



4 - 18 yrs Co-educational Independent Day School

Junior School Positive Behaviour Policy

To create a culture of exceptionally good behaviour: for learning, for our community and for life.

Approved by: Matt James, Head of Juniors

Date: 01.09.25

Last Reviewed: September 2025

Review Period: Annually

Next Review Due: September 2026

This policy is part of a portfolio of policies associated with 'Safeguarding' and must therefore, be read in conjunction with the other policies. All policies are available on the website or in school.

This policy is based on advice from the Department for Education (DfE) on:

Behaviour and Discipline in School

The Equality Act 2010

Use of reasonable force in schools

Supporting pupils with medical conditions at school

Section 175 of the Education Act 2002

Monitoring and Review

This policy is monitored and reviewed annually.

Part I: Introduction

Promoting positive behaviour requires the commitment of all members of the school community. It requires consistent application of the rules across the school to ensure that pupils know the standard of behaviour expected of them – a key characteristic of positive behaviour being respect for others.

At Arnold Lodge, we believe that behaviour can influence both academic performance and children's social, emotional and mental health needs. Our policy promotes positive reward systems and positive behaviour outcomes for all. Arnold Lodge is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy echoes our core values of honesty, kindness and hard work.

Aims and Expectations

- > To create a culture of exceptionally good behaviour: for learning, for community and for life.
- > To promote a nurturing environment where achievements at all levels are acknowledged and valued.
- > To encourage increasing independence and self-discipline, so that each child learns to accept responsibility for his/her own behaviour.
- > To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- > To make boundaries of acceptable behaviour clear and to ensure safety.
- > To prevent bullying, racism, homophobia and any other form of discrimination.

The key qualities that underpin our values are:

- > **HONESTY:** be courteous, truthful and trustworthy at all times
- > **HARDWORKING:** take responsibility for their actions
- > **KINDNESS:** have respect for, and be respectful of others, their views and their property

Behaviour and Communication with Parents

Communication with parents is essential to good behaviours in school. Parents can receive regular feedback via the class dojo app, via e-mail, face to face or via the phone. Wherever possible, if there is a negative behaviour, this will be relayed to parents on the day the incident occurs. Parents will also get information regarding behaviours at parents' evenings and through formal reports at Christmas and the summer term. It is important that communication with parents remains a fundamental aspect of promoting positive behaviour in school.

It is important too, that parents are made aware when their children's behaviour has not been as positive as it could be. Class teachers and teaching assistants will inform parents of poor behaviour and discuss at ways in which to support any behavioural needs informally in the first instance.

Please see SEN and Inclusion Policy for further details on specific behavioural support.

Role of the teacher

The class teacher and specialist teachers are responsible for the management of the behaviour of the class, using the systems detailed in this policy. Teachers will achieve this by:

- > Being calm, good humoured and having high expectations for the good behaviour of all pupils in the school;
- > Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability;
- > Treating all pupils equally and showing concern and respect for them;
- > Using praise rather than criticism to guide;
- > Reporting to parents about the progress of children in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child in line with the school sanctions.
- > Linking with before and after school clubs to ensure effective communication takes place;
- > Preventing bullying through proactive management and interactive teaching and learning;
- > Active and age-appropriate communication of the School ethos, culture with regard to behaviours;

Role of the leadership team

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Role of the parents/carers

Parents are expected to:

- > Work in close partnership with the school, offering information that will benefit the tutors and class staff and reinforce a positive attitude towards school for their child or young person
- > Inform the school of any changes in circumstances that may affect their child's behaviour
- > Discuss any behavioural concerns with the supervisor promptly

Positive Reward System: Foundation Stage

In Reception, we use a three-tiered behaviour system. This consists of a sunshine, rain cloud and thunder cloud. Each child will have a named peg on the sunshine. If a child behaves in a way that is unsafe or does not allow for good learning, their peg will be moved to the rain cloud as a warning. The teacher will explain that with improved behaviour, they can move back to sunshine. If a child on the rain cloud shows further unwanted behaviour then their name will be moved to the storm cloud. When moved to the storm cloud, the child will miss some of their choosing time and the class teacher will inform parents about the behaviour. Please note that if we have had a behaviour incident that requires a child's peg going on the thundercloud, we will let you know. We don't always feel it necessary to let you know about the rain cloud as these issues are always resolved quickly during our day.

Adults in Reception give lots of praise and regularly demonstrate desired behaviour through role-play.

