

Behaviour for Learning Policy Prep School incl. EYFS

2025/2026



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOOL

Pre-Prep and Prep Behaviour for Learning Policy

Prep School, including EYFS

Scope

This policy applies to all Prep and Pre-Prep (EYFS) pupils and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body has a statutory responsibility to ensure that this policy is ratified and compliant, as set out in the Independent School Standards 2019 (ISS). The Governing Body delegates this responsibility to the Head, who is accountable for the operationalisation of this policy. In turn, the Director of Safeguarding is delegated responsibility for the consistent application and implementation of this statutory policy across the School. Staff must follow the expectations set out in this policy.

Introduction

At Ibstock Place School, we regard our Behaviour for Learning policy as essential to helping pupils flourish. This policy brings together our expectations for the Pre-Prep and Prep school community regarding how we prioritise learning, routines, and conduct; the values that guide our approach; and the rewards and sanctions we use to support pupils as they develop into confident, responsible young people.

1. This policy comprises following key sections:
 - A. Ethos – Aims and Practice
 - B. General Expectations of Behaviour
 - C. Rewards/Praise – Principles and Practice
 - D. Sanctions – Principles and Practice
 - E. Additional Areas of Guidance Relating to Behaviour (Appendices)
2. This policy draws on the following legal frameworks and guidance to inform the School's practice and responsibilities:
 - KCSIE Education Sept 2025
 - Behaviour in Schools: Advice for headteachers and school staff – Feb 2024

- Early years foundation stage statutory framework: for group and school-based providers Sept 2025
- Searching, Screening and Confiscation: Advice for schools July 2022
- Use of reasonable force in schools: Advice for headteachers, staff and governing bodies July 2013

A. Ethos

3. At Ibstock Place School our vision is to be a 'joyful and nurturing culture' and a 'community that is rooted in kindness'. In Prep, we actively promote with all of our pupils the key values of being 'kind', 'curious' and 'courageous'. As such, these underpin our actions and decisions as a learning community. To support this, our behaviour for learning policy captures the ethos around how we conceptualise behaviour development from early years through to the end of Key Stage 2, our expectations for a positive learning environment and the principles and practice that underpin our praise and sanctions systems.
4. We recognise that children from KG-6 are actively developing their understanding of the behaviours that produce effective learning and productive relationships with others. With this in mind, we view behaviour development on a continuum throughout a child's time in Pre-Prep and Prep and so our aim is to be developmental whilst holding high expectations for positive learning behaviours and interactions with staff and peers.
5. We believe in providing high quality learning experiences to support the growth of whole person development. The School has in place a number of universal programmes that foster developmental learning and provide opportunities for pupils to be rewarded for their personal growth and their contribution to the Ibstock community. These are reflected in our use of Zones of Regulation, Girls and Boys on Board, Backpacks, Kindness Champions and through the PSHCE curriculum.
6. Ibstock Place School is committed to providing an inclusive environment for all pupils, including those with special educational needs or disabilities (SEND). Reasonable behaviour for learning adjustments are made for those that are deemed as vulnerable or who have neurodevelopmental needs. We ensure that inclusion is in place for such pupils by tailoring behaviour and rewards to a child's individual needs.
7. We believe that as pupils move towards the later years of Prep that they should take on more responsibility for their choices and engage with opportunities to reflect when it comes to behaviour for learning. This means that sanctions and messaging around behaviour choices will be firmer and may carry more serious sanctions. This is designed to reflect a child's brain development and the move towards more rigorous expectations in the Senior phase of the School.

