

OVERSTONE PARK SCHOOL

PUPIL BEHAVIOUR POLICY

Reception to Year 13 • Independent Specialist SEND Provision

Policy date	September 2026
Review date	September 2027 (or earlier following legal/guidance change or significant incident)
Proprietor / Principal	Mrs M F Brown
Policy coordinators	Mrs M Brown; Mrs D York; Mrs J Brown; Mrs L Vippond
Applies to	All pupils, staff, volunteers, visitors and school activities, including off-site and online conduct where relevant
Status	Whole-school policy; read with Safeguarding/Child Protection, Anti-Bullying, SEND, Equality, Online Safety, Attendance, Exclusions, Searching/Confiscation and Restrictive Intervention procedures

School ethos: “Love thy neighbour as yourself” • “We can make a difference.”

Contents

- 1. Policy statement and principles
- 2. Legal and regulatory framework
- 3. Aims and scope
- 4. Leadership, responsibilities and implementation
- 5. Behaviour curriculum and school expectations
- 6. SEND, disability and reasonable adjustments
- 7. Safeguarding, child-on-child abuse and bullying
- 8. Responding to positive behaviour
- 9. Responding to misbehaviour and sanctions
- 10. Serious and harmful behaviour
- 11. Removal, regulation spaces and reintegration
- 12. Restrictive interventions and reasonable force
- 13. Searching, screening and confiscation
- 14. Mobile phones and smart technology
- 15. Behaviour outside school and online
- 16. Suspected criminal behaviour
- 17. Suspension and permanent exclusion/expulsion
- 18. Recording, reporting, monitoring and proprietor oversight
- 19. Staff training and support
- 20. Parents/carers and pupil voice
- 21. Complaints, equality and review
- Appendix A – Behaviour curriculum
- Appendix B – Graduated response and consequence framework
- Appendix C – Serious behaviour incident record requirements
- Appendix D – Restrictive intervention post-incident checklist
- Appendix E – Pupil Code of Conduct

1. Policy statement and principles

Overstone Park School is committed to a calm, safe, supportive and therapeutic learning environment in which every pupil is treated with dignity and is enabled to learn, develop independence and build positive relationships. The school has high expectations of conduct while recognising that behaviour can communicate need, distress, sensory overload, communication difficulty, trauma, anxiety or unmet special educational need.

High expectations and appropriate support are not alternatives. The school teaches expected behaviour explicitly, makes reasonable adjustments where required, responds to unsafe or unacceptable behaviour promptly and proportionately, and uses reflection, repair and targeted support to reduce recurrence.

- Corporal punishment is prohibited and will never be used or threatened.
- Sanctions must never be degrading, humiliating, discriminatory, retaliatory or unsafe.
- Restrictive intervention is not a punishment. It is used only where lawful, necessary, proportionate and for the shortest time required to manage an immediate risk.
- No pupil will be locked in a room as a disciplinary measure.
- Safeguarding takes priority over behaviour management. Behaviour that may indicate abuse, exploitation, neglect, harmful sexual behaviour, radicalisation or other harm is referred to the DSL/deputy.
- Responses will take account of age, development, communication, SEND, disability, medical needs, EHCP provision, known triggers and relevant protected characteristics.

2. Legal and regulatory framework

This policy is written for an independent school in England and has been updated for September 2026. It should be read and implemented in accordance with the following legislation and current statutory/non-statutory guidance, as applicable:

- Education (Independent School Standards) Regulations 2014, especially Part 3 paragraphs 7, 9, 10 and 16: safeguarding; written and effectively implemented behaviour policy; recording sanctions for serious misbehaviour; anti-bullying; and risk assessment.

