



Vita et Pax  
PREPARATORY SCHOOL

Vita et Pax Preparatory School  
*Established 1936*

# Behaviour & Discipline Policy

Policy Originator	Head Teacher
Approved by	Governing Body
Date Approved	1 March 2026
Status	Statutory
Review Period	Annually (next: March 2027)

## 1. Introduction

Vita et Pax Preparatory School is committed to creating a caring, stimulating environment where good behaviour is promoted and every child feels valued, safe and happy. Our approach to behaviour is rooted in the school's Catholic ethos of love, respect and compassion, and reflects our belief that every child can succeed.

This policy applies to all pupils from Nursery (Little Vitas) to Year 6, including those in the Early Years Foundation Stage (EYFS). It provides a framework for consistent behaviour management across the school and is informed by:

- The Independent School Standards Regulations (ISSRs) 2014, Part 3, Paragraph 9.
- DfE guidance: Behaviour in Schools (2024).
- DfE guidance: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (2023) — applied as best practice.
- The Education Act 1996 (prohibition of corporal punishment).
- The Education and Inspections Act 2006, Section 93 (reasonable force).
- The Equality Act 2010.
- Keeping Children Safe in Education (KCSIE) 2025.
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024.

## 2. Aims

- Promote positive behaviour, self-discipline and mutual respect.
- Ensure a consistent, fair and proportionate approach to behaviour management.

- Create a safe, orderly environment conducive to effective teaching and learning.
- Encourage children to take responsibility for their own behaviour and understand the impact of their actions on others.
- Ensure that staff, pupils and parents understand behavioural expectations.
- Provide appropriate support for pupils whose behaviour may be linked to unmet needs, including SEND, trauma, or adverse childhood experiences.
- Reduce the need for sanctions by investing in a culture of praise and early intervention.

### 3. Roles and Responsibilities

- The Head Teacher is responsible for setting the standard of behaviour expected, reviewing this policy, and making decisions on exclusions.
- All staff are responsible for implementing this policy consistently, modelling expected behaviour, and reporting concerns. Staff must not use corporal punishment at any time (Education Act 1996, Section 548).
- The DSL (Darren May) should be informed where behaviour may indicate a safeguarding concern, including peer-on-peer abuse.
- Parents are expected to support the school's behaviour expectations, attend meetings when requested, and work in partnership with staff.
- Pupils are expected to follow the school rules, treat others with respect, and take responsibility for their choices.
- The Governing Body reviews this policy annually and monitors its effectiveness.

### 4. School Rules and Expectations

The school rules are displayed in classrooms and communal areas. They are taught explicitly at the start of each term and reinforced through assemblies, PSHE lessons and daily interactions:

1. Be kind and respectful to others.
2. Follow staff instructions promptly and politely.
3. Take care of school property and belongings.
4. Move around school calmly and safely.
5. Try your best in all activities.
6. Tell the truth and act with honesty.
7. Keep hands, feet and unkind words to yourself.

Expectations are age-appropriate and adapted for younger children in the EYFS, where behaviour management focuses on positive reinforcement, modelling, redirection and consistent routines.

### 5. Promoting Positive Behaviour

The school believes that positive reinforcement is the most effective way to encourage good behaviour. Expected behaviours are taught explicitly and celebrated consistently:

- Verbal praise — specific, immediate recognition of positive behaviour.

- House points — awarded for effort, kindness, achievement and positive behaviour. House point totals are celebrated in assemblies.
- Certificates and awards — including Star of the Week, Head Teacher's Award, and end-of-term certificates.
- Stickers and merit badges — particularly effective in EYFS and KS1.
- Positive communication home — including praise postcards, messages to parents and celebration in newsletters.
- Class rewards — collaborative rewards such as golden time, class treats or special privileges.
- Assemblies — achievements are celebrated weekly, including behaviour, effort and values.

## 6. Sanctions and Consequences

Where behaviour falls below expectations, sanctions are applied fairly, proportionately and consistently. Sanctions are never used to humiliate or degrade a child. The purpose of a sanction is to help the child understand the impact of their behaviour, make amends and choose differently in future.

The graduated approach to sanctions is:

1. Verbal reminder — a quiet, private reminder of the expected behaviour.
2. Warning — a clear warning that continued behaviour will result in a consequence.
3. Time out or loss of privilege — a short period of reflection, age-appropriate (e.g., 1 minute per year of age). Loss of a specific privilege such as choosing time.
4. Reflection task — the child reflects on their behaviour with adult support, identifying what happened, how others felt, and what they will do differently.
5. Meeting with class teacher or phase leader — a restorative conversation with the child and, where appropriate, those affected.
6. Parental communication — parents are informed and invited to work in partnership to support improved behaviour.
7. Meeting with the Head Teacher — for repeated or more serious incidents.
8. Behaviour support plan — a personalised plan for pupils who need additional support, developed with parents and, where relevant, external agencies.
9. Internal exclusion — the child works in a supervised alternative space within school.
10. Suspension (fixed-term exclusion) — for serious or persistent breaches. See Section 10.
11. Permanent exclusion — as an absolute last resort. See Section 10.

Corporal punishment is strictly prohibited and will never be used or threatened as a sanction at this school (Education Act 1996, Section 548). This applies to all staff, volunteers and any person acting in loco parentis.

