

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

The following policy is in accordance with *Behaviour and Discipline in Schools (September 2022)*.

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. To promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.
3. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the School.
4. To state what is expected of pupils.
5. To state what is expected from parents.
6. To provide guidance on available rewards and sanctions.
7. To prevent bullying.
8. To ensure problems are treated in a caring, firm and fair manner, with the aim of achieving an improvement in behaviour.
9. 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. They should treat others as they would expect to be treated themselves. 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.

1. Teachers should ensure that learning intentions are clear and lessons well organised, interesting and appropriate. Work should be sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
3. The School Rules outlining classroom behaviour expectations are found in the Parents Handbook and a copy is made available to pupils the parent portal and revisited at the beginning of each new academic year. Pupils are made to sign the School's Code of Conduct on joining the School.
4. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include merits, an email home to parents, Commendations for excellent work and effort, end of term certificates of achievement and suitably inscribed postcards sent home for numbers of merits having been won.
5. Teachers and support staff must 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.
6. Teachers and support staff are expected to 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.
7. Teachers should always aim to 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.
8. Staff should 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 the Deputy Head in the Senior or the Deputy Head in the Prep School and logged.
9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.
10. Teachers will take into account the individual circumstances of pupils with SEND (Special Educational Needs and Disability) as highlighted in the Pupil Profile and in iSAMS (Grey, Yellow and Red Star).
11. Teachers will monitor behaviour and raise their concerns to Form Tutors and the Learning Support department as per the SEND Policy.

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 management policy through representation to the Student Council. The following principles underpin this behaviour policy.

1. Pupils are required to 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. Pupils are required to dress in accordance with the School's Dress Code for pupils.
 3. Pupils must 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 the buildings and grounds.
 4. Pupils should never make racist, sexist, homophobic or other abusive or humiliating remarks.
 5. Pupils must never resort to physical violence.
 6. Pupils must avoid behaviour that disturbs or distracts others.
 7. In circumstances when a pupil has failed to meet the above expectations of the School, there are clear sanctions in place to tackle the unacceptable behaviour. See section on *Sanctions* below.

For the pupil code of conduct, for the Prep and Senior Schools, please see Appendix 6 below.

Please consult the Safeguarding and Child Protection Policy for specific guidance on dealing with more vulnerable pupils or pupils who are displaying behavioural patterns that appear to be out of character. If you have concerns about a child, please report it to the pupil's tutor and, if of significant concern, the Designated Safeguarding Lead (DSL), or a Deputy Designated Safeguarding Lead (DDSL).

Partnership with Parents

Parents accept the School Values and the philosophy and expectations of pupils by the School, 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 further develop and consolidate this in the day-to-day life and experiences of their child while in School. We believe that 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:

- By recognising that an effective school behaviour policy requires their support.
- By being familiar with school rules and the code of conduct and discussing these with their child. In the Senior School, expectations regarding behaviour are outlined in the *School Rules and Regulations* guidance, which parents have access to and urged to familiarise themselves with.
- By attending parental consultation evenings, social functions and generally developing open and positive relations with the school.
- By knowing that effective teaching and learning can only take place within a culture of mutual respect, courtesy and a commonly understood framework of discipline and behaviour.
- By supporting the school where sanctions are applied.

Parents are entitled to an explanation of actions taken by the School which will always strive to be fair and proportionate, particularly with the application of sanctions and the treatment of anti-social behaviour. 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 24 hours in advance, in writing via the use of a phone call and email. No response to an email will be considered consent following the phone call. It is expected that parents give permission for detentions to take place and they are expected to co-operate with the School to ensure that pupils can return home safely at a later time.

Guidance on Rewards and Sanctions

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. In line with good practice, all staff will seek to build positive relationships with pupils and seek 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 and given public acclamation at school assemblies. Staff should also seek opportunities to offer praise and recognise good work and behaviour in an on-going manner.

Rewards in EYFS (Nursery and Reception)

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

In Reception, pupils are also rewarded with praise, stickers and positive communication.

Each child is 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, 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.

The Reception class also has a marble jar. If they display positive behaviour as a class, then a marble is added to the jar. Once the jar is full, the class receives a reward, such a class party or movie.

