LOCHINVER HOUSE

Behaviour Policy

At Lochinver House, we believe that positive behaviour is taught, modelled, recognised and reinforced. Our aim is to create a culture where every pupil feels safe, respected, valued and able to thrive academically, socially and emotionally. Staff work proactively to teach expectations, build positive relationships and support pupils in developing self-regulation and responsibility.

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 poor behaviour which leads to appropriate consequences.

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

The School recognises that behaviour may be influenced by special educational needs, disabilities, communication needs, social, emotional and mental health needs, adverse childhood experiences or other vulnerabilities. Reasonable adjustments will be considered on an individual basis to ensure behaviour expectations and responses are fair and proportionate.

Emotional Literacy

At Lochinver House School, we recognise that positive behaviour is closely linked to pupils' social and emotional development. Through our pastoral provision, daily interactions and curriculum, pupils are explicitly taught the skills needed to understand and manage their emotions, develop self-awareness, build positive relationships and respond appropriately to challenges and conflict. Staff support pupils in recognising and expressing emotions in a healthy manner, developing empathy for others, and reflecting on the impact their behaviour has on both themselves and the wider school community. When behavioural difficulties arise, staff seek to understand the

underlying causes and provide appropriate support, guidance and intervention to help pupils develop effective self-regulation strategies.

A central part of this work is delivered through the School's Friendology relationship education programme, which provides a consistent framework for teaching friendship skills, communication, conflict resolution, inclusion, resilience and emotional wellbeing. Through Friendology lessons, tutor time, PSHE and pastoral discussions, pupils are encouraged to develop the confidence and understanding needed to navigate social challenges positively, repair relationships when difficulties occur and contribute to a culture of kindness, honesty and respect. These skills are reinforced throughout school life and are reflected in the School's Core Values, behaviour expectations and restorative approach, ensuring that pupils are supported not only in making positive choices but also in developing the emotional literacy and relationship skills that underpin lifelong success and wellbeing.

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, at key transition points at Year 2 and Year 5. 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.

Restrictive Intervention (Including Physical Intervention)

The School reserves the right that, in order to maintain a safe environment and protect pupils, there may be occasions where it is necessary to use restrictive intervention, including physical intervention. Whilst this is extremely unlikely and only as a last resort, the following procedures are provided to provide clarity, as per the latest guidance from the DfE, April 2026.

Restrictive interventions include:

- The use of reasonable force (physical intervention)
- Non-force-related restraint (for example, guiding, blocking or holding without force)
- Seclusion, where a pupil is prevented from leaving an area

Under the Education and Inspections Act 2006, School staff may use "such force as is reasonable in the circumstances" to prevent a pupil from doing or continuing to do 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 or among pupils, whether during a teaching session or otherwise

This power applies to:

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

Principles -

The use of restrictive intervention is governed by the following principles, in line with the school's safeguarding duties and ISSR paragraph 16A:

- Restrictive intervention will only be used as a last resort.
- Staff will always seek to defuse and de-escalate situations using appropriate strategies before any form of restriction is considered.
- Interventions will be reasonable, proportionate and necessary, using the minimum level of restriction for the shortest possible time.
- The safety, dignity and welfare of the pupil remain paramount at all times.
- Staff will take into account any additional needs, including SEND, safeguarding concerns, or known triggers.
- The school promotes preventative approaches, including positive behaviour support, restorative practice, and understanding individual pupil needs.

These principles apply regardless of whether restrictive interventions are included within an agreed behaviour support plan.

Recording of Incidents -

The school maintains formal procedures for recording all significant incidents involving:

- Use of force
- Non-force restraint
- Seclusion

A written record must be made as soon as practicable and no later than the same day.

All records will include: names of the pupil(s) and staff involved, time, date and location of the incident, approximate duration, relevant pupil needs (including SEND or safeguarding considerations), a brief explanation of why the intervention was necessary (including de-escalation strategies attempted prior to the intervention), details of any injuries and details of any post-incident support provided

Records are monitored by senior leaders, including the Deputy Head Pastoral and Designated Safeguarding Lead (DSL), to identify patterns or trends, inform behaviour planning and risk assessments and support safeguarding oversight, particularly for vulnerable pupils.

Reporting to Parents (ISSR Paragraph 32A) -

The School will ensure that parents are informed in writing as soon as practicable and no later than the same day following any significant incident involving restrictive intervention, including: time, date, location and duration, why the use of force/non-force restraint or seclusion was necessary, the type and degree of force used, details of any injuries, any relevant outcomes or follow-up actions.

For pupils in the EYFS, this requirement includes notification within 24 hours, in line with existing expectations.

Parents will be given the opportunity to discuss the incident with the school, and the school will work in partnership with them to review support strategies and reduce the likelihood of recurrence.

