

BEHAVIOUR POLICY

Introduction

This policy applies to John Lyon School, which comprises the 'Senior School' and the 'Prep School'. All references to 'the School' refer to John Lyon School except where otherwise specified.

The following policy is written in accordance with [Behaviour and Discipline in Schools 2024](#), the [Human Rights Act 1998](#), the [Equality act 2010](#), [Keeping Children safe in Education](#) and the School's Safeguarding and Child Protection Policy, and Anti-Bullying Policy.

The policy should be read alongside the Pupil Code of conduct (see [Appendix 6](#) below).

Statement of Intent

The School seeks to provide a rounded education in a nurturing environment, in which each child is personally valued and challenged to pursue the highest standards in spiritual, moral, cultural, intellectual and physical development. The School has a moral duty to all pupils, parents and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour.

The Aims of the Policy

1. To promote positive behaviour for learning.
2. To teach and model values and attitudes, as well as knowledge and skills.
3. To promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
4. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the School.
5. To state what is expected of pupils.
6. To state what is expected from parents.
7. To provide guidance on available rewards and sanctions.
8. To prevent bullying.
9. To ensure problems are treated in a caring, firm and fair manner, with the aim of achieving an improvement in behaviour.
10. To ensure the wellbeing of all pupils is catered for.

Positive Behaviour for Learning

It is the aim of the School to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. The School expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a caring and friendly atmosphere. Pupils are expected to consider other people and their feelings. Praise, encouragement and rewards for achievement, contribution and good behaviour are important.

Rationale for a positive learning environment:

1. Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.

2. By making the expectations of good behaviour explicit the School can create a positive atmosphere that supports effective learning.
3. Pupils are encouraged to understand the advantages of good behaviour through positive reinforcement, strong role modelling and affirmation, using rewards and sanctions when necessary.
4. Staff and pupils must share responsibility for ensuring that health and safety obligations are not jeopardised by inappropriate behaviour.
5. There may be times when pupils at the School experience emotional, behavioural and social difficulties. In this eventuality the School, where possible, will remedy or at least positively manage such difficulties.

Role of Teachers in Establishing and Maintaining Excellent Standards of Behaviour in the School

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all School activities. (See [Appendix 4](#) below). Teachers should:

1. set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
2. show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include reward points, a call / an email home to parents, Commendations, end of term certificates.
3. encourage good behaviour by all pupils when at school or off-site (on school excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by pupils.
4. demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times. Staff must never use any form of abusive or humiliating remarks and are expected to be good role models.
5. manage behaviour positively and especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start. (See [Low Level Interventions](#) guide below)
6. use physical restraint only in lawful circumstances, for example to prevent pupils from hurting themselves or others – see section on [Power to use reasonable force](#) below. Any incident of the use of physical restraint should be reported to a Deputy Head and logged.
7. take into account the individual circumstances of pupils with SEND (Special Educational Needs and Disability). Where there is a need, teachers, will raise concerns to the Learning Support Department.

Behaviour Expected from Pupils

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining school behaviour policy through the Student Council.

The following principles underpin this behaviour policy. Pupils are required to

1. observe the following basic rules in the classroom:
 - Arrive on time with all the equipment needed for the lesson
 - Listen in silence when the teacher is giving instructions
 - Follow instructions promptly and accurately
 - Raise a hand to gain attention and only speak when invited

- Stay in the allocated seat or workspace unless given permission to move
 - Treat others with respect and consideration at all times
2. dress in accordance with the School Uniform and Dress Code.
 3. obey all health and safety regulations in classrooms and around the School including helping to keep the school site clear of litter and moving sensibly and calmly around.
 4. avoid behaviour that disturbs or distracts others.
 5. acknowledge and follow the School's Code of Conduct. (See [Appendix 6](#) below).
 6. treat others with respect; in particular never making racist, sexist, homophobic or other abusive or humiliating remarks.
 7. refrain from any use of physical force.

Partnership with Parents

Parents accept the School Values and expectations when they accept a place for their child. They have the primary role and responsibility for the development of positive behaviour of their child and the School works to develop and consolidate this. A close partnership with parents encourages good behaviour of pupils and parents are encouraged to work with the School to ensure that their children contribute to the maintenance of a safe and secure learning environment.

Parents can help by:

- being familiar with the school rules and the code of conduct and discussing these with their child
- attending parental consultation evenings, social functions and developing open and positive relations with the school.
- knowing that effective teaching and learning can only take place within a culture of mutual respect, courtesy and a commonly understood framework for discipline and behaviour.
- acknowledging that should their child's behaviour fall below the expected standards a sanction will be issued.
- understanding the different sanctions that the School has in place to promote positive behaviour.

Where there is a need, parents will be provided with an explanation of actions taken by the School which will always strive to be fair and proportionate, particularly with the application of sanctions. The School will endeavour to communicate with parents as soon as is possible regarding the actions that the School has taken. Any parental concerns and complaints should be made with a reference to the School's Complaints Procedure.

Detentions after school hours can be set as long as parents are informed via email or a phone call. Please note that after school detentions may be set on the same day.

School Systems – Rewards, Reflections and Sanctions

Parents have the opportunity to sign up to receive notifications of rewards and reflections issued to their child (including sanctions for more serious infractions) via the Parent Portal. In order to keep up to date with their child's behaviour in School, parents should ensure they enable this feature.

Rewards

A major aim of the school policy is to encourage all pupils to practise good behaviour by the operation of a system of praise and reward. All staff will seek to build positive relationships with pupils and find opportunities to celebrate and praise good behaviour, good work and other achievements both large and small. Recognition of performance is provided in a variety of ways including public acclamation at school assemblies.

Rewards in Little Lyons (Nursery and Reception)

In Nursery and Reception, children are rewarded with verbal praise, stickers and positive communication to parents.

Each child is also placed on a Weather Behaviour Chart. Children start the day on the sunshine. They are rewarded with verbal praise and move up the chart accordingly. If they move onto the Superstar/Rainbow, they receive a sticker at the end of the day. The chart resets each day.