- Education Act 1996, section 548 (as amended): no right to give corporal punishment.
- Education and Inspections Act 2006, including provisions relevant to discipline and reasonable force, where applicable to independent schools.
- Equality Act 2010, including disability discrimination and the duty to make reasonable adjustments.
- Children and Families Act 2014 and the SEND framework, including securing provision in an EHC plan where the duty applies.
- Human Rights Act 1998 and relevant Convention rights.
- Counter-Terrorism and Security Act 2015, section 26, and Prevent Duty Guidance: England and Wales (2023), in force from 31 December 2023.
- Keeping Children Safe in Education 2026, in force from 1 September 2026.
- DfE Behaviour in Schools: Advice for headteachers and school staff (February 2024), which applies to independent schools as non-statutory behaviour guidance.
- DfE Restrictive interventions, including the use of reasonable force, in schools, effective from 1 April 2026 and applicable to independent schools.
- DfE Mobile phones in schools, statutory guidance from 29 June 2026, to be followed from 1 September 2026.
- DfE Searching, screening and confiscation: guidance for schools (current published edition). OPS will apply powers only to the extent that they apply lawfully to an independent school and will use safeguarding-led, proportionate procedures.
- DfE Suspension and Permanent Exclusion guidance effective 26 July 2026. Its statutory exclusion framework applies to maintained schools, academies/free schools and PRUs, not independent schools. OPS nevertheless has regard to relevant principles of fairness and safeguarding as good practice where appropriate.
- SEND Code of Practice: 0 to 25 years (current edition), where applicable.
- Working Together to Safeguard Children (current statutory guidance).

Where legislation or statutory guidance changes during the life of this policy, the school will follow the current law and guidance and update the policy without waiting for the annual review.

3. Aims and scope

- Promote good behaviour, respect, self-regulation, responsibility and readiness to learn.
- Maintain a calm, orderly and safe environment and protect pupils and staff from violence, bullying, harassment, discrimination and intimidation.
- Teach behaviour as part of the curriculum rather than relying only on sanctions.
- Provide predictable routines and fair, proportionate responses.
- Prevent recurrence by identifying triggers, unmet need and effective support.
- Ensure consistent practice across Reception to Year 13, adapted appropriately for age, development and need.
- Support attendance, engagement, progress, wellbeing and preparation for adulthood.
- Meet the Independent School Standards and maintain auditable evidence of implementation.

The policy applies while pupils are on school premises, under the lawful charge of school staff, on educational visits and transport arranged or supervised by the school, and to relevant off-site/online conduct where it affects safety, welfare, school order or members of the school community.

4. Leadership, responsibilities and implementation

Proprietor / Principal

- Retains overall accountability for compliance with the Independent School Standards and effective implementation of this policy.
- Sets the school's behaviour culture and ensures resources, staffing, training and systems are sufficient.
- Ensures serious sanctions, restrictive interventions, removals, suspensions/expulsions, bullying and discriminatory incidents are monitored for patterns and disproportionality.
- Ensures behaviour systems link with safeguarding, SEND, attendance, risk assessment and curriculum oversight.
- Ensures serious misbehaviour sanctions are recorded as required by paragraph 9(c) of the Independent School Standards.

Policy coordinators / senior leaders

- Model and reinforce consistent practice; coach and support staff.
- Review individual behaviour/risk plans and ensure reasonable adjustments are communicated.
- Investigate significant incidents fairly and preserve relevant evidence.
- Ensure parents are informed appropriately and safeguarding referrals are made without delay.
- Review data at least termly and escalate significant risks to the Proprietor/Principal.

All staff

- Know this policy, the Safeguarding Policy and individual pupil plans before working independently with pupils.
- Use calm, respectful, clear language and predictable routines.
- Teach, prompt and reinforce expected behaviour; use de-escalation and least-restrictive responses.
- Record significant incidents accurately, factually and promptly.
- Report safeguarding concerns immediately to the DSL/deputy.
- Do not improvise restrictive techniques or use force as punishment.

Pupils

- Treat others with dignity and respect.
- Follow reasonable staff instructions and safety rules.
- Engage with learning and allow others to learn.
- Use agreed communication/regulation strategies and seek help when needed.
- Do not bully, discriminate, threaten, assault, sexually harass or deliberately damage property.
- Follow the school's mobile-phone-free rules.

