

This policy should be read in conjunction with:

- Safeguarding Policy
- E Safety Policy
- Anti-Bullying Policy

The policy has been written taking into account the latest DfE guidance of Behaviour and Schools February 2024.

Our Ethos

At The Lyceum School, we are committed to nurturing each child's strengths, individuality, and sense of belonging so that they develop into kind, confident citizens and successful learners. Positive and respectful behaviour is promoted through consistent encouragement, modelling, and recognition of effort and progress. Staff celebrate all forms of positive engagement and support pupils in understanding their emotions and developing the skills required to make safe, respectful, and considerate choices. We value the diverse ways in which our pupils learn, communicate, and express themselves, and we adapt our curriculum and approaches to meet a wide range of needs. In Reception and Key Stage 1, this commitment is reflected in our shared philosophy of supporting children to work together kindly, manage feelings effectively, and make choices that help everyone feel safe, included, and ready to learn.

Developing Positive Choices

At The Lyceum School, we recognise that all children are at different stages of developing social understanding, self-regulation, and communication skills. We understand that behaviour is a form of communication, and we support pupils through modelling, encouragement, and co-regulation. Our aim is to help every child build the skills needed to make safe, kind, and respectful choices. These include:

- Learning and showing kindness towards others
- Learning to listen and respond to adults and peers in ways that show respect and understanding
- Learning to follow the daily routines of the classroom with support as needed
- Learning to use safe and gentle hands and feet when playing or moving around the school
- Following safety instructions, such as crossing the road safely and quietly, with adult guidance
- Learning to ask for help or clarification when unsure what to do
- Developing confidence to try something new with encouragement and adult support

9a. Behaviour Policy Reviewed: by MS September 2025 and by all staff September 2025.

Reviewed by the Board: January 2023

Next review: August 2026

Celebrating Positive Choices

At The Lyceum, we believe that the positive attitudes, efforts, and interactions children demonstrate should be recognised and celebrated regularly. We value every child's progress, however small, and celebrate their individual achievements in ways that promote confidence, belonging, and pride.

Positive behaviour and engagement are recognised through verbal praise, stickers, and our weekly *Golden Time*, where children independently choose an activity (Year 3- 5 have a group playground visit) and (Year 6 meet the Headmaster for weekly Tea & Toast). These celebrations encourage a sense of pride in learning and strengthen positive relationships across our school.

Each week, one pupil from every class receives a *Star of the Week* certificate in our Friday Assembly, recognising personal effort, kindness, perseverance, or achievement. Parents and carers are invited to attend to share in their child's success.

As an inclusive school, we recognise that some pupils may need flexibility within this system due to individual needs or differences in how they experience motivation and reward. These pupils are supported by the school SENDCo and class teachers to ensure recognition and celebration are meaningful and accessible to them.

Positive Behaviour acknowledgement

Traditional phrase	Lyceum phrase
"Good sitting"	"Ready to learn body" / "Calm body" / "Body is in a good place for listening"
"Good listening"	"Eyes/ears/body ready to learn" / "Looking towards me if that helps you listen" / "Showing you're listening in your way"
"Good focus"	"Attention on the task" / "Thinking about what we're doing"
"Good choices"	"Helpful choices" / "Choices that help you and others learn"

Visual Behaviour Chart

In the Reception, Year 1 and Year 2 classrooms, a visual behaviour chart is displayed to help children recognise and reflect on their actions throughout the day. The chart supports children in developing an understanding of how their behaviour affects themselves and others, and in feeling proud of positive, kind, or helpful actions. It is introduced at the beginning of term and regularly revisited to reinforce the shared expectations of our school environment.

Acts of kindness, cooperation, and positive engagement are celebrated by moving a child's name *up* the chart. When a child's action may have been unkind or caused upset, this is acknowledged by moving their name *down* and offering support to help them reflect and repair. An adult will always help the child understand what happened and explore what might help next time. Names moved down are temporary and are returned to the starting position when a new learning session begins, giving each child a fresh opportunity to succeed.

