



TERRA NOVA
SCHOOL

Behaviour Policy

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS)

Reviewed: June 2025

Next review: October 2025

Introduction

We believe that effective teaching and learning requires excellent behaviour in all aspects of school life. As such, we will create a purposeful environment through:

- Structures
- Environment
- Early intervention
- Building relationships with parents
- Fostering a sense of responsibility

Structures

Terra Nova has clear rewards and consequences in place. In addition, the School trains staff rigorously to ensure that they are able to effectively manage pupil behaviour both in the classroom and within the wider school environment.

Environment

Terra Nova makes sure that there are always sufficient numbers of staff to ensure that children are physically safe and free from harm. In addition, the School ensures that all children are taught about personal safety and that incidences of violence, bullying or harassment are dealt with swiftly and consistently.

Early intervention

Terra Nova strives to be proactive rather than reactive in the management of pupil behaviour through early intervention and support for all pupils.

Relationships with parents

Terra Nova builds meaningful and fruitful relationships with parents and seeks to involve the full community in reviewing and implementing policies and strategies to manage pupil behaviour.

A sense of responsibility

Terra Nova seeks to teach children to take responsibility for their actions. Sanctions are grounded in a restorative approach to ensure children understand what they have done, the impact of their actions on others and what they may do better in future.

Guiding principles

We have three principles in our school that guide pupil attitudes to learning. These are:

- To be ready for learning.
- To take pride in our school.
- To show respect.

Being ready for learning means we:

1. arrive at school and to lessons on time.
2. bring the correct books and equipment every day.
3. ensure homework is complete on time, ready for new learning.
4. ensure mobile phones are handed in to form tutors at the start of the day.
5. bring focus to our studies and work hard.

Taking pride in our school means we:

1. wear the correct uniform, in school and to and from school, with pride.
2. are responsible for shared spaces around the school, keeping them clean and tidy.
3. take pride in ours and others success (together we are our school), celebrating success and sharing that success and pride with our families and the wider community.

Showing respect means we:

1. are polite to all we encounter – teachers, parents, visitors and other children, and treat all people as we would wish to be treated.
2. move around the school in a considered way, alert to other's needs by holding doors open for others and using indoor voices to speak.
3. line up outside the classroom in silence.
4. Engage fully in lessons by being a 'STAR' pupil – Sit up straight, Track the speaker, Ask and answer questions and Respect the contributions of others.
5. never insult or undermine any member of staff, visitor or child.
6. never use racist, sexist, homophobic, transphobic or other discriminatory language.
7. follow instructions issued by a member of staff first time, every time.
8. never fight, play-fight or engage in any other form of physical abuse at any time.
9. never touch other people's property without asking and treat their belongings with respect.
10. volunteer when opportunities to help others present themselves.

Terra Nova expects all children to follow these guiding principles for our school; they ensure that every child has the best opportunity to learn in class and to enjoy school. Following these basic guiding principles represents an expected standard, and pupils should not expect to be rewarded regularly for meeting fundamental expectations.

Staff continually reinforce these principles throughout the school year. Teachers may interpret the content and language of these principles as they see fit in order to communicate expectations in a manner appropriate to the age of the children in their care.

Rewards

Terra Nova recognises that pupils benefit from a clear, transparent and motivational system of rewards. Rewards must be achievable by all pupils, regardless of age or ability, and should reflect the overall Aims of the school. At Terra Nova, pupils are rewarded regularly for excellent behaviour, progress in attainment, the embodiment of school values (see below). Rewards take the form of House Points.

The School recognises five particular character values, and pupils are regularly taught about their meaning, their importance, and how each child can best display such virtues, both in and out of school.

A Terra Nova pupil should always strive to be ***Resilient, Open-Minded, Confident, Kind*** and ***Disciplined***.

Being *Resilient* means:

- we finish what we start;
- we keep going in spite of obstacles and setbacks;
- we take pleasure in completing tasks.

Being *Open-Minded* means:

- we love to explore and discover new things and we find the subjects and contexts we study fascinating;
- we consider new ideas and listen to others' opinions without pre-judgment or prejudice;
- we make the most of new experiences.

