Eaton House Belgravia

Pupil Behaviour Discipline & Exclusions Policy

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, including parents, teachers and student.
- To create an environment that champions wellbeing as one of its highest priorities, in line with the Eaton House Belgravia Educational Framework – Wellbeing -> Executive Functions -> Academic Performance.
- To create opportunities for students to learn and grown based on their choices and experiences, whilst providing a structured, nurturing environment for them to develop their individuality.
- To embed key values that will help to foster positive future citizens, with a particular focus on the themes of the British Values.
- The school actively promotes the five Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These values are developed in age-appropriate ways through behaviour expectations, relationships, pupil voice, assemblies, the curriculum and wider school life.
- To focus on individualism and the opportunity to make better choices in the future, whilst highlighting the importance of reflection.
- To enable all students to access opportunities for praise and positive feedback using a common language approach that can easily be discussed and highlighted by all stakeholders, from students to parents.

The Golden Rules

The Golden Rules are six key ideas that we champion throughout the school. They are used regularly in classrooms, in the corridors and off-site. They put language to larger, more complex ideas and allow our students to engage in conversation about the positive approach we wish for them to take as a citizen of the school and a future citizen of the world.

The six Golden Rules are:

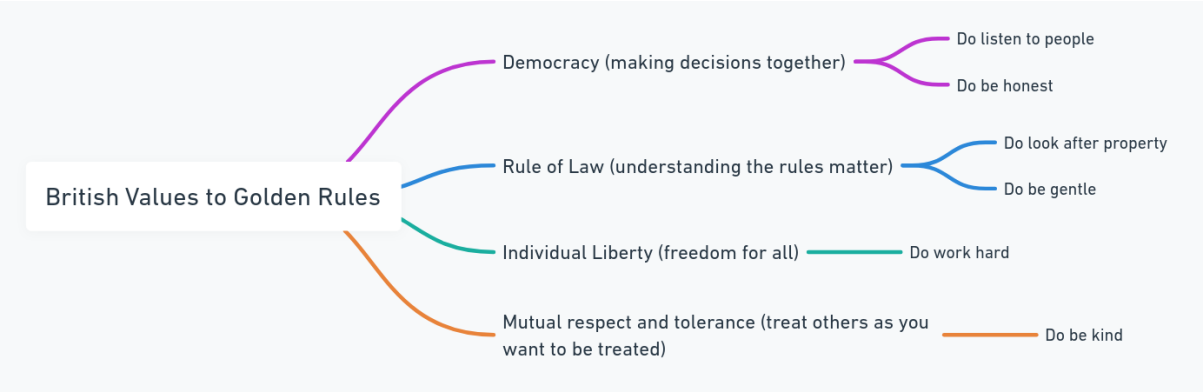
- Be gentle
- Work hard
- Be kind
- Care for property
- Listen carefully
- Be honest

All House Points (detailed further below) are assigned to a specific Golden Rule, unless they are given for a special achievement, such as a Head of House Award. For example, when a pupil helps to tidy up the classroom, they may then be given a House Point for “caring for property”.

The Golden Rules are highlighted in form times, assemblies and regularly throughout the school day. They are visible in every classroom and throughout the school more broadly.

Each half term has a Golden Rule or British Value focus, which comes with an associated Inter-House Competition, to highlight that particular Golden Rule or British Value. The first Autumn Half Term, for example, might have “Be gentle” as it’s Golden Rule Focus.

The Golden Rules are rooted in the British Values – see associations below, in the diagram.



The House Point System

Houses

When students arrive, they join one of four Houses:

- Windsor
- Balmoral
- Arundel
- Stirling

They stay in their House through the entirety of their journey at Eaton House Belgravia. Houses meet at minimum once every half term. They provide an opportunity for students to become a part of a safe, competition orientated set of internal groups.

House Points

The House Point system is the formal mechanism by which students are rewarded at Eaton House Belgravia School from Kindergarten to Year 3.

House points are the currency awarded to students for demonstrating positive choices and effort throughout their learning journey at Eaton House Belgravia. When house points are given, they are discussed using the common language of the Golden Rules.

House points are stored in a custom variation of Class Dojo, a digital learning management system. Each student has an Eaton House Belgravia bear avatar on the digital system, which is used when awarding house points in lessons or activities. Their respective Belgravia bear avatar is the colour of their house; for example, if they are in Balmoral, then their bear avatar will be green.

Staff award house points by tapping on the Belgravia bear avatar of the child and selecting which type of house point award they are receiving. This is generally done through the large SMART boards at the front of the class and comes with a stimulating visual and audio cue when given.

These house points are then tallied below the bear, creating a visual way for students to conveniently and easily monitor their progress throughout the day, week, month and year.

