The policy applies to all pupils and should be read in conjunction with the school's:

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

1. Purpose and Scope

At The Lyceum School, we are committed to creating a happy, safe, kind and calm environment in which every pupil can learn, develop confidence and reach their full potential.

This policy sets out the school's approach to promoting positive behaviour, recognising and rewarding positive engagement, responding consistently and proportionately when behaviour falls below expectations, and supporting pupils to develop the skills needed to make safe, respectful and responsible choices.

The policy applies to all pupils and should be read in conjunction with the school's:

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

The policy has been written taking into account the Department for Education guidance *Behaviour in Schools*.

2. 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 expectations;
- positive relationships;
- modelling;
- encouragement;
- recognition and reward;
- explicit teaching of behaviour and social skills;
- appropriate support and co-regulation; and

- proportionate and consistent responses when behaviour does not meet expectations.

We recognise that children are at different stages of developing social understanding, self-regulation and communication skills. We understand that behaviour can be a form of communication and that children may require support to understand and manage their behaviour.

Our aim is not simply to secure compliance. We want pupils to develop the understanding, self-regulation and interpersonal skills that enable them to make positive choices independently.

We value the diverse ways in which our pupils learn, communicate and express themselves and recognise that some pupils may require reasonable adjustments or additional support to meet behavioural expectations.

3. School Values and Expectations

Our school is founded on four pillars:

Kindness | Creativity | Confidence | Community

These values are embedded throughout school life.

We expect all pupils to:

- treat others with kindness and respect;
- listen and respond appropriately to adults and peers;
- follow reasonable instructions;
- follow classroom and school routines;
- use safe and appropriate behaviour;
- respect people, property and the school environment;
- take responsibility for their actions;
- ask for help or clarification when they are unsure;
- make choices that allow themselves and others to learn;
- demonstrate increasing independence and self-management; and
- contribute positively to the school community.

School rules and expectations are taught explicitly through classroom teaching, assemblies, PSHE and daily interactions. Expectations are revisited regularly and adapted appropriately for pupils' age and developmental stage.

4. Developing Positive Choices

At The Lyceum School, we recognise that positive behaviour is a skill that develops over time.

Children are supported to learn:

- how to show kindness towards others;
- how to listen and respond respectfully;
- how to follow daily routines;
- how to use safe and gentle hands and feet;
- how to follow safety instructions;
- how to ask for help or clarification;
- how to manage emotions and respond appropriately to challenges;
- how to repair relationships when something has gone wrong; and
- how to make choices that support their own learning and the learning of others.

Adults model these behaviours and provide appropriate reminders, encouragement and support.

5. Promoting and Celebrating Positive Behaviour

We believe that positive behaviour, effort, progress, kindness and engagement should be recognised and celebrated regularly.

Praise is the most common form of reward. It may be verbal or non-verbal and may be given individually, privately, publicly or collectively.

Staff recognise pupils for:

- effort and perseverance;
- positive engagement in learning;
- kindness and consideration;
- cooperation;
- resilience;
- improvement;
- independence;
- organisation;
- achievement;
- leadership; and
- going above and beyond expectations.

We recognise that pupils may respond differently to rewards and motivation. As an inclusive school, some pupils may require flexibility within the reward system so that recognition is meaningful and

accessible to them. The SENDCo/Behaviour Lead and class teachers will support appropriate adjustments where required.

6. Rewards and Recognition

Our existing reward systems remain an important part of our approach to behaviour.

Star of the Week

Each week, one pupil from every class receives a **Star of the Week** certificate in Friday Assembly. This may recognise:

- effort;
- kindness;
- perseverance;
- positive engagement; or
- achievement.

Parents and carers are invited to attend the assembly to share in their child's success.

Golden Time

Golden Time celebrates positive participation and engagement throughout the week.

- Reception, Year 1 and Year 2 pupils may choose an appropriate activity.
- Years 3–5 have a group playground visit.
- Year 6 meet the Headmaster for weekly Tea & Toast.