Being *Confident* means:

- we are sure about and take pride in our own abilities, and share them with others;
- we understand that we are not more important than others, and that we are no less important than others;
- we offer our knowledge and skills to help others succeed.

Being *Kind*, means:

- we are friendly, caring and considerate to other people;
- we share our things, our knowledge, our friendship and our time with other people;
- putting others' needs before our own;
- that we act for others and understand the value of service.

Being *Disciplined*, means:

- we think carefully about how to act in situations, and then act well;
- we channel our emotions to ensure we act appropriately;
- we control the way we work and play to achieve our goals.

The School encourages all children to develop and demonstrate these character values by instilling a sense of pride in doing so and by noticing, celebrating and rewarding excellent behaviour.

School wide rewards

House points are awarded to pupils who demonstrate, through their work and play, any of the five school values. Rewards are also given at the discretion of staff for other achievements such as noteworthy attainment, the displaying of good manners, and any other situation deemed reward-worthy by a member of staff. Pupils exhibiting outstanding behaviours and attitudes towards school serve as role models for other children, and are celebrated as such. House points are awarded frequently, emphasising the reason they have been given.

In normal circumstances, up to three house points can be awarded to children at a time; this may be exceeded in extraordinary circumstances. Children in the Prep School are awarded House Points by teachers via the monitoring system 'Trackit Lights' and House Points can often be seen in real time on the interactive whiteboard in classrooms. In-class recording, appropriate to the age of the pupils, takes place in Pre Prep. House Points for pupils in Pre Prep are shared with the Head of the House system to ensure that totals are counted in the overall House scoring.

In Friday assembly, led each week by the Head, the House leading the points total for that week is announced, and children receiving awards, including milestone certificates for House points, are celebrated.

Children are awarded a certificate on reaching:

- 100 House Points (Bronze Award)
- 200 House Points (Silver Award)
- 300 House Points (Gold Award)
- 400 House Points (Platinum Award)
- 500 House Points (Diamond Award)

Individualised rewards and SEND

All children may receive individualised rewards beyond the House point system, which may include bespoke in-class reward systems, certificates, praise emails to parents or praise postcards for children.

The School recognises that any child's individual learning needs may render it challenging for the pupil to meet generally-expected standards of behaviour on a daily basis; however, such children should not be any less likely to receive rewards for displaying outstanding progress or attitudes to learning that are exceptional for themselves. Where a bespoke reward system may be of benefit to a

particular child, the SENDCo will work with relevant Senior Leaders to agree suitable communication to colleagues.

Sanctions

Sanctions are issued by teachers when a pupil's behaviour falls below the expected standards as outlined in the school's Guiding Principles. Trackit Lights is used to record and monitor behaviour across the Prep school, both for rewards and sanctions.

The School adopts a restorative approach to sanctions; pupils are taught to take responsibility for their actions, and are guided to learn that all actions carry an impact. Developing an understanding of the breadth and depth of impact forms a key part of restorative conversations.

The School recognises that pupil behaviour should be seen as a form of communication. As such, it is important that poor behaviour is rationalised by staff in order to understand, as far as possible, the pupil's motivations. However, pupils are taught to understand that to rationalise does not mean to excuse; appropriate sanctions will still be applied, but in better understanding the pupil's choices, the school's Pastoral team is able to develop and direct appropriate support.

Applying and Recording Sanctions

Marks

Where a pupil's behaviour does not meet the principles of being Ready for Learning, a **Mark** is issued. Marks are not designed to be punitive, and are used to monitor pupils' attitudes and behaviour towards school over time.

Marks may be issued in response to a range of situations, such as (although not limited to):

- a pupil arriving late to lessons from break (*Punctuality*)
- a pupil not bringing appropriate or necessary equipment to lessons
- a pupil not deemed to be trying their best in lessons
- a pupil wearing incorrect or inappropriate uniform

Via Trackit Lights, staff may select the most appropriate reason for issuing a Mark so that the Pastoral team is in a position to monitor pupil, cohort and school-wide trends. An 'Other' option is also available to staff.