Expectations for behaviour are adjusted in line with each child's age, stage of development, and individual needs. The purpose of the chart is to encourage reflection, self-awareness, and independence, rather than compliance. If a pattern of unkind or unexpected behaviour emerges, parents or carers will be informed and invited to discuss strategies with the class teacher to support the child effectively.

House Points

Each pupil is placed in one of our four houses when they join the school. They attend termly House Meetings and take part in Sports Day and other House events where they collaborate and compete in a spirit of teamwork and respect. From Year 1 onwards, House Points can be awarded for effort, perseverance, kindness, helpfulness, and positive engagement in learning.

House points are recorded on our online system, and a token is awarded to be placed in the House token box in the school reception area.

House points awarded for:

- Good pieces of work for each child
- Demonstrating our Pillars
- Positive behaviour
- A child going above and beyond
- Trying hard & perseverance
- Excellent homework or project
- Leadership skills
- Improved reading and writing
- Good organisation and independence

House System Procedures

A maximum of 2 house points are awarded at any one time. Certificates will be awarded throughout each term for 50, 100 & 150 house points – when children reach these thresholds, they receive their certificate in Friday assembly and parents are invited to attend.

Rewards

At The Lyceum, we believe that recognising effort, kindness, and positive engagement helps children to understand that their contributions and progress are valued. Rewards play an important motivational role and help to reinforce a sense of pride and belonging within our school community. The most common form of reward is praise—both verbal and non-verbal, given individually or collectively, publicly or privately—to acknowledge effort, improvement, or positive interaction.

Other forms of recognition include:

Star of the Week Certificates – awarded to pupils who have demonstrated effort, kindness, perseverance, or achievement during the week. Parents and carers are invited to attend our Celebration Assembly to share in their child's success.

Golden Time – celebrating positive participation and engagement in learning throughout the week.

Random Acts of Kindness Awards.

Super Student Awards.

Pillars Prizes – awarded each half term.

End of Term House Party – for the house that has collectively earned the most House Points.

Supporting Behaviour and Reflection

When children display repeated behaviour that may be unkind, unsafe, or disruptive, we recognise this as an opportunity for teaching and reflection. Children are supported to understand what has happened, how it has affected others, and what can be done to repair and move forward positively.

Responses to behaviour are flexible and proportionate, taking into account each child's age, developmental stage, communication style, and individual needs. We do not believe that collective punishment is effective. Instead, we ensure that any response is supportive, individualised, and focused on helping the child learn new strategies.

In Reception, a class visual chart is used to help children reflect on their daily actions and understand the impact of their behaviour. Expectations are shared clearly and revisited regularly, with frequent positive reinforcement and co-regulation support.

At the start of the year, expectations for behaviour and reflection are discussed and agreed upon with pupils. All children participate in creating and signing a class behaviour agreement (Steps 1–3), which outlines shared values and responsibilities. These agreements are printed, signed, and kept in a class folder.

Behaviour Agreement for Reception, Year 1 & Year 2

When I make a choice that is unsafe, unkind, or not helpful, adults will support me to understand what happened, how it affects others, and what I can do next.

Step 1:

- I will receive a verbal warning where I will be reminded of the rules – I will have two verbal warnings. If this does not help, then I will receive:
- A visual warning on behaviour display for Reception, Year 1 and Year 2
- I will be asked to move places/seats (within class)

Step 2:

- If Step 1 does not help me improve, then I will be asked to move to another room in the school to reflect on my actions and talk these through with another adult. This may be to the other class in Reception, the other KS1 class in Year 1 and 2 or on a Monday and Friday to Miss Lamond and Tuesday to Thursday to Mrs Machado. I will have thinking time in a quiet place to reflect on my behaviour and talk through my actions with another adult.
- If I behave inappropriately again, I will lose 5 minutes of my play time on that day, and this will be recorded by my teacher in the class weekly behaviour log.