We celebrate and reward children in Reception by:

Giving stickers - These are collated on a sticker chart, and this then leads to a further reward when complete.

Class Treat Jar - This is a class reward to reinforce collaboration and teamwork. When the jar is full, the class receive a reward.

In Reception, we recognize that children are still developing self-regulation skills and use behaviour as communication. Our approach balances clear expectations with compassionate understanding of this developmental stage.

Physical Intervention

In line with EYFS requirements, staff may need to use physical intervention to prevent injury, ensure safety, or manage behaviour if absolutely necessary. Any use of physical intervention will be:

- Logged in writing with time, context, and action taken
- Communicated to parents same day or as soon as reasonably practicable
- Reviewed to identify prevention strategies for future

Corporal punishment is never used.

Positive Reward System: Years 1 - 6

Teachers and year group teams may develop additional behaviour management strategies tailored to the developmental needs of their pupils, provided these strategies do not contradict the core principles of this policy. Such adaptations should be communicated to the Head of Upper/Lower Juniors and documented.

Staff will use their professional judgement to tailor rewards to the interests and needs of their children and class. Below are a few examples of behaviours that may be rewarded and for which Dojo/House points can be awarded:

- > Trustworthy
- > Responsible
- > Fair
- > Happy
- > Confident
- > Polite
- > Well behaved
- > Helpful
- > Healthy choices
- > Friendly
- > In addition, any attitudes/skills or behaviour that individual teachers deem appropriate for their cohort of children/individuals/groups.

Children will be able to trade their Dojo points for tangible rewards and experiences such as non-uniform day, first to lunch, extra play time etc.

Rewards

Providing rewards, praise and encouragement at Arnold Lodge are seen as an important means of developing excellent behaviour in the Junior School. It is the responsibility of staff to ensure that pupils are provided with a positive ethos and a positive class-room environment to encourage pupils to fulfil their potential both academically and socially

The House System

There are three houses at Arnold Lodge, linked to the School Values of Kind, Honest and Hardworking. Pupils are placed into a house when they join Arnold Lodge.

There are a number of house competitions for pupils to take part in. Each Pupils will compete in their houses in one sporting competition, one non-sporting competition (such as house quiz, house bake off etc) and a house fundraiser which will be for a designated charity for that half term. Points will be awarded for each competition and be added to the total for engage points.

At the end of the year at Prize Giving, the scores for house points and house competitions are collated and a winning house for the year is awarded the Randolph House Shield.



Part 2: Inappropriate Behaviour & Sanctions

Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, at Arnold Lodge we recognise that it may be necessary to employ a number of sanctions to enforce our expectations and classroom rules to help ensure a safe learning environment.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State and explain the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

Detailed information on the use and range of sanctions pertinent to the level of inappropriate behaviour is set out in the guidance below.

Accompanying our Class Dojo system we use a visual ladder in the classroom with all the children starting the day in the middle of the ladder. If a child demonstrates positive behaviours they can earn Dojo points by moving up the ladder. Conversely, unwanted behaviours that are unsafe or do not allow for successful learning of all children in the class to be continued. The child will be told why the behaviour is unwanted and how to improve this (The Reminder). If the inappropriate behaviour continues, the child will then lose a Dojo point, move down the ladder and the child will be expected to apologise to the person or the class who they have upset. If a child shows further unwanted behaviours a clear verbal caution (The Caution) delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. If this is ignored then they will move down a step on the ladder and lose further dojo points (age appropriate). Their behaviour will be logged.

A parent will be able to see that a point/points have been removed if they log in to Class Dojo or have downloaded the app. If a child is moved down on the ladder, they will be told why and that with improved behaviours, they can move back up. The child may be asked to miss some of their break time to consider their actions by completing a reflective task. Each class will have 3 categories for losing Dojo points. These are: not listening to the teacher, disrupting learning, unkind behaviour. These are represented in the school ethos and house values; Amicus – pupils not being kind to others, Dedicas – pupils not working hard or have a poor attitude to learning and Veritas – who are not embracing the school ethos by disrupting learning.

If a child shows further unwanted behaviours then they will be moved down a further step which are coloured yellow and red. When a child is told they are on a yellow/red step of the ladder, they will be told why and they will attend a mentoring session. Their behaviour will also be logged and, if deemed necessary, recorded



in the relevant Upper/Lower behaviour book. Once a child has attended a mentoring session, the teacher may feel that the child should move back to the starting point of the ladder. The ladder will be reset each lunchtime and at the end of the day.