Parents/carers

- Support the school's expectations and reasonable interventions.
- Share relevant information that may affect behaviour or safety.
- Attend reviews where requested and work collaboratively on behaviour/EHCP support.

- Raise concerns promptly through the appropriate school route while supporting safe school expectations.

5. Behaviour curriculum and school expectations

Expected behaviour is explicitly taught, modelled, rehearsed and revisited. Visual supports, social stories, TEACCH-informed structure, AAC and other communication supports are used where appropriate.

Expectation	What it looks like	Support/teaching
Ready	Arrive, settle, have required equipment, engage at an appropriate level.	Visual timetable, first/then, task breakdown, movement/sensory preparation.
Respectful	Safe words/actions; respect personal space, difference, property and learning.	Modelling, scripts, social communication teaching, restorative work.
Safe	Follow safety instructions; no weapons, aggression, dangerous conduct or absconding.	Risk plans, supervision, environmental adjustments, explicit safety teaching.
Responsible	Make choices, accept support, repair harm and try again.	Reflection adapted to communication/cognition; natural/educational consequences.
Kind	Include others; no bullying, harassment, prejudice or sexualised abuse.	PSHE/RSE, safeguarding curriculum, modelling and immediate challenge.

6. SEND, disability and reasonable adjustments

OPS is a specialist SEND school. High expectations remain for all pupils, but equality does not mean identical treatment. Before, during and after an incident staff must consider whether disability, communication, sensory processing,

cognition, trauma, medical need or another identified need contributed to the behaviour and whether a reasonable adjustment is required.

- Anticipate likely triggers and reduce avoidable distress through structure, communication support, sensory regulation, planned movement, adapted demands, seating/environment changes and transition support.
- Use the graduated Assess–Plan–Do–Review approach where behaviour indicates unmet or changing need.
- Review the pupil's EHCP, individual behaviour support plan, risk assessment and communication profile after repeated or serious incidents.
- Do not assume every incident is caused by SEND; make an evidence-based, individual assessment.
- Adjust the form of a sanction where necessary to avoid substantial disadvantage, while still addressing safety, learning and repair.
- Where current provision appears insufficient, involve the SENCO/appropriate leader, parents and relevant professionals and consider an early or emergency EHCP review with the local authority.

7. Safeguarding, child-on-child abuse and bullying

Behaviour management is inseparable from safeguarding. KCSIE 2026 applies. Staff must maintain an attitude that 'it could happen here' and must not dismiss abusive conduct as banter, part of growing up or merely a behaviour issue.

- All bullying, including cyberbullying, prejudice-based and discriminatory bullying, is challenged, recorded and addressed under the Anti-Bullying Strategy.
- Sexual violence, sexual harassment, harmful sexual behaviour, coercion, sharing nude/semi-nude imagery, upskirting and abusive online behaviour are safeguarding matters and must be referred to the DSL/deputy.
- Victims are listened to, supported and never made to feel responsible for creating a problem by reporting.
- Behaviour suggesting exploitation, neglect, abuse, radicalisation, self-harm or significant mental-health/welfare concern is referred through safeguarding procedures.

- Safeguarding action and disciplinary action may proceed in parallel where appropriate, provided school action does not prejudice a police or social-care investigation.

8. Responding to positive behaviour

Positive reinforcement should be frequent, specific, genuine and accessible to all pupils. Recognition may include verbal praise, home contact, house points/merits, certificates, responsibilities, celebration assemblies, displays and age-appropriate privileges. Reward systems will be monitored to ensure pupils with SEND are not systematically disadvantaged by criteria they cannot reasonably meet without adjustment.

9. Responding to misbehaviour and sanctions

Staff respond promptly, predictably, calmly and proportionately. The immediate priorities are safety, de-escalation and restoration of learning. A sanction is not automatic: staff consider the facts, seriousness, intent where relevant, impact, age/development, SEND/disability, previous support, safeguarding information and proportionality.

