at the end of the academic year.

The House system is discussed in more detail in later sections in Section 4 (Year 3 - Year 6).

Mobile phones

Mobile phones are not permitted in school. If a pupil needs to bring their mobile device to school, this device must be handed to Main Reception upon arrival at school and collected at the end of the school day.

Use of Reasonable Force in School

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. (DfE Guidance: [Use of Reasonable Force](#) 2013) When restraint is used, a written report of the incident is submitted to the Headmaster and the Deputy Head (DSL) via CPOMS. The child's parents will also be informed by on the same day, or as soon as reasonably practicable.

Further information can be found in Annex 2.

Corporal Punishment

The use of corporal punishment / physical punishment is not acceptable in any circumstances.

Section Two - Nursery (Tiny Tuskers and Tuskers)

Tiny Tuskers and Tuskers share the Brampton Building with their own age-appropriate facilities and their own designated play areas. All areas have age appropriate toys and equipment with appropriate safety measures in place.

Whilst all areas of the School follow the same expectations around behaviour and School Values, the information and teaching has to be delivered in an age-appropriate way. Similarly, the rewards and sanctions differ slightly to reflect this change.

We recognise that each child is an individual and as such they will enter nursery with different experiences of rules and boundaries and we will support them to understand the expectations of our school. We model kind and considerate behaviour at all times and focus on positive praise. We find it vitally important to work in partnership with children's parents. Parents are regularly informed about their child's behaviour. We work with parents to address recurring inconsiderate behaviour, using our records to help us to understand the cause and to decide jointly how to respond appropriately. We require all staff to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways that are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

Rewards and Managing Behaviour in Tiny Tuskers and Tuskers

The expectations for behaviour are clear (see annex 1). Staff use of tools like positive praise and stickers, including the use of the behaviour Rainbow Chart. The behaviour chart is started fresh daily, demonstrating to children that we can move on positively. If a child ends the day on the 'storm cloud', their parent/ carer is spoken to, so they can reinforce school expectations at home. A large emphasis is placed on positive praise and helping children to find solutions to problems or situations they are facing.

Children have a wide access to different toys, resources and activities which ensures that they are stimulated and engaged. Children are encouraged to take turns and share, which is modelled and praised. Children are supported and valued and the staff work hard to create a sense of community and belonging, so that children feel secure and happy in their nursery environment.

If a child's behaviour is unacceptable, then they will be spoken to in an age-appropriate way. An explanation of why what has happened is unacceptable as well as how to make better choices will be

had. Children will not be humiliated, shouted at or threatened. **Physical punishment (corporal punishment) is not acceptable in any circumstance.**

The summary tables on the following pages outline the varying sanctions that can be used throughout Nursery. The age and development of the child will be taken into account and the School will adapt to each individual circumstance. Please note that this list / summary table is not exhaustive. The Nursery team, manager and wider SLT can always be contacted for advice when managing challenging or poor behaviour at home.

Examples of Sanctions - Nursery

Level	Behaviour Examples <i>Not exhaustive</i>	Possible Action/ Sanctions <i>More than one may be applied</i>
1 Low Level	<ul style="list-style-type: none"> ● Not listening to the teachers ● Not being kind to our friends ● Not taking turns or sharing toys ● Not using quiet indoor voices ● Running inside ● Misusing equipment (for example throwing roll play toys) 	<ul style="list-style-type: none"> ● Verbal warning (this could include a blanket warning to a class/ group) ● Recorded on sun/rainbow/cloud chart ● Communication to parents ● Recording on CPOMS for monitoring
2 Intermediate	<ul style="list-style-type: none"> ● When a child has been put on the 'rain cloud' for three consecutive days ● Continuous low level disruption ● Repeated Improper use of school equipment ● Repeated refusal to complete work ● Repeated Defiance/ rudeness to a staff member ● An action that resulted in someone getting hurt 	<ul style="list-style-type: none"> ● Verbal warning (this could include a blanket warning to a class/ group) ● Recorded on class behaviour chart ● Missing part of playtime (<i>Thinking Time</i>) ● Temporary loss of a privilege (including break/access to areas/club/match) ● Meeting with parents to try and unpick the behaviour and help support ● Recording on CPOMS for monitoring ● Pastoral monitoring
3 Concerning and repeated	<ul style="list-style-type: none"> ● Persistence in relation to behaviours listed under levels 1 and 2 ● Deliberately emotionally or physically hurting another student (name calling, 	<ul style="list-style-type: none"> ● Involvement of the Head of Pre-Prep ● Sticker charts for daily praise and encouragement