“Learning Superhero” Certificates are awarded to individuals at the end of each week.

Rewards in the Pre-Prep (Years 1 and 2)

Pre-Prep pupils are rewarded with verbal praise and House Points. Children are awarded House Point Certificates as follows: 25 = Bronze, 50 = Silver, 75 = Gold, 100 = Platinum, 125 = Titanium, 150 = Diamond.

Individuals are also rewarded during weekly assemblies for good behaviour, learning and effort through a Star of the Week Certificate.

The Pre-Prep classes also have a ladybird chart. If they display positive behaviour as a class, then a spot is added to the ladybird. Once the ladybird has all its spots, the class receives a reward such as a class party or movie.

As part of the school's positive behaviour strategy, a fortnightly Character Raffle is implemented for pupils in Years 1 and 2. This initiative aims to recognise and reward students who consistently demonstrate the school's core values. In addition to individual raffle prizes, the phase leader for Years 1 and 2 will award a class treat to the class that has collectively demonstrated positive behaviour over a fortnightly period.

Rewards in the Prep School (Years 3 to 6)

Pupils in Years 3 to 6 are praised for good behaviour, effort, helpfulness and for providing a good role model to younger pupils.

All pupils in Years 3-6 are placed in one of four Houses and they can earn house points. These can be awarded by any member of staff. They can only be given in single units and once awarded, cannot be taken away. House points should be recorded with the work done and in their diaries. They are also entered into iSAMS to be recorded. Children are awarded House Point Certificates as follows: 25 = Bronze, 50 = Silver, 75 = Gold, 100 = Platinum, 125 = Titanium, 150 = Diamond. A weekly tally is taken of house points earned and any certificates earned are awarded at assembly.

A Blue Card for exceptional academic work can be awarded and is worth 3 House Points. A Good Citizenship Award, worth 5 house points can be awarded and nominated by any staff member to the Deputy Head (Prep). Certificates of Merit and Good citizenship are not easy to earn and reflect the value of house points and the expectations for work and behaviour.

The Head of Prep's Certificate, not more than 2 or 3, can be awarded per year, for exceptional achievement i.e. displaying courage and fortitude during serious illness, or as result of extreme family difficulty; exceptional achievement in sport, music, art or drama, both inside or outside school – at a high level.

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Opportunities exist within the school community for pupils to display work, engage in presentations, drama and assemblies and the efforts of pupils here can be acknowledged and celebrated. A comprehensive range of awards also exist to recognise and reward sporting achievement and participation including medals and trophies during end of term awards.

Rewards in the Senior School

The following are examples of areas considered to be worthy of individual recognition:

- Consistently high or much improved standards of work.
- Outstanding pieces of work.
- Consistent effort in class and/or for homework.
- Outstanding effort or achievement in co-curricular activities.
- Service to the School or local community.

Rewards will usually consist of the awarding of one or two Reward Points, which are recorded on iSAMS.

Good behaviour and outstanding achievement are regularly recognised in assemblies. At the end of every term, pupils are acknowledged in a celebration assembly when they accumulate a certain number of Reward Points i.e. 50, 100, and 150. They are rewarded with a badge in Years 7 to 11.

If a pupil produces work of outstanding quality that is well above their normal standard, either in terms of effort or achievement, they will be awarded a School Commendation.

At the end of every term the School holds a Rewards Breakfast. The criteria for this is at the discretion of the Head of Year; those acknowledged may have made a significant improvement in their academic work, may have contributed to the wider life of School or may have achieved well outside of School.

Pupils are also rewarded for their community-related efforts, when they contribute to the School's charity efforts or through their own endeavours.

Pupils are rewarded for notable co-curricular pursuits through the awarding of colour ties, which are presented by the Head in the final assembly of each term and give the pupil the privilege of wearing the colour tie as part of their uniform.

At our annual prize giving we celebrate and reward achievement for the academic year. Subject prizes are awarded at all stages. There are also a range of awards celebrating success and progress in co-curricular activities. The most significant prize awarded by the School at Speech Day is the Duncan Whichelo prize, which is given to the pupil who contributes most to the School and wider community.

Notable achievements both by teams and by individuals are posted on the School website, social media and reported on in the Lyonian

Sanctions

The School recognises the need for a positive learning environment where it is hoped that all pupils will be fully involved in their learning. We have high expectations of our pupils' behaviour with the emphasis on self-discipline and the personal responsibility of each pupil. Occasionally, when a pupil has failed to meet these expectations, the School has clear sanctions in place. All sanctions are issued at the discretion of the staff member concerned.

Staff should consider whether the behaviour in question gives cause to suspect the child is suffering or is likely to suffer significant harm. Where this may be the case, staff should follow the School's Safeguarding Policy.

It is important that sanctions are used consistently, where context allows, and teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be real respect for the pupil. In ensuring good discipline, we recognise the importance of listening to pupils' views.

Often a word of admonition is sufficient. To deal with low-level undesirable behaviour in lessons, teachers may use a low-level intervention without the need for a more formal sanction. These include a steady look, non-verbal signals, questioning the pupil or using their name, giving the pupil a choice and praising other pupils who are modelling more desirable behaviour. It is also important to remember that much poor behaviour in the classroom stems from pupils finding the work too easy or too difficult. Teachers should be prepared to set more challenging work, give support or repeat instructions if necessary.

However, sometimes further sanctions are needed to correct undesirable behaviour. The teacher may feel they need to use one sanctions as a way to highlight inappropriate behaviour and to modify behaviour for the future. A [range of sanctions](#) are available to staff and can be used as appropriate to the age of the child and the severity of the misdemeanour.

Should a pupil's behaviour disrupt a lesson so seriously it cannot continue, or put others at risk of harm, teachers can request support from a SLT member who will attend the lesson and remove the pupil. Teachers should email:

slt.support@johnlyon.org
with your location + child's name.
(cc. HoD)

The pupil will either remain in school, completing work under SLT supervision and be reintroduced to lessons after a suitable period of time, or be sent home.