- Reminder/re-teaching of expectation and supported choice.
- Brief change of seat or learning position.
- Completion or repair of disrupted work at an appropriate time.
- Reflective/restorative conversation adapted to the pupil's communication and understanding.
- Loss of a directly related privilege for a proportionate period.
- Supervised break/lunchtime consequence while preserving reasonable time to eat, drink, use the toilet and regulate.
- Behaviour monitoring/report or targeted support plan.
- Educational or restorative community task where safe, age-appropriate and directly proportionate; never degrading.
- Removal from class for serious disruption or safety reasons, with continued meaningful education where practicable.
- Suspension or permanent exclusion/expulsion under the school's independent-school procedure for serious or persistent conduct.

OPS does not use blanket or collective punishment, deprivation of food/drink/toilet access, exercise as punishment, humiliating tasks, corporal punishment or force as a disciplinary penalty.

10. Serious and harmful behaviour

Examples include serious assault or attempted assault; biting/scratching/kicking/head-butting causing or risking injury; use or threatened use of a weapon; serious bullying or discriminatory abuse; sexual violence/harassment; arson; serious deliberate property damage; possession/supply of illegal drugs; serious theft; absconding creating significant risk; and behaviour creating an immediate and substantial danger.

1. Call for assistance and protect pupils/staff; remove other pupils if safer than attempting to move the pupil in crisis.
2. Use low-arousal de-escalation, space, reduced language and the pupil's agreed plan.
3. Use restrictive intervention only if lawful, necessary and proportionate to the immediate risk.
4. Obtain first aid/medical assistance and preserve evidence.
5. Notify senior leadership and the DSL where safeguarding may be engaged.
6. Record the incident and serious sanction promptly.
7. Inform parents/carers as soon as reasonably practicable unless safeguarding advice indicates that doing so would place a child at greater risk.
8. Review triggers, risk assessment, staffing/deployment, environment, behaviour support and EHCP provision before or promptly after reintegration.

11. Removal, regulation spaces and reintegration

OPS distinguishes disciplinary removal from a planned sensory, therapeutic or regulation break. A calming/regulation room is not automatically a sanction. Its purpose, supervision and recording must be clear.

- Removal is used only when necessary, including to restore safety/order, allow meaningful education to continue, or support a pupil to regain regulation.
- Pupils are supervised appropriately and receive meaningful learning/support where practicable.
- A pupil is never locked in a room as a disciplinary measure.

- Any physical prevention of a pupil leaving is a restrictive intervention and must meet the separate legal/safeguarding test; it is not routine removal or seclusion.
- Time out of class must be no longer than necessary and must be reviewed if repeated or prolonged.
- Parents are informed the same day of significant disciplinary removal.
- Reintegration includes checking readiness, reviewing support and reasonable adjustments, repairing relationships where appropriate and clarifying the plan for successful return.

12. Restrictive interventions and reasonable force

From 1 April 2026 OPS follows the DfE guidance 'Restrictive interventions, including the use of reasonable force, in schools'. Restrictive intervention is a safeguarding and safety response, not a behaviour sanction.

- Staff use prevention and de-escalation first wherever practicable.
- Any force must be necessary, reasonable and proportionate to the circumstances and use no more force than is needed.
- Staff consider the pupil's age, size, communication, disability/SEND, medical needs, trauma history and individual risk plan.
- Only approved techniques within staff competence/training may be used; improvised pain-compliance or punitive techniques are prohibited.
- Staff must continually reassess and stop the intervention as soon as the immediate need ends.
- Following a significant restrictive intervention, the pupil and staff are checked for injury/distress, first aid is offered, senior staff are notified, parents are informed as soon as reasonably practicable (subject to safeguarding), and the incident is recorded promptly.
- Significant incidents trigger post-incident review, including whether the intervention was necessary/proportionate and what changes could reduce recurrence.
- Patterns and disproportionality are reviewed by senior leadership and the Proprietor/Principal.

