

BEHAVIOUR, REWARDS AND SANCTIONS POLICY



The following policy is in accordance with *Behaviour and Discipline in Schools (January 2016)*.

Statement of Intent

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

The aims of this policy are:

1. To promote positive behaviour for learning.
2. To define the role of teachers in establishing and maintaining excellent standards of behaviour in the School.
3. To state what is expected of pupils.
4. To state what is expected from parents.
5. To provide guidance on available rewards and sanctions.
6. To prevent bullying.
7. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.
8. 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 [Power to Use Reasonable Force](#) below. Any incident of the use of physical restraint should be reported to the Deputy Head 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 and are part of the School Rules.

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 [Sanctions](#) section 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 DSL.

Partnership with Parents

Parents are encouraged to work with the School to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. The School has clear expectations when it comes to behaviour, which are outlined in the [School Rules and Regulations](#). Parents have access to this document and they are urged to familiarise themselves with our expectations. We believe that a close partnership with parents encourages good behaviour of pupils.
2. Parents are entitled to an explanation of actions taken by the School which will always strive to be fair and proportionate, particularly 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.
3. 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

It is the School policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Outstanding pieces of work for the individual pupil.
3. Effort in class and/or for homework.
4. Outstanding effort or achievement in extra-curricular activities.
5. 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 works 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.

School Colours

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 John Lyon 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 Head of Year, Head of Department, Head of Section, Assistant Head (Pastoral), the Deputy Head or other member of SMT as appropriate.

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 [Safeguarding and Child Protection 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.

The teacher may feel they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future.

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 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 4.00pm 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. 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. 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 detention.

Please see the [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 [Behavioural Ladder](#). Pupils who do well on report will be taken down a level for the subsequent period of monitoring. If on Green he 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.

External Exclusions

Fixed Term 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 (Pastoral) or the 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 Exclusions could be expected as a result of any of the following offences:

- a. harm with intent, for example violence or threatening behaviour towards staff, pupils or other members of the community;
- b. racism, homophobia or other discriminatory behaviour;
- c. intended sexual harassment directed towards a female member of staff;
- d. persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others;
- e. serious verbal abuse directed at staff;
- f. possession of inappropriate substances, for example e-cigarettes, tobacco, drugs or alcohol;
- g. theft;
- h. being under the influence of inappropriate substances, for example drugs or alcohol, at School or a School event;
- i. sustained misuse of the Internet;
- j. abuse by one or more pupils against another;
- k. 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.

A register is kept containing the details of all serious sanctions.

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 \(September 2021\)](#).

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 Assistant Head(Pastoral) and/or the Deputy Head informed.

Support Strategies

Pupils experiencing difficulty with organisation, academic work or other aspects of school life may be referred to Learning Support and/or might be placed on report. The nature of the report will depend on the individual pupil's circumstances. For example, if a pupil is experiencing difficulty sustaining an acceptable level of commitment in academic work, he may be placed on a subject report. This is likely to involve him handing a report sheet to his subject teacher at the beginning of the lesson and collecting it at the end, once his teacher has had the opportunity to assess and comment on his level of effort and participation. Sixth Form pupils whose progress is giving cause for concern will have their progress monitored through the Sixth Form List.

Detaining a pupil

For low level misdemeanours it is expected that teachers will use their judgement in determining when a pupil might reasonably be detained. All teachers have a responsibility to maintain and uphold high standards of classroom management and individuals who do not behave accordingly should expect to lose part of their break time. Initial warnings are not formally recorded, but continued misbehaviour will be recorded on iSAMS and result in a lunchtime detention and also a departmental sanction, which may include an after school work session, being issued. In such cases parents will be informed by the teacher or Head of Department.

Corporal Punishment

The John Lyon 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 as a sanction.

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.