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

Pre-Prep pupils are rewarded with verbal praise. Each child is placed on a Weather/Superhero Behaviour Chart. Pupils start the day on the sunshine. They are rewarded with verbal praise and move up the chart accordingly. If they move onto the Rainbow or Perfect Platinum, they receive a sticker. If they move onto the Pot of Gold or Dazzling Diamond at the top of the chart, they receive a small prize at the end of the day. The chart resets each day.

Individuals are also rewarded during weekly assemblies for good behaviour.

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.

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 homework 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 Headmaster. 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.

A Headmaster'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.

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. Colours are awarded as and when meritorious performance has been made.

Rewards in the Senior School

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

Consistently improved standards of work.

Outstanding pieces of work for the individual pupil.

Effort in class and/or for homework.

Outstanding effort or achievement in extra-curricular activities.

Service to the School or local community.

Rewards will usually consist of the awarding of one or two merits, which are recorded on iSAMS. Pupils are acknowledged when they accumulate a certain number of merits i.e. 50, 100, and 150. They are rewarded with a badge and voucher in Years 7 to 11. In all cases a message is sent home to parents highlighting their child's achievement. It is important that staff do not issue huge numbers of merits at one time as this devalues the merit system.

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.

Good behaviour and outstanding achievement are also recognised regularly and formally in school assemblies. We reward pupils who achieve the top number of merits, and other achievements, in assemblies.

Pupils are also rewarded for their community related efforts, when they contribute to the School's charity efforts or through their own endeavours. These rewards are usually made in publicising their good work through the School website, School and year group assemblies and School publications. At the end of the year 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.

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 extra-curricular activities.

As pupils progress through the School they are given increasing rights and responsibilities as they grow and mature. The School's rationale behind this is that we are empowering the pupils to start thinking like adults and take on a greater number of responsibilities.

Pupils are rewarded termly for notable extra-curricular pursuits through the awarding of colours, which are presented in the final assembly by the Head and give the pupil the privilege of wearing the appropriate colours tie as part of their uniform.

Notable achievements both by teams and by individuals are posted on the School website, various social media feeds and reported on in the termly newsletter, among other places.

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 the expectations of a member of staff, the School has clear sanctions in place to tackle the unacceptable behaviour. 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 *Child Protection and 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 a real respect for the pupil. In ensuring good discipline, we recognise the importance of listening to pupils' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from pupils.

Often a word of admonition is sufficient to deal with an act of thoughtlessness or selfishness. 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 difficult. Teachers should be prepared to 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 of the following sanctions as a way to highlight inappropriate behaviour as a method 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.

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 EYFS and Pre-Prep

In Nursery, 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.

In Reception and Pre-Prep, 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.

Please see Appendix I for the EYFS and Pre-Prep behavioural ladder.

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.

Red Points – Direct disobedience or repeated poor behaviour after a warning is awarded a Red Point, which is recorded in the pupil's homework diary and on iSAMS, including a summary of the reason it has been awarded. Red Points cannot be removed or challenged by parents. No more than one Red Point can be awarded for any offence. Three Red Points in half a term mean the child is then placed in formal detention.

Repeat Work Slip – Failure to hand in homework when requested gains a Repeat Work Slip, which is sent home for resubmission by the child. This is done by sending a Repeat Work request on iSAMS, which is then emailed to parents. Form Tutors and the Headmaster are copied into this email to track Repeat work. Failure to complete this repeat work in the set time results in a Red Point and the work will be completed in a lunchtime detention.

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 SMT 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.

Formal Detention – A pupil in Year 5 or 6 who gains three Red Points in a half-term is referred to the Headmaster, who will issue a Detention Notice, which is sent home and acknowledged by their parents. Detention is served between 4:30pm and 5:30pm on Friday, supervised by a member of the teaching staff. In Years 3 and 4, detention notices are issued by a member of the SMT, and a detention is served during lunchtime. A third detention gained by a pupil of Year 3 or 4 is served at a Friday Detention after school. A Detention can also be issued as a result of a continuing pattern of concern over behaviour or academic progress or for a single significant breach of school rules. Detentions take precedence over any other activity in which a pupil may be involved and other than absence from school, no other reason is acceptable for failure to attend.

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 Headmaster, Deputy Head Teacher, Senior Teacher or SENDCo as appropriate.