Team Teach training supports staff practice but does not replace the legal test, professional judgement, individual risk assessment or the duty to use the least restrictive effective response.

13. Searching, screening and confiscation

OPS maintains a list of banned items and may require pupils to hand over prohibited or unsafe items. Searches and confiscation will be safeguarding-led, proportionate, respectful of dignity and conducted only within powers lawfully available to the school/staff.

- Banned items include knives/weapons, alcohol, illegal drugs, stolen items, tobacco/nicotine products and vaping devices, fireworks, pornographic material, and any article reasonably believed to be intended for use to commit an offence, cause injury or damage property; the school may also ban other unsafe or disruptive items under its rules.
- Where a search is contemplated, staff should normally seek consent and involve a senior leader; the DSL should be involved where safeguarding concerns arise.
- Staff must not conduct intimate searches. Where there is an immediate risk or suspected criminal item requiring police powers, the school will seek police assistance as appropriate.
- Confiscated items are stored, returned, disposed of or passed to police/parents as appropriate to the item, safety, law and safeguarding considerations.
- Searches for serious incidents and outcomes are recorded, and parents are informed where appropriate.

14. Mobile phones and smart technology

OPS is a mobile-phone-free school throughout the school day, in accordance with the statutory DfE guidance effective for schools from September 2026. This includes lessons, movement between lessons, breaktimes and lunchtime.

- Pupils should leave mobile phones and personal smart communication devices at home wherever possible.
- If needed for travel/safety, the device must be switched off and handed to the designated school office/storage point on arrival and collected at departure.
- Pupils must not retain or access a phone during the school day unless a specific authorised exception or reasonable adjustment applies.

- Exceptions may be agreed for disability, medical need, safeguarding or another compelling individual reason and will be documented.
- Unauthorised use, filming, recording, messaging or online posting during the school day may result in confiscation and proportionate sanction; safeguarding concerns are referred to the DSL.
- Confiscation duration will be proportionate and safe. OPS does not adopt an automatic one-week confiscation in every case.
- Staff personal phone use in front of pupils is restricted to authorised professional/emergency purposes in accordance with staff policy.

15. Behaviour outside school and online

OPS may respond to off-site or online behaviour where there is a sufficient connection to the school, including conduct on school activities, school transport, journeys to/from school, while identifiable as an OPS pupil, or conduct that threatens a pupil/staff member, disrupts school order or materially affects safeguarding or the school community. Any response must be reasonable, proportionate and lawful.

Online bullying, harassment, threats, sexualised conduct, image-sharing and discriminatory abuse are addressed with the same seriousness as offline conduct and may also require safeguarding or police referral.

16. Suspected criminal behaviour

Where criminal behaviour is suspected, the school will establish only the information reasonably necessary to make an initial assessment, preserve relevant evidence and involve the DSL/senior leadership. Where police are contacted, the school will ensure its actions do not obstruct or prejudice a police investigation. A children's social care referral may also be required. Internal safeguarding and disciplinary processes may continue where appropriate and compatible with external investigations.

17. Suspension and permanent exclusion / expulsion

As an independent school, OPS is not governed by the statutory suspension/permanent-exclusion framework that applies to maintained schools, academies/free schools and pupil referral units. Decisions are made under the school's contractual terms, admissions arrangements and published policies, while taking

account of safeguarding, equality, SEND, human-rights principles and procedural fairness.

- Suspension may be used for serious incidents or persistent behaviour where lesser measures/support have not secured safety or acceptable conduct, or where immediate separation is necessary pending review.
- Permanent exclusion/expulsion is reserved for the most serious circumstances or persistent conduct incompatible with safe education after appropriate support, subject to the school's contractual procedure.
- Before a decision, the Principal considers the evidence, pupil's account where practicable, SEND/disability and reasonable adjustments, safeguarding context, proportionality, prior interventions and the impact on others.
- Parents receive written reasons, effective date/duration, expectations during suspension, reintegration arrangements and any contractual review/complaints route.
- For pupils with an EHCP, the school will liaise with the local authority where placement/provision may be at risk and seek an urgent review where appropriate.
- Unofficial or informal exclusions are not used.

