



ISSR Ref.

# Behaviour and Sanctions Policy

Last revised: July 2019

Policy Owner: Deputy Head

## **Policy Statement**

This is a whole school policy and applies to all members of Lyndhurst School.

In addition, Lyndhurst Early Years have their own policy on behaviour and discipline which reflects the same aims and ethos as this policy but is adapted to meet the needs of the early years setting (for further details see **Lyndhurst Early Years Enjoying and Achieving Policy** and **Early Years Positive Contribution Policy**).

## **Associated Policies and Documents**

- Lyndhurst School Anti-Bullying Strategy
- Lyndhurst School Positive Touch Policy
- Parents' Contract
- Lyndhurst Early Years Positive Contribution policy
- Lyndhurst Early Years Behaviour Management Leaflet
- DfE guidance: *Use of reasonable force; Advice for headteachers, staff and governing bodies*; July 2013
- DfE guidance: *Behaviour and Discipline in Schools (2016)*

## **Roles and Responsibilities**

**9(a)(b)** The School's Trustees/Governors are responsible for ensuring that this written policy promotes good behaviour amongst pupils and sets out the sanctions to be adopted in the event of pupil misbehaviour and that it is effectively implemented.

**9(c)** The School's Trustees/Governors are responsible for ensuring that a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

The day-to-day responsibility for ensuring that this policy is effectively implemented and records are kept has been delegated to the Headmaster and his staff.

## **Aims and Ethos**

All children have the right to feel safe and secure at school, and to be protected from harm. We have high expectations of the entire Lyndhurst community. Common sense should prevail at all times. Mutual co-operation, respect for property, respect for our environment and above all, each other, are essential to our happiness.

It is a primary aim of our school that every member of the school community feels happy, valued and respected, and that each person is treated fairly and well. We are a caring community with mutual trust and respect for all. We aim to promote good choices which lead



to effective relationships so that everyone can support each other, work together and learn well.

### **Behaviour Expectations**

Values the School encourages are:

- acting considerately towards others.
- allowing others to learn
- respecting the property of others.
- telling the truth.
- keeping promises.
- helping those less fortunate than themselves.
- taking responsibility for themselves and their personal organisation.
- good manners towards staff, children, parents and visitors at the school.

Behaviour the school will not tolerate includes:

- bullying (see our Anti-Bullying Strategy)
- cheating
- deceit
- cruelty
- dishonesty
- theft
- aggressive acts/physical assault
- inappropriate interaction with peers

### **Roles, Rights and Responsibilities for Pupils**

All children have the right to feel safe and secure at school, and to be protected from harm. It is the responsibility of pupils to make good choices at all times and to treat all adults and other pupils in the school with respect. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should follow three simple rules to avoid bad choices:

- Be courteous
- Be considerate
- Be respectful of others and their belongings

### **Roles, Rights and Responsibilities for Staff**

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. Staff have the right to be treated with courtesy, consideration and respect and should treat the children in a like manner. A key priority for staff is to reward and praise good behaviour. Should a child be making bad choices staff may employ a series of sanctions, which aim to re-educate the children and emphasise acceptable behaviour choices.



## **Roles, Rights and Responsibilities for Parents/Carers**

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and school. We inform parents if we have concerns about their child's welfare or behaviour. We ask parents to:

- Be aware of the school behaviour expectations, support them and reinforce them at home
- Celebrate with their child when they receive a reward for good behaviour/ work.
- Support the school's decision when applying sanctions to deal with any specific incident / issue.

On registration, parents sign a **Parents' Contract** which states that they will support the school in handling behaviour and discipline matters.

## **Promotion of good behaviour amongst pupils**

Our philosophy of behaviour management is to focus on and reward good behaviour, work and attitudes. Children are given verbal praise for positive attitude and behaviour, in addition good behaviour and work is rewarded as noted below:

<b>Reward</b>	<b>For</b>	<b>Notes</b>
Star of the Week	Kind and/or helpful behaviour	Badge & certificate awarded during Monday's assembly
Merit	Good work or behaviour	Noted in reading record / homework diary. Highest merit winner in class receives a certificate in Monday's assembly.
Headmaster's Plus	Exceptional work	Pupil visits Headmaster to receive the plus. All pluses are added to House Total, winning house is awarded trophy in Monday's assembly – Pupils who receive 3 or more pluses in a week are awarded a badge & certificate.

These rewards are recorded in the class Record of Achievement folder which is held by the form teacher.

## **Sanctions to be adopted in the event of pupil misbehaviour**

Where behaviour has fallen below our expected standards we will employ a series of sanctions where the aim is to make sure the child recognises their poor behaviour or attitude and is given the tools to modify it. When a child displays inappropriate or unacceptable behaviour, a series of staged sanctions will be employed:

### **Stage 1:**

If a child is caught in a minor misdemeanour, a verbal reminder of appropriate behaviour will usually be sufficient. If necessary, a cool down period may be given, where the child is asked to sit quietly for a short while to regain their composure.



### Stage 2:

If the unacceptable behaviour persists after the verbal warning, then the member of staff can apply sanctions, such as the award of a 'demerit' and/or loss of playtime.

#### *Demerits*

A demerit is a mark of minor unacceptable behaviour. A member of staff may award a demerit for the following misdemeanours (this is not an exhaustive list). A demerit should only be given after a verbal warning has been ignored and any specific difficulties (e.g. ADD) have been taken into account.