8. We view parental involvement as key to a child growing and learning whilst they are at Ibstock. By working collaboratively with parents, children receive consistent messages about how to succeed with their learning and how to behave at home and at school. We expect parents to encourage their children to support the School rules, their child's learning, and to co-operate with the School in all other areas, as set out in the home – school agreement. We recognise that the School must share with parents when a child's behaviour falls below our expectations and at such times, we reserve the right to take any reasonable action as required to ensure pupils and staff have a safe and happy working atmosphere and there is appropriate learning from the situation.
9. AIMS: This policy is designed to:
- Clearly articulate the standards of behaviour expected from every member of Pre-Prep and Prep communities.
 - Ensure a consistent and fair approach to behaviour management across both the Prep and Pre-Prep schools.
 - Champion equal opportunities for all pupils.
 - Foster a positive, supportive environment that encourages both learning and teaching, enabling pupils to flourish and confidently embrace new ideas and experiences.
 - Acknowledge and celebrate the diverse achievements of pupils – whether academic, sporting, creative, or pastoral.
 - Promote the values of compassion, kindness, initiative, and charity within our community.
 - Inspire a lifelong love of learning, underpinned by resilience, curiosity, and a broad skillset that prepares pupils for a range of challenges and opportunities.
 - Cultivate an awareness of the impact one's behaviour can have on others, encouraging mindfulness and responsibility within the School community.
 - Support thoughtful engagement with the wider world, guiding pupils to act with consideration and integrity.
 - Encourage respect for the physical environment by promoting sustainability, recognising the relationship between surroundings and learning, and understanding the long-term effects of our choices on the environment.
 - Instil a shared commitment to upholding the values and expectations outlined in our whole-school approach to behaviour for learning.
 - Reinforce that any sanctions applied are intended to educate children in developing appropriate values and behaviours, protect and support the whole community and ensure a respectful and inclusive learning environment for all.

Practice

10. This policy has a wide scope. Its values and expectations are applied during lessons in School, whilst on School visits, in extra and co-curricular activities and clubs and it also covers online communications between members of our community. We recognise that on occasion

behaviours that originate outside of school may become known in the School environment, in such case we will work with parents to offer advice and guidance on how to resolve it.

11. The School is committed to ensuring that all staff, pupils and parents/carers who visit our site are safe and that they can be confident in how others will interact with them.
12. As a community we implement good behaviour for learning through the following:
 - At the start of each academic year, all pupils and staff share our behaviour for learning expectations and consider how these should be realised within our School community;
 - Teaching and support staff accept their responsibility to demonstrate the Behaviour for Learning policy in practice as is appropriate for their role.
 - Pupils, parents/carers and staff will have access to the Behaviour for Learning policy through the following forms: staff training, pupil friendly posters, prep homework diaries and pre-prep message books, via the School website and the staff SharePoint, assemblies and focused pastoral sessions as the need arises.
 - The Home-School Agreement is outlined to new parents/carers and pupils on admission to the School and this reflects our expectation that key policies are upheld by all members of the School community.

B. General Expectations For Behaviour

13. At the School we have the following core expectations for behaviour. These cover our general expectations for pupil behaviour and the overarching values that we are fostering as a school community.
 - We are Courageous:
 - We try our best in all that we do and take risks in our learning.
 - We are prepared to learn and collaborate with others.
 - We take responsibility for our own behaviour
 - We share concerns with others if something worries us and stand up for others
 - We are Kind:
 - We treat others with kindness, respect, and use good manners
 - We understand that not everyone is the same and our differences make us unique and special
 - We care for our environment and take care of others' property.
 - We move around the school safely and responsibly.
 - We are Curious:
 - We prioritise learning and take advantage of all that is offered at Ibstock Place school
 - We are confident to ask questions and share our voice
 - We are guided in our learning by School rules, routines and reminders from staff

- o We are able to admit mistakes and learn from them.

14. We recognise that behaviour expectations can vary depending on the context and situation. To support pupils and ensure staff consistency in messaging we have captured the key contexts and settings where there are specific behaviour expectations.