Step 3:

- If Step 2 does not help me improve, then I will be spoken to by Mrs Taggart and my parents will be informed of my behaviour by my class teacher.

Step 4:

- A meeting will take place with my parent(s) and class teacher and Mrs Taggart.
- An internal exclusion for a 'one off' serious offence – moving to another class for the day.
- All Step 4 entries will be recorded in the Termly Behaviour Log.

Step 5:

- The child will be referred to the headmaster.
- Suspension - the child may be told to stay at home for one or two days.
- A letter from the headmaster will be sent home from the school by post, and the child will be set work to complete by their class teacher.
- On return to school, my behaviour will be logged and monitored by Mrs Taggart. If this behaviour continues further, my parents will meet with the headmaster for further discussions.

Signed:

The most serious behaviour/sanctions that involve exclusions or suspensions will be logged in the School Behaviour and Sanctions Log by the Headmaster. Any behaviour that a teacher feels needs to be communicated with a member of the Senior Leadership Team is recorded on CPOMS and SLT review the weekly Behaviour logs in a weekly meeting. These are reviewed weekly by Mrs Taggart who tracks trends and addresses repeated offences.

When anti-social or aggressive behaviour is observed more than once, and sanctions/provisions are ineffective, additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary.

Physical restraint

The school has a physical restraint policy and log, and certain staff have received physical restraint training.

Physical restraint would also only be used if there is risk that a child would harm another child within the setting.

The final sanction would be exclusion. If it were necessary for the school to consider excluding a pupil, this would be a decision made by the Headmaster.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity whether 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. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used. The following sanctions/punishments will never be used:

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a child.

Parent Partnership

Where the behaviour of a child is causing concern, it is important that all those working with the child in school and at home are aware of these concerns, and steps are being taken to address this. The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare.

SEND/EAL pupils

Where pupils have SEND or EAL requirements, the policy will take these requirements into consideration and suitable adjustments may be made.

Sara Taggart, the Deputy Head and Clare Machado, the SENDCo are both on the SLT and monitor the weekly Behaviour logs for all children and monitor patterns for children with protected characteristics

ELSA support – in cases where a child needs support with their emotional regulation, the school offers ELSA support which is provided by two members of staff and is overseen by Miss Lamond, the Assistant Head Pastoral.

The school works with Stepping Stones who provide specialist behaviour support for children. These situations are referred by Mrs Machado, the school SENDCo.

All pupil behaviour/parental meetings, as appropriate are attended by Mrs Machado, the school SENDCo.

A positive partnership with parents is essential for building trust and developing a shared approach to supporting children's learning, social skills, and emotional development. Together, we can identify strategies to help children understand the impact of their actions and to encourage positive, respectful, and kind interactions. Staff recognise and celebrate children's efforts, progress, and positive engagement at every opportunity. Praise is used to acknowledge achievements, motivate learning, and support children in developing the skills needed to make safe, thoughtful, and considerate choices.

Positive Behaviour acknowledgement

Traditional phrase	Lyceum phrase
"Good sitting"	"Ready to learn body" / "Calm body" / "Body is in a good place for listening"
"Good listening"	"Eyes/ears/body ready to learn" / "Looking towards me if that helps you listen" / "Showing you're listening in your way"
"Good focus"	"Attention on the task" / "Thinking about what we're doing"
"Good choices"	"Helpful choices" / "Choices that help you and others learn"

We want our school to be a happy, kind, and calm place where your child can feel safe and where all pupils can reach their full potential.

This policy should be read in conjunction with:

- Safeguarding Policy
- E Safety Policy
- Anti-Bullying Policy

School Expectations and Values

At our school, we encourage everyone to contribute to a safe, respectful, and supportive environment. We recognise that all children are unique, and some individuals may need

flexibility or additional support to meet expectations. These pupils are supported on a personalised level by the school SENDCo and teaching staff.