Following this removal the HoD will contact home, outlining the steps which have been taken.

A restorative meeting will be set up with the pupil, the staff member, the HoD and, if necessary, the pupil's parents will be in attendance. In this meeting expectations of behaviour will be reinforced and a contract drawn up with the pupil.

The pupil will be placed on subject report and any further incidences will trigger a period of suspension and may call into question the pupils' place within the school. If a pupil triggers this mechanism in multiple subjects they will be sanctioned accordingly and placed on a HoY report until their behaviour improves.

Restorative Conversations

In order to promote positive pupil behaviour, it is essential to facilitate pupils' reflection on their behaviour and to take time to understand any underlying causes of behaviour that has not met expectations. Restorative conversations are crucial in allowing time for pupils to reflect on what they could have done differently and to also ensure their voices are being heard. This enables students to feel treated with respect, dignity and to have a fresh start. End of day registration is a key time for these conversations to take place whether with subject staff or form tutors. Subject teachers should make every effort to hold these conversations on the same day and form tutors should support students in managing their attendance at these short meetings.

The School does not accept that physical violence has any place in society and, in accordance with that belief and in order to comply with the law, corporal punishment is not used in any form as a sanction in the School.

Sanctions in Little Lyons and Pre-Prep

When negative behaviour is displayed, children are spoken to by staff to discuss their feelings, actions and any consequences. Their parents may be contacted for more serious or repeated difficulties.

If negative behaviour is displayed the children move their name from the sunshine to the cloud on the behaviour chart. If this behaviour continues, they move their name to the thunderstorm and may receive another appropriate sanction, such as their parents being informed or a time out. The behaviour chart resets each day.

For more serious or repeated behaviour difficulties, children may have time out of an activity or playtime. If necessary, children may receive specific target charts based on their personal areas of need. This will be passed onto the Head of Little Lyons & Pre-Prep.

Please see [Appendix 1](#) for the Little Lyons behaviour ladder and [Appendix 2](#) for the Pre-Prep and Prep stepped consequence grid.

Sanctions in the Prep School

Teacher Discretion – When a child fails to meet the accepted standards in work or conduct, staff may exercise their own professional discretion in the manner in which they deal with the problem. They may use a variety of corrective strategies that may include repeating work, issuing further work, missing play time and talking with the child to illustrate why work or behaviour is not satisfactory.

Reflection Points – Direct disobedience or repeated poor behaviour after a warning is awarded a ReflectionPoint, which is recorded on iSAMS, including a summary of the reason it has been awarded. Reflection Points cannot be removed or challenged by parents. No more than one Reflection Point can be awarded for any offence. Following three prior responses, two Reflection Points in half a term mean the child is then placed in formal detention.

Please see the stepped consequence grid in Appendix 2 for more details.

Withdrawal from class - A child may be removed from a class in order to prevent a situation from escalating or to remedy a particular problem. In such cases, the child should be escorted to the nearest class by another pupil along with an explanatory note and work for them to do. If this is not possible the School Office should be telephoned for a member of Prep School leadership team to collect the pupil directly and take them to a suitable place. The teacher removing the pupil should make a record of this on a Pupil Incident Form and parents should be informed.

Daily Report or SMART Target Sheet – Where a pattern of behavioural and/or academic concern emerges, in combination with other sanctions, a child may be placed on Daily Report in order to closely monitor and record any improvements or deterioration and feedback to parents. The period of Daily Report is between one and two weeks in length and the child is required to produce their Report Card at the end of each lesson for the teacher to write a short comment and provide grades for effort and behaviour. The child will take the Report Card to the Form Tutor at the end of each day for review and comment and then take it home where a parent must sign to acknowledge that they have read it. At the end of the period, the child's progress will be reviewed and a summary report written, recommending next actions, i.e. whether the problem has been resolved/work has improved or that further steps are necessary.

In some instances, it may be felt that a more narrowly focused Target Sheet may be used instead of a Daily Report. These can be introduced where a pattern of behaviour and/or academic concern emerges, affecting academic work in class. They are a way of setting pupils SMART (Specific/Measurable/Attainable/Realistic/Time-based) targets for longer than a two-week period. They are a means of tracking pupils with difficulties that are inhibiting their learning such as constant chatting, poor personal organisation, disrupting the work of others, lack of care for work or others etc. Smart Target Sheets are issued in agreement between the issuing teacher, the pupil and the Deputy Head (Prep) or SENDCo as appropriate.

Please see [Appendix 2](#) for the Pre-Prep and Prep School stepped consequence grid.

Reflections, including Sanctions, in the Senior School

For minor offences, if a rebuke is insufficient sanction, a Reflection Point will be issued which is recorded on iSAMS. When a Reflection Point is given, the pupil and staff member will have a [restorative conversation](#), typically this will take place following afternoon registration, at the end of the school day. This is an opportunity for the pupil to reflect on their behaviour and for the staff member to reset their expectations with the pupil. Tutors monitor the number of Reflection Points a pupil has on a weekly basis. This allows tutors to ascertain if there are any concerns regarding the pupil's behaviour or achievement and they can put further support structures in place if necessary. It is also the responsibility of parents to check their child's Reflection Points regularly. Three Reflection Points received in a week will result in a lunchtime detention being issued instead.

Departmental Detentions - Teachers may detain a child during break or lunchtime because of poor behaviour and/or effort. This needs to be recorded on iSAMS as a 'departmental sanction' by the member of staff issuing the sanction. Any Department may arrange an after-school detention as long as parents are informed.

School Detentions take place every lunch-time, and three times weekly after-school, with a Senior Leadership Detention being the next step of escalation for both Pastoral and Academic Detentions:

- Pastoral Detention on a Tuesday from 4.10pm to 5.00pm;
- Academic Detention on a Thursday from 4.10pm to 5.00pm;
- Senior Leadership Detention on a Friday from 4.10pm to 5.30pm.