Please see Appendix 2 for the Prep School behavioural ladder.

Sanctions in the Senior School

Demerits - For minor offences, if a rebuke is insufficient sanction, a demerit will be issued which is recorded on iSAMS. Tutors monitor the number of demerits 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 demerits regularly. Three demerits received in a week will result in a lunchtime detention being issued.

Teacher or Departmental Detentions - Teachers are allowed to 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 with 24 hours' notice.

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

- Community Detention on a Tuesday from 4.10pm to 5.00pm;
- Academic Detention on a Friday from 4.10pm to 5.00pm;
- Senior Management Detentions happen between 4.10pm and 5.30pm on a Wednesday.

On occasions deemed appropriate by the School, a Saturday Detention may be issued if more appropriate to the offence committed. Any staff member can place a pupil in a lunchtime detention. Only Heads of Year, Heads of Department, Heads of Section or a member of SMT may formally place a pupil in a Community, Academic or SMT detention. For after-school detentions, 24 hours' notice will be given to parents and pupils be this through an acknowledged email or letter. Where appropriate, a phone call will be used to communicate and to confirm the after-school detention.

Please see Appendix 3 for the Senior School behavioural ladder for details of the scale of detentions and for examples of when they may be used, as well as for mitigating factors and ways in which poor behaviour is addressed in a constructive manner.

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 be placed on report whereby they are required to carry a report card for a specified duration. This has to be 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 come on a scale of Green to Amber to Red, building in seriousness. The progressions can be seen on the Senior School Behavioural Ladder in Appendix 3 below. Pupils who do well on report will be taken down a level for the subsequent period of monitoring. If on Green they will be removed, if on Amber taken down to a Green and if on Red taken down to an Amber. 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. The Mentor should keep a record of the meetings held.

Internal Exclusion - Should a pupil's behaviour result in a number of detentions being issued with no sign of improvement or adjustment in their behaviour the School will proceed to Internal Exclusion whereby a pupil is removed from normal lessons, or from free time such as lunches, for a fixed period of time. This sanction is also used for serious one-off offences where the School believes an External Exclusion is inappropriate. Internal Exclusion will see a pupil placed in isolation, academic work arranged by the Head of Year and/or Head of Section and, where appropriate, specific supervision put in place.

Serious Offences

EYFS, 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 Headmaster. The pupil will be interviewed, to ascertain the reason for the offence and to point out the undesirability of the pupils actions. The Headmaster uses his discretion when setting a punishment. Offences of this nature are recorded on blue Pupil Incident Form and logged. Further sanctions may be imposed by the Headmaster following discussions with the relevant staff. In all cases where the Headmaster 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 Headmaster 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 Headmaster will notify parents of his intentions to issue a First Formal Warning and if appropriate, meet with them. The pupil will also be informed verbally, by the Headmaster, with a second adult present, of his decision. The parents will have previously been informed of concerns.

Fixed Term Exclusion - Temporary Exclusion from School can be applied by the Headmaster 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 Headmaster 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 a 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 Headmaster will inform Governors immediately that the decision to permanently exclude a pupil has been made.

Senior School

Fixed Term External Exclusion - These will usually be used when all other avenues have been tried for persistent poor behaviour, or for very serious one-off offences. This will involve a pupil being removed from School for a fixed number of days, during which time the pupil's parents will be contacted by the Head of Section or Assistant Head or Deputy Head. Pupils will be allowed back to School following a reintegration meeting and agreement by both the pupil and his parents that the pupil will endeavour to improve their behaviour and to obey School Rules. Work will be set for the pupil during any period of exclusion and will be sent to the pupil directly by the Head of Year or Head of Section. On their return, the pupil will be given all possible support to help them thrive within the School community.

- Fixed Term External Exclusions could be expected as a result of any of the following offences:
- 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 a female member of staff;
- persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others;
- serious verbal abuse directed at staff;
- possession of inappropriate substances, for example 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;
- abuse by one or more pupils against another;
- a pupil making a malicious accusation against a staff member.

Permanent Exclusion: 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 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 the EYFS 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 Chart Log.

In the Prep School, Form Teachers check Homework 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 sent home half termly for each subject for pupils and average scores are calculated and shared with staff.

Red 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 and half termly by the Headmaster.