## 7. Bullying

Bullying — including physical, verbal, emotional and cyberbullying — is not tolerated at Vita et Pax. Bullying is defined as behaviour that is repeated, intended to hurt, and involves an imbalance of power. All incidents of bullying are taken seriously, investigated thoroughly, recorded, and dealt with in accordance with the school's Anti-Bullying Policy.

Where bullying behaviour may constitute child-on-child abuse (as defined in KCSIE 2025), the DSL is informed and appropriate safeguarding procedures are followed.

## 8. Use of Reasonable Force

In exceptional circumstances, staff may use reasonable force to prevent a pupil from hurting themselves or others, damaging property, or causing disorder (Education and Inspections Act 2006, Section 93). The use of reasonable force is always a last resort and must be:

- Proportionate to the risk.
- The minimum necessary to manage the situation.
- Used only when other strategies have been exhausted or the situation is too urgent for alternatives.
- Never used as a punishment.

Any use of reasonable force is recorded in the school's physical intervention log and reported to the Head Teacher, parents and (where applicable) the DSL. Staff are trained in de-escalation techniques and positive handling. The school follows DfE guidance: 'Use of Reasonable Force in Schools' (2013).

## 9. Pupils with SEND and Reasonable Adjustments

The school recognises that some pupils may have special educational needs and/or disabilities (SEND) that affect their behaviour. In such cases, the school will:

- Consider whether the behaviour is a result of an unmet need.
- Make reasonable adjustments to the behaviour policy in line with the Equality Act 2010.
- Develop a personalised behaviour support plan or individual education plan (IEP) with clear targets and strategies.
- Liaise with the SENCo, parents and external professionals as appropriate.
- Ensure sanctions are applied fairly — a pupil's SEND is always considered before any sanction is imposed.
- Not exclude a pupil solely because of their SEND, in line with Equality Act 2010 duties.

## 10. Behaviour in the Early Years Foundation Stage (EYFS)

Behaviour management in the EYFS (Little Vitas, Nursery and Reception) is developmentally appropriate and focuses on:

- Positive reinforcement, praise and encouragement.
- Clear, simple rules and visual reminders.
- Consistent routines that provide security and predictability.
- Modelling expected behaviour by adults.
- Gentle redirection and distraction techniques.
- Supporting children to develop self-regulation, manage their feelings and resolve conflicts.
- Close communication with parents about behaviour and strategies used.

Physical intervention in the EYFS is used only in the most exceptional circumstances to prevent injury, and is always recorded and reported to parents on the same day. The school meets the requirements of the Statutory Framework for the EYFS 2024 regarding behaviour management.

## 11. Suspension and Exclusion

The school's Exclusions Policy sets out the full procedures for suspension (fixed-term exclusion) and permanent exclusion. The key principles are:

- Exclusion is a serious sanction and is only used as a last resort.
- Only the Head Teacher may suspend or permanently exclude a pupil.
- The decision to exclude is based on the balance of probabilities.
- Before excluding, the Head Teacher considers all relevant factors including the pupil's age, SEND, the nature of the incident, and any mitigating circumstances.
- Parents are informed immediately and in writing, with reasons for the exclusion, its duration, and their right of review.
- The proprietorial body reviews all permanent exclusions and suspensions exceeding 5 days.
- Work is provided for the duration of any suspension.
- A reintegration meeting is held before a pupil returns after suspension.

## 12. Recording, Reporting and Monitoring

All significant behaviour incidents are recorded by staff, including:

- The nature of the incident and those involved.
- Any action taken, including sanctions and support offered.
- Any communication with parents.
- Any safeguarding concerns arising from the behaviour (referred to DSL).

Behaviour records are monitored regularly by the Head Teacher and senior leadership team to identify patterns, trends and any disproportionality. This analysis informs professional development, policy review and targeted support for individual pupils or groups.

## 13. Searching, Screening and Confiscation

The school follows DfE guidance: 'Searching, Screening and Confiscation' (2022). The Head Teacher and authorised staff may search pupils for prohibited items with their consent. Searching without consent is only permitted for items specified in law (knives, weapons, alcohol, drugs, stolen items, tobacco, fireworks, pornographic images or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property).

Confiscated items are stored securely and returned to parents or, where illegal, passed to the police. Electronic devices may be examined if there is good reason to suspect they contain evidence relating to an offence or a breach of school rules.

## 14. Transition and Communication with Parents

Where a pupil transfers to another school, relevant behaviour information is shared with the receiving school in a timely and confidential manner to support transition. Parents are kept informed of behaviour concerns through regular communication. The school works in partnership with parents to develop strategies and ensure consistency between home and school.

## 15. Staff Training and Support

All staff receive training on this policy at induction and through regular updates. Training includes positive behaviour management strategies, de-escalation techniques, understanding trauma-informed approaches, and recognising when behaviour may indicate a safeguarding concern. Staff are supported by senior leaders and have access to coaching and supervision where needed.

## 16. Related Policies

This policy should be read alongside:

- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Exclusions Policy
- SEND Policy
- RSE / PSHE Policy
- IT Acceptable Use Policy
- Complaints Policy
- Equality & Accessibility Plan

## 17. Monitoring and Review

This policy is reviewed annually by the Governing Body. Behaviour data is analysed termly to identify trends, ensure proportionality and inform improvements. Pupil and parent voice is sought through surveys and meetings. The school ensures that behaviour policies and practices do not discriminate against any pupil on the grounds of any protected characteristic under the Equality Act 2010.

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Approved by: Governing Body of Vita et Pax Preparatory School

Date: 1 March 2026