Promotion of Positive Behaviour Policy

Last revised: October 2026 **Next Review:** October 2028
Policy Owner: Headmistress **Signed:** Ed Currie

Policy Statement

This policy applies to the whole school, including Early Years. There are no separate Early Years behaviour policies.

Associated Policies and Documents

- Lyndhurst School Anti-Bullying Policy
- Lyndhurst School E-Safety Policy
- Lyndhurst School Safeguarding and Child Protection Policy
- Positive Handling Policy
- Parents' Contract
- Lyndhurst School SEND Policy
- DfE guidance: *Use of reasonable force; Advice for headteachers, staff and governing bodies*; April 2026
- DfE guidance: Preventing and Tackling Bullying July 2017
- DfE guidance: Behaviour in schools February 2024

Roles and Responsibilities

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.

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 Head and staff.

Lyndhurst School is required under the *Education* (*Independent School Standards) (England) Regulations 2014* (also applicable to academies) to promote good pupil behaviour through:

- Ensuring that a written Behaviour and Exclusion Policy is drawn up that, amongst other matters, clearly sets out the sanctions to be adopted in the event of pupil mis-behaviour;
- Ensuring that the policy is implemented effectively; and
- Keeping a record of the sanctions imposed upon pupils for serious breaches of the Behaviour and Exclusion Policy

The conditions of the Regulations also require that the proprietor ensures that bully-ing at the school is prevented in so far as reasonably practicable, by the drawing up

and implementation of an effective anti-bullying strategy. See Lyndhurst School's Anti-Bullying Policy.

General

In approving this Policy, the Governing Body has consulted the head, staff, parents and pupils at Lyndhurst School It will be reviewed bi-annually or earlier should this be deemed necessary, for example, in the light of any aspect of its implementation, an incident at Lyndhurst School or updated government legislation or guidance. The Headmaster will seek the widest possible agreement for this policy and will report at least annually to the Governing body on its implementation.

The Policy will be publicised to parents, staff and pupils annually and will be published on Lyndhurst School's website, in accordance with the *School Information (England) Regulations 2008.* A summary of the policy will be given to all parents and prospective parents of pupils at Lyndhurst School. It will also be made accessible to parents whose first language is not English and Lyndhurst School will consider translating the policy as appropriate.

Moral Code

Lyndhurst School's policies will promote high moral standards and will not tolerate bullying or any other anti-social behaviour that disrupts the learning and wellbeing of the school community. Lyndhurst School acknowledges that behaviour and discipline issues may signal complex social underlying causes; it will take reasonable steps to mitigate these and take them into account when implementing its Behaviour and Exclusion Policy.

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

In addition, we aim:

- To help staff to protect children and themselves against physical attack
- To provide a calm learning environment
- To minimise the risk of any accusation of improper conduct towards a pupil
- Discipline and the development of self-discipline are achieved through a co-operative process involving parents and children as well as teachers.
- All members of the community work towards the school's aims by:
- Respecting the children as individuals
- Providing a well-ordered environment in which all are fully aware of the behavioural expectations
- Encouraging, praising, and rewarding good behaviour
- Promoting a sense of belonging to the community
- Actively promoting fundamental British Values
- Providing good role models
- Supporting one another

Behaviour Expectations - treat others the way you would wish to be treated your-self.

Values the School encourages are:

- acting considerately towards others.
- allowing others to learn
- respecting the property of others.
- telling the truth.
- helping others
- 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)
- unkind behaviour
- cheating
- deceit
- cruelty
- dishonesty

- theft
- aggressive acts/physical assault
- aggressive verbal assault
- inappropriate interaction with peers

Roles, Rights and Responsibilities for Children

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 always make good choices and to treat all adults and other pupils in the school with respect. This will lead to pupils behaving well, 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

These are elaborated on in the Gold Star Behaviour Rules – Appendix 2.

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. Staff should endeavour to reward and praise good behaviour as much as possible. 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.

It is the responsibility of all staff to make themselves aware of the systems operating at Lyndhurst. Staff should monitor and compare the number and frequency of rewards and sanctions given to ensure that they are consistent and fair in their approach.

A good relationship between parents and staff is essential. Parents should feel welcome at Lyndhurst and feedback to parents should include:

- Verbal in person or via phone call
- Emails
- Parent/teacher evenings
- Records on school management system
- Mid-Year & End of Year Report

Staff are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas of requiring improvement.

Following any incident, a record of what occurred must be logged.

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.*

Sexual Harassment and Child on Child Abuse

Keeping Children Safe in Education (KCSIE) 2026 makes it clear that abuse, sexual violence and sexual harassment may be happening outside of school or college premises and online. In addition, it makes it very clear that there should be a zero-tolerance approach to sexual violence and sexual harassment and that schools should take a "it can happen here" attitude, being clear that abuse could be happening even where it is not being reported.

