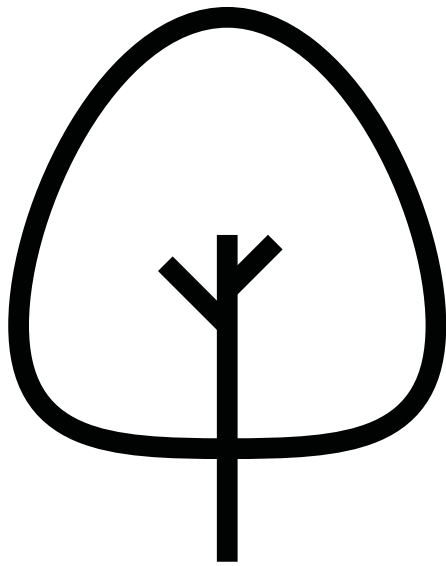




Lyndhurst Primary School

The Charter Schools Educational Trust

Behaviour Policy

Author: Lyndhurst Senior Leadership Team
Date: September 2026
Approved by: Lyndhurst Local Governing Body

Introduction

This policy outlines the underlying philosophy, purpose, organisation and management of pupil behaviour at Lyndhurst Primary School. Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate. At Lyndhurst we believe that a central part of managing pupil's behaviour is to proactively teach pupils how to behave social in a way that meets or exceeds our expectations.

The policy is designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our behaviour policy is everyone's responsibility. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

STATEMENT OF PRINCIPLE FROM THE CHARTER SCHOOLS EDUCATIONAL TRUST

We believe that a safe, caring and friendly environment in each of our schools creates a positive backdrop for effective teaching and learning, supports good mental health and wellbeing, and promotes equality and inclusion for all. We believe that for effective learning and wholehearted support for its schools' staff, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline.

The Trust recognises the rights and responsibilities of all members of its schools' communities, and therefore expect all pupils, parents, staff, trustees, governors and visitors to show due respect and courtesy to one another. Our primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of poor behaviour are with the intention of supporting pupils' wellbeing and academic progress, as well as fulfilling the Trust's safeguarding responsibilities to pupils, staff and other members of its communities.

The Trust aims to foster a collective ethos amongst all members of its communities and promote the Trust values of Impact, Communication, Innovation & Curiosity, Belonging, Community and Integrity.

- All members of the Trust and its schools' communities must be treated inclusively and be free from any form of discrimination or prejudice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of our schools by both their peers and school staff, and should be free from bullying, discrimination, and distracting or damaging peer behaviour.
- Guidance on the use of reasonable force in certain circumstances when dealing with pupil behaviour will be agreed upon by the Headteacher and Local Governing Body, and clearly set out within the school specific Behaviour policy and Anti-Bullying strategy.
- Rules will be consistently applied within our schools and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, and in line with the school specific Behaviour Policy.
- Good behaviour will be acknowledged and rewarded at the discretion of school staff, who will judge appropriately.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the individual pupil's out-of-school circumstances and possible special educational needs and disabilities will be considered. Comprehensive support will be provided before or alongside any disciplinary measures – exclusions and expulsions are to be used only as a last resort and where other intervention measures fail.

- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils towards the school's staff, will not be tolerated and will result in a sanction, which could include a fixed term exclusion, and potentially a permanent exclusion following a full investigation.

SCOPE

This policy details the school's approach to promoting positive behaviour between the pupils on a day to day basis, including how we will deal with the everyday infractions. The policy also includes how the school will address more serious incidences that may result in an exclusion, be dealt with by the police, where harmful sexual behaviour has occurred or where a child has had to be restrained or been searched and had items confiscated. Therefore, the contents include our policies on:

- Child on Child abuse – following on from Ofsted's review into sexual abuse in schools 2021
- Restrictive Intervention Policy
- Prejudiced based incidences concerning the protected characteristics
- Confiscation and Search
- Bullying

AIMS

The aims of this policy are to:

- provide a consistent approach to behaviour management
- define what we consider to be unacceptable behaviour, including bullying
- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- outline our system of rewards and sanctions
- foster caring and tolerant attitudes which celebrate diversity and achievements in all areas.
- encourage increasing independence, self-awareness and positive health and well-being.

ROLES AND RESPONSIBILITIES

School Staff

- Be welcoming, positive, and praise good behaviour.
- Build strong relationships with all children to foster a safe and engaging learning environment.
- Promote a culture where learning risks and mistakes are valued.
- Model school values, mutual respect, and high expectations.
- Stay calm, compassionate, and consistent in implementing policies.

