



Andrew Rudkin
Headmaster

Promoting Good Behaviour

At Lyndhurst we always encourage respect at all times. To achieve this, we must have consistent systems for rewards and sanctions across the school community. Indeed, when we raised this with the pupils through school council, children of all ages were happy with the rewards we issued but asked for us to have a clearer set of sanctions. We have carried out a full review of our Promoting good behaviour policy and I wanted to share with you the headlines. A copy of the full policy is on our website:

Our 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 always prevail. 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.

Our aims for behaviour in Lyndhurst are that all children will:

- Be tolerant and understanding of the feelings and needs of others
- Develop a responsible and independent attitude towards their roles in the community
- Develop an awareness of right and wrong
- Differentiate between acceptable and unacceptable behaviour
- Learn to have respect for others
- Behave courteously towards others
- Contribute to a safe environment
- Be able to learn in a calm atmosphere
- Be able to understand the role of and the need for discipline as a positive part of school life

Be the Best Version of Yourself



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Promotion of good behaviour amongst pupils

Our philosophy of behaviour management has always been and will continue to be a focus on rewarding good behaviour, work, and attitudes. To foster and promote good behaviour staff will:

- Actively look for the positive
- Praise, give positive feedback
- Reward good behaviour
- Reinforce examples of correct behaviour
- Provide clear and consistent expectations of behaviour
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Model the expected behaviour themselves at all times

Responding to positive behaviour – Rewards

Positive behaviour will be rewarded with:

- Verbal praise
- Stickers
- Golden Time
- Awarding of House points in line with our Lyndhurst Values
- Spirit of Lyndhurst weekly award
- Communicating praise to parents
- Certificates, prize ceremonies or special assemblies
- Whole-class or House rewards, such as a popular activity – film; hot chocolate etc...



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Responding to misbehaviour – Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

In consultation with the pupils and staff we have re-introduced yellow cards. I am sure your children will have spoken to you about these already. In hindsight, we should have let you know before we told the children, my apologies for this. I will ensure in future that any policy/procedural changes are shared with parents first.

The yellow card is an informal sanction following a level 2 incident or a step up from a verbal warning. All staff can issue a yellow card, they are logged in to our behaviour log and are reviewed daily by Head of Phase. The aim is to ensure consistency across the school and the ability for senior staff to track, monitor and support any patterns of poor behaviour.

The chart below summarises the various stages of our sanctions.

We are very fortunate at Lyndhurst that behaviour is generally excellent. That is a result of the standards you set as parents and the standards we expect as a school. It is the low-level poor behaviour we want to tackle before it becomes a larger problem.

Thank you for your full support in promoting this with us, which will enable the Lyndhurst community to be the best they can be.

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Behaviour	Sanction/Outcome
<p>Stage 1 – Minor misdemeanour</p>	<p>Verbal signal of appropriate behaviour, quiet 1:1 reminder</p> <p>Verbal warning - a concise message “x” if you carry on with “Y” behaviour then “Z” will happen</p> <p>Move the position of a child to be near an adult or away from others</p> <p>Non-verbal signal - holding eye contact, shake of head, slow walk to child</p> <p>Short cool down period/thinking time, (length of time dependent on child’s requirements)</p>
<p>Stage 2 – Persistent minor misdemeanour or any of the following:</p> <p>Rude or unkind behaviour to a peer/adult</p> <p>Unacceptable language</p> <p>Rough behaviour</p> <p>Telling lies or being deceitful</p> <p>Poor work ethic, appropriate to child</p>	<p>Yellow Card Actions:</p> <ul style="list-style-type: none"> • Ensure there is a dialogue with the child about the reason for the Yellow Card • Member of staff issues yellow card and records in behaviour log • A suitable sanction is given • All actions recorded for internal information
<p>Stage 3 – more serious offence such as the following:</p> <p>Persistent unkind / cruel behaviour</p> <p>Deliberate rudeness or disrespect to a person</p> <p>Deliberate violent acts</p> <p>Defacing or vandalising property</p> <p>Offensive behaviour based on race/sexual orientation or other protected characteristics</p>	<p>In cases of persistent poor behaviour or a cumulation of yellow cards or a serious offence the child will be issued with a red card and sent to the appropriate Head of Phase, who will administer the appropriate sanction, and contact parents. All actions recorded.</p> <p>A behaviour report card may also be used at this stage. Where applicable, Head of Learning Support will meet with parents and follow SEND policy.</p>
<p>Stage 4 –other unacceptable behaviour</p>	<p>Headmaster and Head of Phase meeting with parents to inform them of sanction and agree specific behaviour action plan if necessary.</p> <p>Where the Headmaster believes that the best interests of an individual cannot be met or where 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.</p>