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to their suffering or being likely to suffer significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information.

Promotion of good behaviour amongst pupils

Our philosophy of behaviour management is to focus on and reward good behaviour, work, and attitudes. To foster and promote good behaviour staff should:

- Reinforce our Be Values and highlight when a child is demonstrating them well
- 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

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Stickers
- Golden Time
- Awarding of House points in line with our Lyndhurst Be Values – recorded on HUBmis
- Spirit of Lyndhurst weekly award linked to our Lyndhurst Be Values
- Communicating praise to parents
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as ambassador status or being entrusted with a particular decision or project
- Whole-class or House rewards, such as a popular activity – film; hot chocolate etc...

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.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom, assuming risk of harm to other children
- Fixed term exclusions
- Permanent exclusions, in the most serious of circumstances

School behaviour curriculum

Pupils are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move respectfully around the school
- Treat the school buildings and school property with respect
- Treat others' property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. This includes age, stage, SEND, and safeguarding.

Steps to be taken in response to misbehaviour or low-level disruption in the classroom and around school:

Behaviour	**Sanction/Outcome**
Stage 1 – Minor misdemeanour	Verbal signal of appropriate behaviour, quiet 1:1 reminder Verbal warning - a concise message "x" if you carry on with "Y" behaviour then "Z" will happen

	Move the position of a child to be near an adult or away from others Non-verbal signal - holding eye contact, shake of head, slow walk to child Short cool down period/thinking time, (length of time dependent on child's requirements)
Stage 2 – Persistent minor misdemeanour or any of the following: Rude or unkind behaviour to a peer/adult Unacceptable language Rough behaviour Telling lies or being deceitful Poor work ethic, appropriate to child	Yellow Card Actions: 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 on HUBmis A suitable sanction is given Yellow cards are monitored by the Deputy Head and they will discuss patterns with individuals.

Stage 3 – more serious offence such as the following: Persistent unkind / cruel behaviour Deliberate rudeness or disrespect to a person Deliberate violent acts Defacing or vandalising property Offensive behaviour based on race/sexual orientation or other protected characteristics	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 member of SLT, who will administer the appropriate sanction, and contact parents. All recorded on HUBmis. 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.
Stage 4 –other unacceptable behaviour	Headteacher meets with parents to inform them of sanction and agree specific behaviour action plan if necessary. Where the Headteacher believes that the best interests of an individual cannot be met or where the relationship between the school and family cannot be reconciled the Headteacher reserves the right to ask the parents to permanently remove their child from the school.

Personal circumstances and development of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Staff responsible for Pre-Prep and EYFS will adapt their response according to the age and stage of pupils.

Physical Intervention and use of 'reasonable force'

Staff may use reasonable force only where it is lawful, necessary and proportionate, for example to prevent a pupil from harming themselves or others, causing serious damage to property, or seriously disrupting good order. Physical intervention is always a last resort, uses the minimum force needed and is never used as a punishment.

The Headmistress or a member of SLT must be told immediately, and every incident is recorded on My Concern and HUB. Parents/carers are told as soon as possible, normally on the same day. This applies across the school, including Early Years. Full details, including staff training and what staff should and should not do, are set out in our Positive Handling Policy (including EYFS) and in the Physical Intervention section of our Safeguarding and Child Protection Policy.

Mobile phones and personal devices

Lyndhurst is a phone-free school. Pupils do not use mobile phones, smart watches or other personal digital devices during the school day. If a pupil needs to bring a phone, it is handed in at the front reception on arrival and collected at the end of the day. The only exception is a device a child needs for a medical condition, agreed in advance as part of their individual healthcare plan or EHCP and used under adult supervision. Any breach will be dealt with under this policy.

Isolation or Seclusion

The use of isolation or seclusion for disruptive pupils at Lyndhurst School will be based on clear and reasonable rules and for a specific period; the termination of a period of isolation will only be denied under exceptional circumstances. Health and safety and safeguarding considerations will be considered when making such decisions as well as the extent to which the time in isolation was utilised constructively by the pupil.

Exclusion

The school reserves the right to exclude a child whose conduct (whether on or off school premises or in or out of term) has been prejudicial to good order or school discipline or to the reputation of the school.

Temporary or permanent exclusion is at the discretion of the Headteacher.

Temporary Suspension

For relatively serious or persistent breaches of Lyndhurst School's Behaviour and Exclusion Policy, pupils can be temporarily suspended for one or more fixed term periods not exceeding 45 school days in any one school year.

A decision to exclude a pupil permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been employed to no avail or if an exceptional 'one-off' offence has been committed.

If the balance of probabilities has been established, a pupil may be excluded.