Great achievement awards

Students can also earn greater achievement awards for several reasons, all of which in turn come with accompanying house points.

The greater achievements awards that students can earn are:

- Sports Commendations (given for excellent progress with a sporting skill within a sporting session – 2HP)
- Merit certificates (given for academic progress demonstrated during the week – 3HP)

- Sportsman Awards (given for an excellent attitude and effort in sports over a consistent and lengthy period – 5HP)
- Head of House Awards (given for academic effort and excellence in lessons and particularly for project based or multi-lesson pieces of work – 5HP)
- SLT Award (given for an outstanding individual project – 5HP)

All greater achievements have an accompanying "shared moment" that provides further praise, in particular for the effort shown.

- Heads of House award receivers bring the relevant piece of work or area of effort to discuss or share with their Head of House, in person. They receive a coloured token relevant to their house from their Head of House, which is then dropped into the Pillars of Achievement that sit outside the Headmaster's Office.
- SLT award receives are informed personally by a member of the SLT that they have received the award, with further specifics as to why from that member of the SLT.
- Sports Commendations are celebrated by the Head of Sport with that specific student.
- Merit certificates and Sportsman Awards are all celebrated in the next available Merit Assembly.

Unique awards

As all of the House Points are collated and stored digitally, they are then reviewed regularly by the SLT. Where patterns are identified, the SLT then create responsive awards to further encourage participation with a particular outcome in mind.

For example, if the data shows that students are not earning as many house points for "being gentle", or behaviour is being observed as being less gentle than optimal, then a unique award may be created to incentivise specific change – for example, a Gentle Award (5HP). This allows the school to react appropriately and quickly to monitored trends within the student body.

Milestone Badges

As students accrue house points for positive choices, progress and effort throughout the year, they have a running total which is reflected visually on the digital house point system. When students hit certain thresholds, they receive a Milestone Badge to highlight their achievement. These are awarded in the weekly merit assembly, which takes place every Friday morning at 09:00 and is led by the SLT.

When a child receives their badge, it is theirs to keep and is placed upon the lapel of their school blazer. There are five Milestone Badges to collect each year.

The Milestone Badges and their thresholds are:



House points are reviewed daily by form teachers and regularly by Heads of House. Where patterns are noticed, such as students receiving less house points than expected, form teachers then consider opportunities that can be created to give students the chance to earn more house points than they have been able to accrue so far.

Merit Assembly

Merit assembly takes place on a Friday at 09:00. In Merit Assembly, students are awarded their Milestone Badges, as well as one Merit Certificate per class. Form teachers are mindful of providing opportunities for all students to earn a Merit Certificate over the course of the academic year, wherever possible. Sportsman Awards are also given in the Merit Assembly.

In addition, specific achievements from outside of school may be highlighted, particularly when demonstrating any of the British Values or the spirit of the Golden Rules beyond the school site.

The House Point Review

The House Point Review is a slideshow presented in Merit Assembly each week by a member of the SLT, discussing the house points given to each class and the breakdown of the house points by reason given – for example, if class 1A were given 50% of their house points for "being gentle", it would be highlighted for that week. Subsequently, the number of house points awarded to each House is announced, followed by the number of the house points earned by the entire school and finally the grand total for the year.

This sequence highlights the key notion of Individual Liberty and champions the idea that change starts with the individual, but also highlights the importance of our communities that we are all embedded in. We start by sharing individual achievements through effort and positive choices, such as Milestone Badges and Merit Certificates, progress to sharing group achievements, such as each separate House's house point progress, followed by the whole school house point progress that week.

Verbal Warnings

Every day, for every child, is unique. There are a wide range of factors that influence their behaviour and it is important to present them with a series of clear choices, championing the notion that change begins with the individual. Verbal warnings allow everybody at Eaton House Belgravia to discuss these daily behaviour choices, in all of their scope and range, with clear, common language.

All students in the school are informed of and have reinforced regularly the concept of a "three step system". If a child is behaving in a way that does not meet the school's expectations of them (examples of which are regularly provided to them and are clear in the flowchart below), then they can expect to begin a journey along the behaviour continuum with the first step – a first verbal warning.

Reminders

Staff will always look to positively remind students of the expectations the school has for them. This is done regularly, both informally and formally and is intended to be the mechanism through which the vast majority of behaviours are encouraged or discouraged.

First verbal warning

The first verbal warning gives the child a chance to recognise that the action they have chosen does not meet the school's expectations. It is intended to be an opportunity to make a more positive decision.

