Bassett House School
S9A - Behaviour Policy

Revised August 2026

Executive Summary

Bassett House encourages pupils to adopt the highest standards of behaviour, self-discipline and respect at all times. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who co-operate and work well with others.

We develop qualities of teamwork and leadership through all school activities including our extensive programme of extra-curricular activities. Bassett House believes that praise and encouragement are the best motivators and that, coupled with good teaching, they will enable pupils to achieve their potential

Context

This is the policy to promote good behaviour amongst pupils. It sets out the sanctions to be adopted in the event of pupil misbehaviour.

It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014.

This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage 2025 and the Equality Act 2010.

It also reflects guidance in Behaviour and Discipline in Schools: Advice for headteachers and school staff.

The policy must also be read in conjunction with the relevant appendices. It applies to all pupils in the school, including those pupils in the EYFS.

Aims and Expectations

The primary aim of the school is to ensure every member of the community feels valued, respected, and treated fairly. The school upholds the Equality Act 2010, promoting a caring and inclusive environment where all pupils are treated equally, regardless of background.

We encourage responsible behaviour that aligns with fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect for different faiths and beliefs. Discriminatory or extremist behaviours are actively challenged.

Our behaviour policy fosters a supportive environment where pupils and staff live, learn, and thrive together. Pupils are encouraged to take responsibility for their actions, show initiative, and contribute positively to the wider community. The school promotes a safe, secure environment where everyone feels happy and protected.

Pupils are educated on safe behaviour, focusing on reducing risks such as radicalisation and the responsible and safer use of electronic devices and the internet. They learn the dangers of online bullying, grooming, abuse, or radicalisation through social media.

Corporal punishment is never used, nor are any punishments that may negatively affect a child's well-being. The school emphasises positive values to encourage good behaviour rather than focusing on negativity.

Behaviour expectations are communicated clearly in classrooms, PSHE lessons, and assemblies. The rules are displayed in each classroom, ensuring every child understands the standards required. These rules are set out in the Appendix.

This policy aims to help children grow in a safe, secure environment and become positive, responsible, and independent members of both the school and the wider community. We expect good behaviour as a foundation for kindness and cooperation, with rewards and sanctions adjusted according to the child's age and understanding.

Bassett House School Values

The school's behaviour policy is built on the five core values of commitment, courage, compassion, creativity and communication. When addressing behaviour with children—whether through rewards or sanctions—these values should serve as the framework for discussion.

This list of values is not exhaustive. Depending on the children's ages, other values that align with these core principles may also be considered to encourage positive behaviour. In addition to the school's values, British values—including Democracy, Rule of Law, Respect and Tolerance, and Individual Liberty—should be incorporated when appropriate, based on the children's level of understanding.

Roles and Responsibilities

All staff within the school are responsible for promoting good behaviour.

The role of teachers:

- It is the responsibility of teachers to ensure that the school values are understood and upheld within their class.
- Teachers must ensure that all lessons are well planned and organised and are suitable for the ability of the pupils. When children are not motivated, or are uninterested in their work, their behaviour will change.
- Teachers must have high expectations for the children's behaviour.
- Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding.
- If a child misbehaves in class, they should follow the process outlined in the rewards and sanitations section of this policy.
- The SENDCO will liaise with an educational psychologist, as necessary, to support and guide the progress of each child.

The Senior Leadership Team:

- Setting Expectations: They establish the overall standards for behaviour within the school and ensure that the policy aligns with the school's values and ethos.
- Providing Guidance: The SLT offers clear guidance to staff on how to implement the behaviour policy consistently and effectively across the school.
- Monitoring and Evaluating: They regularly review behaviour trends, monitor the effectiveness of the policy, and make necessary adjustments to address any emerging issues.
- Supporting Staff: The SLT provides support to teachers and staff when managing challenging behaviour, offering advice, resources, and professional development where needed.
- Upholding Consistency: The SLT ensures that the behaviour policy is applied consistently throughout the school, helping to maintain fairness and accountability.
- Handling Serious Incidents: They intervene in serious behaviour issues, providing leadership and making decisions on significant sanctions or restorative actions.

The role of the Head:

- Leading by Example: The Head sets the tone for the school's ethos, modelling the values and expectations outlined in the behaviour policy.
- Policy Development: The Head oversees the creation, review, and updating of the behaviour policy to ensure it reflects the school's aims and complies with legal requirements. The Head ensures the policy aligns with the school's values and educational goals and is reviewed at governors' meetings.
- Handling Serious Behaviour Issues: The Head takes responsibility for addressing serious behavioural incidents and deciding on appropriate actions or sanctions.
- The Head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule of the Education (Independent School Standards) Regulations 2014.

The role of parents:

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- Parents are expected to support their child's learning, and to co-operate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact one of the Deputy Heads. If these discussions cannot resolve the problem, a meeting should be arranged with the Head.

The role of the governors:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.
- The Head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head about particular disciplinary issues. The Head takes this into account when making decisions about matters of behaviour.

Rewards

All pupils are praised and rewarded for good behaviour, manners, work, and effort.

The school acknowledges and celebrates both effort and achievement of pupils, inside and outside of school by:

- Giving verbal feedback and positive praise
- Writing praise in pupils' books or on their work
- Providing informal feedback to parents
- Awarding stickers
- Awarding house points
- House Team termly rewards
- Celebrating students who complete their house point sheet in the weekly Celebration Assembly
- Form teachers nominating pupils for the weekly Shining Star Award, presented each Friday in the Celebration Assembly
- Publicly celebrating achievement through school publications, assemblies, and speech days
- Presenting medals and certificates for out-of-school activities during the Celebration Assembly
- Nominating pupils for the Golden Spoon award, presented at the end of lunch every Friday
- Displaying pupils' work as a reward, ensuring every child's work is showcased at some point to encourage pride in achievement and effort
- Formal reports to parents, which provide an opportunity to praise pupils and celebrate their successes

Behaviour Management

Teachers use a range of strategies in their behaviour and classroom management.