Specific Behaviour Expectations

Context and Setting	Expectations
Classroom	<ul style="list-style-type: none"> • Raise your hand to answer a question, rather than calling out (unless asked to do so) • Listen and follow instructions carefully given by staff • Show respect towards others and their opinions • Always be prepared for your lesson • Keep the classroom tidy • Walk around the classroom sensibly and carefully • Use 'indoor voices' when in the classroom • Be respectful towards all classroom furniture and equipment
Assembly	<ul style="list-style-type: none"> • Enter into assembly without talking • Sit nicely through the duration of the assembly • Listen carefully and show respect towards the assembly lead • Exit assembly without talking
Playground	<ul style="list-style-type: none"> • To show compassion and inclusion • To have respect and understanding of smaller/younger children • To try and be friendly with everyone • To play with other children if they are feeling sad • Avoid rough or physical interactions • To know not to bully • To try and be a good loser and winner • To play considerately • To share the equipment • Understand where school play boundaries are where pupils must not go
Moving around the school	<ul style="list-style-type: none"> • Know how to line up properly • Not push in line • Keep their hands and feet to themselves

	<ul style="list-style-type: none"> • Keep up with everyone else • Walk briskly • Not touch anyone or anything on the way • Knock on a door quietly before entering • Take care when going up and down stairs • No running
Refectory at lunch time	<ul style="list-style-type: none"> • Wash their hands before eating • Sit nicely at the table and use cutlery appropriately • Walk quietly into the Dining Room • Say 'please' and 'thank you' to each other and catering staff • Taste new foods • Be mindful of others who may have allergies or special diets • Ask for food to be passed rather than reaching across the table • Ask permission to move on to pudding • Ask to be dismissed for a lunchtime club • Leave the Dining Room quietly
Trips and visits	<ul style="list-style-type: none"> • Wear appropriate uniform • Listen to the accompanying adults and behave accordingly • Do not bring devices on trips • Adhere to boundaries and safety procedures • Be polite to everyone they meet • Sit quietly on any transport • Respect the surroundings they are in • Pick up any rubbish they have generated • Wear a seatbelt when on transport • Avoid eating and drinking on transport
Clubs	<ul style="list-style-type: none"> • Listen to the teacher/s in charge and behave respectfully, adhering to the overall school behaviour expectations • Arrive at the club on time • No eating during the club • To have respect and understanding of smaller/younger children • Do not leave the club without being dismissed by the teacher in charge, unless Prep 6 pupil has permission to leave independently
Online	<ul style="list-style-type: none"> • Use technology responsibly. • Protect Personal Information • Respect Others' Privacy online • Be Respectful- treat others with kindness and respect in all online interactions. Avoid hurtful comments, bullying,

	<p>spreading misinformation or sharing other inappropriate content.</p> <ul style="list-style-type: none"> • Use Proper Language- communicate politely and appropriately. • Think Before You Post- consider the impact of your words and images before sharing
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C. Rewards / Praise

Principles

15. As a school community, we see reward/praise giving as an integral part of the feedback that young people receive in School life. Praise and rewards demonstrate the School community's appreciation of an individual's contribution to their own and others' learning, their participation, effort and achievement. Additionally, it also allows us to recognise the contributions that young people make to their local, national and global communities. We also acknowledge that rewards have a motivational effect and promote whole person development when we recognise positive behaviours.
16. We recognise that praise should reflect the School's values and so we give praise and awards for/to:
 - effort, progress and attainment.
 - recognise a variety of achievements from academic, sporting, creative and citizenship endeavours.
 - reflect positive values, attitudes, actions and sense of spirit.
 - reflect a wide scope for achievement: within lessons, outside of lessons, CLUBS/extra and co-curricular activities and within the wider community
 - have an aspirational effect on others.

Practice

17. The following details how the School gives praise throughout the academic year.

Practice Area	Details
Recognition by Staff	Subject teachers and CAs consistently recognise participation, effort, and achievement; also recognise and celebrate positive values, actions, and behaviour contributing to the community.