This list of unacceptable behaviours enables staff to deal with behaviour consistently across the school. This list is to be used as a guide. Teachers' knowledge and understanding of the child and situation will also be taken into account when dealing with unacceptable behaviours. A child may move directly to a consequence card if the incident is judged to be serious enough. These are used to set and keep high standards of behaviour outside of the classroom, around school and on the playground.

Teacher intervention Potential Yellow card

- Teasing
- Pushing/shoving
- Interrupting someone who is speaking
- Spoiling or running others games/work
- Play fighting
- Constant talking in class

Yellow Card

- Arguing/Answering back
- Lying
- Refusal to follow instructions
- Name calling
- Repeated refusal to follow instructions
- Continued interruption of learning.

Red Card

- Spitting
- Dangerous refusal to follow instructions
- Shouting at people
- Swearing
- Vandalism/damage to school or others property
- Physically hurting others (red or purple)
- Verbally abusing others

Purple Card

- Bullying (see policy) – Head of Junior informed and logged.
- Racist language/behaviour – Head of Junior informed and logged.
- Physically hurting others (such as biting or other acts of physical aggression)

Mentoring sessions

During a quiet time, a member of staff will lead a mentoring session for any children who have had a yellow or red consequence card. This session will involve looking at the events that led to the behaviours and ways in which to manage/tackle this in the future. Children will reflect on their behaviour and discuss with the teacher how this can be resolved differently in the future. Age appropriate reflection sheets may be used if relevant.



Should a child receive a red consequence more than once or a purple consequence, the following sanctions may be applied:

Lapses* in category	Sanction	Senior Equivalent
1/2 Red	Teacher Meeting Spoken to by teachers and parent informed and seen before the end of the school day. Sanctions implemented at this stage may include; community service, removal of break times, internal isolation or restorative meeting Head of Upper/Lower Juniors speaks with child.	M2
3 Red 5 yellows (In one term period)	Head of Key Stage Parental meeting with appropriate parties and possible in-school isolation for appropriate time related to age. The Head of Key Stage may issue a written warning if appropriate. Behaviour plan may be put in place to support the child and parents.	M3
3+ Red 10 yellows or 1 Purple (In one term period)	Head of Key Stage/ Assistant Head IBP (Individual Behaviour Plan) or behaviour management strategy put in place for a determined period and possible in school isolation. Pupils will also receive a first written warning from the Head of Key Stage or, for more serious matters at this level, the Head of Junior. This will outline the behaviour(s) that led to the warning, the necessary improvements required from the pupil and the consequences should the pupil not meet expectations moving forward.	M4
6+ Red or 2+ Purple (In one term period)	Head of Juniors/Headteacher Parental meeting and support to address behaviour with parents, communication daily to discuss behaviour with the Head of Junior notified. Possible suspension or external isolation. Pupil will also receive a final written warning from the Head of Juniors and may have a meeting with the Headteacher and their parents or guardians. At this point, the Head of Juniors will explain that any further breaches of the Behaviour Policy may lead to withdrawal of the school place or permanent exclusion. A Headteacher meeting may be issued for a single incident that could be considered gross misconduct** in itself. A Headteacher meeting can also be issued as part of the escalation process through the behaviour management system (following on from a Head of school meeting should there be further issues within a reasonable time period**)	M5
Continued lapses	Withdrawal of school place or permanent exclusion Meeting with Headteacher and parents to explain that there have been continual breaches of the behaviour policy.	

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**In all cases, it is the Headteacher that will decide what is to be considered as gross misconduct and a reasonable time period



Further details for sanctions

Restorative Practice

After poor behaviour, the follow up conversation/mentoring session will be done using the principles of restorative practice. The teacher will encourage the pupil to reflect on their actions and how they can improve in future rather than apportioning blame and negativity. To assist with restorative conversations, the following questions will usually be asked of the pupil:

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done, and how?
5. What do you think you need to do to make things right?

Community Service

- Community service takes place at break times.
- The teacher will assign tasks for the pupil. Suitable tasks could include but are not limited to: litter picking, cleaning desks, sorting lost property, tidying classrooms.
- The pupil should take time to reflect on his/her behaviour in the lesson.

Removal of a pupil from a lesson

- Pupils who consistently receive red warning cards may be removed from class. The pupil will not return to class/school until parents have discussed the incident with the Head of Upper/Lower Juniors

Violence to staff

Any instance of violence towards staff will immediately be referred to Head of Upper/Lower Junior and SLT. For more information on this please refer to the policy on violence, threatening behaviour and abuse.