Headteacher and Senior Leadership Team

- Maintain visibility and celebrate achievements of staff and students.
- Encourage positive recognition (e.g., praise, notes home, certificates).
- Identify and address staff training needs.
- Use behaviour data to inform interventions and support teachers with complex challenges.
- Ensure policies are inclusive and non-discriminatory. And safeguarding concerns linked to behaviour are managed under the guidance in KCSIE 2023.

Children

- Uphold school values and expectations to create a positive learning environment.

- Take responsibility for actions and contribute positively to the community.
- Follow the school rules (see Appendix 2).

Parents, Carers, and Guardians

- Support children in understanding school values and appropriate behaviour.
- Encourage independence, positive self-image, and pride in achievements.
- Foster positive relationships with the school to ensure children are ready to learn each day.
- Follow the TCSET Parent Code of Conduct.

PHILOSOPHY FOR TEACHING GOOD BEHAVIOUR

Curriculum

Engaging children through a well-planned, personalized curriculum is essential. It inspires learning, promotes health and wellbeing, and increases engagement through strategies like collaborative activities, promoting oracy, and allowing children to shape their learning.

Environment

The environment reflects how much children and their efforts are valued. At Lyndhurst Primary School, consistent expectations include displaying class rules and school values to reinforce standards. This includes having the appropriate personalised scaffolds for behaviour for those pupils who need them such as social stories, visual timetables and planned transitions.

Values

Lyndhurst's School Values: advocacy, free thinking, global citizenship, courteousness, and resilience. These values underpin our behaviour approach, focusing conversations on efforts and values rather than achievements.

Relationships

Positive relationships are crucial. Staff maintain a visible presence during the school day to ensure respectful behaviour and build connections beyond the classroom. Poor behaviour is addressed by focusing on actions, not the child.

Consistency of Routines

Consistency in adult behaviour fosters consistency in pupil behaviour. Sustainable consistency comes from a unified determination across staff. At Lyndhurst, this is achieved through:

- **Language and Response:** Clear expectations in all behaviour conversations.
- **Follow-Up:** Staff take ownership of behaviour interventions while seeking support when needed.
- **Core Routines:**
 - Walking quietly, in single file, on the left-hand side of corridors or stairs, greeting others, and holding doors open.
 - Transitioning between activities (e.g., lining up silently at the end of play or walking calmly into class).
 - Using a whole-school clap to regain attention.
- **Consequences:** Defined and consistently applied at all levels, with structures for serious behaviours.

Motivation

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing good relationships, including with those learners who are hardest to reach. We praise the behaviours we want to see. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

Behaviour Reward System	Informal Positive Reinforcement
Class Points (awarded for meeting the class target over the week) • 10 points = 5 minutes extra break • 20 points = 10 minutes extra break • 30 points = Marshmallow camp fire with CLT	• Good News Postcards home • Messages home • Golden Tickets (linked to our school values)- issued during phase assemblies • Sharing success with a senior leader • Stickers *
Lyndhurst Lodge Points (awarded individually, on a class tally chart, for learning behaviours in class) • School council report regularly to phases about the winning lodge • Half termly trophy for winning lodge	

* The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do and so use stickers sparingly.

Personalised Reward Systems

In some instances, a personalised reward chart will be used. Where this is used the chart will be broken down into at least two period within a day to maximise the likelihood of success. The reward will be tailored to an individual interest but will be distinct from any support provision such as a movement break.

Language

At Lyndhurst Primary School, consistent language is key to setting clear behaviour boundaries. Behaviour is addressed objectively, focusing on actions rather than the child, to promote responsibility and a growth mindset. Behaviour conversations are led by the staff member in charge and should be private to protect the child's dignity.

Clarity & Transparency

At Lyndhurst Primary School, we ensure that consequences for pupil behaviour are proportional, unbiased, and clearly defined. Behaviours are grouped into levels—low, mid, high, and extreme—to guide staff in determining appropriate consequences. Full details can be seen in appendix 1.

GRADUATED RESPONSE

Procedure for Managing Poor Behaviour

This section outlines steps to address poor behaviour, using consistent language and a calm, measured approach. Staff should address the child by name, lower to their physical level, make eye contact, deliver the message, and allow time for the child to process. Secondary behaviours used to escalate or distract should not be engaged with. Our response to managing behaviour is based on the Department for Education's Behaviour in Schools guidance.

Strategies for De-escalating Behaviour

Staff should avoid escalating behaviour and use strategies to redirect children back on track. Common approaches include:

- Re-direction
- Distraction
- Humour
- Non-verbal cues
- Staying calm and consistent
- Acknowledging positive behaviour

Voice, Choice, Space De-escalation

When have conversations about behaviour staff use the Voice, Choice, Space approach.

