



LOCHINVER HOUSE

Behaviour Policy

In order to enable effective learning to take place, Lochinver House School believes good behaviour in all aspects of School life is necessary. We seek to create a safe learning environment by:

- promoting self-esteem, self-discipline and positive relationships
- encouraging consistency and fairness in response to both positive and negative behaviour
- ensuring that the School's expectations and strategies are widely known and understood
- encouraging the involvement of both home and School in the implementation of this policy
- creating an environment which encourages and reinforces good behaviour
- defining acceptable standards of behaviour
- providing a safe environment free from disruption or bullying
- using vertical pupil integration to encourage respect and understanding of others.

This policy is underpinned by the School's Core Values of Kindness, Honesty and Respect and Fundamental British Values of Mutual Respect, Democracy, Individual Liberty, Tolerance of different faiths and beliefs and the Rule of Law.

The adults encountered by the pupils at Lochinver House School have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

Adults should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty, kindness and respect
- provide a safe and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all
- ensure pupils understand the methods available to them to convey any concerns they have
- not pass off abusive comments and interactions as mere banter.

Corporal punishment is never threatened or used at Lochinver House School. Our policy is centred upon reward and praise for pupils making the right choices. We believe that the School has a central role in the pupils' social and moral development just as it does in their academic development. The pupils bring to School a wide variety of behaviour patterns based on differences in innate character, home values, attitudes and parenting skills. At School we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect the principles as set out above. When a pupil does behave inappropriately then they are making a choice to do so. We need to ensure that we support and educate pupils so they understand what positive behaviour is and that positive behaviour is most likely to achieve good outcomes as opposed to bad behaviour which leads to negative outcomes.

A pupil's Class Teacher or Tutor is the primary point of contact for positive feedback, raising concerns and discussion regarding sanctions.

- Class Teachers (Nursery to Year 2) feedback to the Heads of EYFS and Years 1 and 2
- Class Teachers (Years 3 and 4) feedback to the Head of Year 3 and 4.
- Tutors in Years 5-8 feedback to the appropriate Head of Year.
- The Heads of Year liaise with the Deputy Head Pastoral
- The Deputy Head Pastoral communicates with the Head.

A weekly review of any recorded sanctions and rewards is undertaken alongside a meeting of Heads of Years to observe patterns, changes and prompt considered intervention.

The Governors ensure good behaviour is promoted amongst pupils by ensuring that:

- This Behaviour Policy is fully implemented and sets out the sanctions to be adopted in the event of pupils' misbehaviour.
- It is reviewed on a two-year cycle at the Education Committee meetings.
- The policy is implemented effectively through visiting Governors' observations.
- The record of sanctions imposed upon pupils for serious misbehaviour is reviewed termly by SLT and any themes or patterns identified are reported on at Education Committee meetings.

Rewards and sanctions are logged on the School data base "SchoolBase". Sanctions for serious misbehaviour (Head's detention and above) are additionally recorded in the Sanctions Log so patterns can be identified.

We give high priority to clear communication within the School and to a positive partnership with parents and carers since these are crucial in promoting and maintaining high standards of behaviour. If parents are concerned they should contact the School immediately. We ask parents to work closely with the School to address any issues.

The School will undertake reviews of the needs of our pupils and involve external agencies, such as Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the School to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent beforehand. The School is cognisant of the need to provide 'Early Help' where required and has a range of options to do this. Where additional help is required, the School will also consider referral to Children's Social Care in accordance with S17 Children Act 1989 (Child in Need).

Where there is a concern that behaviour causes a child protection/safeguarding concern we will follow our Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct).

Children with SEND

We recognise that specialist provision and reasonable adjustments may need to be made for some pupils. At such times the appropriate course of action is to discuss the pupil in question with the Head of Learning Support, outline the nature of the concern and give examples of the behaviour which is causing difficulty. The Head of Learning Support will then be able to advise on the best course of action in conjunction with parents and specialists.

Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, active involvement of pupils in their own learning, structured feed-back and letting pupils know their efforts are valued, improves self-esteem and positive behaviour.