Second verbal warning

A second verbal warning is the next step if a negative behaviour choice persists. This would be given if a child hadn't rectified their previously noted behaviour with a *first verbal warning,* or if they had made an additional negative behaviour choice. This would be logged on CPOMs, so that staff (particularly form teachers and the DSL and DDSLs) can track when a child has been unable to make more positive behaviour choices repeatedly throughout a day. This noting of patterns is an important mechanism by which the school can identify which students might need further pastoral support. The Head of Year reviews the behaviour logs and if a behaviour trend is spotted will meet with the pupil, discuss a positive pathway and can remove a House Point.

Behaviour may be an indicator of an unmet need or safeguarding concern. Where a pattern, incident or disclosure raises a safeguarding concern, staff must follow the Safeguarding and Child Protection Policy and report it promptly to the DSL. Behaviour management must never replace a safeguarding response.

Third verbal warning

A third verbal warning is given if the behaviour that warranted a first and second verbal warning persist. Given the repeated nature of the choice, it comes with a consequence, which

all students are aware of. The Pre-Prep and the EYFS each require different degrees of response and as such, at the third verbal warning, the range of responses within the verbal warning system begin to differ. Third verbal warnings can be given immediately if any physical, aggressive or unacceptable language is used. Any and all behaviour that falls into the category of Child on Child Abuse would also have a response guided by our separate Child on Child Abuse Policy.

A third verbal warning comes with an in-school time out, with a member of the SLT, at break time, for five to ten minutes. The SLT member is informed verbally and via CPOMS by the class teacher to inform them that the child will be joining them and why. The SLT member then completes a reflection task with the child, designed to encourage them to consider why their behaviour choice was unacceptable and how they can seek to make amends and improve their decision making for the future. This is all logged on CPOMs. See the following flow-chart.

Serious Sanctions

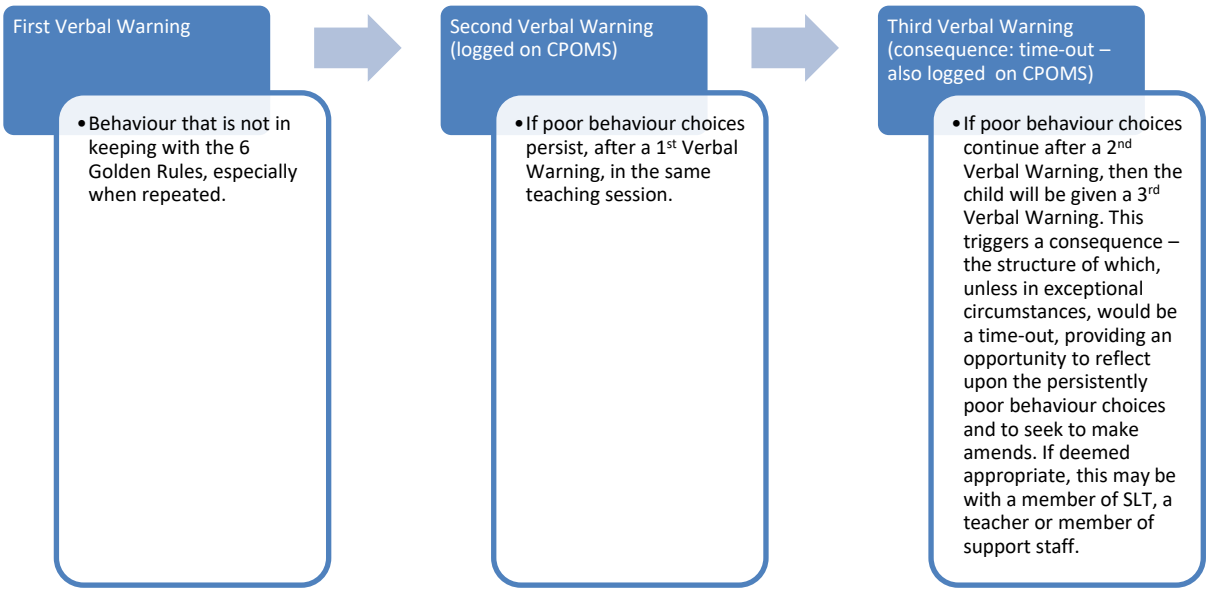
At Eaton House Belgravia, serious sanctions may be considered where a pupil's behaviour significantly contravenes the expectations of the school. A serious sanction may be issued when a pupil receives a third verbal warning, though the context and nature of the behaviour will determine whether this threshold results in a formal sanction. All decisions are taken in line with the age of the pupils and the ethos of the school.

Examples of serious sanctions include, but are not limited to:

- Contact with parents, either verbal or written.
- School-based community service such as tidying a classroom or shared space.
- A reflection activity appropriate to the incident and age of the pupil.
- Missing part or all of a break time.
- A formal detention.
- A fixed-term suspension.