	<p>pushing etc)</p> <ul style="list-style-type: none"> ● Low Level Bullying ● Purposeful and serious misuse of school resources and equipment, so they could cause harm ● Graffiti/marketing of school property ● Inciting other children to misbehave ● Swearing at someone, using offensive, discriminatory, aggressive or hateful language (intentionally wanting to cause offence) ● Purposeful classroom disruption (resulting in learning being hindered) 	<ul style="list-style-type: none"> ● Support plan ● Internal support structures and strategies to support ● Thinking Time with the Head of Nursery and or Pre-Prep ● Loss of a privilege (including playtime/access to areas/club/match) for a more extended period of time ● Parental meeting with appropriate Nursery Manager and Head of pre-Prep ● Recording on CPOMS for monitoring ● Pastoral monitoring
<p>4 Serious</p>	<ul style="list-style-type: none"> ● Serious breach of the expectations of behaviour and this has caused real harm or a major threat, to others, despite strong efforts and support of staff ● Deliberately hurting another child/ adult (including fighting, punching, spitting and kicking) with the intent to harm ● Deliberately using bad/offensive language towards another child or adult ● Racist, sexist, homophobic or discriminatory behaviour ● High Level or repeated bullying ● Exclusions of peers, based on protected characteristics (ie race/ gender/ sexuality/ religion/disability) ● Damaging property 	<ul style="list-style-type: none"> ● Thinking Time with the Head of Pre-Prep ● Deputy Head or Headmaster detention ● Fixed term exclusion/ suspension from school ● Permanent loss of privilege ● Parental meeting with Headmaster ● Recorded on CPOMS ● Use of support systems/counsellor.
<p>5 Permanent exclusion</p>	<ul style="list-style-type: none"> ● Repeated offences (level 3 and 4) ● Where there has been a very serious and /or repeated serious breach of expected behaviour despite strong efforts and support of staff ● When pupils behaviour (despite support and strategies) poses a risk to the safety and wellbeing of others 	<ul style="list-style-type: none"> ● Permanent Exclusion from school

Values Ambassadors

A sticker will be awarded each day to the child (or children) who have demonstrated our school values ie, kind sharing.

The Nursery Staff will use age appropriate language to explain to all the children why a child has been given that particular sticker. Parents will also be informed at collection of what their child has received the award for.

Section Three - Pre-Prep

Pupils starting in Reception are a combination of current pupils moving up from Tuskers as well as from other nursery settings. For some children, this may be their first experience of a school setting. The Pre-Prep children have their own buildings and designated outdoor space/play area. All areas have age appropriate toys and equipment with appropriate safety measures in place. Whilst all areas of the school follow the same School Values and age-related St Neot's Behaviour Expectations, we acknowledge that the information and teaching has to be delivered in an age-appropriate way. Similarly, the rewards and sanctions differ slightly to reflect this change.

Rewards in Pre-Prep (Reception, Year 1 and Year 2)

During daily routines, staff discuss and remind the pupils of expectations around behaviour in the classroom and towards each other (see Annex 1). This may form part of the curriculum or in discussions during Form Time.

Staff use stickers to reward positive behaviour during lessons. There is a weekly celebratory assembly where awards are given out to pupils in every form across the three year groups. These are for pupils who have demonstrated learning skills, acknowledgement for an academic achievement or for being good citizens and upholding our school values (Values Ambassadors).

The awards are celebrated by the whole of Pre-Prep during assembly and they are included in the weekly newsletter, allowing the community to celebrate those that have done well and achieved personal or academic goals, as well as to celebrate our values and good citizenship.

Managing Behaviour in Pre-Prep (Reception, Year 1 and Year 2)

Whilst good behaviour is promoted and expected, there may be times when a pupil's behaviour does not meet the school expectations. The majority of incidents are minor and can be managed immediately with the pupil being spoken to and reminded of why the behaviour is unacceptable. This can then be managed with, for example, the pupil apologising to those affected by their behaviour.

For other incidents, a more detailed response may be required. This may involve talking to the pupils involved and the staff present. These must be documented and recorded.

Children have a wide access to different toys, resources and activities which ensures that they are stimulated and engaged. Children are encouraged to take turns and share, which is modelled and

praised. Children are supported and valued and the staff work hard to create a sense of community and belonging, so that children feel secure and happy in their environment.

If a child's behaviour is unacceptable, then they will be spoken to in an age-appropriate way. An explanation of why what has happened is unacceptable as well as how to make better choices will be had. At times, it may be deemed necessary to put an appropriate sanction in place. This may include some time away from a situation for "Thinking Time", exclusion from a play time to discuss behaviour or a mediation with a group of children. Children will not be humiliated, shouted at or threatened. **Physical punishment (corporal punishment) is not acceptable in any circumstances.**

The summary tables on the following pages outline the varying sanctions that can be used throughout the Pre-Prep. Please note that this list / summary table is not exhaustive. The Pre-Prep team as well as the wider SLT can always be contacted for advice when managing challenging or poor behaviour.