Inappropriate Temporary Suspension and Permanent Exclusion

Lyndhurst School does not see temporary suspension or permanent exclusion as appropriate in the following cases:

- Minor breaches of discipline;
- Poor academic performance;
- Truancy or lateness;
- Pregnancy;
- Non-compliance with uniform regulations (including the wearing of jewellery and extreme hairstyles) except where these are persistent and in open defiance of the rules; and
- In response to the (unacceptable) behaviour/attitude/conduct of a pupil's parents.

Outside Agencies

If at any time, the Head teacher or Head of Learning Support is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The school will also try to support children to help them to improve their behaviour and will involve outside agencies for support and advice where necessary.

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

All incidents of poor behaviour (Stage 2 or above) will be recorded on the school's MIS '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 will be tracked by Form Teachers in weekly briefing and by SLT on a daily basis. This enables the Heads of Phase 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 of bullying should immediately be drawn to the attention of the SLT.

Prohibition of Corporal punishment

Corporal punishment is prohibited for all pupils. 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).

Please see our **Positive Handling Policy.**

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.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration or readmission meetings
- Daily contact with a pastoral lead
- A report card with personalised behaviour goals

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent and fixed term exclusion
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

- By category for incidents and rewards
- By Summer/ Spring/ Autumn term
- By protected characteristic (i.e EAL, SEND)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and full governing board biennially, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data above. At each review, the policy will be approved by the Headteacher and Chair of Governors

Appendix 1

Our Aims and Values

Be the best version of yourself

Our Aims:

- Children at the heart of a strong, supportive community based on respect, good manners, empathy and kindness
- Provide a secure and happy environment
- Wealth of opportunities – enriching learning and broadening interests
- Sparking endeavour and enthusiasm in all through inspiring teaching
- Celebrating individual and group success
- Fostering self-confidence and a love of learning
- Nurture Mind; Body and Soul

Our values define who we are and what we stand for; shape how we behave; determine our purpose and vision; with clear values making decisions becomes easier
A collective set of values to help everyone discover their own brilliance

Our Lyndhurst Values:

- **Be Brilliant**
- Everyone is brilliant at something • You work hard and are part of the school community • You always give your best • You celebrate other people's successes and achievements
- **Be Brave**
- You are positive influencers • You ask questions • You discover new and better ways to do things • You speak up if you have an idea and voice your opinion
- **Be Curious**

- You believe anything is possible • You love to learn • You try and explore new things You know you will sometimes make mistakes but that you will learn from them
- **Be Kind**
- You are kind to everyone • You care and are considerate of other people's feelings • You respect yourself, others and our environment
- **Be You**
- You are honest • You are true to your own feelings • Everyone is different, and you know that is good

Appendix 3
Forms of Unacceptable Behaviour

Damage – Property
A pupil has caused intentional damage or destruction to tangible property that does not belong to them.

Defiance
A pupil has showed continued resistance and disobedience to follow instructions or school rules.

Disruptive
A pupil is intentionally engaging in acts which are impacting on the lesson and other pupil's
learning. This may include;

- Calling out
- Getting up out of their seat
- Throwing objects in the classroom
- Attention seeking
- Misbehaving with resources

Fighting
A pupil engages in physical contact with another pupil. Violence, conflict or aggression may have been displayed

Learning
A pupil has failed to settle into the learning task.

Inadequate Learning
A pupil produces below the expected amount of work despite being warned and supported to complete the task.

Low Level Disruption
A pupil is intentionally engaging in acts which are likely to have an impact on the lesson and
other pupil's learning if they continued. This may include;

- Chair rocking
- Humming
- Tapping a pen/pencil
- Note passing
- Whispering

Racist
Any incident which is perceived to be racist by the victim or any other person. (Macpherson Inquiry 1999; Race Relations Act 2000)
Any report of a racial/discriminatory incident is investigated fully and robustly by a senior member of staff. At the heart of the investigation is the need to support the victim and
provide appropriate opportunities for the perpetrator to reflect upon the impact of their actions and why such behaviour is unacceptable. A sanction suitable to the incident will also be put in place.
Parents of the pupils involved in any incident will be involved at all stages of the investigation.
Subsequent monitoring will follow to ensure incidents do not reoccur.

Spitting
A pupil intentionally releases saliva from their mouth towards another pupil, adult or space around them.

Theft
A pupil dishonestly takes property which does not belong to them with the intention of permanently depriving the owner of it.