Staff will record serious sanctions on CPOMS. Decisions regarding serious sanctions are taken by the Headmaster or a member of the Senior Leadership Team, and all incidents are handled fairly, proportionately, and in accordance with the school's Behaviour Policy.

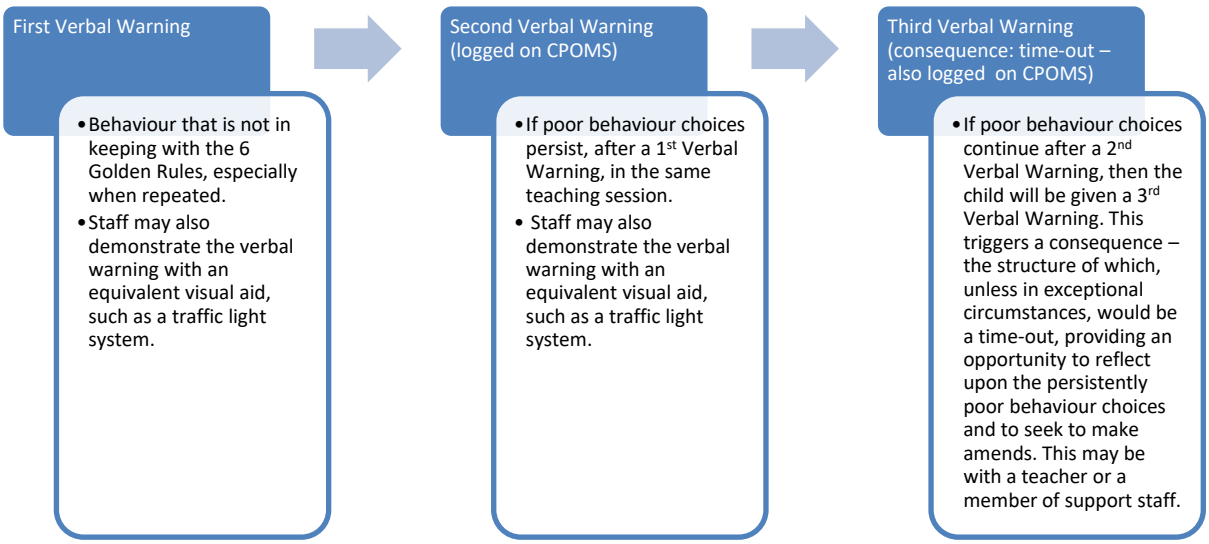
The Verbal Warning System (Y1-Y3)



EYFS

A third verbal warning comes with an in-class timeout with the teacher at the time, who will explore with them why they have been asked to take a moment away from the other student and the activity at hand. This reflection is designed to encourage them to consider why their behaviour choice was unacceptable and how they can seek to make amends and improve their decision making for the future. This is all logged on CPOMs. See the following flow-chart.

The Verbal Warning System (EYFS)



Mobile phones and personal devices

Pupils are not permitted to use mobile phones or other personal communication devices during the school day. Any exceptional arrangement must be agreed by the school and the device kept securely in accordance with school procedures. This supports safeguarding, positive behaviour and pupils' engagement with school life.

Further Steps for Y1-Y3

If poor behaviour choices continue to be made by a child following a third verbal warning and the accompanying response, then a child may be escalated, with further steps being taken. This would be done so in an effort to help the child return to a better baseline of positive behaviour choices, as outlined as part of our School ethos and values and distilled down into our Golden Rules.

These further steps continue to have the possibility for redemption built in by design. Our utmost desire is for the child to be able to recognise that their negative behaviour choices are impacting them and everyone around them and to help them to seek out more positive behaviour choices in response to constructive feedback.

These further steps would often come with pastoral interventions, particularly as the root cause for the negative behaviour choices are identified, or as a mechanism to identify those root causes.

Further steps are tailored differently for the Pre-Prep and EYFS.

After School Time-Out

For an after school time-out, parents will be contacted, primarily so that they are further involved and so that there is a clear line of communication about what will now be a pattern of poor behaviour choices. An after school time-out is held by a member of the SLT or a Head of Year, generally on a Friday, between 4 and 4.30 pm.

Target Tracker

If, over a period of several weeks, a child continues to be flagged for time out, then they may be moved to a target tracker. The child, class teacher and deputy will sit down to come up with three specific targets for improved behaviour choices, based on where issues are commonly arriving. The child signs on to the tracker for a period (commonly 1-2 weeks, but extendable, if the Head/Deputy Head and the class teacher deem it necessary). They are then accountable to both their assigned Target Tracker Mentor and to their parents. Note that trackers may also be used earlier in the process, if the SLT believe it would be useful for the child, particularly as an additional source of structure.