The curriculum and teaching strategies aim to develop the skills, knowledge and understanding which will enable pupils to work and play in co-operation with others. Praise and reward encourages and reinforces positive behaviour. The use of sanctions and constructive feedback is handled wisely and with discretion and is seen as a valuable part of a pupil's learning process. The School's emphasis upon the value of a growth mind-set supports the view that we can learn from failure and mistakes. As far as is practicable, the School will seek to establish individual plans where particular issues emerge with regard to behaviour. Such plans will be kept under constant review in light of progress and the impact of improving outcomes.

Equal Opportunities

At Lochinver House School we recognise the importance of the Equality Act 2010 and seek to ensure that all members of the School Community have equality of opportunity in accessing and experiencing the life of the School. When carrying out our day to day work, we have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- fostering good relations across all members of the School Community.

Exclusions

Only the Head, or the designated person acting in their absence, can exclude a pupil.

For serious breaches of the School's Behaviour Policy, pupils can be excluded from the School. Pupils may be excluded for a fixed term or permanently. A fixed-term exclusion can apply for up to 45 school days in one School year.

The Head's decision, in the case of temporary exclusions, is final.

A decision to exclude a pupil permanently will only be taken as a last resort and 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.

Examples of types of behaviour that might result in exclusion, whether on a temporary or permanent basis, include but are not limited to:

- Serious violence, actual or threatened, against a pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Serious theft
- Persistent disruptive behaviour
- Extreme and unacceptable parental behaviour

The School will continue to provide education for a pupil who remains on roll and in the case of an exclusion of more than 15 school days, the School will consider:

- how the pupil's education will continue
- how the pupil's problems might be addressed in the interim
- how the pupil will reintegrate following the exclusion.

Where a pupil is subject to permanent exclusion, Stage 3 of the Complaints Policy can be used as an appeals process. In all situations the School will work to ensure that transitions for the individual pupil is managed in a way that reduces anxiety and stress and facilitates continuity of learning.

A pupil may be asked to remain at home while an incident is being investigated.

Managing Pupil Transition

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from the Pre-prep to Early Seniors, and from Early Seniors to the Seniors. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally.

We have good communicative relationships with schools our pupils move on to and encourage them to attend open and taster days.

Low level behaviour concerns in the classroom and sanctions are recorded on SchoolBase. The class teacher and form tutor are notified of these by an automated email. SchoolBase records are monitored, and followed up where relevant or necessary, by the Deputy Head Pastoral.

Where the behaviour of a pupil is giving cause for concern it is important that all those working with the child in School are aware of those concerns, and of the steps being taken in response to the behaviour, so an effective support system for the pupil can be put in place. The key professional in this communication process is the class teacher or form tutor, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the relevant Head of Year or Deputy Head Pastoral (Years 1-8), so strategies can be discussed and agreed before more formal steps are required. If necessary, a behaviour Action Plan will be drawn up and implemented. In situations where behaviour impacts on the welfare of other pupils the DSL will be alerted in accordance with the School's Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct) and guidance on child-on-child abuse.

Where behaviour is causing concern, the child's parents will be informed at an early stage and given an opportunity to discuss the situation. Support from home will be sought in devising a plan of action within this policy.

Disciplinary action will be taken against pupils who have made malicious accusations against staff.

Physical Intervention

We reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables School staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" in any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the School, and among any pupils receiving education at the School, whether during a teaching session or otherwise

The Act also defines to whom the power applies as follows:

- Any teacher who works at the School
- Any other person whom the Head has authorised to have control or charge of pupils

Staff will always try to defuse and calm a situation through other strategies before using force. Any force used will be the minimum needed to achieve the desired result and in accordance with current guidelines.

Where staff have needed to intervene physically, parents will be informed and given an opportunity to discuss the incident. Parents of EYFS children will be informed of the incident within 24 hours.

For further information regarding physical intervention please refer to the DfE document, Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies, July 2013.

