



# **DISCIPLINE, BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

**This policy also applies to the EYFS**

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**Signed:** Ms Andrea Morley (Chair of Governing Board)

# DISCIPLINE, BEHAVIOUR, REWARDS AND SANCTIONS POLICY

## Introduction

Lyonsdown prides itself on the high standards of good behaviour displayed by its pupils. This high standard is often also acknowledged by members of the public on school trips and by visitors to the school. High standards are achieved through explicit and implicit teaching of age appropriate good behaviour expectations across the school. We expect all teachers to support and model these standards - and in particular to be concerned about the teaching or reinforcing of good manners. Sanctions are in place for minor and major misdemeanours and a record kept of sanctions imposed for serious disciplinary offences. Lyonsdown will take into account a range of individual children's needs, including those pupils with disabilities or difficulties, when implementing its sanctions in respect to behavioural or disciplinary matters.

This policy has been written with regard to our duties under the 2010 Equality Act - in that we make reasonable adjustments in regards to behaviour and discipline in schools (ISI regulatory Framework September 2016).

It should also be read alongside the following policies:

1. Anti-Bullying
2. Before and After School Care
3. Compliant
4. Drugs and Alcohol
5. Inclusion
6. Pastoral Support
7. Safeguarding and Child Protection
8. SEND
9. Reasonable Adjustments

## Aims of Discipline

Our intention in setting standards of behaviour and discipline is to help each pupil become a thoughtful, caring, responsible and respectful member of the community.

At Lyonsdown the aims mentioned are best achieved in the framework of a relaxed, happy atmosphere, in which pupils are able to give of their best and are encouraged towards good attitudes through rewards, praise and setting a good example.

Discipline is the system and ethos which aims to cultivate in pupils, an acceptance and recognition of responsibility for their own decisions and actions, and for their consequences: It is a system of guidance for good behaviour.

Guidance on discipline at Lyonsdown is given very much with the children's safety and health in mind. To ensure that accidents are minimised and that the facilities are cared for, basic restrictions are imposed regarding movement around the school. Written or oral guidelines on how to behave in the School and in the grounds in such a way that they will not endanger their own or another person's safety are frequently and consistently reinforced. School rules are emphasised to pupils in assemblies and communicated to parents either in the weekly newsletter or via email or text message as appropriate.

## Staff/Pupil Relations

The attitude of all staff is of great importance. It is they who determine the environment in which good staff/pupil relations can develop. Staff are expected to set the right example to pupils in matters of dress, punctuality and commitment. They should consider themselves responsible at all times for the behaviour of pupils within sight or sound of them.

Equally, there is an expectation that pupils show the staff respect. Pupils who are found to have made malicious accusations against staff will be subject to a disciplinary process which could range from a house point deduction and contact with parents to temporary or

permanent exclusion depending on the severity of the misdemeanour.

## **Areas of Discipline**

**Respect for other people and their property:** This is the most important rule on which everything else at Lyonsdown is based.

**Good Manners:** Pupils should behave to each other, to teachers and other members of staff, and to visitors, with proper courtesy and consideration, offering assistance where appropriate. Such basic good manners as holding doors open, walking quietly inside or near the school buildings, are expected at all times.

**School Uniform:** Pupils are expected to wear correct school uniform and to be clean and tidy. Shoes should be clean, shirts tucked in and top buttons fastened on boys' shirts. Every item of clothing and equipment (including footwear) should be clearly marked with the pupil's name. Pupils' hair should be clean, tidy, tied off the face using appropriate green/purple (or yellow/white in summer) accessories and of natural colour, with no extreme or ostentatious styles. Girls may wear plain ear studs but no other jewellery is allowed. Makeup and nail varnish may not be worn. Discreet watches are acceptable, but must be the total responsibility of the child and should be named. Pupils who attend school with unacceptable appearance may be sent home to change it, in accordance with school rules.

**Respect for the Environment:** Pupils are expected to respect their environment and keep it as somewhere which is pleasant for both work and recreation. Defacing or damaging walls, desks, notice boards, displays, books or any property belonging to the School or other people is unacceptable. Damage caused by thoughtless behaviour must be paid for. It is everyone's responsibility to keep the school clean and free of litter.