The tracker features a traffic light selection for each lesson, with green being the desired outcome based on the targets, amber being a mixed outcome and red being a failure to meet the agreed upon targets – or an equivalent visual three tier system. Each class teacher will mark where they believe the child was in their lesson. They are responsible for carrying their tracker and providing it for their teachers.

At the end of the day, the child will check in with the class teacher, or, depending on the situation and the nature of the tracker in question, potentially to the Deputy Head or Head, to show their progress and demonstrate they are making progress. This person is their assigned Mentor for the duration of the tracker. Their Mentor will then sign the tracker to show that they have read it and the tracker is taken home, for parents to also sign, to show that they are aware of the level of progress being made throughout the week/s.

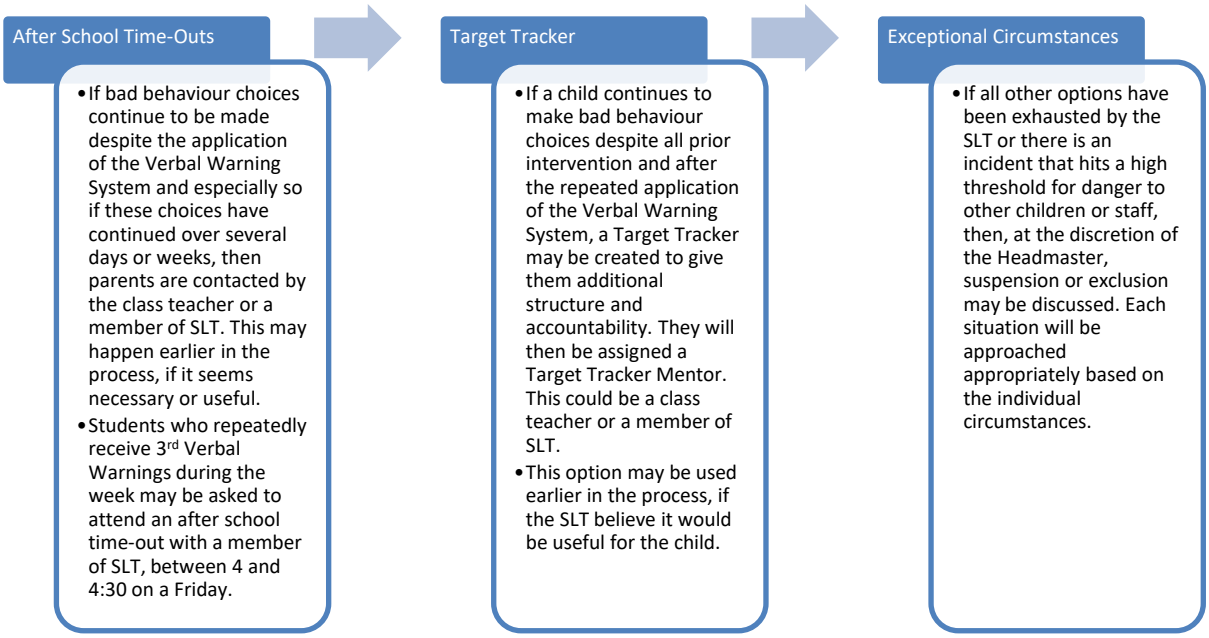
At the conclusion of the week/s, the Mentor (and/or the Deputy, if the Deputy is not the Mentor) will sit down to discuss with the child whether they have hit their targets and can come off of the Target Tracker. Parents are informed based on the outcome.

Exceptional Circumstances

In rare circumstances, further measures may be required. If this is the case, a discussion with the SLT, parents, board of governors and any other relevant senior member of staff may take place to create an individualised action plan for what will be deemed extraordinary circumstances – including the potential for suspension and/or expulsion, at the discretion of the Headmaster.

You can see all of this in the following flow-chart.

Further Steps for Y1-Y3



Further Steps for EYFS

Roundtable Meeting

If students reach a third verbal warning and an accompanying time-out with the Deputy twice in one week, then this automatically triggers a roundtable meeting with the parents, the child, the class teacher and the deputy. Together, they will agree upon expectations for that child and agree to monitor things closely over the next week, to encourage and look for improvement in the areas of concern.