18. Recording, reporting, monitoring and proprietor oversight

The school keeps a central auditable record of sanctions for serious misbehaviour as required by the Independent School Standards. Records must distinguish factual observation from opinion and include enough information to demonstrate action, follow-up and review.

- Serious behaviour incidents and sanctions; date/time/location; staff/pupils involved; antecedents/context; behaviour; impact/injury/damage; action and de-escalation; sanction; safeguarding action; parent contact; follow-up.
- Restrictive interventions, including type, reason, duration, staff involved, injury/first aid, pupil/staff debrief, parent notification and management review.
- Bullying, discriminatory/prejudice-related incidents and child-on-child abuse cross-referenced to safeguarding records as appropriate.
- Removal from class where significant/repeated; searching/confiscation where serious; suspensions/expulsions.
- Individual risk assessments and behaviour support plans with review dates.

At least termly, leaders analyse frequency, severity, location/time, repeat pupils, repeat victims, staff deployment, restrictive interventions, removals, suspensions, bullying, attendance links and patterns by relevant protected characteristic/SEND. Findings lead to documented actions. The Proprietor/Principal receives assurance that actions are completed and the policy is implemented consistently.

19. Staff training and support

- Behaviour policy and behaviour curriculum at induction and refreshers.
- KCSIE 2026 and child-on-child abuse.
- SEND, communication, autism, sensory needs and reasonable adjustments appropriate to pupils served.
- De-escalation, risk assessment and approved restrictive-intervention training for relevant staff.
- Recording, incident reporting, first aid and post-incident procedures.
- Online behaviour, mobile-phone rules, searching/confiscation boundaries and Prevent.
- Post-incident support and debrief for staff affected by serious aggression or violence.

20. Parents/carers and pupil voice

The policy is made available to parents and explained to pupils in accessible formats. Pupils are consulted through the School Council and other communication methods suited to their needs. Parent and pupil feedback informs review but does not override safeguarding, equality or legal duties.

21. Complaints, equality and review

Concerns about the application of this policy should normally be raised promptly with the school and may be pursued under the Complaints Policy. Safeguarding allegations about adults must follow the Safeguarding/Allegations procedures rather than ordinary behaviour complaints.

The school will monitor the impact of this policy for discrimination and disproportionate outcomes. The policy will be formally reviewed by September 2027 and earlier where legislation/guidance changes, monitoring identifies a concern, or a serious incident indicates that procedures require amendment.

Appendix A – Behaviour curriculum

Routine / context	Expected behaviour	How taught	SEND adjustments/ examples
Arrival	Safe entry, greet/ acknowledge staff, hand in phone, follow visual schedule.	Modelling, visual prompts, rehearsal.	Staggered arrival, transition object, reduced language.
Lessons	Ready to learn, safe body, appropriate communication, attempt tasks, request help/ break.	Explicit routines, first/then, praise.	AAC, task chunking, sensory break, adapted demand.
Transitions	Walk/move safely, respect space, go directly to destination.	Route practice, cues, staff positioning.	Individual route, escort, extra transition time.
Break/lunch	Kind inclusion, safe play, appropriate voice, follow boundaries.	Social stories, playground teaching.	Structured activity, quiet area, supported eating.
Online/digital	Respectful, safe, no abusive content/image sharing.	RSE/PSHE/ online safety.	Accessible teaching and repetition.
End of day	Pack safely, collect stored device, follow transport	Checklist and rehearsal.	Visual checklist, supported handover.

