

07.01 Behaviour Policy

1. Document control

School: Beaufort House School

Address: 2 to 4 Ashworth Road, London W9 1JY

Age range: 4 to 11

Provision: Spark and Discovery, including a formal Reception / EYFS subgroup within Spark

Applies to: all pupils, staff, agency staff, volunteers, contractors, proprietors, and parents/carers where their conduct affects school order, safety or implementation of this policy

Proprietor / Headteacher: Luke Steele

Policy owner: Proprietor / Headteacher

Linked documents: Safeguarding and Child Protection Policy; Anti-Bullying Policy; Online Safety Policy; SEND Policy; Supporting Pupils with Medical Conditions Policy; First Aid Policy; Staff Code of Conduct; Complaints Policy; Admissions Policy; Parent Terms and Conditions / Parent Contract; Searching / Confiscation Procedure; Use of Physical Intervention / Restrictive Intervention Policy

Review cycle: annual, and sooner following any serious incident, complaint trend, safeguarding review, material guidance update, or operational learning

2. Purpose

This policy sets out how Beaufort House School promotes good behaviour, teaches self regulation, responds to misbehaviour, protects safety and dignity, and maintains a calm, orderly and respectful school culture. It is written as a full governing policy for registration, inspection, staff induction, parent communication and day to day use.

3. Scope

This policy applies:

- on the school site;
- during the school day;

- during lunch, arrival, dismissal and transitions;
- on educational visits, exhibitions, PE, recurring off-site activity and school events;
- to online or offsite behaviour where there is a sufficient link to the School, the behaviour affects safety or welfare, or it materially disrupts school life.

4. Legal and regulatory framework

This policy has regard to the current England framework relevant to BHS, including:

- the Education (Independent School Standards) Regulations 2014, as amended;
- DfE *Behaviour in schools* guidance, updated 19 February 2024, which applies to independent schools;
- KCSIE 2025;
- DfE *Searching, screening and confiscation in schools* guidance;
- DfE *Mobile phones in schools* guidance, published 19 February 2026;
- DfE *Mental health and behaviour in schools* guidance;
- current DfE guidance on reasonable force / restrictive interventions in force at the time of operation. The DfE's published page states that the 2013 reasonable force guidance remains effective until 31 March 2026 and that *Restrictive interventions, including the use of reasonable force, in schools* comes into effect on 1 April 2026 for independent schools.

5. Core principles

BHS will operate on the following principles:

1. good behaviour is taught, practised and reinforced, not assumed;
2. expectations must be clear, visible, age appropriate and consistently applied;
3. safety, dignity and orderly learning come first;
4. independence is earned through safe, respectful and responsible conduct;

5. adults retain full responsibility for boundaries, safety and lawful intervention;
6. behaviour support and accountability must coexist;
7. behaviour may be influenced by SEND, disability, trauma, communication needs, mental health or medical factors, but those factors do not remove the School's duty to protect others and maintain order;
8. some behaviour incidents are also safeguarding incidents and must be treated accordingly.

6. Behaviour culture at BHS

BHS is a learner driven school, but it is not a laissez faire school. Freedom is not automatic and it is not unlimited. The School's operating position is that children should gradually earn greater trust, responsibility and independence by demonstrating safe, honest, disciplined and respectful conduct.

In practice, this means:

- adults set the tone;
- routines are explicit;
- conduct is corrected early;
- dignity is protected;
- consequences are proportionate;
- serious incidents are dealt with formally;
- repeated low level drift is not ignored.

A behaviour policy is only credible if it can be implemented consistently by all staff and understood by all families.

7. Roles and responsibilities

7.1 Proprietor / Headteacher

The proprietor / headteacher is responsible for:

- ensuring the School has a clear and workable behaviour policy;
- ensuring the policy aligns with safeguarding, SEND, complaints and parent-contract documents;
- ensuring staff are trained and supported to implement it consistently;
- ensuring serious incidents are reviewed and patterns are monitored;
- making formal decisions on temporary suspension from attendance or withdrawal of place, unless delegated in writing.

7.2 Staff

All staff must:

- model calm, respectful and boundaried conduct;
- use consistent routines, language and expectations;
- intervene early when standards slip;
- use lawful and proportionate responses;
- record serious or repeated incidents promptly and factually;
- identify when behaviour may engage safeguarding, SEND, medical or attendance concerns;
- avoid sarcasm, humiliation, shouting as default practice, collective punishment, or improvised sanctions that sit outside policy.