For the EYFS, Pre-Prep and Prep School, the Senior Teacher maintains the Behaviour and Bullying Log, which is accessible to all members of the SMT. 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 behavioural incidents are recorded on CPOMS. Separate to this, a log is kept containing the details of all serious sanctions. Weekly merit/demerit/commendation and detention reports are produced and regularly reviewed by Heads of Year and Heads of Section, enabling them to identify patterns of misbehaviour/pupils of low-level concern and intervene as is appropriate so as to help prevent low-level misbehaviour from developing into anything more serious. Half-termly academic report grades are also monitored by Heads of Year, and interventions are put in place as required.

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 EYFS 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 PSCHE

During regular PSCHE 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, e-cigarettes and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- mobile phones and electronic devices
 - if it is suspected that they contain pornographic images or indecent images of a child
 - if it is suspected that they contain evidence of online bullying
- any item banned by the School Rules and/or that has been identified in the rules as an item which may be searched for

Weapons/knives, child pornography 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 \(January 2016\)](#) and is compliant with [Keeping Children Safe in Education 2022](#).

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 informed in the Prep School, and an Assistant Head and/or Deputy Head informed in the Senior School.

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: Assistant head (Pastoral)

Implemented: September 22

Next Review: September 23

Appendix I: EYFS and Pre-Prep 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 EYFS/ Head of Pre-prep Deputy Head 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 Headmaster Inform all staff | Inform parents Record on behaviour log Record on CPOMS |
| 5 | Persistence of Level 4 behaviour | Final Formal Warning | Headmaster | Formal procedure followed |
| 6 | Persistence of Level 4/5 behaviour despite warnings | Permanent Exclusion | Headmaster | 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: Prep School Behavioural Ladder

| Level | Examples of behaviour | Sanction(s) | Liaison | Further Action |
|-------|---|--|--|--|
| 0 | Low-level misbehaviour Scruffy uniform Rushing indoors | Low-level intervention Reminder of expectations | Teacher only | Nothing formal noted |
| 1 | Repeated low-level misbehaviour Late to class Unsatisfactory work or homework Lack of manners | Verbal reprimand Warning Repeat work slip | Teacher Form tutor | Verbal or written apology Restorative conversation |
| 2 | Persistence of Level 1 behaviour Disruptive behaviour Unkindness towards other children Low-level physical behaviour Refusing to follow instructions Rudeness | Red point Short break or lunchtime detention Withdrawal from classroom/activity | Form Tutor Deputy Head SENDCo (if appropriate) | Record on behaviour log Restorative conversation |
| 3 | Persistence of Level 2 behaviour 3 Red Points in half a term Violence or aggression Threatening behaviour More serious unkindness Defiance | Detention Daily report or Target Card | Form Tutor Deputy Head SENDCo (if appropriate) | Inform parents Record on behaviour log Review of report or target card |
| 4 | Persistence of Level 3 behaviour Abusive language Violence Bullying including online bullying Vandalism Persistent defiance Possession of cigarettes, alcohol, drugs or other illegal items Another serious one-off incident | First Formal Warning Withdraw pupils from activities Internal Exclusion Fixed Term External Exclusion | Deputy Head Headmaster Inform all staff | Inform parents Record on behaviour log Record on CPOMs |
| 5 | Persistence of Level 4 behaviour | Final Formal Warning | Headmaster | Formal procedure followed |
| 6 | Persistence of Level 4/5 behaviour | Permanent Exclusion | Headmaster | 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.