Stamps

Where a pupil's behaviour does not meet the principles of showing Respect, a **Stamp** is issued. Stamps are punitive, and are closely monitored by the Pastoral team. Any child can make a mistake or have an 'off day' which may lead to a Stamp; all children are permitted a 'first offence'. However, should Stamps continue to be issued, sanctions will escalate according to the schedule below.

Stamps may be issued in response to range of situations where children do not show Respect to their school or to others, such as (although not limited to):

- a pupil repeatedly ignoring warnings or requests of a member of staff
- a pupil displaying physical or violent behaviours
- a pupil who has been dishonest
- a pupil using inappropriate, offensive, derogatory or discriminatory language
- a pupil who has defaced or destroyed property (either the School's or another pupil's)
- a pupil who has been unkind to another pupil or pupils.

In addition, a pupil who receives three Marks over the course of a school week will be issued a Stamp by the Pastoral team.

Via Trackit Lights, staff may select the most appropriate reason for issuing a Stamp so that the Pastoral team is in a position to monitor pupil, cohort and school-wide trends. An 'Other' option is also available to staff.

Schedule of Sanctions

The issuing of sanctions follows a schedule of escalation to ensure that the full school community recognises that pupils' actions which fall below the expected school principle of showing respect can not continue without intervention.

The school understands that taking risks and making mistakes is part of childhood, and pupils who receive their first Stamp do not necessarily receive further intervention. However, where a poor attitude (or attitudes) towards school continues to prevail:

2nd stamp received

the child will have a restorative conversation with their Form Tutor, and the Tutor will send an informative email, or make a phonecall, to the child's parents on the same day or as soon as possible after the conversation has taken place.

3rd stamp received

the child's Form Tutor will send an email to parents to explain that the pupil will serve a breaktime Reflection with a member of the Pastoral Lead Team. During this Reflection time, the child will complete a reflection card that requires the pupil to consider their action, their motivation, the impact and next steps. The completed card is shared with the full Pastoral team, including the Deputy Head.

4th stamp received

the child will serve an SLT detention (usually each Friday 4.00-5.00pm). The Deputy Head (or delegated colleague) will request a meeting with the child's parents to discuss the introduction of a Report Card or bespoke Behaviour Plan to support and monitor the pupil going forward.

The accrual of further Stamps should be monitored as part of an Individual Behaviour Plan overseen by the Deputy Head or nominated colleague. The School's Discipline & Exclusion policy will guide further sanctions, which may include fixed internal or external exclusion. In the most serious and/or prolonged situations, the Head (or Deputy Head on behalf of the Head) will request a meeting with the pupil's parents to discuss the child's future at the school.

While a pupil continues to receive sanctions for poor behaviour, it is likely that further reflection sessions, detentions and/or the withdrawal of privileges such as school representation (Fixtures, Concerts/Performances, Educational Visits) or flexi-boarding will be imposed.

Pupils in positions of responsibility, such as Head/Deputy Head of School, House or Sports Captains, or others in prefect positions, whose behaviour falls below the expected standards of the guiding principles, may have their position and responsibilities withdrawn. The School expects that pupils in these positions maintain the highest standards of behaviour in order to role model the school's principles both to younger pupils and the wider Terra Nova community.

Serious Sanctions

The decision around appropriate sanction in light of poor behaviour lies ultimately with the Head, delegated on a day-to-day basis to the Deputy Head. The schedule of sanctions above represents a linear escalation for pupils whose behaviour and attitude towards school fails to improve following early intervention.

Sanctions, escalation, and associated future actions may not necessarily be linear. In cases where standards of behaviour have fallen significantly below expectations, and/or where a serious incident has occurred, the appropriate sanction will be decided by the Deputy Head, in conjunction with the Head where necessary. This may include an immediate exclusion; in such cases, the school's Discipline & Exclusion policy will be followed.

In particularly significant or serious circumstances, guidance may be sought from external agencies (e.g. Children's Services, Police). Where a criminal act has occurred, or in circumstances that fall under mandatory reporting requirements, the Police will be notified immediately, and the school will follow the guidance received.