**Forbidden Items and Substances:** The following are not allowed in school under any circumstances: aerosols, chewing gum, cigarettes, cigarette lighters, matches, alcohol, knives. Anyone found in possession of or using drugs on the school premises or during a school activity can expect to be immediately and permanently excluded from school. Mobile phones are not permitted in school or on school trips and visits. (Searching pupils and their belongings is in line with current legislation; details can be found in the Physical Contact, Restraint and Searching Pupils policy).

## **General Behaviour**

**In the Classroom:** Poor classroom behaviour is not acceptable under any circumstances, since it prevents others from learning; in practical lessons, poor behaviour can be dangerous. If a teacher arrives in a teaching room after the pupils, the pupils are expected to stand when he or she enters. If the teacher is already in the classroom, pupils should enter quietly and prepare for the lesson. If the Head enters the room with a visitor, pupils (from Year 2 upwards), should stand quietly and courteously unless otherwise instructed by the teacher or the Head.

**Lateness:** Lessons should start promptly and pupils should be ready to start immediately after a break or within about two minutes of a lesson change. A pupil who is often late without good reason is monitored and the reasons discussed with them accordingly.

**End of Lessons:** Pupils should not pack away until they are asked to do so. Rooms should be left tidy at the end of each lesson, with tables or desks straight, chairs pushed in and any litter picked up.

**Behaviour outside the Classroom:** During morning and lunch breaks, pupils should be outside in the designated play areas unless the weather is judged too inclement by the teachers or lunchtime supervisors on duty. Teachers should endeavour to be on duty promptly to supervise pupils. It is forbidden to climb on the benches and to play with sticks and stones. Any provocative or dangerous behaviour within or between Year groups is

unacceptable. During indoor breaks, pupils are expected to be quietly occupied in the designated areas with duty teachers supervising.

**Outside School:** At all times we expect pupils in school uniform to act as they would if within school, since their actions reflect on the School. A high standard of behaviour is expected of those travelling by coach on school trips, not least for safety reasons.

The behaviour of pupils on the School site when under the care of their parent or guardian, is the responsibility of said parent or guardian. For example, when pupils are waiting by the school gate prior to it being opened at 8.30am, or after pupils have been dismissed into their parent or guardian's care at dismissal.

If however, the behaviour of a pupil is a cause of concern to Lyonsdown staff at these times, they may sanction the pupil or speak to their parent or guardian.

## **Reward Systems**

In any disciplinary system the emphasis should always be on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

The School promotes positive behaviour and a wide-ranging support system is in place to promote and recognise such, including house points and merit badges. Courtesy and Pride of Place awards are issued termly to a child in each class. Classes work together to gain stars on the Pride of Place chart. Pupils may receive recognition for good manners in the Dining Room

### Praise is given in many ways at Lyonsdown:

- *a Heads' Commendation;*
- *a quiet word or encouraging smile;*
- *a house point*
- *a written comment on pupil's work, picking out specific points or ideas;*
- *a visit to a more senior member of staff*
- *a public word of praise in front of a group, a class, or the whole school in assemblies;*
- *Merits, Courtesy and Pride of Place badges, Lunchtime and Dining Room Star awards; whole class Star awards for good conduct.*
- *Use of school reports to comment favourably, not only on good work and academic achievement, but on behaviour, involvement and on general attitudes;*
- *Annual Prize-Giving awards;*
- *Merit badge lists are published fortnightly on the Parent Portal section of the School's website;*

## **House Points**

There are four school Houses at Lyonsdown, each named after a Christian saint.

Each House has been allocated a colour and has an appropriately coloured notice board for House Information, which is managed and updated by the Year 6 House and Deputy House Captains.

### All pupils and teachers are allocated to one of four Houses:

- **St Albans** Red
- **St Cecilia** Green
- **St Christopher** Blue
- **St Francis** Yellow

House points can be given for a variety of different reasons, including demonstrating an aspect of Lyonsdown Learning. They may be awarded for one exceptional piece of work or behaviour, or excellent work or behaviour over a sustained period of time.