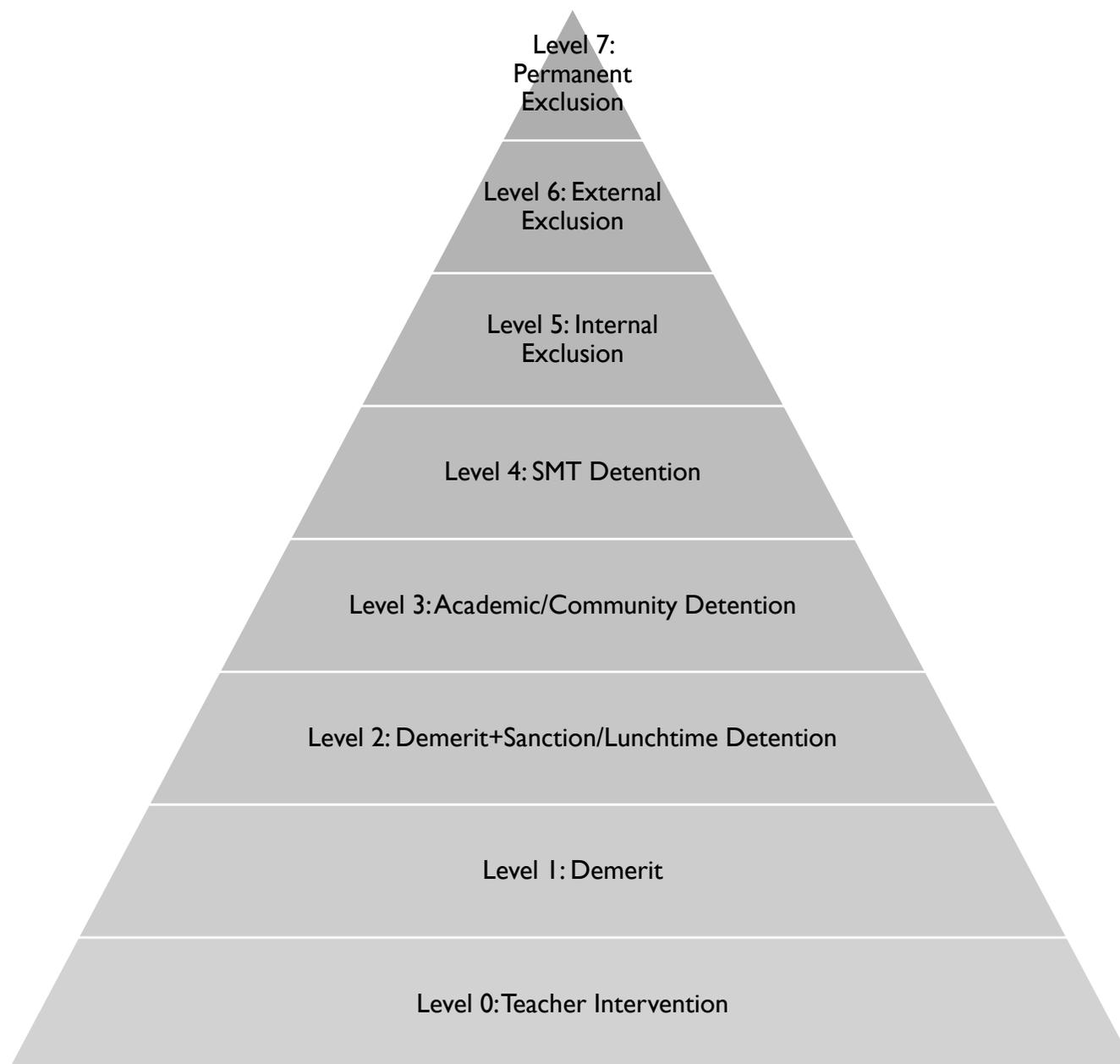
Appendix 3: Senior School Behavioural Ladder

| Level | Types of Behaviour | Staff responsible | Staff supporting | Actions | Examples of positive support from staff | Possible follow up action | |
|-------|---|---|------------------|---------|--|---|---|
| 0 | Teacher Intervention (Low Level intervention) | -low-level misbehaviour around school -low-level misbehaviour in lesson -sloppy uniform | Teacher | HoD | Restorative conversations 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 | Demerit | <i>Tutor:</i> -1 x lateness to registration in a week (AM and PM) -uniform infringement <i>Teacher:</i> -anything that a pupil has previously been reminded about -homework not completed -forgotten materials for lesson -chewing gum | Teacher | HoD | Demerit issued | -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 | -Restorative conversations -Tutor to have follow-up conversations |
| 2 | Demerit + Sanction / Lunchtime Detention | <i>Tutor:</i> -2 x lateness to registration in a week (AM and PM) -2 x 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 <i>HoY:</i> -3 behavioural demerits in a week <i>HoD:</i> -3 demerits in subject area, in a week | Teacher | HoD/HoY | Demerit + Sanction issued/30 Minute Lunchtime Detention | -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 | -Restorative conversations -Meeting with HoD/Tutor/HoY to discuss possible sanctions should misbehaviour continue -iSAMS record created |
| 3 | Academic Detention (HoD) or Community Detention (HoY) | <i>HoY:</i> -3 lunchtime detentions in a week -verbal aggression towards another pupil -unsafe behaviour -involvement in unkind behaviour -disrespectful to staff -misuse of social media <i>HoD:</i> -2 lunchtime detentions in subject area, in a week | HoY/HoD | HoS/DoS | -1 hr Detention after-school (Tuesday for Community/Friday for Academic) -Phone call home -Formal email home | -Placed on Subject Report Card (HoD to monitor) -Placed on Amber/Red Report Card to (HoY/HoS to monitor) -Involvement of DoS 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 should be supportive of behaviour changes, but |