Appendix I: Behavioural Ladder

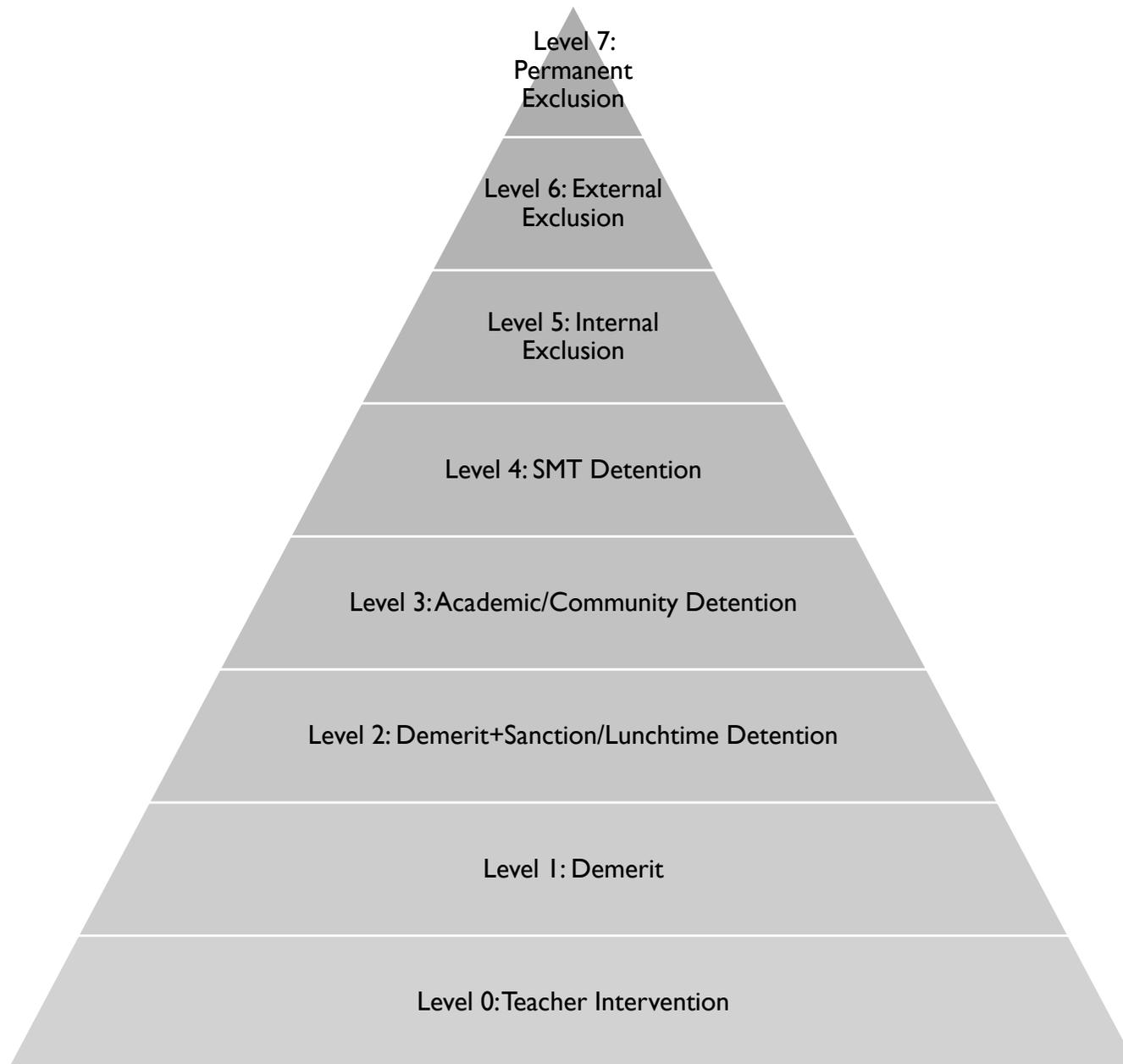
Level	Types of Behaviour	Staff responsible	Staff supporting	Actions	Examples of positive support from staff	Possible follow up action	
0	Teacher Intervention (Low Level intervention)	-low-level misbehaviour around school -low-level misbehaviour in lesson -sloppy uniform	Teacher	HoD	Restorative conversations 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 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 bullying -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/Wednesday 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/AH(A) 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. (Letter to be approved by AH)
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	HoS/DoS	AH/DH	-1-3 Day Internal Exclusion -Phone call home -Formal letter home	-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	AH/DH		-1-5 Day External Exclusion -Phone call home -Formal letter home -Reintegration Meeting with pupils and parents	-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 an Assistant Head (Pastoral) or the Deputy Head 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.

Sixth Form matters may be dealt with by the Head of Sixth Form, before being escalated to the Assistant Head (Pastoral) or the Deputy Head.



Appendix 2: Behaviour in the Classroom

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

These expectations should be displayed in every classroom.

Procedure for repeated pupil misbehaviour in the classroom

In any one lesson, the steps should be as follows. I would be highly unusual to need to get to point 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 3: What departmental sanctions could look like

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 4: Code of Conduct

The John Lyon School Code of Conduct is based on the values of the 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 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: _____