Examples of Sanctions - Pre-Prep

Level	Behaviour Examples <i>Not exhaustive</i>	Possible Action/ Sanctions <i>More than one may be applied</i>
1 Low Level	<ul style="list-style-type: none"> ● Not adhering to the St Neot's Behaviour Expectations ● Non compliance with uniform expectations ● Low level disruption in lessons ● Low level negative behaviour ● Poor effort in lessons ● Unkind comments/ remarks/ actions ● Littering 	<ul style="list-style-type: none"> ● Verbal warning (this could include a blanket warning to a class/ group) ● Recorded on class behaviour chart ● Missing part of break time (Thinking Time) ● Redoing of work/ clearing up mess ● Communication to parents ● Recording on CPOMS for monitoring
2 Intermediate	<ul style="list-style-type: none"> ● When a child has been put on the 'rain cloud' for three consecutive days ● Continuous low level disruption in class ● Improper use of school equipment ● Refusal to complete work ● Defiance/ rudeness to a staff member ● Rude or offensive language (but not towards an individual) ● Deliberately emotionally or physically hurting another student (name calling, pushing etc) on one occasion (and showing remorse) 	<ul style="list-style-type: none"> ● Verbal warning (this could include a blanket warning to a class/ group) ● Recorded on class behaviour chart ● Missing part of break time (<i>Thinking Time</i>) ● Temporary loss of a privilege (including break/access to areas/club/match) ● Related moderate level sanction (e.g cleaning the

	<ul style="list-style-type: none"> ● Poor sportsmanship 	<p>graffiti/ writing an apology note)</p> <ul style="list-style-type: none"> ● Communication to parents to try and unpick the behaviour and help support ● Recording on CPOMS for monitoring ● Pastoral monitoring
<p>3 Concerning and repeated</p>	<ul style="list-style-type: none"> ● Persistence in relation to behaviours listed under levels 1 and 2 ● Repeatedly deliberately emotionally or physically hurting another student (name calling, pushing etc) ● Low Level Bullying ● Online issues (e.g inconsiderate/ hurtful/ offensive messages, misuse of online platforms) ● Purposeful and serious misuse of school resources and equipment, so they could cause harm ● Graffiti/marketing of school property ● Inciting other children to misbehave ● Swearing at someone, using offensive, discriminatory, aggressive or hateful language (intentionally wanting to cause offence) ● Poor sportsmanship, towards opposing teams/ players/ coaches ● Purposeful classroom disruption (resulting in learning being hindered) ● Possession of inappropriate materials/objects 	<ul style="list-style-type: none"> ● Involvement of the Head of Pre-Prep ● Individual behavioural log for daily praise and encouragement ● Support plan ● Internal support structures and strategies to support ● Detention/ Thinking Time with the Head of Pre-Prep ● Loss of a privilege (including playtime/access to areas/club/match) for a more extended period of time ● Loss of privilege such as attending a residential/ participating in a production ● Related sanction (e.g cleaning the graffiti/ writing an apology note) ● Internal suspension ● Parental meeting/ discussion ● Recording on CPOMS for monitoring ● Pastoral monitoring
<p>4 Serious</p>	<ul style="list-style-type: none"> ● Serious breach of the expectations of behaviour and this has caused real harm or a major threat, to others, despite strong efforts and support of staff ● Deliberately hurting another child/ adult (including fighting, punching, spitting and kicking) with the intent to harm ● Deliberately using bad/offensive language 	<ul style="list-style-type: none"> ● Detention/ Thinking Time with the Head of Pre-Prep ● Deputy Head or Headmaster detention ● Fixed term exclusion/ suspension from school ● Permanent loss of privilege ● Parental meeting with

	<p>towards another child or adult</p> <ul style="list-style-type: none"> ● Racist, sexist, homophobic or discriminatory behaviour ● High Level or repeated incidents of bullying ● Exclusions of peers, based on protected characteristics (ie race/ gender/ sexuality/ religion/disability) ● Online offences (Online trolling, repeated hurtful online behaviours, sending inappropriate pictures/ videos) ● Damaging property 	<p>Headmaster</p> <ul style="list-style-type: none"> ● Recorded on CPOMS ● Use of support systems/counsellor.
<p>5 Permanent exclusion</p>	<ul style="list-style-type: none"> ● Repeated offences (level 3 and 4) ● Where there has been a very serious and /or repeated serious breach of expected behaviour despite strong efforts and support of staff ● When pupils behaviour (despite support and strategies) poses a risk to the safety and wellbeing of others ● Violent or aggravated bullying 	<ul style="list-style-type: none"> ● Permanent Exclusion from school

Values Ambassadors

Values Ambassadors are nominated by the Form Teacher in the weekly celebration assembly. They will be selected if they have demonstrated kind qualities to their peers, advocated being a good friend or thought of ways to encourage the school Values in the classroom and at break time.

The Values Ambassadors will be given a badge to wear on their blazer to identify them to others. At the end of the week, they will hand the badge back to their form teacher, so that it can be reallocated to another pupil the following week.

Section Four - Years 3 to 8

Rewards and Sanctions in Year 3 to Year 8

House Points

In Year 3, pupils are allocated a House, which supports their pastoral care and provides positive peer mentors, for their journey through Middle and Main School. As a form of positive praise, pupils can be awarded House Points (for general effort, demonstrating the PSB skills and positive work ethic) and Values Points (for upholding and representing the School's values and demonstrating positive behaviour). All points are counted and tallied and go towards individual badges and the overall House Point score.

Reflection Points will be given for low level poor behaviour. This will be counted into the individual Values point system, resulting in deduction of points.