Mobile phones and internet capable devices in school

Pupils in Years R-6, as a general rule, are not allowed personal electronic device with them in school (including mobile phones, tablets or laptops).

Some exceptions may exist where the child needs/relies on an electronic device to aid their studies or work. Pupils that are allowed to bring in an ipad, tablet or laptop do so for use in lessons only. These devices may not be used outside of lessons in school, or to communicate via any social networking/messaging provision. Smart watches are allowed provided the device they are connected to is turned off. If a child in Year 6 walks home then they are permitted to bring in a mobile phone which will be switched off and stored with the Year 6 teacher until the end of the day.



If a pupil is found to be using their phone in school the phone will be confiscated until the end of the day and stored with the class teacher or Head of Upper/Lower Juniors. Parents will be informed.

Part 3: Use of Sanctions Guidance Notes

The following are recommended school sanctions but are not to be considered an exhaustive list. Prior to considering sanctions, Arnold Lodge will always take into account the SEN / disabilities of the pupil and make reasonable adjustments as are appropriate. If in such instances sanctions are appropriate, the sanction chosen will also take the SEN / disability into account to ensure that it is reasonable for that pupil and their actions relative to their SEN / disability.

Other Sanctions: the school may also utilise other sanctions (please see the DfE advice for headteachers and school staff, 'Behaviour and discipline in schools', January 2016'). Alternative possible sanctions include loss of privileges (such as not being able to take part in non-uniform days or responsibility), school based community service (such as picking up litter, weeding school grounds or helping to clear up the dining hall) or additional work to complete (used predominantly where the sanction is required for unsatisfactory work). Alternative sanctions will always be notified to parents before they take place.

Supporting Pupils with SEND

We recognise that some pupils require additional support with self-regulation and behaviour. Where a pupil has identified special educational needs, we will make reasonable adjustments to our behaviour approach, which may include:

- Modified card/weather systems or alternative visual supports
- Extended processing time before expecting compliance
- Individual behaviour support plans
- Involvement of SENCO before M System escalation
- Additional adult support or safe space provision

Adjustments will be discussed with parents and reviewed regularly. Documentation of reasonable adjustments will be maintained.

Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct¹ (which includes but is not exclusively the following; intentionally harming peers, severe and persistent bullying, theft or damage to school property and that of others, illegal substances brought in to school, dangerous implements brought into school, deliberate victimisation, inappropriate sexual activity, or for malicious accusations against staff) the head teacher may suspend or exclude the pupil from school permanently. A pupil may be formally excluded from the school if it is proved on the balance of probabilities that the pupil has committed a very grave breach of school discipline or has committed a serious offence. Exclusion is reserved for the most serious breaches. In such cases, the head teacher shall act with procedural fairness and parents will be fully informed of the process. The decision to exclude shall be subject to review by the Directors if requested by parents. The pupil shall remain away from school pending the outcome of the review.

¹ In all cases, it is the headmaster that will decide what is to be considered gross misconduct.



If a student is excluded, there will be no refund of the registration fee or of school fees for the current or past terms. There will be no charge to fees in lieu of notice but all arrears of fees and any other sum due to the school will be payable.

Removal from school in other circumstances and withdrawal of school place

Parents may be required, during or at the end of a term, to remove a pupil from the school if, after consultation with the pupil and parent, the headmaster is of the opinion that by reason of the pupil's past conduct or attitude to learning, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the school or has an accumulation of offences or has failed to respond to school discipline or at the head teacher's discretion should it be considered that continued attendance would be detrimental to the school community, or if a parent has treated the school or members of its staff unreasonably. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The headmaster shall act with procedural fairness in all cases and shall have regard to the interests of the pupil and parents as well as the school. It is likely – but not necessary – that the pupil will have received a written warning and a final written warning before reaching this point (see Parent Terms and Conditions clause 10.2).

Parents may ask for a review by a panel consisting of up to three members (one Director, or person appointed in lieu of the Director, one member of the Senior Leadership Team and an independent member) of a decision to exclude or require the removal of a pupil from the school. The request for a review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents. Parents will be entitled to know the names of the members who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the school and approved by the parents (approval not to be unreasonably withheld).