Following any such instance, a review of this policy will be led by the Deputy Head in conjunction with the Head.

Nursery and Pre Prep (including EYFS)

In the Nursery and Pre Prep (which includes the Early Years Foundation Stage), Rewards and Sanctions are simplified to meet the needs and understanding of the pupils. A strong emphasis is placed on positive reinforcement, and pupils' House Points in the Pre Prep count towards the overall House totals.

Sanctions are age-appropriate, and heavily grounded in a restorative approach. Pupils are encouraged and helped to understand their mistakes and to learn from them. Staff facilitate conflict resolution as appropriate to ensure that pupils' relationships continue to grow and develop. Parents are kept informed through teacher-parent interactions at the beginning and end of each day, and/or through telephone or email communication.

In certain situations, or in cases of prolonged or ongoing issues of below-expected behaviour, the Class Teacher will request a meeting with parents to discuss ongoing concerns. Programmes of support may be identified and discussed, which may involve the SENDCo or school counsellor. In these instances, the Head of Pre Prep will oversee all actions.

Boarding

This policy applies to all sections of the school, including the EYFS and Boarding. In line with the National Minimum Standards for Boarding (NMS), boarders are supported to develop good relationships which are based on mutual trust and respect.

The core school values are upheld and promoted within the Boarding house at all times. The Boarding house operates a discrete and boarding-specific method of rewarding pupils' positive behaviour, and pupils are introduced to this when they become a regular member of the boarding community. This includes regular flexible boarders. Further details on rewards and sanctions within the Boarding house are outlined in the Boarding Handbook.

Prohibited sanctions

The Children's Act specifically prohibits the use of corporal punishment. This means the intentional application of force as a punishment and includes slapping, rough handling, striking with or without an implement or throwing missiles at a child. Terra Nova rejects the use of corporal punishment in all forms within the school. Use of force as a punishment will result in disciplinary action, in line with the school's staff discipline policy.

Positive Handling (use of physical restraint)

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:

- committing any offence (or, for a child under the age of criminal responsibility, what would be an offence for an older child);
- causing personal injury to, or damage to the property of, any person (including him or herself);
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Where physical restraint is applied the child will be told clearly that they are to be restrained. Where possible they will be given a choice to stop the offending or dangerous behaviour prior to being restrained. Staff will always adopt an approach of de-escalation in the first instance. Should positive handling of a child become necessary, as a last resort, staff will talk calmly to the child being restrained, giving reassurance and restating the choice they have to stop the offending or dangerous behaviour. Staff will not put themselves at risk in such a circumstance and restraint will involve minimum force for the minimum amount of time. The School ensures that appropriate staff are trained in the use of positive handling techniques as a means to secure pupil welfare.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Head has given the responsibility to be in charge or in control of the children. The policy on positive handling extends to staff who are in charge of children but off the school premises, such as when leading a school trip.

Where it has been necessary to use physical intervention, the School will ensure the following:

- the child's wellbeing after the event is monitored and supported;
- parents are fully briefed;
- the incident is fully recorded on CPOMS including antecedents, de-escalation attempted, holds used, the pupil's response, description of any injuries suffered by the pupil or others and details of any damage to property during the incident;
- an individual plan is agreed and recorded so that it is clear what will happen should a similar situation arise in the future;
- any incident involving the restraint of a child is always reported to an identified senior leader;
- any further training needs are identified and implemented.

Support

The School is committed to supporting all children, including those who experience behavioural, emotional or other difficulties that might impede self-discipline and effective learning. As outlined above in this policy, a strategy of supporting pupils' behaviour through praise and the use of rewards for positive choices and actions represents the School's default initial approach. However, where

children are having difficulty meeting the expected standards of behaviour, as outlined in the guiding principles, a range of strategies may be employed to help them improve. Early intervention and a positive change in attitudes toward behaviour in school represents the overall aim.