House Points, Values Points and Reflection Points are instantly recorded in the pupil planner (or in the Form Room for Year 3&4), so that staff can immediately reward good behaviour (or give a Reflection Point) and a discussion can be had with their Form Tutor (and Head of Year if needed) when capturing their two-weekly score onto our information system. Additionally, this gives parental insight into behaviours at school. Additional points can be won, for Houses, via House events and Competitions.

It is important, for a consistent approach, for the following guidance to be upheld:

- St Neot's Behaviour Expectations (Annex 1) should be displayed and regularly referred to
- A maximum of 2 House Points should be awarded at a time
- Weekly assembly awards (PSB, Head's and Class of the week) will accrue 5 House Points
- A maximum of 1 Values Points can be awarded (these can be awarded by Values Ambassadors, but must be signed off by a staff member)
- Citizen of the Week will accrue 2 Value's Points
- A maximum of 1 Reflection Point should be given at a time
- Reflection Points should be followed up in dialogue with the Form Teacher
- If 5 Reflection Points are given in a half term, this will result in a Head of Year 'Reflection and Support' session (R&S), during part of a breaktime, for strategies and positive steps forward, to be discussed.
- A detention will automatically count for 5 Reflection Points
- Detention must be approved by the Head of Year or Deputy Head
- The narrative between Form Teachers, Parents and Heads of Year is vital, as it supports and guides the child

As a pupil acquires House points (HPs), they are awarded buttons and shields, which they wear on their blazer.

- 50 HP's = 1 Button badge
- 150 HP's = 1 Gold badge
- 600 HP's= 1st Shield (Assembly award)
- 1200 HP's= 2nd Shield (Assembly award)
- 1800 HP's= Honours Shield (Assembly award)

Values Points (VPs) are awarded for positive attributes of citizenship towards others, including our school values of: kindness, happiness, self-belief, honesty and respect.

Pupils are then awarded **Values Points Shields** (awarded in assembly) when they have accumulated a number of credits:

50 credits – Bronze 100 credits –Silver 150 Credits – Gold

Celebrations in Assembly

Each week there is an assembly where certificates are given out to pupils who have excelled during the week. There are three different awards that can be given:

- PSB Awards - are awarded to pupils across the year groups who have demonstrated skills that reflect the PSB core skills
- Heads Awards - awarded to excellent and outstanding pieces of work or to a pupil who has excelled in an area, either at school or home
- Citizen of the Week - awarded for excellent citizenship and upholding of the School Values
- Class of the Week - awarded to the class or group who have impressed their teachers the most. It may be that they have demonstrated excellent behaviour, worked incredibly hard on a task or demonstrated great team work.

All awards are handed out in assembly and therefore celebrated by the whole school. They are also reported on in the weekly newsletter to parents.

Sanctions (consequences for poor choices)

Children are supported and valued and the staff work hard to create a sense of community and belonging so that children feel secure in their environment.

If children's behaviour is unacceptable, then they will be spoken to in an age appropriate way. An explanation of why what has happened is unacceptable will be discussed as well as ways to support better decisions in the future. Children will not be humiliated, shouted at or threatened. **Physical punishment (corporal punishment) is not acceptable in any circumstance.**

The sanctions seek to balance the interest of the pupil involved with those of the rest of the School community. The nature of the sanction will reflect the context and seriousness of the offence and should be reasonable, proportional and relevant, and follow as soon as possible after the incident. Since incidents are treated individually, depending on the seriousness of their nature, some of the stages may be omitted. Some may be used together, ie: a child who has received a RP, may also be asked to stay in and complete their work (miss a portion of breaktime).

Below is a table of the varying sanctions that can be used throughout Year 3 to Year 8. Please note that this list / summary table is not exhaustive and individual needs will always be taken into account. The Deputy Head, Headmaster or any member of SLT can always be contacted for advice when managing challenging or poor behaviour.

Examples of Sanctions - Year 3 to Year 8

Level	Behaviour Examples <i>Not exhaustive</i>	Possible Action/ Sanctions <i>More than one may be applied</i>
1 Low Level	<ul style="list-style-type: none"> ● Not adhering to the St Neot's Behaviour Expectations ● Non compliance with uniform, hair, jewellery or makeup expectations ● Missing kit/ equipment ● Incomplete work/ prep ● Low level disruption in lessons 	<ul style="list-style-type: none"> ● Verbal warning (this could include a blanket warning to a class/ group) ● Reflection Point ● Missing part of break time ● Redoing of work/ clearing up mess