This policy will apply on the School premises and wherever pupils are within the care of School staff. This includes School trips and educational visits. It may at times be necessary for the School to become involved in the management of behaviour at other times too, for example, in the case of cyber-bullying. In these cases, this policy will be followed. Behavioural issues will always be considered in the context of risk assessments for activities and School trips.

The School aims to act fairly at all times in adhering to this policy. If any concerns arise in its application, it is hoped they can be sensitively and efficiently handled. However, if a resolution is not reached, the School's Complaints Policy (which also applies to the EYFS) is available on our website.

Rewards

The School's emphasis is on rewards to reinforce positive behaviour, rather than the use of sanctions. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. Rewards are earned by the maintenance of positive behaviour, as well as by particularly noteworthy effort or achievement.

The range of rewards used at Lochinver House is listed below:

(* = Not used in Pre Prep)

Verbal and written praise for good work
Stickers, stars and stamps
Tokens in Pre Prep and Credits In Years 3 to 8 for effort and achievement
Core Values Cards & Tokens Pupils in Year 4-8 carry a pink Core Values Card in their blazer, which can be signed by any member of staff to recognise when honesty, kindness or respect is shown. Each completed card (5 signatures) is rewarded with a Praise on a Postcard from the Deputy Head Pastoral and contributes to the termly house Core Values Cup total (5 tokens in Year 3 contributes in the same way). Pupils in LL-Year 3 are awarded pink tokens, which work in the same way as signatures on the card, with 5 tokens rewarded with a Praise on a Postcard from the Deputy Head Pastoral. Pupils in Year 3-8 are awarded a Core Values Badge for completing three cards (or equivalent in Year 3 with 15 pink tokens) in an academic year.
Certificates and badges
Displaying work in the classroom
Asking Tutor / Form Teacher to praise pupil
Showing good work to the Head of Department
Good work shown to the Head
Praise on a postcard
Speaking with parents 'around School' or phone call home
Awards and prizes being presented in assembly
Posting of good work on School notice boards, on the School website and in newsletters
Colours Badge Pin badge awarded when student has hit certain criteria in an area, for example, team sport, music group, academic achievement, position of responsibility
*Head's Hot Chocolate Friday morning break time treat for best / personal best / most improved credit score
Consultation meeting
End of term report
Termly and annual prizes
The Thumbs Up Award Awarded to one pupil in each year group in Yrs R – 8 in the Summer term and one pupil in each year group in Yrs 1 – 8 in the Autumn term to endorse the spirit and qualities Lochinver pupils aspire to. Pupils who are doing well within their personal parameters, showing perseverance and making progress against their own targets. Pupils who are showing courage and confidence of character to be their own person; are modest, trustworthy, kind and honourable; serve others and make a positive contribution to the Lochinver Community.

Rules and Procedures

Rules and procedures are designed to make clear how pupils can achieve acceptable standards of behaviour. Pupil voice and discussion is an important process in establishing ground rules and educating, so an understanding of positive behaviour is developed. Rules and procedures need to be made clear to pupils. Whole School rules are explained in assemblies and through tutorial time and PSHE/PSED lessons. Rules and procedures for other situations including educational trips or activities are explained in an appropriate forum by the member(s) of staff involved.

They should:

- Be positively stated, informing the pupils what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Promote the idea that every member of the School has responsibilities towards good behaviour
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Be kept to a necessary minimum

Sanctions

Although rewards are central to the encouragement of positive behaviour, realistically there is a need to use consequences to register the disapproval of unacceptable behaviour. Their use is characterised by certain features:

- Discrete handling, which may require no escalation beyond the teacher’s immediate action
- Commenting on the behaviour, rather than the pupils
- Clarity in reasoning for the sanction
- Clear adjustments articulated, noting changes in behaviour required to avoid further retribution
- Avoidance of group sanctions. These should be referred to the relevant Head of Year, Head of EYFS, Head of Years 1 and 2, Head of Years 3 and 4 or the Deputy Head Pastoral.