For some children, specific monitoring strategies may be adopted to support the meeting of behavioural standards. These include:

Daily Report Card

The use of a Daily Report enables teachers, Form Tutors, Pastoral Lead Teachers, Senior Leaders and any other relevant staff to note a child's behaviour and attitude towards school on a daily basis, in order to provide near-instant feedback and encouragement where improvements are evident. A Daily Report will usually be electronic and shared with parents in order to triangulate support for the child, and to ensure transparency. In most cases, a Daily Report will run for a fixed period of time initially and subsequently reviewed; any decision to continue for a further period of time will be made by the Deputy Head.

Behaviour plan

Children and parents of children who persistently fall below the expected standards of behaviour may be required to sign a behaviour contract. This will identify agreed targets which are relevant to the particular child. Such a contract will be time-limited, and forms a binding agreement to be referenced in subsequent conversations between the school, the child and home.

Individual support plan

A pupil who repeatedly displays inappropriate behaviours, and whose behaviour may indicate underlying social/emotional issues, are assessed by the SENDCo in conjunction with the Deputy Head. Where appropriate, a bespoke Support Plan may be established, which is overseen by the Deputy Head. This might include support strategies such as 1-to-1 mentoring, additional support from the pupil's Form Teacher or a Pastoral Lead teacher, dedicated practical therapies (e.g. Art), sessions with the school counsellor, or the agreement of a reduced timetable (reduced length of school day) for a fixed period of time. Support activities may take place in the Learning Resource Centre.

Individual Support Plans are formulated in close collaboration with parents at a meeting with the SENDCo and, usually, either the Deputy Head or Assistant Head. This Support Meeting will consider the causes for concern and the steps suggested to improve the situation. In drawing up the plan the school will, in discussion with child and parents, consider and talk through support strategies such as:

- the further review of any learning needs and put in place a programme of learning-support where necessary;
- considering alterations to the teaching programme, timetable or school day;
- considering the changes of particular teaching sets or classes;
- offering specialist support and/or therapeutic intervention at school;

- consulting with external agencies and sources of therapeutic support in order to guide the School's approach.

Bullying

The School has a robust and purposeful Anti-Bullying strategy. Further information may be found in the school's Anti-Bullying policy, which is located on the school website.

Searching and confiscation

The Education and Inspections Act 2006 authorises members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of children that are illegal or banned by the school. The first priority of the school is to ensure that all children experience a safe and secure environment when they are in the school's care, and any items that may jeopardise the safety of other children or themselves will be taken off children without notice.

A teacher or someone who has lawful control of the child can search a child with their permission to look for any item that the school's rules say must not be brought into school. The Head and other members of staff authorised by them have the power to search a child without the child's consent if they suspect they are in possession of 'prohibited items'. Items that can be searched for without consent include:

- knives or weapons
- alcohol, illegal drugs and legal highs
- stolen items
- e-cigarettes, tobacco and cigarette papers
- pornographic images
- fireworks
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this or the device may be handed to the police if it contains data relating to an offence or Child Protection matter. Further information may be found in 'Searching, Screening and Confiscation' (2022) from the DfE.

Mobile Phones & Additional Devices

Pupils are allowed to bring mobile phones to school in Years 5-8 however these must be handed in to the form tutor at the beginning of the school day and collected at the end of the day. Mobile phone or tablet use is not permitted at any time of the school day. The school accepts no liability for the

damage or loss of devices. Pupils are able to make a phone call home if the need arises via main reception or the school nurse (if they are unwell in the surgery). Smart watches with WiFi enabled facilities or connectivity are not allowed in school.

Further details regarding pupils' use of mobile phones and devices in school may be found in the school's Online Safety policy.

Pupils' off site conduct

Pupils who are found or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to children who do not meet the guiding principles during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future children participating.

In light of any instances of poor pupil behaviour off site, the School will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other children;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another child or member of staff;
- whether the misbehaviour was on the way to or from the school or the child was taking part in any school-organised or school-related activity; and
- if it was at a time when the child is in some other way identifiable as a child of the school or might be expected to act as an ambassador for the school.

Complaints

The school has a standard complaints procedure. Parents are encouraged to take any complaints or concerns to a staff member or the Head, and the School will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure, please refer to the Parental Complaints policy which is available on the school website, or from the Main School Office.

Appendix A – STAR Behaviour