7.3 Parents and carers

Parents and carers are expected to:

- support the School's behaviour standards;
- avoid undermining sanctions, boundaries or investigations;
- attend meetings when reasonably requested;

- collect a child promptly if required for safety, welfare or serious disruption;
- engage constructively with behaviour-support measures where needed.

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce it at home and participate in pastoral work following misbehaviour where appropriate.

7.4 Pupils

Pupils are expected to:

- act safely and respectfully;
- tell the truth;
- follow lawful and reasonable instructions;
- treat other people, property and the environment with care;
- use words, materials, technology and space appropriately;
- repair harm where they have caused it;
- accept that independence is linked to responsibility.

8. Expected standards of behaviour

At BHS, pupils are expected to:

- be kind, respectful and truthful;
- listen when others are speaking;
- follow studio, classroom and school routines;
- move safely around the site and on visits;
- respect learning time and the learning of others;
- use equipment and resources properly;

- keep hands, feet and objects to themselves unless an activity clearly allows otherwise;
- use technology only as permitted;
- avoid language or conduct that is threatening, sexualised, discriminatory, humiliating or abusive;
- act in a way that protects the dignity and safety of younger children, peers and adults.

The School may state these expectations in a shorter learner facing form in studios or classrooms, but the operational meaning remains this policy.

9. Promoting good behaviour

BHS will promote good behaviour through:

- consistent daily routines;
- strong adult modelling;
- clear transitions and calm starts;
- explicit teaching of conduct, conflict resolution, self command and repair;
- structured responsibility;
- age appropriate reflection and restorative work;
- early communication with parents where patterns emerge;
- careful induction of new pupils into expectations and routines.

Every pupil should be supported to achieve the behaviour standards, including through induction into the school's behaviour culture, with additional support where necessary for new or mid phase arrivals.

Recognition of positive conduct may include:

- specific verbal praise;

- increased trust or responsibility;
- acknowledgement of honesty, repair, courage, contribution or improved self control;
- Age appropriate written or public recognition where suitable.

10. Behaviour support and early intervention

The School will not wait for behaviour to become extreme before acting. Early support may include:

- reminder and redirection;
- reset conversation;
- seat or group adjustment;
- environmental adjustment;
- increased supervision;
- named adult check-in;
- social coaching;
- transition support;
- behaviour support plan;
- parent meeting;
- SEND, safeguarding or medical review where relevant.

Behaviour support is not the opposite of accountability. It is part of effective accountability.

11. Responding to misbehaviour

Responses will be proportionate to:

- age and developmental stage;
- seriousness of the conduct;

- immediate risk or disruption;
- repetition or pattern;
- impact on others;
- any relevant SEND, disability, communication, trauma, medical or safeguarding factor.

Responses may include:

- reminder or redirection;
- pause or reset;
- reflective conversation;
- apology or repair;
- loss of a specific privilege or responsibility;
- supervised time away from an activity;
- parent contact;
- behaviour support measures;
- formal removal from studio / class;
- required same day collection;
- temporary suspension from attendance;
- review of whether the pupil's place can continue.

12. Sanctions: general rules

Any sanction used by BHS must be:

- lawful;
- proportionate;

- clearly connected to the behaviour;
- reasonably foreseeable under this policy and linked parent documentation;
- recorded where serious, unusual, repeated or disputed;
- capable of being explained to parents and, if necessary, inspectors.

The School will not use:

- corporal punishment;
- degrading, shaming or humiliating treatment;
- sanctions that unlawfully discriminate;
- informal “cooling off” attendance bans with no written record or clear decision-maker;
- sanctions that are disconnected from the behaviour and therefore arbitrary.

13. Serious misbehaviour

Serious misbehaviour includes, but is not limited to:

- violence or threatened violence;
- bullying or harassment;
- discriminatory or prejudicial language or conduct;
- sexual harassment or sexual violence;
- possession of a prohibited or dangerous item;
- serious online abuse linked to the School community;
- deliberate serious damage to property;
- conduct creating a significant safety risk;

- repeated defiance causing serious disruption;
- behaviour that may amount to child-on-child abuse.

Serious misbehaviour may lead immediately to:

- removal from the group;
- Same day parent contact;
- required collection;
- safeguarding referral;
- temporary suspension from attendance;
- review of the pupil's continued place at the School.

14. Removal from studio / class

Where behaviour seriously disrupts learning or creates a safety or welfare concern, the School may remove a pupil from studio / class for a period of supervised time.

Removal must:

- be used carefully, not casually;
- be supervised;
- be time limited;
- have a clear reason;
- be followed by re-entry planning where needed;
- be recorded where serious or repeated.

A removed pupil remains the School's responsibility throughout. Removal is not an unsupervised isolation practice.