The following sanctions are used at Lochinver House. It should be noted that although the list below is broadly sequential, it will not always be rigidly followed from one stage to the next. Minor misdemeanours, such as not following an instruction may result in standing outside the Blue Room to allow the pupil to reflect on their behaviour. If this behaviour persists it could be escalated to a debit and further as required. However, a purposeful physical assault on another pupil, while a “first offence”, may be considered serious enough for one of the later stages of punishments, such as a fixed term exclusion, to be given.

(* = Not used in Pre Prep)

Verbal warning
Move place, work alone
Loss of part of Golden Time
Spoken to at the end of the lesson
Timeout / *Remove from lesson for a maximum of 5 minutes to reflect on behaviour
Remove from lesson to work in a colleague’s class
Ask Tutor / Class Teacher to speak with pupil
Note Student Planner / Informal conversation with parents (Pre-prep)
Kit caution for not having the correct equipment for a lesson
Loss of break time Pupils should always have at least 5 minutes of their break time remaining in order to have some time to themselves before commencing further lessons
*Written explanation of behaviour by pupil where they set their own targets # Letter of apology
*Reflection Time Pupils report to a member of staff in the Scholar’s Room at morning break. They will be asked to complete a restorative written task to reflect on their behaviour. This is discussed with and closed by the member of staff issuing the sanction
Speak with Parents
*Pupil referred to Head of Department – a detention may be given
Pupil referred to a member of the Senior Leadership Team
Pupil put on a behaviour card over seen by Tutor / Class Teacher Template found on CRL / staff / Behaviour reports. Targets should be very specific. The behaviour card is kept on the pupil’s file Further support may be gained by behaviour card being over seen by Deputy Head Pastoral

*Pupil referred to Deputy Head Pastoral – a detention may be given
Pupil referred to Head – a detention may be given to pupils in Year 3 to Year 8
*Head's Detention on a Friday afternoon at 4.45pm Parents are to be informed that their son is in detention stating clearly the reasons. Parents will be informed of the arrangements for collecting their son from School once the detention is over.
Internal exclusion Administered by the Head
Excluded from an off-site educational visit/trip Administered by the Head
Fixed term exclusion Administered by the Head
Permanent exclusion Follows the Behaviour Policy
NB: <ul style="list-style-type: none"> • Detentions given may require pupils to be removed from an activity session • The police may be contacted because of the seriousness of an incident, for example but not limited to, extremist behaviour, bullying or FGM

Child-on-Child Abuse

The School takes a child protection/safeguarding approach, in addition to any sanction, to all individuals involved in allegations or concerns about child-on-child abuse, including those who are alleged to have been abused and those who are alleged to have abused their peers.

Child-on-child abuse is any form of; physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Child-on-child abuse can take various forms, including bullying (including cyber bullying), abuse in intimate relationships between children, physical abuse, sexual violence and harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, causing someone to engage in sexual activity without consent, upskirting and initiation/hazing type violence and rituals.

These types of abuse rarely take place in isolation and often indicate wider child protection/safeguarding concerns. Our response to incidents of child-on-child abuse takes into account any potential complexity. Please refer to the Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct).

Education

Teaching about keeping safe and wider safeguarding issues in the classroom can prevent harm by providing children with skills, attributes, and knowledge to help them navigate risks. The School provides children with opportunities to learn about the issue of youth produced sexual imagery, as part of its commitment to ensure that they are taught about safeguarding, including online, through teaching and learning opportunities – as also referred to in the School's Acceptable User Policy.

Policy Reviewed: 01.01.2025
Policy Review Date: 31.08.2026
Policy linked to: Acceptable Use Policy, Anti-Bullying Strategy, Child Protection and Safeguarding Policy and Procedure (incorporating Staff Behaviour and Code of Conduct), Complaints Policy, Data Protection Policy, E-Safety Policy, Privacy Notice, Personal, Social, Health and Education (PSHE) Policy, Pupil Sanctions Log, Relationship and Sex Education (RSE) Policy, SEND Policy, Terms and Conditions, Use of Mobile Devices in Early Years Foundation Stage Policy.

This policy relates to Early Years. The Head of EYFS is the practitioner responsible for behaviour management for these pupils and will refer serious cases to Deputy Head Pastoral or the Head.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.