Extra-curricular Recognition	Lead staff organising activities acknowledge participation and achievement of pupils involved.
Forms of Recognition	House points, House point awards, written acknowledgements, (Weekly Round Up), certificates, celebration assemblies, verbal commendations, 'Work of the Week'.
Star of the Week	Teachers award a 'Star of the Week' in each class, announced in celebration assembly and Weekly Round Up.
Value Toys	Kindness Puppy, Curious Meerkat, Courageous Tiger given in class in Pre-Prep and Prep. Values certificates awarded in Pre Prep weekly assemblies.
Celebration Assemblies	Weekly co-head-led assemblies announce house point winners, manners and uniform awards, 'Table of the Week', 'Star Baker', and 'Team of the Week'.
Annual Recognition	Prize Giving ceremony to acknowledge attainment, progress and effort at the end of each academic year.
Leadership Roles	Pupils encouraged to take leadership roles such as House Captain, Prep Parliament Rep, Eco Rep, Head Pupils, Kindness Ambassador, Art Champions, Pre-Prep Play Helpers.
Communication of Rewards	Posters in classrooms, information in planners, and teacher communications inform pupils about reward systems.
Monitoring and Data	Half-termly reports shared with PLT to review reward trends, identify pupils needing encouragement, and ensure consistency.
Evaluation and Policy Review	Reward/praise practices are evaluated via SLT, PLT, department meetings, and working parties; amended as needed to highlight positive behaviour.
Staff Training	PLT member ensures staff are aware of how to input rewards into ISAMS and communicate this to pupils and parents.
Parent and Pupil Updates	Rewards are communicated through the School Portal, certificates, and Prep pupil homework diaries and Pre-prep message books.

House Point Award System

- Additional to the above systems for praise, we also operate a house system. This is part of our one school focus and supports the healthy development of aspiration and team spirit.

Pupils are awarded a House Point award when they reach a set number of House points.

Award	Number of House Points	Method of Reward
Bronze	75	Certificate, badge, recognition in assembly
Silver	100	Certificate, badge, recognition in assembly
Gold	150	Certificate, badge, recognition in assembly
Headteacher	250	Certificate, badge, recognition in assembly, visit to the E-sports Centre
Ultimate	500	Certificate, badge, recognition in assembly and book prize

Guidance on Rewards

19. We recognise that pupils and parents value opportunities for praise and awards, but these are only meaningful if there is consistency in the way that the School and staff recognise pupils. As a staff body we regularly have conversations about how and when to recognise pupils for praise and staff are respected to make use of their professional judgement in deciding which behaviours and accomplishments that they would like to reward.
20. The following table is intended as a guide only but captures many common situations where staff will praise and reward pupils. Rewards fit under our values of 'Kindness', 'Curious' and 'Courageous' and as such, recognition references the development of these attributes.

Positive Behaviour	Examples of Recognition	Methods of Reward	Responsibility
Participation inside and outside of lessons	Recognition of participation in lessons and extracurricular activities	Verbal commendation, acknowledgment in Round Up, classroom displays	Teachers, TAs, extracurricular coordinators
Progress	Recognition of academic progress	House points, awards, certificates	Class teachers, subject teachers and TAs

Attainment	Recognition of achievement in assessments and competitions	House points, awards, certificates	Class teachers, subject teachers and TAs
Effort	Recognition of sustained effort and perseverance	Verbal commendation, certificates, stickers	Class teachers, subject teachers and TAs
Achievement	Recognition of specific accomplishments	House points, awards, recognition in assemblies	Class teachers, subject teachers and TAs
Positive values, actions and behaviours towards the school community	Recognition of citizenship, kindness, leadership	Plasma screen displays, certificates, praise in assemblies	All staff
Citizenship endeavours	Recognition of service and community involvement	Certificates, commendations, awards	All staff
Contribution to the form, year or School community	Acknowledgement of participation and support	Classroom displays, certificates, recognition in assemblies	All staff
Leadership responsibilities	Recognition of leadership roles and responsibilities	Certificates, House points, public acknowledgment	Staff supervising leadership roles
Participation and achievement in charity events	Recognition of service and charitable involvement	Certificates, praise during assemblies	Class Teachers, event coordinators

D. Sanctions

Principle

21. The use of sanctions in the Pre-Prep and Prep is grounded in the goal of promoting positive behaviour while providing fair and consistent consequences for unacceptable actions. Sanctions are designed not to punish, but to encourage reflection, learning, and the development of self-discipline.