	<ul style="list-style-type: none"> ● Low level negative behaviour in communal spaces (ie running in passageways) ● Late for lessons ● Poor effort in lessons ● Unkind comments/ remarks/ actions ● Untidy changing rooms/ lockers ● Littering 	<ul style="list-style-type: none"> ● Removal of make-up/ jewellery ● Referral to Form Teacher for conversation ● Communication to parents ● Recording on CPOMS for monitoring
2 Intermediate	<ul style="list-style-type: none"> ● Continuous low level disruption in class ● Improper use of school equipment ● Misbehaviour in changing rooms ● Deliberate improper use of school facilities/ resources ● Refusal to complete work ● Defiance/ rudeness to a staff member ● Rude or offensive language (but not towards an individual) ● An action that resulted in someone getting hurt (but it was not purposeful) ● Poor sportsmanship ● 5 RP's in half a term 	<ul style="list-style-type: none"> ● Head of Year 'Reflection and Support' session (R&S) ● Head of Year detention ● Temporary loss of a privilege (including break/access to areas/club/match) ● Related moderate level sanction (e.g cleaning the graffiti/ writing an apology note) ● Communication to parents ● Recording on CPOMS for monitoring
3 Concerning and repeated	<ul style="list-style-type: none"> ● Persistence in relation to behaviours listed under levels 1 and 2 ● Deliberately emotionally or physically hurting another student (name calling, pushing etc) ● Low Level Bullying ● Online issues (e.g inconsiderate/ hurtful/ offensive messages, misuse of online platforms) ● Purposeful and serious misuse of school resources and equipment, so they could cause harm (e.g DT equipment) ● Graffiti/marketing of school property ● Gaining an unfair advantage in assessments ● Inciting other children to misbehave ● Swearing at someone, using offensive, discriminatory, aggressive or hateful language (intentionally wanting to cause offence) ● Intimidating or threatening behaviour 	<ul style="list-style-type: none"> ● Senior Leader detention ● Headmasters detention ● Report card (for a set amount of time) ● Internal support structures and strategies to support ● Loss of a privilege (including break/access to areas/club/match) for a more extended period of time ● Loss of privilege such as attending a residential/ participating in a production ● Related sanction (e.g cleaning the graffiti/ writing an apology note) ● Internal suspension ● Parental meeting/ discussion ● Recording on CPOMS for monitoring

	<ul style="list-style-type: none"> ● Poor sportsmanship, towards opposing teams/ players/ coaches ● Failure to respond to a previous detention ● Purposeful classroom disruption (resulting in learning being hindered) ● Possession of inappropriate materials/objects ● Use of mobile phones in school ● Consistent lateness to lessons 	
<p>4 Serious</p>	<ul style="list-style-type: none"> ● Serious breach of the expectations of behaviour and this has caused real harm or a major threat, to others ● Deliberate physical violence (including fighting, punching, spitting and kicking) with the intent to harm ● Racist, sexist, homophobic or discriminatory behaviour ● Serious verbal abuse to an adult or pupil ● High Level or repeated incidents of bullying ● Sexual harassment ● Continued harassment ● Exclusions of peers, based on protected characteristics (ie race/ gender/ sexuality/ religion/disability) ● Online offences (Online trolling, repeated hurtful online behaviours, sending inappropriate pictures/ videos) ● Leaving the school site ● Vandalism (If serious - level 5) ● Possession of a small amount of harmful substances (alcohol, cigarettes, e-cigarettes, vapes & aerosols) 	<ul style="list-style-type: none"> ● Headmasters detention ● Fixed term exclusion/ suspension from school ● Permanent loss of privilege ● Use of report cards, contracts and agreements. ● Parental meeting with Headmaster ● Use of support systems/counsellor ● Recorded on CPOMS
<p>5 Permanent exclusion</p>	<ul style="list-style-type: none"> ● Repeated offences (level 3 and 4) ● Where there has been a very serious and /or repeated serious breach of expected behaviour despite strong efforts and support of staff. ● Instigated cyber bullying/ringleader towards a victim. ● When pupils behaviour (despite support 	<ul style="list-style-type: none"> ● Permanent Exclusion from school

	<p>and strategies) poses a risk to the safety and wellbeing of others</p> <ul style="list-style-type: none"> ● Violent or aggravated bullying ● Theft ● Planned theft ● Distribution or intent to supply harmful substances (alcohol, cigarettes, vapes, e-cigarettes, any illegal drug) ● Intent to supply drugs or alcohol ● Possession of dangerous weapons ● Sexual assault ● Serious injury to someone else with intent. ● Sharing of indecent photographs/ videos/ materials ● Criminal damage 	
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Values Ambassadors

Each form will nominate a Values Ambassador in their class, for the term. These will be pupils who their peers feel are kind, helpful and are good citizens and values role models. Their role is to demonstrate these qualities to each other, advocate being a good friend and think of ways to encourage the school values in the classroom and at break time. The role will be facilitated by Form Teacher with input from their Heads of Year and Deputy Head, to ensure a consistent whole school approach. The Values Ambassadors will be given a badge to wear on their blazer to identify them to others.

Year 8 Roles of Responsibilities

Year 8 pupils apply for a number of positions of responsibility, These include; Head Pupil, Sports Captain, Head of House and Charity Prefect, to name but a few. A process of application and interview takes place. Every child in Year 8 is allocated a role.

The Year 8 pupils carry out their roles throughout the year. They are supported by their Head of Year and the wider staff body. It is impressed upon the pupils that, as they are the seniors of the school, that they are required to be exemplary role models and support those who are younger.

Serious Disciplinary Procedures

For situations where the above outlined procedures for discipline prove to be ineffective, or for one off incidents that are deemed to be of a significant nature, the following sanctions (by the Head or Deputy) may apply. The alleged infringement will be fully investigated, prior to a serious procedure being finalised.