Our school rules are simple, clear, and taught explicitly through assemblies and PSHE lessons. They are designed to help all children feel safe, supported, and included while learning to interact positively with others.

We aim to:

Create a safe environment for all

Ensure fair treatment for everyone, regardless of age, gender, race, ability, or disability

Promote honesty, courtesy, and kindness

Encourage relationships based on respect, understanding, and empathy

Provide a caring and effective learning environment

Emphasise the importance of valuing every child as an individual

Expectations

At the start of the school year, classroom rules and their purpose are discussed with pupils and revisited in weekly assemblies. These discussions help children understand how rules support a productive, inclusive, and rewarding environment for everyone.

Our Values

Our school is founded on four pillars: **kindness, creativity, confidence, and community**. These values are embedded throughout daily learning, and the structural pillars of the school serve as visual reminders for all children.

House Points

Each pupil joins one of our four houses when they start school. They attend termly House Meetings and take part in Sports Day and other House events, promoting teamwork, collaboration, and friendly competition.

From Year 1, House Points are awarded to celebrate effort, achievement, and positive engagement. Points are recorded on our online system and displayed on a visual chart in each classroom.

House Points are awarded for:

- Producing high-quality pieces of work
- Demonstrating our school pillars
- Positive engagement and cooperation
- Going above and beyond expectations
- Effort, perseverance, and resilience
- Excellent homework or project completion
- Leadership and teamwork skills
- Improvement in reading and writing
- Organisation, independence, and self-management

9a. Behaviour Policy Reviewed: by MS September 2025 and by all staff September 2025.

Reviewed by the Board: January 2023

Next review: August 2026

House System Procedures

A maximum of 2 house points are awarded at any one time. Certificates will be awarded throughout each term for 50, 100 & 150 house points – when children reach these thresholds, they receive their certificate in Friday assembly and parents are invited to attend.

Rewards

We believe that recognising effort, kindness, and positive engagement helps children to understand that their contributions and progress are valued. Rewards play an important motivational role and help to reinforce a sense of pride and belonging within our school community. The most common form of reward is praise—both verbal and non-verbal, given individually or collectively, publicly or privately—to acknowledge effort, improvement, or positive interaction.

Other forms of recognition include:

- Star of the Week Certificates – awarded to pupils who have demonstrated effort, kindness, perseverance, or achievement during the week. Parents and carers are invited to attend our Celebration Assembly to share in their child's success.
- Golden Time – celebrating positive participation and engagement in learning throughout the week.
- Random Acts of Kindness Awards.
- Super Student Awards.
- Pillars Prizes – awarded each half term.
- End of Term House Party – for the house that has collectively earned the most House Points.

Class rules are displayed in every classroom to support pupils in understanding expectations and routines. Pupils are recognised in assemblies for demonstrating positive engagement, kindness, and respectful interactions.

Responses to Behaviour

We recognise that behaviour is a form of communication and an opportunity for learning. When a pupil engages in actions that are unsafe, unkind, or disruptive, adults will support them to understand the impact of their behaviour and explore strategies for managing similar situations in the future.

All children will be required to sign the following behaviour contract.

Each class will have an online weekly class behaviour log which monitors the weekly behaviour of the class. This will monitor all behaviour.

Behaviour Contract for Year 3, 4, 5 & 6

When I demonstrate unacceptable behaviour, these things will happen:

Step 1:

- I will receive a verbal warning where I will be reminded of the rules – I will have two verbal warnings. If this does not help, then I will receive:
- I will be asked to move places/seats (within class)

Step 2:

- If Step 1 does not help me improve, then I will lose 5 minutes of my playtime on the day of the incident, and this will be recorded by the teacher on the weekly Behaviour log overseen by the Deputy Head.
- Each class will have a class behaviour log on the S drive which monitors the weekly behaviour of the class.
- If I behave inappropriately again then I will be asked to move to another room in the school to reflect on my actions and talk these through with another adult (Monday and Friday to Miss Lamond and Tuesday to Thursday to Mrs Machado). I will have thinking time to reflect on my behaviour and talk through my actions with another adult. The aim is for me to return to the classroom and make good choices.