| | | | | | | | |
|---|-------------------------------|---|---------------------|---------|--|--|---|
| | | -plagiarism -one-off serious incident of lesson disruption -defiance towards a member of staff | | | | | outline next steps should the issue persist. |
| 4 | SMT Detention | -any persistent repetition of Level 3 offence or more serious Level 3 offence | HoY/HoD | HoS/DoS | -1 hr 30 mins detention after-school (Friday) -Phone call home -Formal letter home | -Placed on Red Report Card (HoS to monitor) -Placed on Subject Report card (DoS to monitor) -Meeting with pupil parents | SMT detentions will be accompanied by a letter from a HoY, HoS, HoD, DoS or AH with a warning about future behaviour and likely sanctions |
| 5 | Fixed-Term Internal Exclusion | -any persistent repetition of Level 4 offence -bringing the school into disrepute -putting the safety of others at risk -act of aggression -bullying offence -alcohol related incidents, smoking or vaping -significant misuse of social media -damage of property and/or to the School environment -discriminatory language -truanting -behaviour perceived as sexual harassment | HoY/HoS/ HoD/DoS | AH | -1-3 Day Internal Exclusion -Phone call home -Formal letter home -Inform SMT 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 -Meeting with pupil and parents | Internal Exclusions will be accompanied by a letter from a HoY/HoS/DoS with a warning about future behaviour and likely sanctions |
| 6 | Fixed-Term External Exclusion | Any persistent repetition of Level 5 offence; Offences which would lead to this level are outlined in the Behaviour, Rewards and Sanctions Policy, and School Rules and Regulations Policy | HoS/DoS/ AH | DH | -1-5 Day External Exclusion -Potential for formal/final warning to be issued -Phone call home -Formal letter home -Reintegration Meeting with pupils and parents -Inform SMT 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 | A letter from a HoS/DoS/AH/DH would explain the consequences of further misdemeanours. In some cases, the Head may write to or meet with parents to outline the next stages |
| 7 | Permanent Exclusion | Any persistent repetition of Level 6 offence; Offences which would lead to this level are outlined in the Behaviour, Rewards and Sanctions Policy, and School Rules and Regulations Policy | Head | | Procedure relating to exclusions, removals and appeals | | |

Failure to attend a detention without prior permission from a parent will result in the sanction being served being moved up a level or the sanction being doubled (i.e. missing a Community detention would result in an SMT detention or two Community detentions). Note that 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 Head of Sixth Form, before being escalated to the Assistant or Deputy Head.



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 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 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 state fit 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 3:

1. Warning given (maybe using a 'low level intervention')
2. First Demerit issued
3. Second Demerit issued
4. Temporary removal from lesson and restorative conversation had
5. Demerit & Sanction issued (lunchtime detention), and permanent removal from lesson (pupil to be placed either with the HoD or in nearby classroom/lesson that is supervised)

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.

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

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.

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 its 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 and 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

Pupils are expected to follow the code of conduct, as follows:

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

The Code of Conduct is in-line with the School Values:

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 in a way that does not disturb others
- Look after the School's property and buildings
- Not chew gum
- Not drop litter

Language

I will

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

Classroom

I will

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

Organisation

I will

- Arrive to School and each lesson on time

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

Appearance

I will

- Dress in accordance with the School's Dress Code
- Not alter my uniform in anyway

.....
I agree to abide by this code of conduct.

Signed: _____ Print Name: _____