Verbal
A pupil intentionally says negative statements or words about a member of staff or another child or to the member of staff or child

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how
'small' they feel it

might be. The

school's response

will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a
child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

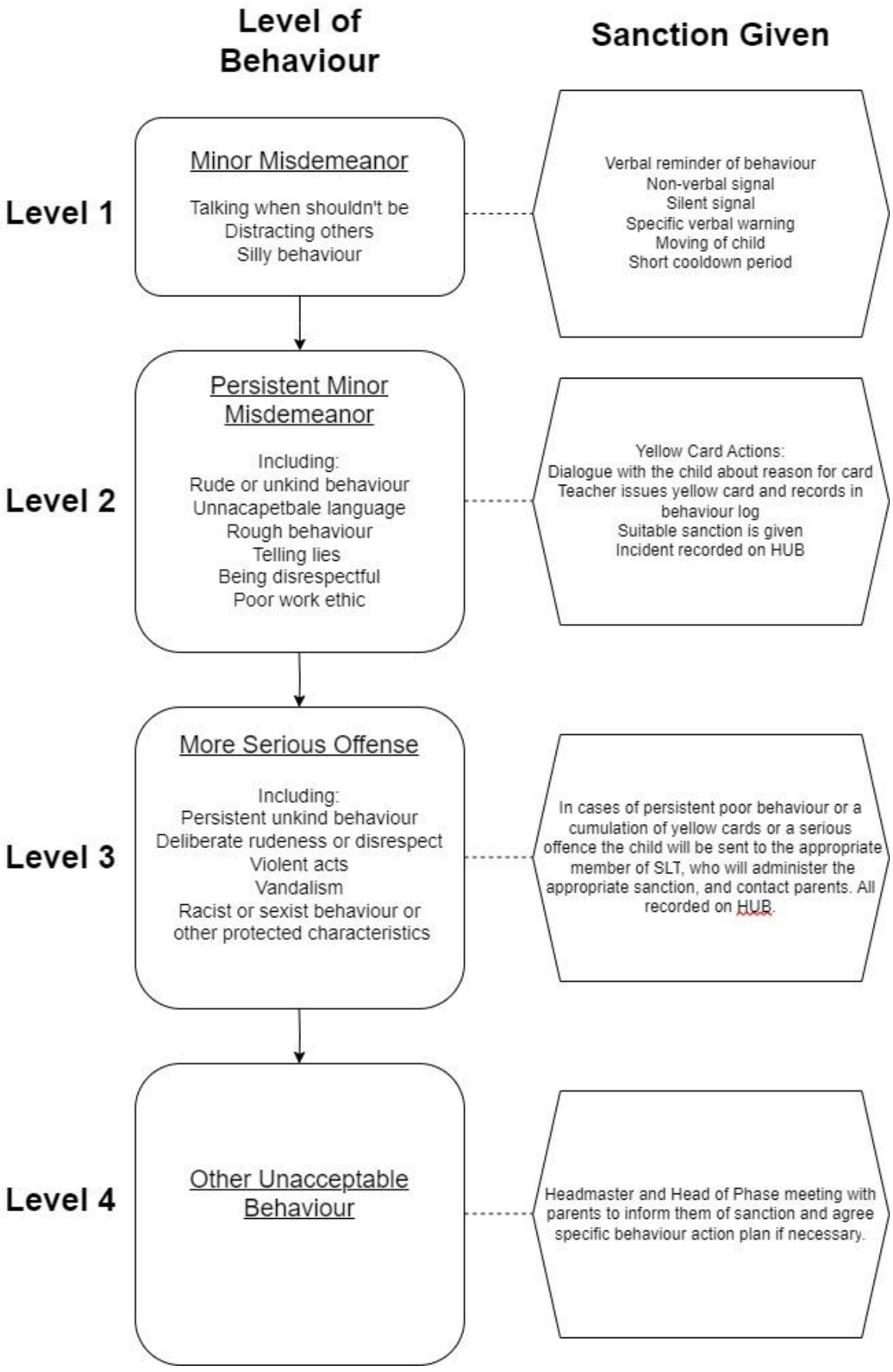
Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.


Level of Behaviour
Sanction Given
Level 1
Minor Misdemeanor
Talking when shouldn't be
Distracting others
Silly behaviour
Verbal reminder of behaviour
Non-verbal signal
Silent signal
Specific verbal warning
Moving of child
Short cooldown period
Level 2
Persistent Minor Misdemeanor
Including:
Rude or unkind behaviour
Unnacapetbale language
Rough behaviour
Telling lies
Being disrespectful
Poor work ethic
Yellow Card Actions:
Dialogue with the child about reason for card
Teacher issues yellow card and records in behaviour log
Suitable sanction is given
Incident recorded on HUB
Level 3
More Serious Offense
Including:
Persistent unkind behaviour
Deliberate rudeness or disrespect
Violent acts
Vandalism
Racist or sexist behaviour or other protected characteristics
In cases of persistent poor behaviour or a cumulation of yellow cards or a serious offence the child will be sent to the appropriate member of SLT, who will administer the appropriate sanction, and contact parents. All recorded on HUB.
Level 4
Other Unacceptable Behaviour
Headmaster and Head of Phase meeting with parents to inform them of sanction and agree specific behaviour action plan if necessary.