In deciding whether to implement a serious sanction. The Deputy Head and Headmaster will consider the following:

- The age of the pupil
- Disabilities
- Identified barriers to learning and diagnosed neuro-diversities
- Previous behaviour record
- Severity of the offence and the likelihood of repetition
- Extent to which behaviour affects other pupils
- Whether the offence took place in or out of school and the impact on the school
- Extent and significance of violation of school rules

Parents will be informed of the investigation and any further outcomes. The governing body will be informed of any exclusions at the next governing body meeting.

Parents have the right to make representations and to appeal in accordance with the school's complaints procedure.

After a fixed-term exclusion, parents will normally be requested to attend a reintegration meeting, to agree the conditions of the pupil's readmission.

Permanent exclusion is a last resort after investigation.

Headmasters Detention

Where deemed appropriate, the Headmaster may issue a detention, which he will personally work with the child, regarding the incident/ behaviour.

Loss of Privilege

If it is deemed that a child can not be trusted to behave appropriately or that they have behaved in a way that warrants a more serious disciplinary sanction, above a detention, they may have a privilege taken away, either temporarily or permanently.

This could include, but is not limited to:

- Accessing certain areas at break
- Participating in a match/matches
- Attending a school trip or residential
- Participating in a school performance

Internal Suspension

This would be implemented for Level 3 and above, if it was warranted that a child should be removed from their peers, for a period of time. This would involve them working and potentially having breaks, away from their usual class, and working independently.

External Suspension and Exclusion

Suspension is when a pupil is sent home for a limited period; either as a disciplinary sanction (Level 4 and above) or pending the outcome of an investigation. Suspensions from St Neot's are rare but at times they are a vital part of the school's sanctions policy. This information is recorded on school systems.

A decision to suspend a pupil will only be taken where there has been a serious breach or repeated breaches of the school's rules, policies and procedures, whether in academic matters, for poor behaviour, law breaking and/or bringing the school into disrepute. A decision to suspend a pupil may only be taken by the Headmaster and Deputy Head. During this time, the school will consider supportive strategies for the child to return to school positively. This may include insistence of counselling, with the school counsellor.

Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. Violence, including severe bullying, fire setting and frequent high level disruption would fit within this category.

Permanent Exclusion will be used if a pupil has committed a number of disciplinary offences or one or more serious disciplinary offences, and/or brought the reputation of the school into disrepute. If there is sufficient evidence that a pupil has committed a number of disciplinary offences or one or more serious disciplinary offences, or brought the reputation of the school into disrepute, and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, the pupil may be required to leave the school site for a fixed period (suspension) or permanently (exclusion).

If the pupil is accused of a serious breach of behaviour expectations or a criminal offence but the behaviour/ offence took place outside of school, the school reserves the right to investigate and to suspend the pupil if appropriate, or to ask the parents to withdraw the pupil from the school. In the event that the pupil is found to have committed the offence/ serious breach of behaviour expectations, the school reserves the right to exclude the pupil if appropriate, taking into account all the facts and circumstances of the case.

Suspensions and exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's sense of self-belief and self-esteem. They can be harmful to the sense of belonging to the community. As such they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour. The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time.

In all cases the Headmaster gathers the opinions and takes advice from members of staff who are working with a pupil. He may delegate some responsibility to a member of the Senior Management Team for fixed term exclusions. The Headmaster makes the decision to proceed to permanent exclusion, with relevant guidance and oversight from the governing board.

Appeals

Parents may appeal any decision by the Headmaster to permanently exclude a pupil by logging a formal complaint, via our complaints policy and procedures.

Bag Searches

If the Headmaster or DSL deems it necessary (ie due to suspicion of illegal substances being carried or stolen items, a bag search may be conducted.

The following must be adhered to:

- The following searching, screening and confiscation guidance from the DfE should be followed at all times: [Searching, screening and confiscation: July 2022](#)
- The search should be carried out by two members of staff, ideally one would be from the Senior Leadership Team.
- In accordance with DfE guidelines parents do not have to be informed prior to the search taking place.
- If a substance is found and cannot be clearly identified, then it will be assumed that it is a controlled drug until proven otherwise.
- The substance will be confiscated and stored in a clearly labelled plastic bag which will include the date and time of the find and the witnesses present. It would be stored in a secure location with restricted access to staff.
- In the case of an illegal substance, or a suspected illegal substance, then the police will need to be informed, who will collect the substance and dispose of it as per their protocols.
- In all cases, the incident must be documented and recorded at the time and the Senior Leadership Team informed (if not already).
- The pupil's parents/carers will be informed, unless that is not in the best interests of the pupil. Any safeguarding concerns must be reported and acted upon as per the schools policy.