Other Recognition

Other forms of recognition include:

- Random Acts of Kindness Awards;
- Super Student Awards;
- Pillars Prizes, awarded each half term;
- positive verbal and non-verbal praise; and
- other class-based recognition.

House Points

Each pupil is placed in one of four Houses when they join the school. House activities promote teamwork, collaboration and friendly competition.

From Year 1 onwards, House Points may be awarded for:

- high-quality work;
- demonstrating the school Pillars;
- positive behaviour and engagement;
- cooperation;
- going above and beyond;
- effort and perseverance;
- excellent homework or project work;
- leadership and teamwork;
- improvement in reading and writing;
- organisation;
- independence; and
- self-management.

A maximum of two House Points may be awarded at any one time. Certificates are awarded at 50, 100 and 150 House Points during the term, with parents invited to attend the relevant Friday Assembly. The House that collectively earns the most House Points receives an End of Term House Party.

7. Positive Behaviour Language

Staff are encouraged to use specific, positive language which describes the behaviour or engagement being recognised.

For example:

Instead of	**Use**
"Good sitting"	"Ready-to-learn body" / "Calm body" / "Your body is ready for listening"
"Good listening"	"Your eyes, ears and body are ready to learn" / "You are showing me you are listening in your way"
"Good focus"	"Your attention is on the task" / "You are thinking about what we are doing"
"Good choices"	"That was a helpful choice" / "That choice is helping you and others to learn"

This language supports pupils to understand **what successful behaviour looks like**, rather than simply receiving a general judgement about whether their behaviour is "good" or "bad".

8. Visual Behaviour Chart – Reception, Year 1 and Year 2

In Reception, Year 1 and Year 2, a visual behaviour chart may be used to support children in recognising and reflecting on their actions throughout the day.

The chart:

- helps children understand how their behaviour affects themselves and others;
- provides an opportunity to recognise positive and helpful actions;
- supports reflection;
- encourages independence; and
- provides a visual reminder of expectations.

Acts of kindness, cooperation and positive engagement may result in a child's name being moved **up** the chart.

Where behaviour is unkind, unsafe or disruptive, a child's name may be moved down the chart following appropriate reminders and support.

An adult will help the child understand what happened and what might help them make a different choice next time.

The use of the chart is temporary. Names return to the starting position when a new learning session begins, providing every child with a fresh opportunity to succeed.

The chart is not intended to shame or publicly label pupils. Its purpose is to encourage reflection, self-awareness and independence.

9. Responding to Behaviour

We recognise that behaviour is an opportunity for teaching and learning.

When behaviour does not meet expectations, staff will seek to:

1. identify what has happened;
2. remind the pupil of the expected behaviour;
3. support the pupil to regulate where necessary;
4. give the pupil an opportunity to make a better choice;
5. consider the impact of the behaviour on others;
6. apply a proportionate consequence where appropriate;
7. support the pupil to repair relationships or put things right; and
8. identify whether further support or intervention is required.

Consequences are not intended to be punitive for their own sake. They should help pupils understand expectations, take responsibility and learn strategies for managing similar situations in the future.

A consequence may address the immediate behaviour, while an intervention addresses an underlying or recurring difficulty. Where behaviour is persistent, the school may therefore use both an appropriate consequence and additional support.

Collective punishment will not be used.

Restorative approaches

Where appropriate, pupils will be supported to repair harm caused by their behaviour. This may include:

- reflecting on what happened;
- considering the impact on others;
- listening to another person's perspective;
- identifying what could have been done differently;
- repairing or replacing damaged property where appropriate; and
- making an appropriate apology where this is meaningful.

Restorative approaches will be used to promote understanding and responsibility rather than as a forced or humiliating punishment.

10. Proportionate Responses

Behaviour incidents will be responded to proportionately.

Most behaviours will follow the stepped approach outlined below. However, some behaviours are sufficiently serious that staff may move directly to a higher stage.

The response will always take into account:

- the child's age;
- developmental stage;
- additional needs, including SEND and EAL;
- communication style;
- intent;
- frequency;
- context;
- impact on others;
- level of risk; and
- any relevant previous support or intervention.