Parents will be informed the same day where removal is serious, repeated, prolonged, or materially affects the pupil's day.

15. Required same day collection, temporary suspension from attendance, and withdrawal of place

BHS may require a parent or carer to collect a pupil the same day where serious behaviour, safety, welfare or substantial disruption makes continued attendance that day inappropriate.

BHS may also impose a temporary suspension from attendance or, in serious or repeated cases, withdraw a pupil's place, but for an ordinary independent school those decisions must be handled through the School's contractual and policy framework, not through careless borrowing of maintained-sector exclusion language. Current DfE suspensions and permanent exclusions guidance expressly governs maintained schools, academies, free schools and pupil referral units, not ordinary independent schools.

Accordingly, at BHS:

- any temporary non-attendance direction by the School must be formal, time-limited and recorded;
- it must be communicated in writing to parents;
- it must identify the decision maker, reasons and next steps;
- it must not be disguised as a voluntary parent arrangement when it is in fact a school decision;
- it must be consistent with the Parent Terms and Conditions / Parent Contract.

Withdrawal of place is a serious decision and must only be taken:

- by the proprietor / headteacher or formally delegated senior leader;
- after fair consideration of the facts;
- with regard to safety, welfare, the orderly running of the School and the School's contractual framework;
- with written communication and complaint-route signposting.

16. Bullying, harassment and child-on-child abuse

Bullying, sexual harassment, sexual violence, coercive behaviour, discriminatory abuse and other child on child abuse are never accepted as banter, personality clash or “part of growing up”.

Where behaviour may amount to child on child abuse, the matter must be referred immediately under the Safeguarding and Child Protection Policy.

This policy must be read alongside the Anti Bullying Policy. Behaviour management does not replace safeguarding action.

Current DfE behaviour guidance expects schools to prevent all forms of bullying, including cyberbullying and prejudice based bullying, and current safeguarding guidance treats child-on-child abuse as a safeguarding matter requiring proper reporting and response.

17. Searches, screening, confiscation and prohibited items

The School reserves the right to search pupils, bags, desks, lockers, trays or other property under school control where lawful, reasonable and necessary for safety, welfare or orderly running.

BHS will maintain a separate operational procedure for searches and confiscation. This policy establishes the governing position only.

Current DfE guidance on searching, screening and confiscation explains the powers schools have to search and screen pupils and confiscate items, and the current behaviour guidance states that staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties.

At BHS, prohibited or banned items may include:

- weapons or items capable of causing injury;
- alcohol;
- illegal drugs;
- stolen property;
- tobacco, vapes and related items;
- fireworks;

- pornographic material;
- any item reasonably believed likely to be used to commit an offence, cause injury, cause significant distress or create serious disruption;
- any other item expressly banned by school rule and communicated to parents and pupils.

Searches must be:

- authorised;
- proportionate;
- justified;
- recorded where serious or unusual;
- conducted with proper regard to safeguarding, dignity and any vulnerability.

Where an incident involves nude or semi nude images, staff must follow safeguarding and online safety procedures and must not casually view, copy or circulate images.

18. Mobile phones and smart technology

BHS will operate as a mobile phone free environment during the school day unless a specific controlled exception is authorised.

Current DfE guidance published on 19 February 2026 says all schools should be mobile phone-free environments by default and should prohibit the use of mobile phones and similar smart technology throughout the school day, including lessons, the time between lessons, breaktimes and lunchtime. It also says schools may include this within the behaviour policy or issue it as a standalone policy.

Accordingly, at BHS:

- pupil personal phones are not part of normal school day use;
- if an older Discovery pupil brings a phone for travel reasons, the School may require hand in or controlled storage under the separate operational rule;

- smart watches with messaging, recording or phone-like functionality may be restricted in the same way;
- unauthorised use, recording, messaging or access is a behaviour matter and may also be an online safety or safeguarding matter.

The School will make reasonable adjustments where a pupil's medical condition, disability or other lawful factor requires case specific adaptation. DfE mobile phone guidance expressly says schools should assess adjustments or adaptations on their own merits.

19. Physical intervention and restrictive intervention

BHS may use reasonable force only where lawful, proportionate and necessary, for example to:

- prevent a pupil injuring themselves or others;
- prevent serious damage to property;
- prevent serious disorder;
- remove a pupil from a situation of immediate danger;
- conduct a lawful search for certain prohibited items where the statutory test is met.

At BHS:

- force must never be used as punishment;
- only trained or properly briefed staff should use restrictive intervention except where immediate emergency action is unavoidable;
- any significant use of force or restrictive intervention must be recorded promptly, reviewed by leadership, and communicated to parents;
- repeated use triggers review of behaviour, SEND, medical, staffing and safeguarding factors.