22. We view sanctions as a supportive tool to help pupils understand the impact of their behaviour, take responsibility for their actions, and make better choices in the future.
23. As a School we are committed to sanctions being proportionate to the misconduct and that these are applied appropriately and consistently across the School.
24. We also recognise that sanctions should be age and developmentally appropriate and there does need to be some flexibility around sanctions when it comes to our SEND or vulnerable pupils.
25. We are committed to messaging sanctions in a respectful manner that maintains the dignity of each pupil and so the child and their parent are fully aware of the reason for the sanction.
26. We are respectful of a child's right to address poor choices without being made an example for others and communicate these to others sensitively on a need-to-know basis.
27. We are committed to making reasonable adjustments to a pupil's environment so that it can support them in making good choices, e.g. providing a pupil with a fidget tool or a move-sit cushion, removing a distracting item or sitting in a different position in the classroom.

Practice

28. It is common for schools to make use of visual representations to communicate expectations around positive behaviour and indicate when a pupil is demonstrating low level behaviours and is not meeting the School's expectations. This is particularly helpful in an early years and key stage 1 and 2 setting as reading and comprehension skills are actively being developed. In the Pre- Prep and Prep school we use different visual representations that are age appropriate and support children in learning routines, rules and the values that underpin our expectations for positive behaviour. The following captures the visual representations that are used in both the Pre-Prep and Prep schools to enable secure learning of these principles.

Pre-Prep – The visual representation in the Pre-Prep is a rain cloud, a rainbow, sunshine and a superstar. Children's names are moved to the appropriate picture as they demonstrate positive or unhelpful behaviours. Children who reach the superstar receive a sticker at the end of the day. Children who are placed on the raincloud are supported with reminders about positive behaviours and parents will be told if a child's name is on the raincloud.

Prep: Alongside initial reminders and warnings about behaviours, the prep school uses the visual representation of a baseball game: "three strikes and you're out." This means that if a pupil receives three disciplinary sanctions, (strikes) within a half-term, it will result in further consequences or sanctions.

29. In Pre-Prep, if behaviours are escalating and continue to be unhelpful for the learning of the child or the rest of the class, we may need to use the following interventions to support the child with their behaviours and help them to re-regulate their emotions.

Steps	Action
Take a break	<ul style="list-style-type: none">• The child takes a short break from the learning activity but stays in the classroom to regulate their emotions and behaviour.• They are supported by the class teacher or class assistant• When ready there is a supportive discussion about helpful and unhelpful behaviour in the classroom.
Time out	<ul style="list-style-type: none">• The child is taken out of the classroom and away from the learning activity to regulate their emotions and behaviour for a short period of time (this might be a short 5-10 minute walk or an activity in a different space).• When ready there is a supportive discussion about helpful and unhelpful behaviour in the classroom.
Extended time out	<ul style="list-style-type: none">• If a child is quite dysregulated, then it may be appropriate that they have an extended amount of time out of the classroom or make use of the sensory spaces to support them before returning to the classroom.• There is a supportive conversation about helpful and unhelpful behaviour in the classroom when the child is ready• The School will communicate with home that there was a need for an extended time out and the challenges for the child on that day.
Time at home	<ul style="list-style-type: none">• If it is apparent that a child is very dysregulated and despite attempts to support them with re-engaging with the lesson and regulate their emotions this has not been successful, the School will call parents to collect their child.• The purpose of this is to support the child with resetting their emotional state in a familial setting.• The School will communicate the rationale for this decision with parents and if needed discuss a home/school plan to support the child when they are so dysregulated.