A pupil will not automatically progress through every stage where the seriousness of the behaviour means that a more significant response is appropriate.

Equally, repeated low-level behaviour may become a significant concern where it continues despite appropriate support and intervention. Examples of low-level behaviour may include:

- calling out repeatedly;
- deliberately not following instructions;
- deliberately distracting others;
- talking when an adult is speaking;
- refusal to complete work;
- inappropriate use of equipment;
- running indoors; and
- minor playground disagreements.

11. The Step system

Step 1 – Reminder and Warning

The pupil will:

- receive up to 2 verbal reminders of the expected behaviour where appropriate;
- receive up to 2 verbal warnings;
- receive a visual warning on the behaviour display where age-appropriate;
- be supported to understand what behaviour is expected and how to make a better choice.

Staff will use positive, calm and proportionate language.

Step 2 – Reflection and Consequence

If the behaviour continues:

- the pupil may be asked to work or reflect in a different seat or in another classroom;
- the pupil will have an opportunity to discuss what happened, who has been affected and how they can put things right;
- the aim will be for the pupil to return to class ready to make positive choices;
- the pupil may lose **up to five minutes of playtime** on the day of the incident; and
- the incident will be recorded in the class behaviour log.

Any loss of playtime will be proportionate and supervised and will not result in a pupil being unreasonably deprived of a reasonable opportunity for physical activity or access to food or drink.

Step 3 – Behaviour Lead Involvement

If concerns continue:

- the pupil will meet with Mrs Machado, Behaviour Lead, Miss Lamond, Pastoral Lead, or Mr Stanley
- parents will be informed by the class teacher
- a behaviour support plan, targets or additional strategies may be introduced where appropriate
- recording of the incident on the Behaviour Log
- a lunchtime detention and reflective task may be used (Years 3-6)
- the pupil may be asked to take responsibility for their actions through an appropriate restorative or reflective activity (Years 3-6)
- positions of responsibility may be reviewed where appropriate (Years 3-6)

Step 4 – Significant Behaviour Concern

This stage may be reached because of repeated behaviour or a serious individual incident.

Responses may include:

- a meeting with parents, the class teacher, Mrs Machado and Miss Lamond;
- internal exclusion for part or all of the day;
- additional support, monitoring or intervention; and
- recording of the incident in the Behaviour Log.

Step 5 – Headmaster Involvement

For repeated significant concerns or very serious incidents:

- the pupil will be referred to the **Headmaster**;
- suspension may be issued where appropriate;
- formal communication will be sent to parents;
- a reintegration meeting will take place following suspension; and
- ongoing monitoring and support will be implemented.

In the most serious cases, permanent exclusion may be considered by the Headmaster in accordance with the school's procedures.

13. Serious Behaviour

Some behaviours are sufficiently serious that staff may move immediately to Step 3, Step 4 or Step 5, depending on severity and context.

Examples may include:

- deliberately hitting, kicking, punching or biting another child;
- deliberately throwing objects at others;
- behaviour that places another child or adult at significant risk of injury;
- persistent bullying behaviour;
- discriminatory or prejudicial language relating to race, religion, disability, sex, gender reassignment or other protected characteristics;
- deliberate damage to property;
- swearing directed at another person;
- leaving the classroom or school supervision without permission where this creates a safeguarding or safety concern;
- behaviour that seriously disrupts the safety or learning of others;
- physical aggression towards staff; and
- possession of prohibited items.

The response will depend on the individual circumstances and may include:

- immediate removal from the situation;
- Behaviour Lead involvement;
- parent contact;
- internal exclusion;
- referral to the Headmaster;
- suspension; and
- in the most serious cases, consideration of permanent exclusion by the Headmaster.

Where behaviour involves safeguarding, bullying, sexual harassment or discriminatory behaviour, the relevant school policy and safeguarding procedures will also be followed.

14. Repeated Behaviour and Additional Support

Repeated low-level behaviour may become a significant concern if it continues despite appropriate support and intervention.