Appendix B – Graduated response and consequence framework

Level	Examples	Typical response	Required review/
1 – Low-level	Calling out, off-task, minor refusal, minor disruption.	Prompt/reteach; support choice; praise recovery.	Routine classroom record only if needed.
2 – Repeated/moderate	Repeated disruption, disrespect, unsafe low-level conduct, repeated phone breach.	Restorative/educational consequence; parent contact where appropriate; monitoring.	Record pattern; consider SEND/support.
3 – Serious	Aggression, bullying, discriminatory abuse, serious damage, absconding risk, serious online misconduct.	Senior response; safety plan; proportionate sanction; DSL consideration; parent contact.	Formal serious incident/sanction record; risk review.
4 – Critical	Weapon, serious assault, sexual violence, arson, serious criminal conduct, immediate high	Emergency safeguarding/safety response; police/social care where appropriate; suspension/expulsion considered.	Full incident, safeguarding and management review; proprietor oversight.

Appendix C – Serious behaviour incident record requirements

- Pupil name, date, time, location and activity.
- Staff/pupils/witnesses present.
- Known antecedents/triggers and relevant individual plan.

- Objective description of behaviour and sequence of events.
- De-escalation/support attempted and pupil response.
- Injury/damage/first aid/medical action.
- Any restrictive intervention, with separate required details.
- Safeguarding consideration/referral and DSL decision.
- Sanction/protective/educational consequence and rationale.
- Parent/carers notification: who, when and by whom.
- Follow-up: pupil/staff debrief, restorative work, risk/EHCP/behaviour plan review.
- Manager review/sign-off and actions with responsible person/date.

Appendix D – Restrictive intervention post-incident checklist

- Immediate safety restored; intervention ended at earliest safe point.
- Pupil and staff checked for injury/distress; first aid/medical help offered.
- Senior leader informed; DSL informed where safeguarding issue arises.
- Parents/carers informed as soon as reasonably practicable unless safeguarding advice indicates otherwise.
- Contemporaneous factual record completed.
- Pupil offered developmentally appropriate opportunity to communicate their experience.
- Staff offered debrief/support.
- Individual risk assessment/behaviour plan reviewed.
- Consider whether EHCP/SEND provision, staffing, environment or timetable requires change.
- Management checks necessity, proportionality, duration and whether practice/training issues arise.
- Incident included in termly restrictive-intervention monitoring.

Appendix E – Pupil Code of Conduct

At Overstone Park School we aim to be READY, RESPECTFUL, SAFE, RESPONSIBLE and KIND.

- I will try to engage with learning and ask for help or a break when I need it.

- I will use safe hands, feet, words and actions.
- I will respect other people's bodies, space, belongings, identity and right to learn.
- I will follow reasonable instructions that keep people safe.
- I will not bully, threaten, discriminate against, sexually harass or deliberately hurt others.
- I will use the internet and technology safely and respectfully.
- I will follow the school's mobile-phone-free rules.
- If something goes wrong, I will accept support to calm, reflect, repair and try again.
- I will tell a trusted adult if I feel unsafe or if I am worried about someone else.

Parent/Carer: _____ Signature: _____

Date: _____

Pupil: _____ Signature/mark: _____

Date: _____

Principal/Authorised leader: _____ Signature: _____

Date: _____

Reference sources checked for September 2026 update

- **Independent School Standards guidance (April 2026):** <https://www.gov.uk/government/publications/regulating-independent-schools>
- **Keeping Children Safe in Education 2026:** <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- **Behaviour in Schools:** <https://www.gov.uk/government/publications/behaviour-in-schools--2>
- **Restrictive interventions, including use of reasonable force:** <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
- **Mobile phones in schools:** <https://www.gov.uk/government/publications/mobile-phones-in-schools>
- **Searching, screening and confiscation:** <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

- **Suspension and permanent exclusion:** <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>
- **Prevent duty guidance:** <https://www.gov.uk/government/publications/prevent-duty-guidance>
- **SEND Code of Practice:** <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>