Please see [Appendix 3](#) for the Senior School behavioural ladder for details of the scale of detentions and examples of when they may be used.

Where a detention is issued, the School will do its best to inform the parents as soon as possible via email or phone call. Where a detention is issued on the same day a phone call will be made to inform the parents. No response will be considered consent for your child to attend the detention. Parents who have signed up to the rewards and sanctions feature in the Parent Portal will be informed of the detention as soon as it is issued.

Pupils may have to complete school-based community service as part of a detention or as an additional sanction. This may include tasks such as picking up litter, tidying classrooms, removing graffiti, etc.

Withdrawal of privileges - The School may withdraw a privilege as a sanction for poor behaviour/work, for instance not being able to participate in non-uniform days or school trips.

Monitoring Report Cards - If pupils have been consistently working/behaving in a less than satisfactory way they should expect to carry a report card for a specified duration. This is signed by the relevant teacher after every lesson with a grade for the standard of behaviour achieved. The card should be reviewed by the Form Tutor at the end of every day and feedback given to parents at the end of each week. Report cards build in seriousness: Green, Amber, Red. The progressions can be seen on the Senior School Behavioural Ladder in [Appendix 3](#) below.

There is also a **Departmental Subject Report**, which pupils may be placed on if there are particular concerns about their lack of progress in a particular subject.

Staff Mentors - If there are serious concerns regarding a pupil's academic achievement or behaviour, the use of a member of staff as a Mentor may be appropriate. The Mentor will meet with the pupil once or twice a week to discuss progress, targets, current pressures, and successes as appropriate.

Serious Offences

Little Lyons, Pre-Prep and Prep School

The School considers fighting, bullying, use of inappropriate language, disrespect towards members of staff and vandalism as serious offences, for which the punishment is immediate referral to the Deputy Head (Prep). The pupil will be interviewed, to ascertain the reason for the offence and to point out the undesirability of the pupils actions. The Deputy Head (Prep) uses their discretion when setting a punishment. Offences of this nature are recorded on CPOMS. Further sanctions may be imposed by the Deputy Head (Prep) following discussions with the relevant staff. In all cases where the Deputy Head (Prep) has been involved, the parents are contacted, either by email or telephone and a record of the communication is kept on file.

First Formal Warning - The Deputy Head (Prep) will issue a First Formal Warning to a pupil who, over a period of time has failed to meet the expectations of the school in either academic or behavioural terms. The Deputy Head (Prep) will notify parents of their intentions to issue a First Formal Warning and if

appropriate, meet with them. The pupil will also be informed verbally, by the Deputy Head (Prep), with a second adult present, of their decision. The parents will have previously been informed of concerns.

Fixed Term Exclusion - Temporary Exclusion from School can be applied by the Deputy Head (Prep) for a period of up to three teaching days, in order to respond to a repetition of behaviour after the issue of a First Formal Warning. Parents will be informed in writing, with details of the reason and dates for exclusion, five teaching days before this sanction takes place. The Deputy Head (Prep) may impose an immediate exclusion if a child has broken school rules and when allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

Final Formal Warning - A Final Formal Warning will be considered for a pupil whose behaviour or academic effort continues to be of serious concern over an extended period of time and where a First Formal Warning and Temporary exclusion has had no effect. There will have been little or no sustained pattern of improvement or response to the standard sanctions and a level of obvious non-compliance or co-operation. Any further single serious breach of the school code of conduct and expectations will lead to the withdrawal of a place at the school.

Permanent Exclusion - This is to be the sanction of last resort issued in the interests of the offending pupil and the pupil body as a whole, where acts of physical and verbal violence or persistent and repeated disrespect and non-co-operation have been perpetrated even after the issue of a First and Final Formal Warning. The Head will inform Governors immediately that the decision to permanently exclude a pupil has been made.

Senior School

Suspensions will usually be used when all other avenues have been tried for persistent poor behaviour, or for very serious offences. This will involve a pupil being isolated within or removed from School for a fixed number of days, during which time the pupil's parents will be contacted by the Head of Pastoral Care or the Deputy Head (Pastoral). Pupils will be allowed back to School as normal following a reintegration meeting and agreement by both the pupil and parents that the pupil will improve their behaviour and obey School Rules. Work will be set for the pupil during any period of suspension. On their return, the pupil will be given support to help them thrive within the School community.

Suspensions may be issued for, but are not limited to, the following offences:

- causing harm with intent, for example violence or threatening behaviour towards staff, pupils or other members of the community;
- racism, homophobia or other discriminatory behaviour;
- intended sexual harassment directed towards pupil or staff;
- persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others;
- serious verbal abuse directed at a member of the John Lyon community;
- possession of inappropriate substances, for example vapes, e-cigarettes, tobacco, drugs or alcohol;
- theft;
- being under the influence of inappropriate substances, for example drugs or alcohol, at School or a School event;
- sustained misuse of the Internet or social media;
- abuse by one or more pupils against another; child-on-child abuse;
- a pupil making a malicious accusation against a staff member.

- bullying;
- Any behaviour that the Deputy Head (Pastoral) or Head deem to be of a serious nature; falling significantly below the expected behaviour standards.

The issuing of a suspension is given at the discretion of the Head or Deputy Head (Pastoral).

A Permanent Exclusion may be applied if the above behaviours described are persistent and all other reasonable steps have been taken to address the pupil's behaviour and attitude. Permanent exclusion will also be used as a response to behaviours including (but not limited to) the following: extreme acts of violence or sexual violence, threatening extreme acts of violence or sexual violence, supplying or intent to supply drugs, and for persistent or significant incidences of defying criminal law, including sexual harassment and sexual assault. Permanent exclusion may also be used in the cases of abuse by one or more pupils against another or a pupil making malicious accusations against a member of staff.