Where behaviour is persistent, the school may consider additional support, including:

- a review of the pupil's SEND needs;
- a behaviour support plan;
- individual targets;

- increased monitoring;
- ELSA support;
- advice from the SENDCo/Behaviour Lead;
- educational psychology advice;
- Specialist Teaching Service involvement; or
- external agency support where appropriate.

The purpose of additional support is to identify barriers to positive behaviour and provide appropriate strategies to help the pupil succeed.

15. SEND and EAL

Where a pupil has SEND or EAL requirements, these will be taken into consideration when responding to behaviour and suitable adjustments may be made.

This may include consideration of:

- communication needs;
- sensory needs;
- emotional regulation;
- attention and executive functioning;
- social understanding;
- language and processing difficulties;
- developmental level;
- known triggers;
- the pupil's ability to understand the expectation; and
- the effectiveness of previous strategies.

The school will not assume that SEND automatically excuses behaviour. Equally, SEND will not be disregarded when determining an appropriate response.

Where there is a persistent pattern of behaviour, staff will consider whether the pupil requires additional assessment, support or reasonable adjustments.

SEND and exclusion

A pupil will not be suspended or permanently excluded simply because they have SEND or a disability, or because they require additional support.

Where serious or persistent behaviour occurs, the school will consider the pupil's individual needs, reasonable adjustments, previous interventions and the circumstances of the incident when determining an appropriate response.

The SENDCo/Behaviour Lead will be involved where appropriate.

16. ELSA and Specialist Behaviour Support

Where a child requires support with emotional regulation, the school may offer ELSA support.

The school also works with Stepping Stones, who provide specialist behaviour support for children where appropriate. Referrals are made by the SENDCo/Behaviour Lead.

The SENDCo/Behaviour Lead will attend pupil behaviour and parental meetings where appropriate.

17. Leadership, Accountability and Oversight

Behaviour Lead

Mrs Machado, SENDCo and Behaviour Lead, has strategic responsibility for the implementation, monitoring and development of the school's Behaviour Policy and has written this policy.

The Behaviour Lead, alongside Miss Lamond (Pastoral Lead) will:

- oversee the school's behaviour systems;
- ensure that the Behaviour Policy is implemented consistently;
- support staff in managing behaviour;
- monitor behaviour incidents and patterns;
- monitor the use and effectiveness of rewards and consequences;
- identify pupils requiring additional behaviour support;
- coordinate behaviour support plans and interventions where appropriate;
- support staff with individual behaviour concerns;
- work with parents where behaviour concerns are persistent or significant;
- monitor behaviour patterns in relation to SEND and protected characteristics;
- provide staff guidance and training;
- evaluate the effectiveness of the school's behaviour approach; and
- report significant behaviour patterns and concerns to the Headmaster.

Assistant Head, Pastoral – Reception, Year 1 and Year 2

Miss Lamond, Assistant Head, Pastoral, is the key pastoral adult for Reception, Year 1 and Year 2 and provides day-to-day pastoral support for pupils in these year groups.

Miss Lamond will:

- support pupils with behaviour and pastoral concerns;
- provide a key point of contact for staff working with pupils in Reception, Year 1 and Year 2;
- support the implementation of the school's behaviour systems within these year groups;
- provide support and guidance to pupils following behaviour incidents;
- support reflection and restorative conversations where appropriate;
- work alongside class teachers and the Behaviour Lead where behaviour concerns are persistent or significant; and
- contribute to communication with parents where appropriate.

The Behaviour Lead and Assistant Head, Pastoral will work closely together to ensure a consistent approach to behaviour across the school. The Behaviour Lead retains overall strategic responsibility for behaviour, while Miss Lamond provides key pastoral support for Reception, Year 1 and Year 2.

Headmaster

The Headmaster has overall senior responsibility for the school's behaviour culture and provides oversight of the implementation of this policy.

The Headmaster will become directly involved where behaviour is particularly serious, persistent or requires a formal senior response, including suspension or permanent exclusion.