**Effort:**

Given for a pupil showing determination and effort in one piece of work or task, or sustained effort over a period of time

**Perseverance:**

Given for working hard, even when a task is challenging

Given for willingness to improve a piece of work or task

**Collaboration:**

Given for working well in a group, and playing a useful role

Given for listening to others, including and building on their ideas

**Empathy:**

Given for putting yourself in other people's shoes, and understanding how they are feeling

**Independence:**

Given for working well on your own

Given for being organised, resourceful and planning ahead

Given for setting yourself goals and deciding on how to achieve them

**Respect:**

Given for treating people well, even if they are different from you, or disagree with you

**Reflection:**

Given for thinking about what went well, what you could improve on and what this means for you in the future

**Citizenship:**

Given for an exceptional act for the good of the school community

Given for an exceptional act for the good of the wider community

Given for sustained commitment to a position of responsibility

**Sustainability:**

Given for an act of exceptional commitment to sustainability

Given for sustained commitment to improving the environment

**Friendliness:**

Given for being friendly, kind and considerate towards other children, staff and visitors

**Lyonsdown Merit Award System**

Our merit awards are given out fortnightly, and the names of the recipients placed on the Parent Portal of our website. In the Lower School, pupils are awarded merits for many aspects of early childhood development, i.e.: in their academic learning across the curriculum (rather than in specific subjects at this age), their approach to learning i.e. for endeavour, perseverance, initiative, and also for personal qualities such as demonstrating kindness and consideration to others or helpfulness to the teacher. For the youngest pupils, merits are awarded for a practical skill such as being able to do up a coat or tie shoe laces (if this had previously proved challenging for the pupil).

In the Upper School, the Autumn term sees merits awarded for English, maths and science, and in the Spring term for computing, history and geography, and finally in the Summer

term, merits are given in P.E., art/DT and music. Girls in the Upper School are awarded subject based merits for attitude and approach to learning as well as for achievement. So qualities such as independence, initiative, engagement, application, working collaboratively, listening to and sharing ideas with peers and demonstrating progress in a subject, may well earn a merit.

All pupils keep their merit badge for two weeks and then it is returned for the next cycle of merits to be awarded.

### **Courtesy and Pride of Place Badges**

Once a term, staff are asked to submit names of pupils in their forms, who have been particularly polite (more so than our normal expected standards of courtesy) and well behaved, so that Courtesy badges can be awarded in assembly.

Pride of Place awards – which recognise a wider contribution made by a pupil to school life through being a clear exemplifier of the ethos, standards and Lyonsdown Learning habits which represent our school.

Pupils are more likely to accept a school's code of behaviour:

- *if it is clearly understood;*
- *if it is consistently applied;*
- *if it is shown to be reasonable, sensible and effective.*

There must be consistency of attitude and expectation from the Staff who should accept the rules and be aware of the need for standardised implementation.

Due consideration will always be given to an individual's personal circumstances and reasonable adjustments will be made to accommodate any special emotional, educational or disability needs.

### **Possible Reasons for Misbehaviour**

1. *Boredom*
2. *Lack of understanding*
3. *Lack of progress*
4. *Breakdown of relationships in school*
5. *Personal problems outside school*

### **Sanctions**

The School does not believe in any punishment which is belittling, or in any form of physical punishment, although it is important that sanctions are in place to ensure that high expectations of behaviour are maintained. In accordance with section 131 of the School Standards Framework Act 1998, corporal punishment is prohibited. The prohibition includes the threat or administration of corporal punishment to a pupil during any activity, whether or not within the school premises. This applies to all members of staff, including those acting in loco parentis, such as unpaid volunteer supervision. Children must always understand the reason for their punishment and it should be appropriate for the age of the child.

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). If any such intervention takes place, parents will be informed on the same day that the physical restraint has been necessary or as soon as practicably possible.

At Lyonsdown we recognise reasons for poor behaviour and aim to provide an appropriate curriculum that is inspiring and motivating, involving all pupils, both inside and outside of the classroom. Swift and appropriate communication is the key, and at Lyonsdown we have an

excellent level of pastoral support and strong links with pupils' parents, families and the Barnet Local Safeguarding Children board.

The provision of games, music and drama activities, the existence of clubs, extra-curricular activities and breakfast and after school care, together with artistic, creative, environmental and practical facilities are all positive ways of ensuring that children are not bored. Personal problems are addressed through our pastoral support system and individual plans for pupils with specific behavioural difficulties are provided by Learning Support.

Minor misdemeanours are often best dealt with by a firm word. If this is ineffective or ignored, then the point is made with an immediate reasonable sanction and the form teacher informed. Serious offences should be reported to the Head of Lower School or Deputy Head as appropriate, who will investigate the case and take appropriate action – referring to the Head if necessary.