Tracking and Recording Behaviour

In Little Lyons and Pre-Prep, teachers record when a child has reached the bottom of the behaviour chart (e.g. the Thundercloud), giving a brief reason, on the Behaviour and Bullying Log.

In the Prep School, Form Teachers check Diaries frequently and count up House Points weekly, recording these on iSAMS. At the end of each term all the House Points are added up and the final score for each pupil contributes towards the Inter-House Competition.

Effort Grades for pupils in the Prep School are recorded and uploaded on the Parent Portal half termly for each subject for pupils and average scores are calculated and shared with staff.

Reflection Points in the Prep School are recorded on iSAMS with a summary of the reason for each one. These are reviewed regularly by the Deputy Head (Prep).

For Little Lyons, Pre-Prep and Prep School, the Prep Safeguarding Lead maintains the Behaviour and Bullying Log. Any behaviour incidents that have resulted in a sanction or could be a symptom of bullying are recorded, along with a record of any sanction imposed and contact with parents.

In the Senior School, all significant behavioural incidents are recorded on CPOMS. Separate to this, a log is kept containing the details of all serious sanctions. Weekly Reward Point/Reflection Point/commendation and detention reports are produced and regularly reviewed by Heads of Year, enabling them to identify patterns of misbehaviour/pupils of concern and intervene to prevent low-level misbehaviour from developing into anything more serious.

Counter Bullying Procedures

The School aims to ensure that all pupils feel safe at school and enjoy their education. The School takes a strong stance against all forms of bullying, using the sanctions outlined above. Full details of our anti-bullying strategies are found within the Anti-Bullying Policy.

Sexual Misconduct, including Sexual Harassment and/or Violence

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from Little Lyons through to Senior School. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and

may overlap; they can occur online and face-to-face and are never acceptable. The School adopts a zero-tolerance approach to sexual violence and sexual harassment.

Staff are trained to identify and report any inappropriate sexual behaviour in children of all ages, and allegations will be handled in accordance with the School's Safeguarding Policy.

All safeguarding concerns are reported immediately to the DSL, or DDSL, and recorded on CPOMS. Where necessary, the police and/or local Safeguarding Board may be involved.

The School provides extensive learning in this area as part of its RSHE programme, details of which can be found in the RSHE Policy. Our approach is one that supports healthy relationships and challenges attitudes that can grow into disrespect and even violence if unchallenged.

Risk Assessment

For pupils whose behaviour carries the risk of harm to others, a risk assessment will be made to mitigate those risks or to determine them being able to attend School.

The Role of the Personal Development Programme (PSCHE)

During regular PD lessons, teachers often discuss issues such as bullying, inappropriate behaviour and being unkind to one other, emphasising the importance of pupils respecting themselves, others and property. Key messages related to these issues are also frequently given in assemblies.

Discipline Outside the School Gates

The law states that teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while a pupil is taking part in any school organised activity, travelling to and from school or wearing school uniform. The School will discipline pupils where online behaviour causes upset and/or harm to others in the School community. The School would investigate incidents that have taken place outside the school premises where upset and/or harm has been caused to others in the School community, and/or have brought the School into disrepute.

Confiscation of Inappropriate Items

At John Lyon, staff have the power to search without consent for the following prohibited items:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes, e-cigarettes and cigarette papers
- fireworks and smoke bombs
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property including water pistols and balloons.
- mobile phones and electronic devices
 - if it is suspected that they contain pornographic images or child sexual abuse images
 - if it is suspected that they contain evidence of online bullying

Weapons/knives, child sexual abuse images and illegal drugs will always be handed over to the police.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is covered in the DfE guidance document [Behaviour and Discipline in Schools 2024](#) and is compliant with [Keeping Children safe in Education](#).

In the event of physical restraint it is important that only the minimum amount is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention an incident form should be completed and the Use of Physical Restraint Log updated, and the Deputy Head (Pastoral) informed.

Equality

The School acknowledges its duties under the Equality Act 2010. There are pupils at The John Lyon School who have Special Educational Needs (SEND), EHC Plans and others with physical disabilities. There will, therefore, be pupils whose circumstances present them with particular challenges. Appropriate concessions should be made for these challenges when coming to decisions about the most suitable way to deal with instances of inappropriate behaviour.

Reviewed by: Deputy Head (Pastoral)
Implemented: September 2026
Next Review: September 2027

Appendix I: Little Lyons Behavioural Ladder

Level	Examples of behaviour	Sanction(s)	Liaison	Further Action
0	Low-level misbehaviour Rushing indoors Calling out	Low-level intervention Reminder of expectations	Teacher only	Nothing formal noted
1	Repeated low-level misbehaviour Unsatisfactory work Lack of manners	Verbal reprimand Warning	Teacher Form tutor	Verbal apology Restorative conversation
2	Persistence of Level 1 behaviour Disruptive behaviour Unkindness towards other children Low-level physical behaviour Refusing to follow instructions Rudeness	Move down behaviour chart Withdrawal from activity Short time out	Form Tutor SENDCo (if appropriate)	Record on behaviour log Restorative conversation
3	Persistence of Level 2 behaviour Violence or aggression Threatening behaviour More serious unkindness Defiance	Move to thunderstorm Time out Missing fun activity	Form Tutor Head of Little Lyons / Head of Pre-prep Deputy Head (Prep) SENDCo (if appropriate)	Inform parents Record on behaviour log Record on behaviour chart log
4	Persistence of Level 3 behaviour Abusive language Violence Bullying Vandalism Persistent defiance Another serious one-off incident	First Formal Warning Withdraw pupils from activities Internal Exclusion Fixed Term External Exclusion	Deputy Head (Prep) Head Inform all staff	Inform parents Record on behaviour log Record on CPOMS
5	Persistence of Level 4 behaviour	Final Formal Warning	Head	Formal procedure followed
6	Persistence of Level 4/5 behaviour despite warnings	Permanent Exclusion	Head	Formal procedure followed

All sanctions are decided on with a degree of discretion depending on circumstance. Sanctions available at each level may be used alone or in conjunction. Serious behaviour may escalate directly to a higher level. Reasonable adjustments may be made to accommodate individual needs or circumstances.