Class Teachers and All Staff

All staff are responsible for:

- modelling the school's behaviour expectations;
- establishing calm and respectful environments;
- applying the policy consistently;
- using the school's agreed behaviour language;
- recognising and rewarding positive behaviour;
- responding appropriately when behaviour falls below expectations;
- recording incidents where required; and
- seeking support from the Behaviour Lead when behaviour is persistent, significant or complex.

18. Staff Consistency, Training and Implementation

All staff are expected to implement this policy consistently, fairly and proportionately.

The school will provide appropriate guidance and training to ensure that staff understand:

- the school's behaviour expectations;
- the reward systems;
- the stepped consequences;
- the use of positive behaviour language;
- appropriate responses to serious behaviour;
- SEND and reasonable adjustments;
- recording and reporting procedures; and
- safeguarding considerations relating to behaviour.

The Behaviour Lead will monitor the implementation of the policy and provide support, guidance or further training where required.

Where inconsistencies in practice are identified, these will be addressed through discussion, coaching, monitoring or further staff training as appropriate.

19. Recording and Monitoring

The school maintains appropriate records of behaviour incidents and sanctions.

Each class will maintain a weekly behaviour log to monitor behaviour and identify patterns.

Behaviour which requires communication with the Behaviour Lead will be recorded appropriately, including on CPOMS where safeguarding or other significant concerns arise.

More serious behaviour, including behaviour resulting in internal exclusion, suspension or other significant sanctions, will be recorded in the school's Behaviour and Sanctions Log.

The Behaviour Lead reviews behaviour information regularly to:

- identify patterns;
- monitor repeated incidents;
- identify pupils who may require additional support;
- monitor consistency of responses;
- identify patterns relating to protected characteristics; and
- address emerging concerns.

Behaviour data will be used not simply to record incidents but to evaluate the effectiveness of the school's behaviour systems and identify where further action is required.

20. Behaviour Outside School and Online Behaviour

The school's behaviour expectations apply when pupils are participating in school activities outside the school premises, including:

- educational visits;
- residential trips;
- sporting events;
- school fixtures;
- performances;
- clubs and activities; and
- other activities organised or supervised by the school.

The school may also respond to behaviour that takes place outside school, including online behaviour, where the behaviour:

- affects the orderly running of the school;
- poses a threat or causes harm to another pupil or member of staff;
- has a significant impact on the wellbeing or safety of members of the school community;
- could adversely affect the reputation of the school; or
- has a clear connection with the school or its pupils.

This includes, where appropriate:

- cyberbullying;
- inappropriate use of group chats or messaging platforms;
- harmful or abusive social media activity;
- sharing inappropriate images or material;
- online harassment; and
- behaviour between pupils outside school which subsequently affects school life.

Where behaviour outside school or online raises safeguarding concerns, the school's safeguarding procedures will also be followed.

21. Parent Partnership

A positive partnership with parents is essential.

Parents will be informed about significant concerns and, where appropriate, about positive achievements and recognition.

Where behaviour is causing concern, the school will work with parents to:

- share information about the behaviour;
- understand possible contributing factors;
- identify effective strategies;
- agree appropriate support;
- monitor progress; and
- review the effectiveness of interventions.

The class teacher has initial responsibility for communication with parents regarding day-to-day behaviour. The Behaviour Lead will become involved where behaviour is persistent, significant or requires additional support.

The Headmaster will become involved where behaviour is particularly serious or where a formal senior response is required.

The school believes that a consistent approach between school and home helps children understand expectations and develop positive behaviour.

22. Searching, Screening and Confiscation

The school may search pupils or confiscate items where this is permitted and appropriate, in accordance with the school's procedures and applicable guidance.

This may include:

- prohibited items;
- inappropriate or unsafe items;
- items being used inappropriately;
- mobile phones or electronic devices where school rules permit this; and
- items which are causing disruption or presenting a risk.

Searching and confiscation will be carried out appropriately, proportionately and with regard to the pupil's age, needs and circumstances.