Review and Safeguarding Oversight -
Following any significant incident:

- The school will consider whether behaviour plans or risk assessments require review
- Appropriate support will be offered to the pupil and staff involved
- Incidents will be evaluated in the context of safeguarding, including any wider concerns or patterns

The school will monitor data on restrictive interventions to ensure there is no disproportionate impact on pupils with protected characteristics, particularly those with SEND, in line with the Equality Act 2010.

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
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 session with the Head for a credit achievement or good work show
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

Low Level Behaviour

At Lochinver House School, positive behaviour is explicitly taught and reinforced through our Core Values of Kindness, Honesty and Respect and our Learning Powers. Staff use a consistent, calm and restorative approach to address low-level behavioural concerns, helping pupils to understand expectations, reflect on their choices and develop self-regulation. Where low-level behavioural concerns arise, pupils are given opportunities to modify their behaviour through reminders, reflection and restorative conversations. The School operates age-appropriate low-level behaviour pathways in both the Pre-Prep and Prep School, ensuring expectations and responses are developmentally appropriate whilst remaining consistent with the principles of this policy. Any patterns of behaviour are monitored by teachers, tutors and pastoral leaders, with additional support and intervention provided where required. The purpose of this graduated approach is to promote responsibility, self-regulation and positive learning behaviours whilst maintaining a calm and productive learning environment for all pupils. See appendix 1 for age-appropriate ladders.

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 sanctions and restorative consequences, such as a fixed term exclusion, to be given.

Following internal exclusion, external exclusion or a significant behavioural incident, a reintegration meeting may be held involving the pupil, parents and relevant staff. The purpose is to rebuild relationships, identify support strategies and ensure successful reintegration into school life.

(* = Not used in Pre Prep)

Verbal reminders
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

Ask Tutor / Class Teacher to speak with pupil
Note Pupil Planner / Informal conversation with parents (Pre-prep)
Kit caution for not having the correct equipment for a lesson
Classroom Reflection A short reflective session is spent with pupil and teacher to discuss poor behaviour choices and ensure understanding of these choices in preparation for the next lesson
*Written explanation of behaviour by pupil where they set their own targets
*Reflection Time Pupils report to a member of staff in the TPR 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 Year – 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: • 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.

Discriminatory Behaviour and Prejudice-Based Incidents

Lochinver House School is committed to creating an inclusive environment where every member of the school community is treated with dignity, kindness and respect. We celebrate diversity and actively promote understanding, acceptance and positive relationships between individuals from all backgrounds. Behaviour that discriminates against, intimidates, excludes or demeans another person is contrary to the School's Core Values and will not be tolerated. The School takes all incidents of discriminatory behaviour seriously, including those relating to race, ethnicity, nationality, religion or belief, disability, special educational needs, sex, gender, sexual orientation, gender reassignment, family circumstances, pregnancy and maternity, or any other protected characteristic. This includes prejudice-based language, derogatory comments, discriminatory jokes, online behaviour, acts of exclusion, harassment, intimidation, stereotyping, bullying or any behaviour that makes another individual feel unsafe, unwelcome or discriminated against.

All reported incidents will be investigated promptly and proportionately. Appropriate action will be taken in response to the behaviour, taking account of the age, understanding and circumstances of those involved. In addition to any sanction, the School will seek to use educational and restorative approaches to help pupils understand the impact of their words and actions, repair relationships where appropriate, and develop greater empathy, understanding and respect for others. Parents may be informed where appropriate, and incidents will be recorded and monitored to identify patterns and inform future pastoral or educational interventions. Where discriminatory behaviour raises safeguarding concerns, involves targeted harassment, demonstrates harmful attitudes, or forms part of a wider pattern of behaviour, the matter will be referred to the Designated Safeguarding Lead and managed in accordance with the School's Child Protection and Safeguarding Policy and Procedure. The School regularly promotes inclusion, respect and belonging through assemblies, PSHE, the Friendology programme, tutor discussions and pastoral initiatives, helping pupils to develop an appreciation of diversity and an understanding of their responsibility to contribute positively to the school community

Digital Behaviour, Online Conduct and Technology Use

The School recognises that technology plays an important role in pupils' learning, communication and social interactions. Pupils are expected to demonstrate the same standards of kindness, honesty, respect and responsibility when using technology as they do in face-to-face interactions. Behaviour which occurs online, whether within or outside school, may be addressed under this policy where it has the potential to impact upon the wellbeing, safety or education of pupils, staff or the wider school community.

Pupils are expected to use school devices, personal devices and digital platforms responsibly and in accordance with the School's Acceptable Use Policy. This includes communicating respectfully with others, protecting personal information, respecting privacy, and demonstrating integrity in all online activity. The School takes seriously any misuse of technology, including but not limited to cyberbullying, discriminatory language, online harassment, the sharing of inappropriate content, the creation or distribution of harmful material, impersonation of others, unauthorised recording or photographing of individuals, and conduct which brings the School or members of its community into disrepute. Incidents occurring outside school may be investigated where there is a clear connection to school life or where the welfare of pupils is affected. The School also recognises the increasing use of artificial intelligence and digital technologies by pupils. AI tools may be used to support learning where permitted by staff; however, pupils must ensure that work submitted is their own, appropriately acknowledges any permitted

assistance, and complies with academic integrity expectations. The misuse of AI, including presenting AI-generated work as entirely one's own, using AI to gain an unfair academic advantage, creating harmful or inappropriate content, or using AI to target or intimidate others, will be treated as a behavioural matter and may result in sanctions.