Very often a verbal warning or reminder will steer a pupil back onto the right path.

The school uses five stages, which increase in severity, to underpin the three-tier ratings scale.

Three-tier Scale "Readiness for Learning"

Form Teachers are able to name the three ratings with an alternative, equivalent set of labels, appropriate to the age of children in their charge.

Every classroom has a display of the three-tier scale, on which pupils' names are placed; both Form Teachers and specialists are expected to use the three levels of readiness.

Specialist teachers who do not teach in a classroom are also expected to refer to the three-tier scale when managing behaviour in their lessons, and to inform the Form Teacher, after the lesson, if a pupil needs to move up or down the ratings scale display in the classroom.

Examples of behaviours that would fall into each category include:

Green – 'Green to Go' (Ready to Learn)

- Demonstrating the Bassett House Values
- Good listening
- Good sitting
- Thinking carefully
- Sharing
- Taking turns
- Keeping safe
- Following instructions
- Sensible lining up / walking
- Using equipment with care

Yellow – Low-Level Disruption

- Interrupting or distracting others
- Calling out
- Answering back / mild rudeness
- Not listening to or following instructions
- Excessively physical play
- Upsetting others
- Unkind language
- Selfish 'mean' behaviour

Red – Persistent or Seriously Poor Behaviour

- Persistence in yellow behaviours, after three warnings
- Damage to school property
- Physical violence
- Swearing or using threatening language
- Words or acts of discrimination towards others

All pupils start the day on 'green to go', regardless of what has happened the day before.

Movement up or down the ratings scale is explained to pupils with reference to his or her behaviour and its relation to the Bassett House Values.

Stages to manage poor behaviour

Stage	Consequence	Action
1	Verbal warning given	• Specific but discreet reference to the behaviour which provides an opportunity for the pupil to amend this
2	Pupil moved to yellow	• A clear verbal reminder is delivered to the child, making them aware of their behaviour and clearly outlining the consequences if they continue. • Behaviour boundaries are being set.
3	Three yellows within one lesson	• Move the child to sit closer to the front or on their own within the classroom • Ask the child to remain behind after the lesson in order to reflect on the behaviour (which may include missing a few minutes of playtime) • Email home to parents to say that behaviour was not as good as it should have been.
4	Red in one lesson	• Referred to one of the Deputy Heads • The child will fill in a reflection sheet which is then sent home to parents
5	Three reds in one week	• Referred to the Deputy Head – Pastoral who specifically records this on CPOMS as a Cause for concern'. This will include specific targets for the pupil and a date when this is to be reviewed. • Meeting with parents organised at which the Deputy Head and Form Teacher discuss behaviour and the steps taken to promote good behaviour. • Deputy Head – Pastoral highlights any such cases to the Head in their weekly 1-2-1 meeting.

Communication

Form and subject teachers discuss children's behaviour in regular meetings with their relevant Deputy Head and/or line manager and share ideas to support individual children, and to identify patterns of behaviour.

Senior leaders raise issues and concerns with the Head in their weekly meeting.

All of the above sanctions are recorded as incidents through the school's MIS (CPOMS) and reviewed and actioned weekly by Deputy Head – Pastoral.

It is the responsibility of the Deputy Head – Pastoral to ensure that all sanctions are proportionate and to identify pupils who might need further support or more significant discipline.

Serious Behaviour Incidents

If there is a serious incident, the Head will be notified immediately. Ultimately, exclusion or expulsion may be the only solution.

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

Fixed term and permanent exclusions

Only the Head has the power to exclude a pupil from school and this action is always regarded as a last resort. The Head may exclude a pupil for one or more fixed periods.

The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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

Examples of behaviour which may result in exclusion include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/threatening behaviour
- Unacceptable online behaviour either in or out of school hours
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

The process of exclusion relates to such behaviour occurring at any time during the school day, including excursions from school on any educational trips and visits.

Bullying

(See also Anti-Bullying Policy)

The form teacher must discuss the school's core rules/values with the children in his or her class. In addition to the school rules/values, each form may also have its own classroom rules. These are agreed by the children and displayed on the wall of the classroom. If there are incidents of anti-social behaviour, the form teacher should discuss these with the whole class during 'circle time'.

The school never tolerates bullying of any kind. If an act of bullying or intimidation takes place or is alleged, it will be investigated immediately by either the Head or the Deputy Head – Pastoral, and any action necessary will be taken to prevent any further occurrences of such behaviour. While it can be very difficult to eradicate bullying, everything possible should be done to ensure that all children attend school free from fear. For further information please refer to the Anti-Bullying Policy.

Physical intervention

(See also policy on Physical Intervention/Restraint)

Teachers must never hit, push or slap children or in any other way use physical force or threaten to use physical force. Staff should only intervene physically in order either to restrain a child or to prevent injury, or where a child is in danger of hurting him/herself.

On any occasion where physical intervention has had to be used it must be reported to the head immediately and recorded with a note of the event placed on file. The parents must also be informed the same day.

The actions that each school takes are to be in line with the official guidance cited below. It is not permitted for staff to shout excessively at children and no member of staff should ever shout at an individual child. If any member of staff feels under undue pressure by any particular situation, he or she should seek assistance from a senior colleague.

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

Review

Policy reviewed	September 2026
Next policy review	August 2027