Appendix 2: Pre-Prep and Prep Stepped Consequence Grid

 Pre-Prep and Prep School Stepped Consequence Grid												
Teacher to investigate situation that has occurred with all pupils involved. Please note, pupils with SEND may require individual consequences depending on their needs. Restorative conversations to be used for all incidents and all incidents are to be recorded on the Behaviour Log.												
	No homework 3rd Response - parents informed	Inappropriate uniform 3rd Response - parents informed	Lateness to lessons	Low level disruption Speaking in class without permission Forgotten materials for lessons	Poor effort in learning/ refusing to complete learning (Intent)	Any misuse/ damage of school property, graffiti etc.	Swearing	Stealing	Bullying/ Cyberbullying at home and school.	Use of derogatory language against a pupil or member of staff (racist or homophobic language)	Child on Child Abuse: Verbal abuse Physical abuse (aggressive or threatening behaviour) Sexual abuse Sexual harassment and violence Emotional harm	Aggressive or threatening behaviour involving a staff member
1st response Teacher to manage incident First verbal warning given to child Refer to Low Level intervention guidance to enable pupils to reflect and move forward in a positive way Desirable behaviour to be praised when displayed												
2nd response Teacher to manage incident Refer to Low Level intervention guidance to enable pupils to reflect and move forward in a positive way Missed morning break in class by teacher providing sanction (school snack still to be provided) Reflection discussion												
3rd Response Teacher to manage incident Missed morning break in class by teacher providing sanction (school snack still to be provided) Reflection sheet to be filled in												
4th Response Teacher to investigate Inform Phase Leader for further investigation Reflection Point Reflection sheet to be reviewed Informal meeting/ phone call with guardian explaining current picture and next steps – parents to be informed that next step will involve DHT												
5th Response Phase Leader/ Teacher to inform DHT of events DHT to investigate Daily Report/ Target Sheet Reflection Point SLT After School Detention												
6th Response DHT to investigate Reflection Point Reflection sheet to be filled in HT informed informally SENCo/Other agencies involved if needed Formal meeting with guardian Internal Exclusion												
7th Response DHT to discuss with HT Reflection sheet to be filled in if necessary Fixed Term Exclusion (up to 3 teaching days) Letter from HT												
8th Response DHT to discuss with HT Permanent Exclusion Letter from HT												

Appendix 3: Senior School Behavioural Ladder (Sanctions)

The below is a guide on what behaviour may result in the different sanction levels. These are examples and are not limited to different types of behaviour.

Level		Types of Behaviour:	Staff supporting	Actions:	Examples of positive staff support:	Possible follow up:
0	Verbal intervention / warning (Teacher)	- low-level misbehaviour around school - low-level misbehaviour in lesson - sloppy uniform	HoD	<u>Restorative conversations</u> at the time, and/or at break/lunch/after-school	The pupil should be given a positive target or expectation for their future behaviour – not just being told off, but being informed of the expectations of staff	Nothing formal should be needed
-1	Reflection Point (Teacher)	<i>Tutor:</i> - late to registration once in a week (AM / PM). - uniform infringement. <i>Teacher:</i> - disrupting a lesson. - homework not completed. - forgotten materials for lesson. - chewing gum / spitting.	HoD	Reflection Point issued <u>Restorative conversation</u> to be held between pupil and staff on the same day following afternoon registration at 3:55pm	- Where a pattern of behaviour emerges, it may be appropriate for the teacher to raise possible concerns with Form Tutor - Teacher to discuss strategy with HoD	-Tutor to have follow-up conversations
-2	Lunchtime Detention (Teacher)	<i>Tutor:</i> - late to registration twice a week (AM and PM). - 2 uniform infringements in a week. <i>Teacher:</i> - repeatedly disrupting a lesson. - disobeying a teacher. - 2+ incidents of homework not being completed (resets each term). - confiscation of phone (Y11 only). <i>HoY:</i> - 3 behavioural Reflection Points in a week. <i>HoD:</i> - 3 academic Reflection Points in a week.	HoD/HoY	Lunchtime Detention issued on iSams. <u>Restorative conversations</u>	- Placed on Early Registration with HoY - Placed on Subject Report card (HoD to monitor) - Placed on Green Report Card (Tutor to monitor) - It should be seen that Green Report and Subject Report cards are supportive. Pupil can add own targets. Targets should be positive and achievable - Uniform infringements may result in a regular uniform check with tutor/HoY - Phone call home	- Meeting with HoD/Tutor/HoY to discuss possible sanctions should misbehaviour continue - iSAMS record created
-3	1-hour Pastoral Detention (HoY) or	<i>HoY:</i> - 3 lunchtime detentions in a week. - swearing / verbal aggression towards another pupil. - unsafe behaviour / rough play. - involvement in unkind behaviour. - disrespectful to staff.	HoPC / DAO	- Detention issued on iSams - Phone call / Formal email home	- Placed on Subject Report Card (HoD to monitor) - Placed on Amber Report Card to (HoY to monitor) - Involvement of DAO if academic plan is required	In order to allow for a step up in sanctions, after 2 nd after-school detention, or failure on an Amber report/Subject Report, a letter should be sent home by HoY / HoD – this