Annex 1: St Neot's Behaviour Expectations (Nursery to Year 8)

Year 3 - Year 8

At St Neot's:
We are kind
We are honest
We are respectful
We have self-belief
We are happy

As staff, we will demonstrate and uphold:

- Model mutual respect
- Be consistent in our expectations
- Be fair
- Represent our school values

Across the school

- We have good manners, are polite and courteous
- We greet each other and visitors, politely, with a smile and a offer of help
- We hold open doors for others and are considerate in our movements around school
- We walk on the left and never run
- We are kind and respectful
- We do not make rude or offensive comments or gestures or purposefully upset anyone with our words or actions
- We do not use any excessive physical force on anyone whether in fun or anger
- We adhere to our E-Safety rules and use technology sensibly, both in school and out
- We arrive on time for our lessons and commitments, such as music lesson, LAMDA and fixtures
- We do not enter rooms without an adult present and do not enter any school buildings before 8am
- We look after our school environment
 - We do not litter
 - We do not eat in the passageways or changing rooms
 - We do not wear muddy trainers inside
- We are respectful during assemblies. We enter and leave quietly and listen attentively.
- We do not use mobile phones at school. If we need to carry one, we leave it at Main Reception for the duration of the school day
- We do not bring in trading cards or home toys, unless approved by a teacher

Uniform

- We wear our uniform with pride
- Hair that reaches the shoulders is always tied back, with school coloured hair ties
- Extremes of haircuts, colouring and styles are not allowed
- We make sure that we are dressed appropriately for lessons, with the correct uniform on

- We do not wear trainers or sports kit for lessons
- When going out to play, we put on our outdoor shoes/ astros/ boilersuits
- We wear school coats

Up to Year 6

- We do not wear jewellery. If we pierce our ears, we know we can only wear simple stud earrings and know that we must remove them for all sporting activities

Year 7&8

- We only wear simple jewellery and limit our pieces to a discreet few. We only wear simple studs with one visible earring in each ear.
- If we choose to wear makeup, we wear discreet makeup (simple tinted moisturiser, concealer and mascara is allowed)

Classroom and Learning Time

- We treat our environment with respect and tidy up after ourselves
- We are considerate of our behaviour, so that we do not hinder the learning of others
- We wait politely outside our classrooms, before being welcomed in
- We are organised and ready to learn
- We take it in turns to talk and listen, and use both quiet and sensible voices in lessons
- We consider the PSB skills and apply them to our learning
- We challenge and apply ourselves
- Water Bottles remain in bags, or on the floor, not on desks
- We show appropriate care for our Chromebooks, by handling them with care and making sure they are plugged in correctly before and after use
- (Year 7 & 8) We bring our Chromebooks to school every day, fully charged.

Woods and Playground

- We are respectful of others and their outdoor creations
- We respect nature and our environment
- We do not break or destroy living things
- We always put litter we find in a bin even when it is not our own
- We only use natural materials when building dens.
- We do not climb higher than our own head height
- We do not cross boundaries
- We watch out for one another

Astro

- We wear clean trainers or astro shoes
- We do not eat food on the astro
- We play fairly and considerately
- We are not rough
- No foul play is allowed
- We are considerate of those who are younger than us
- We are inclusive and do not exclude anyone from play

Changing Rooms

- We keep our kit tidy and organised
- We are respectful of the facilities and do not purposefully damage them
- We are mindful of our behaviour and respectful of others and their personal boundaries
- We do not eat in the changing rooms

Dining Room

- We are polite and use our manners at all times
- We have kind and considerate conversations
- We are inclusive
- We demonstrate good table manners and clean up after ourselves
- We have healthy eating habits
- We are respectful and sit quietly during notices and prayers
- We wait to be dismissed
- If our House is on duty, we help with clearing up

Library

- We are quiet and mindful of others
- We ensure that our books are looked after and discharged properly and do not lend them to other pupils
- We leave the room as tidy as we found it
- We sit properly and behave sensibly at all times

Cricket Nets

- We play fair and let others join in
- We have two batters per net and a wicket keeper but NO fielders in the nets
- We do not use stumps as a bat
- We treat the net with care and do not leave kit lying on the floor
- We do not use a hardball, unless a teacher is supervising

Pre-Prep

At St Neot's:
We are kind
We are honest
We are respectful
We have self-belief
We are happy

As staff, we will demonstrate and uphold:

- Model mutual respect
- Be consistent in our expectations
- Be fair
- Represent our school values

Across the school

- We acknowledge and greet people as you move around the school
- We remember to say please and thank you when people help you
- We walk between lessons and are calm when moving around the school
- We wear our uniform with pride
- We put rubbish in the bin
- We respect our environment

Classroom and Learning Time

- We are ready for our lessons
- We listen to our teachers
- We work as hard as we can
- We ask for help when we need to
- We listen when other children are talking to the teachers
- We use indoor voices
- We share our ideas
- We respect the opinions of others
- We consider the PSB skills and apply them to our learning

Woods and Playground

- We take turns when using equipment
- We take care of our environment and show respect to nature
- We are respectful of others; their dens, artwork and creations
- We take care of all nature and try our best to not damage living things

Dining Room

- We are polite and keep our hands and feet to ourselves
- We have kind and considerate conversations
- We have healthy eating habits
- We demonstrate good table manners
- We ask for help when we need it
- We do not leave the table until we have all finished

Nursery

At St Neot's:
We are kind
We are honest
We are respectful
We have self-belief
We are happy

As staff, we will demonstrate and uphold:

- Model mutual respect
- Be consistent in our expectations
- Be fair
- Represent our school values

Across the school

- We have good manners, are polite and courteous
- We greet each other and visitors, politely, with a smile
- We use inside voices
- We walk inside and run outside
- We use kind words
- We use kind hands and feet
- We share and care
- We look after our school environment
 - We do not litter
 - We do not wear muddy trainers inside
 - We hang up our coats
- We are respectful during circle time.
- We listen attentively by looking at the talker.