- Inattention in class
- Rude or unkind behaviour to a peer
- Unacceptable language
- Poor organisation e.g. failing to hand in homework 2 times in a row
- Rough playground behaviour
- Telling lies or being deceitful

When a member of staff awards a demerit, this is recorded immediately in the child's homework or reading record diary. If a child receives 3 demerits in one week they are sent to see the Deputy Head who will administer further appropriate sanctions. The form teacher will check children's reading record books/ homework diaries weekly for demerits and record them centrally.

### Stage 3:

In cases of persistent poor behaviour (e.g. 3 demerits) or a serious offence the child will be sent to the Deputy Head, who will administer the appropriate sanction, such as a yellow card and contact parents as necessary.

Examples of serious offenses are: (this is not an exhaustive list)

- Persistent unkind / cruel behaviour
- Deliberate rudeness or disrespect to an adult
- Deliberate violent acts
- Defacing or vandalising property
- Offensive behaviour on the basis of race/sexual orientation or other protected characteristics

In certain circumstances it may be appropriate for the child to have a Behaviour Report Card.

#### *Yellow Cards*

A yellow card is a record of serious or persistent misbehaviour. In this case the Deputy Head will contact the child's parents to discuss the behaviour. Where a Yellow Card has been awarded this is noted on the child's mid-year or end of year report and recorded in the Behaviour and Sanctions Log.



#### Stage 4:

Should the poor behaviour continue the Headmaster will see the pupil, and will contact their parents. At this stage the Headmaster may decide to award a Headmaster's Detention or ask the child's parents to remove them from school for period of time, normally one day. In the case of a Headmaster's Detention, the pupil will be required to attend school on a Saturday morning to serve their detention. Pupils in the Lower School will serve half an hour and pupils in the Upper School, an hour. In case of removal, the Headmaster will discuss with the parents a strategy for returning to school. Where the Headmaster believes that the best interests of an individual cannot be met or the relationship between the school and family cannot be reconciled the Headmaster reserves the right to ask the parents to permanently remove their child from the school.

#### **Equality Act 2010 and pupils with SEND**

The school fulfils its duties under the Equality Act 2010 by ensuring that it does not discriminate against pupils who have protected characteristics. Reasonable adjustments may need to be made to expectations and sanctions for pupils with SEND, for example, a child with ADHD may not reasonably be expected to sit still for extended periods of time, and so a sanction for failing to comply would not be appropriate.

#### **Recording of incidents and sanctions imposed for serious misbehaviour**

16 All incidents of poor behaviour (Level 2 or above) will be recorded on the school's DMS system 'HUB'. This record will include the child's name and the name(s) of any other children involved/affected, a description of the incident and any sanctions imposed, a description of any communications with parents and notes of any follow-up actions.

Incidents which have not met definition of bullying but where staff are concerned that they may be the start of a bullying pattern should be categorised as 'Record of Incident: Monitor for Bullying Pattern'. This enables the Deputy Head to keep track of potential issues so that bullying can be prevented as far as reasonably practicable. Where bullying is identified this should be logged as 'Incident identified as bullying'. All incidents identified in either category should immediately be drawn to the attention of the Deputy Head.

#### **Prohibition of Corporal punishment**

Corporal punishment is prohibited for all pupils<sup>1</sup>. This prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid volunteer supervisors. Teachers may use physical intervention to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child).

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<sup>1</sup> *The ban on corporal punishment (School Standards and Framework Act 1998).*



## **Physical Intervention and use of 'reasonable force'**

There may be circumstances where a member of staff<sup>2</sup> may need to use physical intervention and use of 'reasonable force' to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **When can reasonable force be used?**

The following list is not exhaustive but provides some examples of situations where reasonable force would be acceptable.

For example, reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil causing damage to their own or others' property, including damaging or defacing their own or other children's school work.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Physical intervention or force may not be used as a punishment – it is always unlawful to use force as a punishment.**

### **What is acceptable physical intervention?**

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Any use of physical intervention or force must be 'Reasonable in the circumstances'; meaning using no more force than is needed.

The two types of physical intervention are control and restraint:

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

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<sup>2</sup> This applies to any member of staff at the school. It can also apply to people whom the headmaster has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.



School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When using reasonable force, staff have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Where possible, if the circumstances allow, a member of staff who feels physical intervention is necessary should send for another member of staff to be present, if possible the DSP or designated child protection staff.

### Recording and communicating incidents of physical intervention

All incidents of physical intervention should be recorded on HUB, and also reported to the Deputy Head. In case of a serious incident, the parents should be informed as soon as possible and in any event before the child goes home that day. In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

Further guidance on the use of physical intervention and reasonable force can be found in the DfE guidance: [Use of reasonable force; Advice for headteachers, staff and governing bodies; July 2013](#). The Deputy Head keeps a copy of this document.

### Managing transition

Where it is in the child's best interests, the school will inform the child's transition school of any behaviour concerns and provide advice on the best approach for managing his or her behaviour. This will be treated as confidential and privileged information.



## Appendix 1: Pupils' Code of Conduct

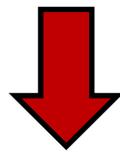


### Code of Conduct

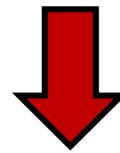
# RESPECT



For Yourself



For the School



For Others

At Lyndhurst we are:

**R**esponsible individuals

**E**ncouraging

**S**uccess; taking

**P**ride in our appearance and our

**E**nvironment; learning to be

**C**ourteous, courageous and

**T**olerant

**Self-Respect:** Take responsibility for your own actions; always believe in yourself and do your best; look after yourself and your belongings.

**Respect for the School:** Look after the school; be proud of your school; represent your school.

**Respect for Others:** Consider others, be polite to everyone; be kind, friendly and help each other; understand and accept differences in people.