Step 3:

- If Step 2 does not help me improve, then I will be spoken to by Mrs Taggart and my parents will be informed of my behaviour by my class teacher.
- I may lose my position of responsibility if deemed appropriate.
- I will receive a lunch time detention with Mrs Taggart, which will require me writing a letter, taking responsibility for my actions. My parents will be informed of my lunch timed detention and this will be recorded on the weekly Behaviour log.

Step 4:

- A face-to-face discussion with my parent(s) and class teacher and Mrs Taggart.
- An internal exclusion where I may move to another class for the day.
- All Step 4 entries will be recorded in the Behaviour Log overseen by Mrs Taggart.

Step 5:

- I will be referred to the Headmaster.
- Suspension - I may be told to stay at home for one or two days.
- A letter from the Headmaster will be sent home from by post, and I will be set work to complete by my class teacher. And further discussions will continue.

Signed:

- On return to school, the child's behaviour will be logged and monitored by Mrs Taggart. If this behaviour continues further, the child's parents will meet with the Headmaster and if necessary, the child will be permanently excluded.
- The final sanction would be exclusion. If it were necessary for the school to consider excluding a pupil, this would be a decision made by the Headmaster.

Physical restraint

The school has a physical restraint policy and log, and certain staff have received physical restraint training.

Physical restraint would also only be used if there is risk that a child would harm another child within the setting.

Sexual Harassment

If behaviour was of a sexual harassment nature, then the school's Sexual Harassment policy would be followed.

Corporal Punishment

Under section 131 of the School Standards and Framework 1998, corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The 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. The verbal threat of corporal punishment is also strictly forbidden.

Punishments that are humiliating or degrading will not be used. The following sanctions/punishments will never be used:

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing.
- Withholding of any aids or equipment needed by a child.

Parent Partnership

Parents will always be told when their child receives Star of the Week and if they have done something well, but they will also be informed if their child has not been behaving as well as we expect them to.

9a. Behaviour Policy Reviewed: by MS September 2025 and by all staff September 2025.

Reviewed by the Board: January 2023

Next review: August 2026

The most serious behaviour/sanctions that involve exclusions or temporary exclusions will be logged in the School Sanctions Log by Mrs Taggart. Any behaviour that a teacher feels needs to be communicated with a member of the Senior Leadership Team is recorded on CPOMS, an online behaviour and safeguarding system. These are shared with SLT and other relevant members of staff who tracks trends and addresses repeated offences.

When anti-social or aggressive behaviour is observed more than once, and sanctions/provisions are ineffective, additional specialist help and advice from an educational psychologist or the specialist teaching service may be necessary.

SEND/EAL pupils

Where pupils have SEND or EAL requirements, the policy will take these requirements into consideration and suitable adjustments may be made.

Sara Taggart, the Deputy Head and Clare Machado, the SENDCo are both on the SLT and monitor the weekly Behaviour logs for all children and monitor patterns for children with protected characteristics

ELSA support – in cases where a child needs support with their emotional regulation, the school offers ELSA support which is provided by two members of staff and is overseen by Miss Lamond, the Assistant Head Pastoral.

The school works with *Stepping Stones* who provide specialist behaviour support for children. These situations are referred by Mrs Machado, the school SENDCo.

All pupil behaviour/parental meetings, as appropriate are attended by Mrs Machado, the school SENDCo.

Where the behaviour of a child is causing concern, it is important that all those working with the child in school and at home are aware of these concerns, and steps are being taken to address this.

The key professional in this process of communication is the class teacher who has the initial responsibility for pupil welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with the problem and encouraging positive behaviour.