30. Prep staff employ the following escalated steps in a measured way to signal a young person is not meeting expectations for behaviour and give them a chance to adjust the way they are presenting and make better choices.

Steps	Action
Friendly reminder	<ul style="list-style-type: none"> Friendly, informal reminder of classroom expectations, (refer to class charter) delivered privately wherever possible.
Second reminder	<ul style="list-style-type: none"> A clear more formal reminder delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
Warning	<ul style="list-style-type: none"> If behaviour continues, pupil is given a formal warning. Warning is recorded on ISAMS. Restorative/Reflection Time – time spent between the teacher and the pupil verbally reflecting on the behaviour. Parents are emailed with the details of the warning. A meeting is offered if appropriate.
Strike	<ul style="list-style-type: none"> Three official warning in one week will result in a strike. Strikes are recorded on ISAMS and the pupil spends a short time with the teacher where they reflect on the behaviour- what led up to the behaviour, why it was inappropriate and what the pupil could have done differently. The pupil writes down their reflections on a form which is then sent home. Email sent to parents. If a pupil who receives three strikes within a half-term, it will result in further consequences, such as an internal suspension.

31. The consistent implementation of sanctions is achieved through the following:
- All pupils are made aware of expectations for behaviour through the pupil planner, posters in classrooms and around the school, assemblies and daily communications.
 - All staff are required to read the Behaviour for Learning policy at the start of the school year and are expected to revisit the behaviour for learning expectations and specific guidance documents when dealing with inappropriate behaviour.
 - All class teachers are expected to address low level behaviour concerns in their own lessons and in the general school environment.
 - All staff support with addressing key areas of behaviour when this is identified as a focus by the Prep Management Team
 - All Pre-Prep and Prep staff are trained on positive handling to enable them to ensure the safety of pupils and the wider school community.
 - The Co-Heads of the Prep School and the Director of Safeguarding take an overview role in working with pupils on their behaviour for learning, and where necessary they liaise with parents/carers and outside services and issue medium and high-level behaviour sanctions.

- The Prep Management Team review behaviour trends, identify pupils whose behaviour reflects wider pastoral or academic concerns and support staff with their implementation of the behaviour for learning policy
- The Prep Management Team has the responsibility to ensure that all staff have access to the skills and knowledge to deal with a variety of behaviour for learning concerns and this is delivered at whole School insets and CPD sessions.
- Parents are informed of how the School manages behaviour concerns through parent talks, and through policies on the website and through one-to-one parent discussions if the need arises.
- Governors are informed of trends in behaviour for learning and strategies that are employed to ensure a harmonious School community.

32. To further support alignment and consistency of behaviour and sanctions, the Prep Management team has categorised different types of negative behaviour as low level, medium level and high level. This is outlined in Appendix 1 – Guidance on different levels of behaviour. The School reserves the right to change this guidance throughout the School year as management of behaviour is a dynamic process.

33. There are times when the management of behaviour for learning crosses over into other discrete policy areas. At such times, the School will refer to the following policies to guide our processes and actions. For this reason, this policy should be read in conjunction with the following policies:

- Anti-Bullying and Anti-Cyber Bullying Policy – Prep and EYFS
- Searching and Confiscation Policy
- Academic Mentoring – Prep and EYFS
- E-Safety Policy – Prep and EYFS
- E-Safety Policy and Acceptable Use Agreement
- Equality and Inclusion Policy
- Attendance Policy
- Physical Intervention, Physical contact and Touch Policy
- Educational Visits Policy
- Mobile phone policy
- Offensive or Dangerous Items Policy
- Curriculum Policy – Prep and EYFS
- Expulsion and Removal: Review Procedure

Queries

Queries on this policy should be directed to the Director of Safeguarding

Review and Verification

This policy is reviewed annually by the Director of Safeguarding

Appendices

Please see overleaf for Additional Areas of Guidance (Appendices 1 – 3)

E. Additional Areas Of Guidance Relating To Behaviour

Appendix 1 – Guidance on different levels of behaviour

LOW LEVEL Behaviour:

Behaviour that is disruptive enough to slow the pace of the lesson or safe movement around the School.