Level		Types of Behaviour:	Staff supporting	Actions:	Examples of positive staff support:	Possible follow up:
	1-hour Academic Detention (HoD) Tue/Thurs, 4:10-5pm Library	- misuse of SMD / social media / phone / pouch – including deliberate damage to school-issued items. <i>HoD:</i> - 2 lunchtime detentions in subject area, in a week. - plagiarism - one-off serious incident of lesson disruption. - defiance towards a member of staff.				should be supportive of behaviour changes. Outline next steps should the issue persist.
-4	SLT Detention (HoD/HoY) Friday 4:10-5:30pm Library	- inappropriate or discriminatory language. - use of physical force. - persistent misbehaviour in lessons. - truancy. - serious misuse of SMD / social media, including deliberate damage to SMD. - theft or deliberate damage of another pupil's property.	HoPC / DAO	- Detention issued on iSams - Phone call home - Formal letter home	- Placed on Red Report Card (HoPC to monitor) - Placed on Subject Report card (DAO to monitor) - Meeting with pupil parents - Peer mentor meetings	SLT detentions will be accompanied by a letter from a HoY / HoPC with a warning about future behaviour and likely sanctions.
-5	Head's Saturday Detention (DH)	- repeated truancy from lessons or games. - damage of property and/or to the School environment.	HoPC / DH	- Detention issued on iSams - Phone call home - Formal letter home	- Placed on Attendance Report (HoY to monitor) - Placed on Red Report Card (DH to monitor) - Meeting with pupil parents - Staff mentor meetings	- Potential for formal written warning to be issued - referral to Local Authority for attendance issue related to truancy
-6	Internal Suspension 1-5 days (HoPC / DH)	- putting the safety of others at risk. - act of aggression. - bullying offence. - significant misuse of SMD / social media / irreparable damage to SMD. - causing significant disruption during lesson time.	DH	- suspension logged on CPOMS - Phone call home - Formal letter home - Meeting with parents - Potential for formal/final warning to be issued - Inform SLT and relevant staff	- wellbeing support / formal counselling - SEND referral - regular meeting with parents set up	- DWO / police referral - Referral to external agencies for support.

Level		Types of Behaviour:	Staff supporting	Actions:	Examples of positive staff support:	Possible follow up:
-7	External Suspension 1-5 days (HoPC/DH)	- bringing the school into disrepute. - alcohol related incidents, smoking or vaping. - behaviour perceived as sexual harassment. - in possession of items that would cause harm or disruption to School.	DH	- suspension logged on CPOMS - Phone call home - Formal letter home - Reintegration Meeting with pupils and parents - Potential for formal/final warning to be issued - Inform SLT and relevant staff	- Meeting(s) with members of pastoral/academic/safeguarding staff to offer support. - Where appropriate, all staff to be made aware to monitor behaviour - Regular meeting with pupil and parents set up	Suspensions will be accompanied by a letter from DH with a warning about future behaviour and likely sanctions, explaining the consequences of further misdemeanours. In some cases, the Head may write to or meet with parents to outline the next stages.
-8	Permanent Exclusion (Head)	- Offences which would lead to this level are outlined in the Behaviour Policy; the School Rules and Regulations Policy; and the Exclusion, Removal and Appeals Procedures / Policy.	DH	Procedure relating to exclusions, removals and appeals followed.	- Meeting(s) with members of pastoral/academic/safeguarding/careers staff to offer support. - Referral to external sources of support	Support with finding alternative educational arrangement including sharing report cards, academic references, etc.

Repetition of undesirable behaviours at each level will lead to an escalated sanction.

Failure to attend a detention without prior permission from a parent will result in the sanction being served being moved up a level

All sanctions are decided on with a degree of discretion depending on circumstance.

Reasonable adjustments may be made to accommodate individual needs or circumstances.

Sixth Form matters may be dealt with by the Deputy Head of Sixth Form, before being escalated to the Deputy Head (DSL, Wellbeing & Head of 6th Form).

Appendix 4: Behaviour in the Classroom (Senior School)

Routines

Start of Lesson: Pupils are to queue, quietly, outside of the classroom before being allowed to enter. Upon entering, pupils are to stand behind their chairs until the teacher gives them permission to be seated. Pupils are not to open their devices until instructed to do so.

End of Lesson: Pupils are to pack away and stand, quietly, behind chairs. The teacher is to check pupil appearance before dismissing the class. The teacher is to ensure that pupils leave the classroom respectfully, and in a fit state for teaching.

Expectations

All pupils have signed the pupil code of conduct, and have therefore agreed to:

- Listen to the teacher
- Listen to other members of the class
- Complete all tasks to the best of their ability
- Enter and Leave classrooms in a respectful manner

Procedure for repeated pupil misbehaviour in the classroom

In any one lesson, the steps should be as follows. It would be highly unusual to need to get to step 4:

1. Warning given (maybe using a 'low level intervention')
2. First Reflection Point issued, followed by a restorative conversation at the end of the day (after PM registration) where the pupil can reflect on their behaviour and the staff member can reset expectations in advance of the next lesson.
3. Second Reflection Point issued
4. Sanction issued (lunchtime detention)
5. Removal from lesson (pupil to be placed either with the HoD or in nearby classroom/lesson that is supervised)
6. If the above measures have not been sufficient to improve student behaviour, or if a sudden, serious situation arises where the lesson cannot continue without the removal of a pupil please email:

slt.support@johnlyon.org
with your location + child's name.
(cc HoD)

This email will trigger a member of SLT to attend your lesson and pick up the pupil. The pupil will either remain in school, completing work under SLT supervision and be reintroduced to lessons after a suitable period of time, or be sent home.

Restorative Conversations – a Guide.

The 5 'R's of Restorative Practice

- Relationship
- Respect
- Responsibility
- Repair
- Reintegration

Restorative Questions to ask:

1. What happened?
What were you thinking at the time?
What have you thought about since?
2. Who has been affected by your actions/words? In what way?
3. What do you think you need to do to make things right?

Suggested Script:

Thank-you for coming to see me...

The reason I want us to have this conversation today is...

Talk me through what you think happened earlier

What do you think you could have done differently? What might you do differently next time?

Is there anything we can do to support you meeting the expectations going forward?

I hope you've found this helpful and I know you'll try hard to get it right next time – you can do this!

Low-level Interventions¹

Below you will find 16 different ways of dealing with low-level behavioural issues in your classroom or around the School site. Most staff will find several methods here that work for them, and that can be used differently depending on the pupil or situation.