Uniform

- We wear our uniform with pride (red jumpers and blue t shirts and trousers/skirts)
- Hair that reaches the shoulders, or covers our eyes, is tied back
- We wear trainers in the sports hall

<ul style="list-style-type: none"> ● When going out to play, we put on our wellies and waterproofs ● We wear hats/caps/coats depending on the weather
<i><u>Classroom and Learning Time</u></i>
<ul style="list-style-type: none"> ● We treat our environment with respect and tidy up after ourselves ● We are considerate of our behaviour, so that we do not hinder the learning of others ● We wait politely outside the classrooms of specialist lessons, before being welcomed in ● We take it in turns to talk and listen to our friends, ● We use sensible and quiet voices in lessons ● We consider the PSB skills and apply them to our learning ● We challenge and apply ourselves
<i><u>Woods and Playground</u></i>
<ul style="list-style-type: none"> ● We take turns on the playground equipment ● We are respectful of others and their outdoor creations ● We respect nature and our environment ● We do not break or destroy living things
<i><u>Dining Room</u></i>
<ul style="list-style-type: none"> ● We are polite and use our manners at all times ● We have kind and considerate conversations ● We do not get down from the table until we have all finished ● We try to use knives and forks ● We have healthy eating habits and try new food ● We are respectful and sit quietly during notices and prayers ● We wait quietly while the teachers clear up

Annex 2: Use of Reasonable Force

For the well-being and safety of all pupils and staff, there may be limited times as to when the use of reasonable force may be needed. Reasonable adjustments will also be taken into account, considering the pupils needs, such as disabilities and / or SEND.

St Neot's will not tolerate the use of force as punishment.

The [Education and Inspections Act 2006](#) (Part 7, 93) enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)

- Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise

The Act also defines to whom the power applies as follows:

- Any teacher who works at the school
- Any other person whom the head teacher has authorised to have control or charge of pupils

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from standing between pupils to guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force will occasionally be needed to be used by St Neot's staff to control pupils and/ or to restrain them, for their own protection and well-being. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to physically hold back or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can Reasonable Force be used?

In accordance with the DfE publication – [Use of Reasonable Force: July 2013](#), staff at St Neot's may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In practice, removal from the classroom/ setting should not only be for serious disciplinary reasons, but to help de-escalate behaviour and provide time-out, especially for younger pupils and those with SEND. If staff resist removing a child, there is a greater likelihood of escalation of behaviours and the need to use reasonable force. Making removal from the group for short periods a neutral action by providing excuses for the child to go on an errand, or agreeing with a child that they can go to a calming place are both useful tools.

It is noted that the School does not need parental consent to use reasonable force, but the School will always inform parents when reasonable force has been used, when appropriate. This will be logged on the school's behavioural management system and logs.

The following restraint techniques will never be used and St Neot's recognise that they pose an unacceptable risk.

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest;
- the 'nose distraction technique'

Additionally, interventions that could be construed as touching a pupil in an inappropriate/ intimate way.

Staff Training

Staff will receive regular updates via senior staff or training providers, where needed and when appropriate to support them to carry out their responsibilities.

St Neot's Approach

St Neot's recognises that the most effective early intervention methods start by staff understanding each pupil's personality and behaviours so they are able to intervene at an early stage to calm situations. Regard for SEND and the Mental Health of the child, will be given full priority, including understanding risk and protective factors, such as those laid out in the [DfE guidance: Mental health and behaviour in schools](#).

Reasonable force should only be used as a last resort. If a child is unable to control their behaviour and it impacts the welfare of other pupils, separation (removal) from the class to another room may be more appropriate.

Any use of 'Reasonable Force' with a pupil will be recorded on CPOMS and on the Behaviour and Sanctions Log (use of Reasonable Force tab). The Deputy Head (DSL) must be informed. Parents should be informed before the end of the day, or as soon as reasonably practicable.

When recording the incident, the following should be noted:

- Type of incident
- What happened prior to the incident including any triggers for the incident as well as any steps to defuse the situation
- Who was involved
- Lesson/location
- Time/date including how long incident lasted

Next steps will be decided in conjunction with the Behaviour Policy, Safeguarding Policy and Pupil Well-Being and Welfare Risk Assessment Policy. For complaints regarding use of reasonable force, the Complaints Policy should be followed. Staff are also able to log concerns regarding the behaviour of colleagues via the Low Level Concerns Policy or the Safeguarding policy and procedures, including Whistleblowing procedures.

Further referencing available through:

- [Behaviour in schools: advice for headteachers and school staff \(2024\)](#)
- [Screening, searching and confiscation – advice for headteachers, staff and governing bodies \(2022\)](#)