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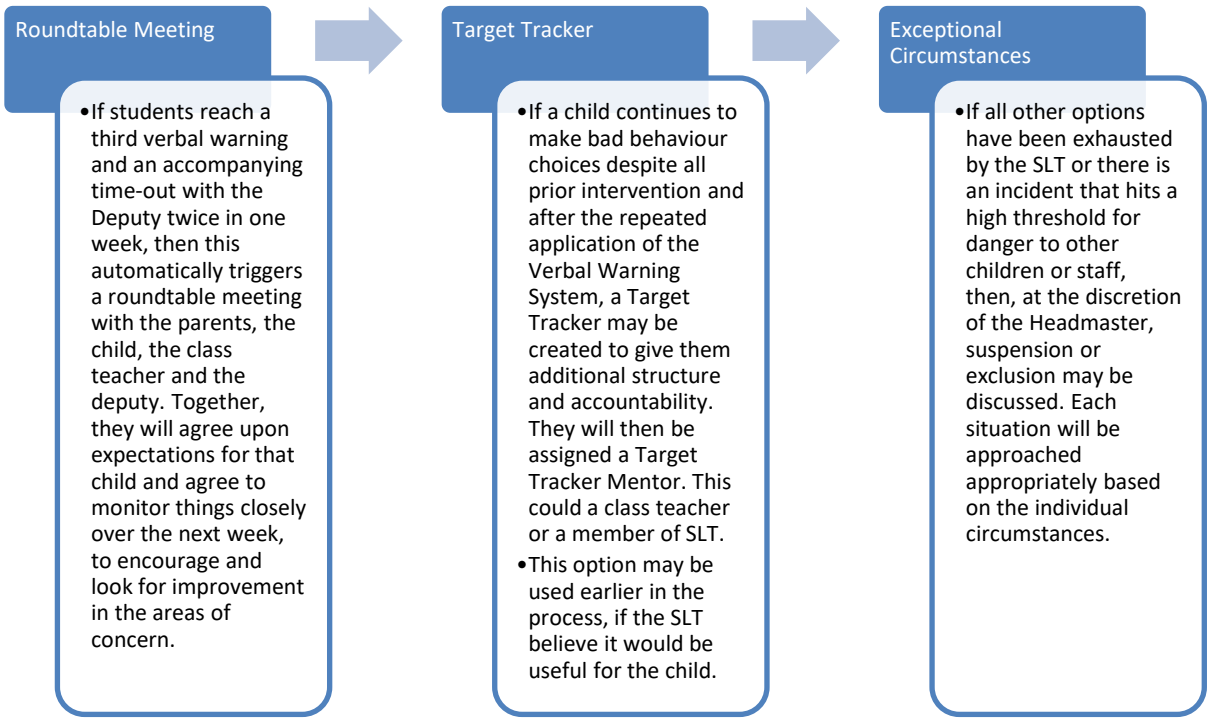
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Further Steps for the Pre-Prep



The steps outlined here are intended for use in the day to day moments that occur on site, in classrooms and around the school building, as well as on excursions, trips and during travel time. We have an extensive Cyberbullying Policy, which explores how we approach unacceptable behaviour choices online.

Use of reasonable force and other restrictive intervention

Any use of restrictive interventions or reasonable force by staff will be reasonable, proportionate and lawful. The circumstances in which staff can intervene using reasonable force are covered by DfE guidance on Restrictive interventions, including use of reasonable force, in schools, Apr 2026. 'Reasonable' in these circumstances means 'using no more force than is needed.'

It must be necessary, proportionate, likely to succeed in reducing the relevant risks and used for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

1. causing injury to themselves or others
2. committing a criminal offence
3. damaging property
4. causing disorder among pupils at the school, whether during a teaching session or otherwise.

It is not possible to prescribe precise situations when the use of reasonable force is appropriate, but these might include such force as is reasonable to:

- Remove a child from an area as a response to serious misconduct
- Prevent a pupil behaving in a way that very significantly disrupts a School event or a School trip or visit;
- Prevent a pupil leaving or entering a classroom where allowing the pupil to leave or enter would risk their safety or lead to behaviour that harms others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

The use of reasonable force is recorded and reported in line with statutory guidance. All significant incidents involving the use of force, seclusion or non-force related restraint must be recorded in writing by the staff member(s) involved as soon as practicable and no later than the same day. These incidents are logged on CPOMS. Records must include key details such as the names of pupils and staff involved, relevant pupil needs, time, date, location and duration of the incident, what led to the intervention, de-escalation strategies used, the type and degree of force applied, any injuries sustained, why the intervention was necessary, and any post-incident support provided.

In addition, statutory guidance requiring that each significant use of force is reported to parents as soon as practicable and no later than the same day. Written communication to parents includes the time, date and location of the incident, why the use of force was necessary, the type and degree of force used, and details of any injuries. This requirement applies even where restrictive interventions form part of an agreed behaviour support plan.

Corporal punishment is unlawful in all circumstances. The School Standards and Framework Act 1998 states that the corporal punishment of a child cannot be justified by virtue of the position of a teacher or any other person who has lawful control or charge of a child being in loco parentis, i.e. in the place of the parent.