- Voice- Neutral, simple language, trim talk
- Choice- Offer choices (see strategies for de-escalation)
- Space- Offering a safe space for the child to regulate in

Appropriate Consequences for Behaviour

Consequences should:

- Be proportionate and linked to the behaviour
- Highlight how unacceptable behaviour impacts others
- Be focused on "time in" rather than "time out"
- Be applied consistently across staff
- Occur at a convenient time for learners

Consequences may include independent or staff-supported reflection during lessons, breaks, or lunch. They can also involve supervised periods to demonstrate expected behaviour, such as temporarily restricting playground access (a natural consequence aligned with Trauma-Informed Practice). For more serious cases, internal or external fixed-term exclusions may apply (see section below). Where beneficial we will use social stories to help children understand the impact of their behaviour.

Addressing Repeated Misbehaviour

At Lyndhurst Primary School, we recognize that repeated misbehaviour may be linked to underlying challenges such as trauma, learning difficulties, or emotional needs. We take a trauma-informed approach, ensuring that students are supported, understood, and given the opportunity to grow in a safe, nurturing environment.

We track behaviours on Bromcom to:

- Identify patterns and potential triggers related to past trauma or other factors
- Implement strategies that focus on healing, support, and positive change
- Provide tailored interventions that address individual needs in a compassionate way

High-level behaviours are recorded and analysed by senior leaders to ensure appropriate, trauma-sensitive actions. If behaviour disrupts learning, a member of the CLT is notified to offer further support. Any behaviour concerns are kept informed and updated of staff concerns.

BULLYING AND PREJUDICED-BASED INCIDENTS

Bullying

Bullying involves intentional, repetitive harm with an imbalance of power. See our anti-bullying strategy for details of how we manage instances of bullying in our school.

Dehumanizing Language

Dehumanizing language reduces a person's dignity or humanity, often framing them as "less than" or "other."

- **Scope:** This includes body shaming, slurs, discriminatory remarks, or expressions that reinforce harmful stereotypes.
- **Examples:** Derogatory terms, mocking someone's appearance, or dismissive language that belittles identity.
Dehumanizing language is addressed by senior staff through reflection, education, and parental involvement.

Prejudice-Based Incidents

Prejudice-based incidents involve behaviour motivated by bias against someone's actual or perceived identity, such as race, religion, gender, or other protected characteristics (Equality Act 2010).

- **Scope:** These behaviours go beyond language and include actions motivated by systemic bias or bigotry.
- **Examples:** Physical harm, hate graffiti, discriminatory behaviour & language, sharing hate materials, or excluding someone based on a protected characteristic.

Responding to Incidents

We address these behaviours by:

- Challenging prejudicial behaviour through education, explanation, and disciplinary action if needed.
- Supporting all affected parties (targets, perpetrators, witnesses, and families) with follow-up to ensure change.
- Recording incidents, informing parents, and monitoring patterns to guide future actions.
- Evaluating interventions to improve practice.

Prevention Through Curriculum

Our curriculum, particularly PSHE, promotes diversity and inclusion by:

- Representing diverse groups.
- Teaching against prejudice and challenging stereotypes.
- Expanding ideas of what is "normal."
- Building empathy and understanding.

EXCLUSIONS & SUSPENSIONS

Internal Suspensions

This is a sanction for repeated high-level incidences or one-off extreme incidences. It involves the pupil being separated from the peers for the day in order to reflect on the incident that has occurred and to plan the restorative approaches with a senior member of staff. This is not recorded as an official exclusion as the pupil is in school.

External Exclusions (fixed term or permanent)

At The Charter Schools Educational Trust (the 'Trust'), we understand that good behaviour and discipline is essential for promoting a high-quality education. As a Trust, we do not wish to suspend or permanently exclude any child from any of our schools but on rare occasions, this may be necessary. We recognise that exclusions must not be discriminatory and so consider the individual need of pupils ensuring that any decision to exclude meets the statutory requirements.

Our aims are to ensure that:

- The process is applied fairly and consistently
- The process is understood by Trustees, local governors, staff, parents and pupils
- The Trust and its schools maintain a safe and caring environment in which all pupils can learn and succeed
- Rigorous Early Help strategies are used to support pupils to reduce the need for any suspension or permanent exclusion

Amongst other disciplinary sanctions, our schools recognise that the exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. The exclusion a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, exclusion of a pupil will only be used as a means of last resort.

Please refer to the Charter Schools Educational Trust exclusions policy on the website this details the formal process of exclusions including a parents right to appeal.