Through the curriculum, PSHE, *Friendology*, assemblies and pastoral provision, pupils are taught how to navigate the online world safely and responsibly, understand the impact of their digital footprint, manage online relationships appropriately, and seek support when concerns arise. The School works in partnership with parents to promote positive digital citizenship and to help pupils develop the judgement, resilience and integrity required to use technology safely and responsibly.

Pupil Voice

Pupil voice is an important part of promoting and maintaining positive behaviour across the school. We believe that pupils are more likely to understand, value and follow expectations when they are given meaningful opportunities to contribute to discussions about behaviour, relationships and school culture. Through activities such as School Council meetings, pupil surveys, tutor discussions, PSHE lessons, pastoral check-ins and year group forums, pupils are encouraged to share their views on behaviour expectations, rewards, sanctions and wider school life. Feedback from pupils is considered when reviewing behaviour systems, rewards programmes and pastoral initiatives. This helps to ensure that our approach remains relevant, effective and reflective of the needs of the school community. In addition, pupil voice provides valuable insight into pupils' sense of belonging, safety and wellbeing, enabling the school to identify emerging concerns, celebrate successes and continuously strengthen its positive behaviour culture.

Monitoring, Assessment & Review

The School is committed to regularly monitoring and evaluating the effectiveness of this Behaviour Policy to ensure it continues to promote a positive, inclusive and respectful school culture. Behaviour data, rewards, sanctions, attendance information, safeguarding records, pupil voice, staff feedback and parental feedback are reviewed by the Senior Leadership Team throughout the year to identify trends, patterns and areas for development. Particular attention is given to the experiences of pupils with SEND, vulnerable pupils and any trends relating to protected characteristics to ensure that behaviour systems are fair, equitable and effective. Findings from this monitoring process are used to inform staff training, pastoral support, behaviour interventions and future policy development. The impact of the policy is formally reviewed annually, alongside feedback from pupils, staff and parents, to ensure that it continues to support high standards of behaviour, pupil wellbeing, positive relationships and successful learning outcomes across the school.

Reviewed by	Deputy Head Pastoral
Approval Body/ Committee	Education
Last Review	Autumn 2026
Next Review	Autumn 2027
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.

Appendix 1 – Low Level Behaviour Ladders

Little Lochies to Year 2

Pupils in the Pre-Prep are supported to develop positive behaviour through clear expectations, consistent routines and positive relationships. The low-level behaviour process is designed to help pupils reflect on their choices and make positive changes. Any patterns of behaviour will be monitored by class teachers and pastoral leaders.

Reminders

A reminder is given when a pupil does not demonstrate the behaviour expected. Staff will calmly reinforce expectations and provide an opportunity for the pupil to make a better choice. Repeated reminders across consecutive lessons may be recorded on SchoolBase as a *Repeated Reminder*.

Reflection Time

Where a pupil continues to make poor behavioural choices despite repeated reminders, they may be given a Reflection Time. This provides an opportunity to discuss the behaviour, consider its impact and identify ways to make more positive choices in the future. Reflection Time is recorded on SchoolBase and may lead to further support or communication with parents where appropriate.

Year 3 to 8

The School uses a consistent four-stage approach to address low-level behavioural concerns and support pupils in making positive choices. The system resets at the start of each subject lesson. Patterns of behaviour are monitored by teachers, tutors and pastoral leaders and addressed where necessary.

Reminder

A reminder is issued when a pupil does not meet the expected standard of behaviour within a lesson. The member of staff will reinforce expectations and provide an opportunity for the pupil to make a positive choice.

Second Reminder

A second reminder is issued if the behaviour continues following the initial reminder. Expectations will be restated and the pupil will be supported to re-engage positively with learning. Repeated second reminders may be recorded and monitored to identify emerging patterns of behaviour.

Loss of Break (Classroom Reflection)

Where behaviour does not improve following reminders, a pupil may spend part of a break time with the member of staff to reflect on their behaviour and discuss strategies for improvement. This sanction is recorded on SchoolBase. Pupils will always retain sufficient break time before their next lesson.

Reflection Time

Where low-level behavioural concerns persist, a pupil may be issued with a Reflection Time (breaktime reflection with a member of the Head of Year team. This provides a more formal opportunity to reflect on the impact of their behaviour, discuss expectations and identify positive steps for future lessons. Reflection Time is recorded on SchoolBase and may result in further pastoral monitoring or intervention where appropriate.