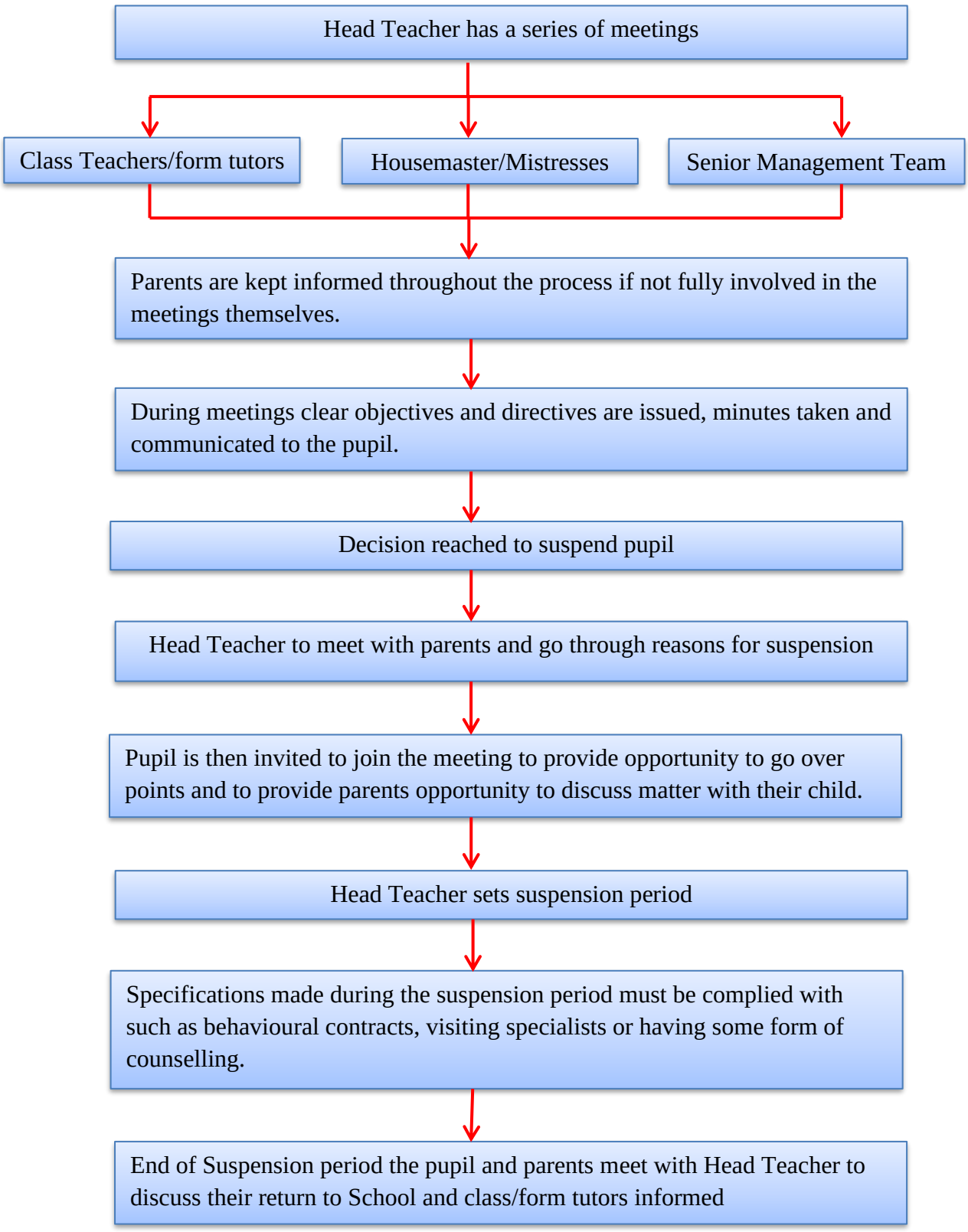
The ban on corporal punishment applies to all Schools. Corporal punishment is defined as doing anything to a child, for the purpose of punishment, which would constitute battery.

However, anything done to avert an immediate danger of personal injury or damage to property would not be considered to be corporal punishment.