Other policies and documents to refer to

- Child on child abuse
- RAMP
- Personal Support Plan (Risk Assessment & Safety Plan)
- Restrictive Intervention Policy
- Serious Incident recording form (restraint & Seclusion)
- Confiscation and Search policy
- TCSET exclusions policy

INCLUSION

All children, including those with SEN and/or disabilities, are covered under this behaviour policy and it has been written to be compliant with the Equality Act 2010. We recognize that some children require support that is tailored to their specific needs to ensure they can fully access the educational opportunities available to all pupils.

Children with cognitive, emotional, or physiological challenges may experience difficulties with emotional regulation, which can be further impacted by communication, sensory, or motor needs, as well as environmental factors. To address these challenges effectively, we adopt a planned, multi-professional approach that considers their unique circumstances.

Our expectations for appropriate behaviour are consistent for all pupils, but both the **support** provided and any **consequences** applied are carefully adapted to meet the individual needs, cognitive abilities, and emotional development of each child. This ensures that all pupils are held accountable for their actions in a way that is fair, supportive, and reflective of their understanding and abilities.

For identified pupils a risk assessment and or a Positive Support Plan (PSP) will be created collaboratively which will be shared with parents and pupils (if appropriate) for consultation. The PSP will include: known triggers, purposes of behaviours and known effective strategies.

Personalised Rewards can be put in place to promote positive learning behaviours. A reward charts should run over a half day or full day and should have rewards such as a free choice at the end of a session from a prescribed list of rewards that can take place in class. These are different to movement breaks which are not part of the behaviour management system and are applied provision that a follow a set routine.

Voice, Choice, Space. Using Voice, Choice, Space will support pupils to demonstrate positive learning behaviours and will help staff de-escalate behaviours before significant disruption occurs.

Appendix I. Response to behaviour

	What this behaviour looks like...	What should happen...
LOW LEVEL	- Accidental damage. - Disruptions to learning. - Arguments. - Friendship & communication issues - Sexualised behaviour (not harmful) *	- Non-verbal warning (eye contact, hand on desk or moving closer to pupil. - Set out behaviour expectations ("in this school we...") <30 seconds - Named warning ("Jo Bloggs I have asked everyone to do X, if you are unable to do X we will reflect on your choices at Y point") <30 seconds <i>Reflections for this level should be <10 minutes and can be independent or guided. *behaviour will be recorded on Bromcom</i>
MID LEVEL	- Repeated disruptions to learning. - Repeated Low level behaviour including sexualised behaviour (repeated within a 7-day rolling period) - Inappropriate online behaviour*	- A structured reflection (social story for SEND) with a Senior Leader. - Parents should be notified. - These behaviours should be logged on Bromcom. <i>Reflections for this level should be 10-15 minutes and can be independent or guided.</i> <i>* dealt with in conjunction with DDSL.</i>
HIGH LEVEL	- Vandalism - Directed Physical Aggression - Throwing of objects/furniture - Repeated significant disruption to learning - Fight - Deliberate defiance of instructions - Repeated verbal aggression - Repeated Low level behaviour (repeating regularly over a 14-day rolling period) Dehumanising Language *	- Pupils should be asked by the investigating adult to write up the event. - A reflection should take place with a Core Leader. Parents should be notified. - These behaviours should be logged on Bromcom. <i>Reflections for this level should be >15 minutes. Internal or external fixed term exclusions may be appropriate.</i> <i>* Complete a Dehumanising Language Proforma</i>

EXTREME LEVEL	• Harmful Sexual Behaviour • Absconding • Assaults on Staff • Prejudiced based Incidents • Any behaviour that significantly disrupts learning for all or causes harm or risk of harm* • Incidents involving safer handling or evacuating a class * • Triggering of the fire evacuation or stay put alarms in malice	1. Pupils should be asked by the investigating adult to write up the event. 2. A reflection should take place with a Core Leader. Parents should be notified. 3. These behaviours should be logged on Bromcom. <i>Consequences may include internal or external fixed term exclusion or permanent exclusion. In addition there may be cause to risk assess whether a pupil can safely participate in off-site trips.</i> <i>*Complete a serious incident form and/or restraint record</i>
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Appendix 2. The School Rules

These rules are shared with pupils regularly through assemblies.

- We only eat food in the dinner hall.
- We use a calm voice and don't scream.
- We do not play fight or engage in aggressive play.
- We stay in the playground and do not enter other areas of the school without permission.
- We do not climb on the furniture; window ledges or railings and we keep loose parts equipment below waist height.
- We do not spit water or throw food.
- We look after each other and get adult help if someone needs it.
- We share and look after our playground equipment.
- We don't throw things (apart from balls, in a game).
- We look out for and after the younger children.
- We line up silently when the bell is rung.