Negative Behaviour	Sanction/Action	Responsibility
Inappropriate behaviour around school <ul style="list-style-type: none">• Chewing gum• Lack of care for the environment	Warning/log on ISAMS/email to parents	All staff
Inappropriate behaviour: - - during lessons, assembly, fire alarm, assessment period	Warning/log on ISAMS/email to parents	All staff
Indirect swearing	Warning/log on ISAMS/email to parents	All staff
Repeated (3x) talking over others (teacher/pupils)	Warning/log on ISAMS/email to parents	All staff
Showing lack of respect for others <ul style="list-style-type: none">• Eye-rolling• Being dismissive• Non-verbal communication	Warning/log on ISAMS/email to parents	All staff
Repeated (3x) instances of lack of equipment	Email to parents	Class teacher/Specialist teacher
Continued lack of PE equipment	Email to parents	PE staff
2 instances of lack of homework	Warning/log on central spreadsheet, homework slip in diary/emailed	Class teacher/ Specialist teacher
Continued incorrect uniform	Address on the spot, email to parents	All staff

MEDIUM LEVEL Behaviour:

Behaviour that is deliberately disruptive and actively goes against established rules and expectations. Such behaviour has an impact on others, the School and the environment; and has the potential of causing emotional, physical or mental harm.

Negative Behaviour	Sanction	Responsibility
Disrespectful, defiant and lying to staff	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Mistreatment of others/name calling	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Deliberately ignoring school rules	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Inappropriate use of IT	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Causing a safety concern for themselves or others	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Direct Swearing	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Indirect use of non-inclusive language, actions or gestures	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Inappropriate physical contact	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Graffiti/vandalism	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head
Petty theft	Strike/log on ISAMS/email to parents/pupil reflection	Class teacher/Specialist teacher/Depuy Head/Co-Head

Mobile phone infringement	Strike/log on ISAMS/email to parents	All staff
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HIGH LEVEL Behaviour:

Behaviour that is extremely inappropriate or overtly disrespectful with the intention of causing harm to others, the School or society. Such actions may have serious and long-term impacts or consequences.

In cases of high-level or serious misconduct, sanctions will be determined by the Head, Co-Heads of the Prep School or the Director of Safeguarding. Parents or carers will be informed about these incidents, which will also be logged.

Multiple sanctions may be applied depending on the severity and frequency of the behaviour. Internal sanctions may include a fixed-term internal suspension, where the pupil is removed from their timetable but remains on school premises for part or all of the day. External sanctions can involve a fixed-term external suspension, during which the pupil is not permitted to attend school for a specified period. Each situation is carefully considered, and sanctions are applied on a case-by-case basis to ensure appropriate action is taken.

There may be occasions where the nature of the high-level behaviour necessitates permanent exclusion. In such cases, any decision to permanently exclude will be made by the Headteacher in alignment with government guidance on agreed circumstances:

- Persistent and malicious disruptive behaviour, including open defiance or refusal to conform to School rules
- Sustained bullying and discrimination incidents
- Sustained medium level behaviours
- Serious online behaviours
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying or possessing illegal drugs or prohibited items
- Bringing the School into disrepute

Appendix 2 – Homework Notification



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

Homework Notification

Pupil Name: _____

Teacher: _____

Date: _____

Dear Parent/Guardian,

This is to inform you that _____ has not yet submitted their _____ homework due on _____.

We encourage pupils to complete their homework on time to support their learning and development.

If your child is experiencing difficulties, please contact us so we can offer support.

Thank you for your cooperation.

Appendix 3 – Strike Reflection Sheet



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

SANCTION: STRIKE

Name: _____

Date: _____

Why are you receiving the strike?

Why do you think your actions were not right?

What could you do to make sure this does not happen again?

Signed: _____