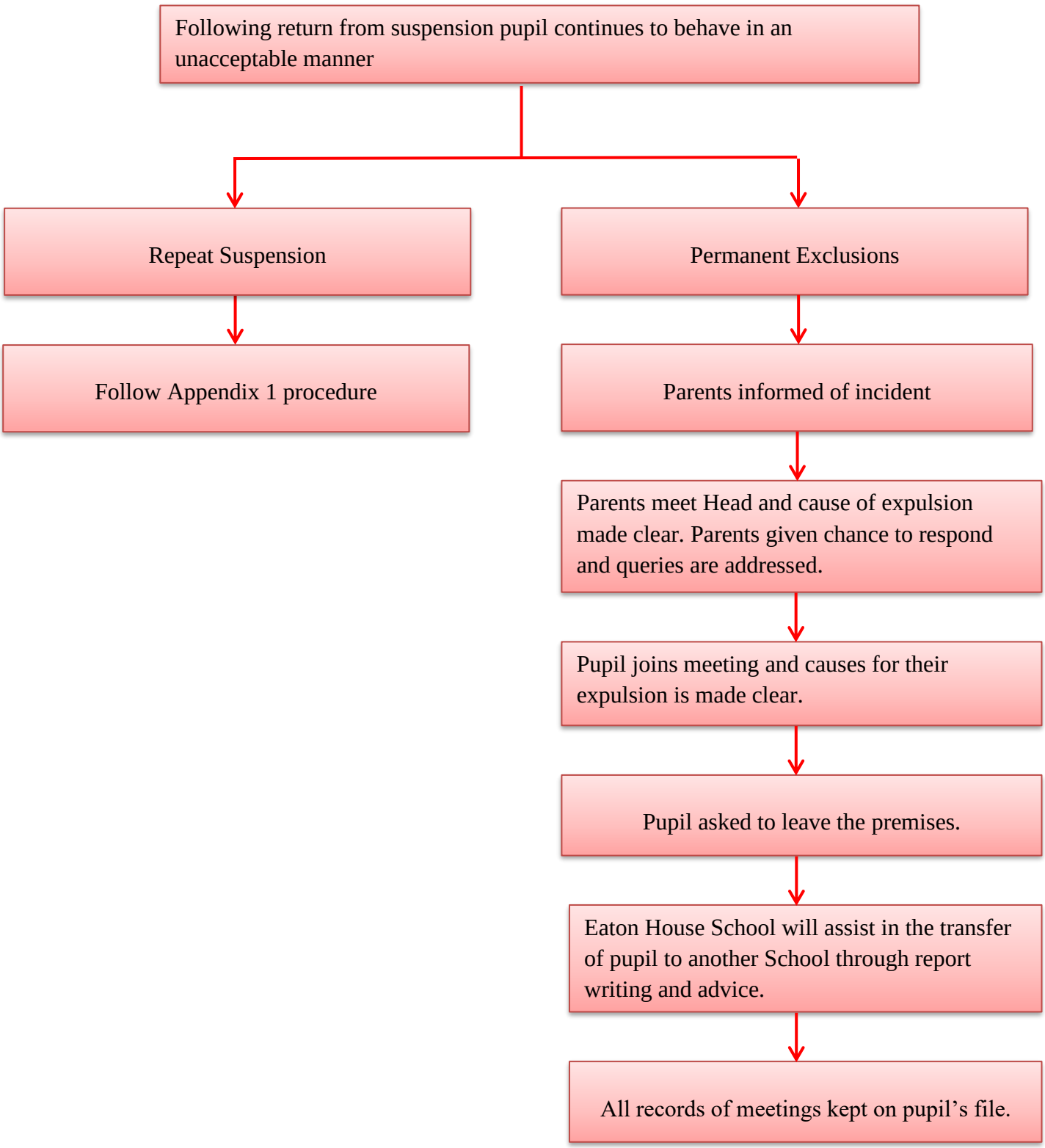
Suspension and Expulsion

Suspension from School will be as a direct result of several acts of poor behaviour or, in some cases, will be as a direct result of one major action of misbehaviour. Before suspension is reached a pupil will normally have gone through various stages of the discipline policy. If the pupil continues to persist in serious misbehaviour, the flow diagrams in Appendix 1 and Appendix 2 provide examples of the processes that may be adopted.

Appendix 1


Head Teacher has a series of meetings
Class Teachers/form tutors
Housemaster/Mistresses
Senior Management Team
Parents are kept informed throughout the process if not fully involved in the meetings themselves.
During meetings clear objectives and directives are issued, minutes taken and communicated to the pupil.
Decision reached to suspend pupil
Head Teacher to meet with parents and go through reasons for suspension
Pupil is then invited to join the meeting to provide opportunity to go over points and to provide parents opportunity to discuss matter with their child.
Head Teacher sets suspension period
Specifications made during the suspension period must be complied with such as behavioural contracts, visiting specialists or having some form of counselling.
End of Suspension period the pupil and parents meet with Head Teacher to discuss their return to School and class/form tutors informed

Appendix 2


Following return from suspension pupil continues to behave in an unacceptable manner
Repeat Suspension
Follow Appendix 1 procedure
Permanent Exclusions
Parents informed of incident
Parents meet Head and cause of expulsion made clear. Parents given chance to respond and queries are addressed.
Pupil joins meeting and causes for their expulsion is made clear.
Pupil asked to leave the premises.
Eaton House School will assist in the transfer of pupil to another School through report writing and advice.
All records of meetings kept on pupil's file.