All sanctions should be implemented with caution and only after an initial warning. Lower School: Removal of 'Golden Time' minutes; Upper School: Removal of House Points; LS & US: Withdrawal from school clubs/activities. If losing free time (e.g. at playtime) is used as a sanction, staff must supervise the pupil concerned.

### **Recording and Documentation**

Pupils whose behaviour does not reflect Lyonsdown's expectations, are monitored in the classroom and when participating in activities outside or in other areas of the school. Any such pupils are brought to the attention of all members of staff at weekly staff meetings. Pastoral communication forms are completed by staff and distributed to the appropriate members of staff and the SLT. A hard copy of any form is logged and kept on the pupil's records. Parents may be invited to meet with the Form Teacher/Head of Lower School/ Deputy Head and/or Head, so that strategies between home and school can be agreed. Acts of unacceptable behaviour are reported to parents on the same day as they occur or as soon as practicably possible. Pupils will be given a Report Card by the Head if either their behaviour or work consistently falls below the standard expected. This is signed by the teacher at the end of each lesson and/or break times and is shown to the form teacher and parents at the end of each day. Normally a pupil will remain on report for one week. Report cards may be issued for longer periods of time or extended in respect of continuous support and monitoring in certain circumstances. If necessary the support of other agencies will be sought to further support the child's behaviour. Parents will be consulted in such cases.

#### **Yellow and Red Cards:-**

Although in practice, very rarely used, if a pupil's in class behaviour falls below the standard expected they may be issued with a 'Yellow Card', and subsequently sent to another class, either the class of parallel age group or a class below their age group.

If a pupil's behaviour continues to fall below standard or it is severely unacceptable or dangerous, they may be issued with a 'Red Card', and sent straight to the Head, Deputy Head or Head of Lower School (Lower School pupils).

All serious incidents will be reported to the Head by members of staff and logged. If necessary, parents will be called in for a meeting with the child's Form Teacher/Head of Lower School/Deputy Head /or Head as appropriate.

Pupils should not be sent out of class except for a very short 'cooling off' period or to report to the Head of Lower School, Deputy Head or Head.

### **Incidents Outside the Classroom and in the Playground**

Notable incidents that happen during lunch time under the supervision of playground supervisors are recorded in the playground book which is kept in the medical room and is checked regularly by the Deputy Head. Lunchtime supervisors also inform Form Teachers

of any incidents of unacceptable behaviour as necessary. Serious incidents are reported to either the EYFS Leader, the Deputy Head, Head of Lower School or Head.

When pupils transfer from one year group to the next across different sections of the school, information is disseminated via individual staff discussion, written records and departmental meetings.

Any accusations by pupils against staff will be fully investigated and if confirmed to be malicious, serious disciplinary action will be implemented.

### **Exclusions**

The Head may suspend or exclude a pupil if his or her behaviour is unreasonable and affects, or is likely to adversely affect, their own or other pupils' progress at the school. Similarly, the Head may suspend or exclude a pupil whose behaviour adversely affects the well-being of school staff or brings the school into disrepute.

## **The Role of Staff**

Any inappropriate or unacceptable behaviour or dress by pupils is dealt with in the first instance by verbal reprimand by the member of staff who witnesses it. Any major or unusual breaches of discipline however, should be referred directly to The Head.

Senior staff members responsible for behaviour management at Lyonsdown are as follows:

EYFS: Mrs Jane Gunn (EYFS Coordinator)

Lower School: Head of Lower School, Miss Zorana Telford

Upper School: Deputy Head, Mrs Julia Windsor.

The Head, Mr Christopher Hammond, has ultimate responsibility for behaviour management of pupils in the school with the hierarchy of management as follows:

Form Teacher, EYFS leader, Head of Lower School, Deputy Head, Head.

All safeguarding concerns should be reported in the first instance to the relevant Designated Person as detailed below.

***Designated Safeguarding Lead (whole school):*** Head: Mr Christopher Hammond,

***Deputy Designated Safeguarding Lead:***

*Deputy Head Teacher:*

*Mrs Julia Windsor*

*Head of Lower School:*

*Miss Zorana Telford*

***Designated Safeguarding Lead for Early Years:*** Mrs Jane Gunn