20. Behaviour, SEND, disability, medical needs and mental health

BHS recognises that behaviour may be affected by SEND, disability, communication difficulty, trauma, anxiety, sensory processing, developmental stage, medical need or wider mental

health difficulty. The School must therefore consider whether behaviour is communicating a barrier, not just a breach.

Current DfE guidance says a school's culture should promote high standards while making proper provision for pupils with SEND, and separate DfE guidance on mental health and behaviour applies to all schools and covers whole school culture, the link between mental health and behaviour, identification of possible mental health problems and support routes.

Accordingly, BHS will:

- consider whether a reasonable adjustment is needed;
- consider whether behaviour support, SEND support, medical planning or safeguarding action is needed;
- avoid treating every difficulty as wilful misconduct;
- avoid excusing harmful conduct simply by attaching a label to it.

Where necessary, the School may use a behaviour support plan, increased supervision, adapted routines, sensory or communication supports, or closer parental liaison.

21. Behaviour and safeguarding interface

Staff must always consider whether behaviour may indicate:

- abuse, neglect or family stress;
- online harm;
- child on child abuse;
- trauma;
- exploitation;
- unmet need;
- significant distress or risk.

The current DfE behaviour guidance says behaviour policy should complement safeguarding policy and that staff must act swiftly where circumstances endanger a pupil or staff member.

Where safeguarding may be engaged:

- the DSL or deputy DSL must be informed without delay;
- safeguarding recording must run alongside behaviour recording where appropriate;
- behaviour consequences must not delay protective action.

22. Behaviour outside school and online

The School may respond to behaviour outside school where it:

- affects the safety or wellbeing of a child or staff member;
- damages relationships within the school community;
- creates serious disruption to school life;
- involves bullying, harassment, threats or harmful online conduct;
- undermines the School's ability to provide a safe and orderly environment.

This includes offsite and online conduct where there is a sufficient nexus to school life.

23. Damage, theft and property

Pupils must treat school property, staff property and the property of others with care.

Deliberate damage, theft or reckless misuse may lead to:

- sanction;
- restorative action;
- loss of privilege;
- parent meeting;
- requirement to contribute to repair or replacement where lawful and contractually supported;
- further disciplinary action where serious.

24. Restorative work and repair

Where appropriate, the School may use restorative approaches to:

- identify what happened;
- identify who was affected and how;
- require ownership of behaviour;
- support repair;
- reduce repetition.

Restorative work is not a substitute for boundaries. It is one tool within the wider behaviour framework.

The School will not force a harmed child to participate in a restorative process where this would be unsafe, premature or inappropriate.

25. Record keeping

The School will maintain accurate records of serious or repeated incidents. These may include:

- incident records;
- same day parent contact records;
- removal records;
- required-collection or temporary-suspension letters;
- behaviour support plans;
- central behaviour log entries;
- linked safeguarding cross-references where relevant.

Current DfE behaviour guidance says schools should monitor and analyse behaviour data, including use of removal, offsite direction, searching, screening and confiscation, so leaders can review patterns and improve behaviour culture.

Records must be:

- factual;

- timely;
- proportionate;
- accessible to those who need them;
- reviewed for patterns, hotspots, repeat incidents, vulnerable pupils and disproportionality.

26. Communication with parents

The School will communicate clearly with parents where behaviour concerns are serious, repeated, or likely to require coordinated support.

Communication will normally include:

- what happened;
- what immediate action was taken;
- whether there is any safeguarding link;
- what is expected next;
- whether a meeting is required;
- what support or consequence applies.

Parents do not have a right to dictate school sanctions, but they do have a legitimate interest in clear, timely and fair communication.

27. Complaints

Parents may raise concerns under the Complaints Policy.

A complaint does not automatically suspend the School's ability to take immediate action necessary for safety, welfare or the orderly running of the School.

Where the issue is really about safeguarding, SEND, disability discrimination or contractual withdrawal of place, the School will route the matter through the correct process rather than forcing everything into a generic behaviour complaint.

28. Monitoring and review

The proprietor / headteacher will review:

- whether sanctions are being used consistently;
- whether particular pupils, groups, spaces or times create repeated issues;
- whether behaviour logs show emerging safeguarding, SEND or supervision concerns;
- whether staff need further training;
- whether linked policies remain aligned.

This policy will be reviewed annually and sooner if:

- guidance changes materially;
- incidents expose weakness;
- complaints reveal inconsistency;
- inspection findings require revision;
- launch arrangements or pupil profile change materially.