1: CLOSED CHOICE: ‘Would you rather do the work now, or come back at lunch time?’ This works by curtailing the conversation and establishing an outcome: the work will be completed either way. If the pupil opts for lunchtime, then you need to follow through. If the pupil opts to come back so be it: record the extra session as a departmental sanction.

2: BRACKET THE BEHAVIOUR: Praising those behaving well on either side of a miscreant can result in the miscreant altering his behaviour to get some of the praise. This can work in classroom or around school.

3: PRESSURE OF TIME: Maintain a series of time checks and prompts to help pupils to stay on task. It is important not to allow the allotted time to dilate: a ten-minute task should take ten minutes; 2 minutes means 2 minutes.

4: CASUAL QUESTION: An unthreatening and equable questioning of the behaviour we wish to alter. For example: “Is swinging on your chair a sensible thing to do?”

5: THE STEADY STARE: A focused stare (not a glare) for just longer than is normal maybe all that is needed to stop disruption before it takes root.

6: SIGNAL: A discreet signal - a look, a sign, a noise, maybe all that is needed to refocus.

7: BREAK OFF AND WAIT: Stop speaking mid-sentence or mid-flow and direct your attention to the misbehaviour. Allow your unexpected silence to do the work for you. It is your room, don’t be rushed into constant repetition.

8: PROXIMITY: positioning in the room is important. Surface Books allow lessons to be taught from all areas. Make use of this flexibility.

9: DESCRIBE WHAT YOU CAN SEE. Do not be humiliating but describe the disruption you can see and allow the pupils a chance to reflect on their behaviour as others see it.

10: DISTRACT: Get the distractor engaged in a new task - a suggestion might be to wipe the board... this will allow a discreet chance to engage in conversation about his behaviour. It will also give his colleagues a chance to begin to focus.

11: GIVE SUPPORT: Do remember that much poor behaviour stems from a pupil finding the work too hard. Be prepared to offer support rather than to simply tell off.

12: TELL THEM WHAT YOU NEED THEM TO DO: Make the required behaviours explicit.

13: UP TO 3 REPETITIONS OF THE INSTRUCTION. No more.

14: PARTIAL AGREEMENT: Meet them halfway, but do not dilute your requirements: ‘Yes I agree, this is boring and you may not need the Iambic Pentameter in life, AND, I still need the work to be done because...’

15: TACTICAL IGNORE: Do not rise to the sotto voce comments designed to get a response. If necessary, walk away after giving an instruction to give you the chance not to need to respond to the reaction.

16: PRIVATE INTERVENTION: Get the student alone and work discreetly on their behaviour. Do not humiliate or scapegoat them.

¹ Derived from Robin Launder CPD 06/01/19 (@behaviourbuddy).

Appendix 5: Departmental Sanctions (Senior School)

As an additional measure to School sanctions set out in the Behavioural Ladder, departments should formalise their own sanctions. Departments should give guidance to their staff in the departmental handbook.

Departmental Detentions

Some departments already run weekly detentions within their departments for pupils who have misbehaved or, more commonly, not completed homework in an acceptable or timely fashion. Note that, if departments plan to run an afterschool detention, pupils' parents need to be informed at least 24 hours in advance. Lunchtime detentions do not require parental permission. Note that the departmental detention can be for 'community' tasks such as tidying or low-level administration if the matter is behavioural. The sanction should be appropriate to the offence.

Lunchtime catch up sessions

Pupils who do not complete work set in class due to poor behaviour or do not submit homework could be detained during a lunchtime (work catch up at lunch is preferable to a breaktime) and given a period of time to complete work missed.

Keeping a pupil behind after a lesson or recalling them at break or lunch

It is perfectly permissible for a teacher to make a pupil come back to spend time on work or a community task or other corrective punishment (e.g. sitting still in silence of the offence was speaking).

Extra time to do work/extended deadline

This could be allowed but should be recorded as a sanction to record, and to communicate to tutor and parents that a deadline has been missed.

Extra work

This could be set as a detention or homework task, but only if the original work is part of the task. Extra work set should be subject-related and useful.

Departmental report

A similar card to that used by HoYs to monitor aspects of behaviour across several or all subjects, HoDs could issue a subject report to monitor behaviour and arrange a weekly check. This should be issued as a sanction with parents informed and conditions attached – i.e. targets for the pupil which, if achieved, means that they come off the card. Many pupils actively like the report card as a way of keeping them focused.

Appendix 6: Pupil Code of Conduct

Prep School

All members of the Prep School observe the Golden Rule in treating all others as they themselves would like to be treated – with courtesy, good manners and respect.

- We use kind, polite, respectful words.
- We keep our hands and feet to ourselves.
- We care for our school environment and respect all property.
- We take a pride in our appearance and wear correct school uniform and games kit at all times.
- We respect and observe all out-of-bounds and 'no go' areas of the school.
- We endeavour to be punctual at all times.
- We do not bring any sweets or chewing gum into school.
- We move around the school building and site in a safe manner, showing consideration for others by walking to one side and in a quiet manner.

Senior School

Respect - I will

- Behave respectfully towards my peers, my teachers and members of the public, at all times
- Avoid physical confrontation of any kind
- Move around the School site calmly - in a way that does not disturb others
- Look after the School's property and buildings
- Look after my books, materials and SMD carefully to avoid any damage occurring.
- Not chew gum
- Not drop litter

Language - I will

- Not use inappropriate, offensive or discriminatory language
- Not use language designed to insult or deliberately provoke others

Classroom - I will

- Listen and respond to the teacher respectfully
- Listen to other members of the class respectfully
- Complete all tasks to the best of my ability
- Enter and exit classrooms in a calm manner

Organisation - I will

- Arrive to School and to each lesson on time
- Ensure that I have the correct equipment, and that my device is fully charged
- Complete all homework fully and submit it on time
- Catch up on any work missed due to absence in advance of the next lesson
- Check emails and Teams each day in term time

Appearance - I will

- Wear my uniform correctly and neatly

Signed: _____ Print Name: _____