Where a prohibited or concerning item is identified, the Behaviour Lead and/or Headmaster will be informed as appropriate.

Where an item raises safeguarding concerns, the school's safeguarding procedures will be followed.

23. Physical Restraint and Reasonable Force

The school has a separate Physical Restraint Policy and log, and designated staff have received appropriate physical restraint training.

Reasonable force will only be used where necessary and proportionate, in accordance with the school's Physical Restraint Policy, including where necessary to:

- prevent injury to the child or another person;
- prevent serious damage to property; or
- prevent a child from leaving a safe environment where doing so would place the child or others at risk.

Any use of physical restraint will be recorded and communicated to parents in accordance with the school's procedures.

24. Corporal Punishment and Prohibited Punishments

Corporal punishment is prohibited. Under no circumstances will corporal punishment be used at The Lyceum School.

The prohibition applies to all members of staff and parents/carers, including volunteers.

The verbal threat of corporal punishment is also strictly prohibited.

Punishments that are humiliating or degrading will not be used.

The following will never be used as sanctions:

- corporal punishment;
- hitting a child, including hitting in anger or retaliation;
- deprivation of food or drink;
- enforced eating or drinking;
- preventing contact by telephone with parents or an appropriate independent listener or helpline;
- requiring a child to wear distinctive clothing; or
- withholding aids or equipment required by a child.

25. Sexual Harassment, Bullying and Discriminatory Behaviour

Where behaviour constitutes or may constitute bullying, sexual harassment, sexual violence, discriminatory behaviour or another safeguarding concern, the relevant school policy and safeguarding procedures will be followed.

Such behaviour will be taken seriously and investigated appropriately.

The school's response will consider the nature and seriousness of the behaviour, the needs of all pupils involved and any safeguarding implications.

26. Internal Exclusion, Suspension and Permanent Exclusion

Internal exclusion

Internal exclusion means that a pupil is temporarily removed from their usual classroom or peer group and supervised elsewhere within school.

It is not a suspension. The pupil remains under the school's supervision and will continue to receive appropriate work.

Internal exclusion may be used where a pupil needs to work away from their usual classroom because of significant behaviour.

Suspension

Suspension may be used for serious or repeated behaviour where the Headmaster considers it appropriate.

Any suspension will be managed in accordance with the school's Exclusions/Suspension procedures and applicable requirements.

A pupil's SEND, disability or other individual circumstances will be considered when determining an appropriate response.

Following a suspension, a reintegration meeting will take place and appropriate monitoring or support will be considered.

Permanent exclusion

Permanent exclusion is the final sanction.

A decision to permanently exclude will be made by the **Headmaster** in accordance with the school's procedures and applicable requirements.

The school will ensure that decisions relating to suspension or permanent exclusion are proportionate, fair and based on the individual circumstances of the case.

27. Attendance and Punctuality

Good attendance and punctuality are important parts of successful learning and positive participation in school life.

Attendance and punctuality concerns will be managed in accordance with the school's Attendance Policy.

Where attendance or punctuality is contributing to difficulties with behaviour or engagement, the school will consider whether additional support is required.

28. Review

The Behaviour Policy will be reviewed annually, or sooner where there are significant changes to legislation, statutory guidance, school practice or identified behaviour needs.

The review will consider:

- behaviour data and patterns;
- staff feedback;
- pupil feedback where appropriate;
- parent feedback where appropriate;
- the effectiveness of rewards and consequences;
- consistency of staff implementation;
- SEND and equality considerations;
- safeguarding concerns; and
- any relevant changes to statutory guidance.

The school will use behaviour records and monitoring to identify trends and evaluate the effectiveness of its behaviour systems.

The policy will be reviewed to ensure that it remains effective, proportionate, inclusive and consistent with current statutory guidance and school practice.

Any significant changes to the policy will be approved by the Headmaster before implementation.

The aim of the policy is to maintain a safe, respectful and positive school environment while helping every pupil develop the skills, understanding and confidence to make positive choices.