The headmaster will advise the parents of the procedures (current at that time) under which such a review will be conducted by the panel. If parents request a review, the pupil will be suspended from school until the decision to permanently exclude or remove has been set aside or upheld. While suspended, the pupil shall remain away from school and will have no right to enter school premises during that time without written permission from the headmaster. A review will be conducted under fair procedures in accordance with a duty to act fairly.

Part 4: Discipline and Behaviour Management Strategies Guidance for staff

I. Enhance the motivation to learn in all pupils, praising and/or rewarding positive behaviour by:

- Providing appropriate curriculum access for all varying teaching and learning styles according to purpose and group
- Providing challenge and pace in lessons
- Providing time for personal learning target setting, reflection and guidance of pupils
- Using displays to celebrate pupil success
- Encouraging pupils to commend the behaviour of friends
- Sharing of commendable behaviour in assemblies
- Pupil Commendations
- Clear consistent boundaries are set regarding behaviour



- Pupils are made aware of the need for boundaries and specific expectations for their behaviour in ways that are appropriate to their level of understanding with their Mentor
- Positive methods of guidance are used. We reward good behaviour and encourage respect for others.
- We encourage responsibility, such as helping to tidy up.
- Adults intervene and re-direct, as necessary, to prevent disagreements developing that children cannot handle

2. Combat bullying and maintain an orderly environment by:

- Dealing promptly with reported incidents, verbally, at first, but by maintaining a written record of incidents to ensure effective management of situations.
- Ensuring that students feel that their complaints are taken seriously by giving pupils access to a range of supportive staff.
- Reinforcing required standards of behaviour in class, assemblies, playgrounds, on the sports fields, corridors, stairs, when travelling in the school buses, on visits and residential trips

3. Developing personal and social skills and positive attitudes and values by:

- Providing an effective programme of PSHEE
- Exploring and celebrating positive images of people from diverse cultures and beliefs in assemblies
- Encouraging participation in and contribution to the school council
- Encouraging excellent role models through the Prefects and Head / Deputy Heads of School
- Encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Tutors can refer pupils to named staff for a variety of reasons including, poor behaviour, low self-esteem, bullying behaviour, being victims of bullying, difficult family circumstances, low level of social skills, and standard of work.

4. Developing a sense of achievement and self-esteem by:

- Providing recognition, praise and reward of achievements in and out of school, through records of achievement, presentations, display, the school reward system, portfolios of work
- Commending outstanding behaviour. If pupils are thought to have engaged in behaviours that are particularly commendable tutors will be able to acknowledge this by using the school reward system effectively.

5. Ensure understanding of the school ethos and practice by:

- Publication of school values in the prospectus
- Reinforcement by class teachers, mentors, in class/tutor time or with individuals and groups
- Reinforcement through assemblies and school council
- Code of conduct in the pupil planner
- Through the appointment of Prefects. Amongst other duties and responsibilities they are expected to act as role models for younger pupils. They receive training and support in order for them to do so successfully

6. Apply the Code of Practice for students with learning and/or behavioural difficulties and maintain effective educational support by:



- Following an agreed procedure for implementing and monitoring IEPs (individual educational plans)

7. Maintain close liaison with parents by:

- Individual interviews, as and when required
- Use of the pupil diary, report cards, newsletters
- Involvement of parents in the use of IEPs
- Parents' evenings

8. Provide appropriate staff development and support by:

- Discussing pupil individual needs during staff orientation and staff meetings
- Discussing behaviour management issues with ECT's, new staff or teachers of specific pupils
- Allocating funding to meet individual or whole staff needs on issues relevant to this policy

Part 5: Sanctions and Authority²

Teachers can discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants. Corporal punishment is not used at Arnold Lodge, nor is corporal punishment ever suggested or threatened.

Teachers' Powers

- Teachers can discipline pupils, in certain circumstances, when the misbehaviour occurs outside of schools
- Teachers have the power to impose sanctions outside of school hours
- Teachers can confiscate pupils' property

Sanctions must satisfy the following conditions:

- The decision to punish must be made by a paid member of school staff or a member of staff authorised by the Headteacher
- The decision to give a sanction and the sanction itself must be made on the school premises
- The sanction must not breach any other legislation and it must be reasonable in all the circumstances

Pupils' conduct outside the school gates

- Teachers may discipline pupils for misbehaviour outside of school when the pupil is:
 - Taking part in a school organised or related activity
 - Travelling to or from school
 - Wearing school uniform
- Or, misbehaviour at any time that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

² For full details, please see *Behaviour and discipline in schools*, the DfE, February 2014



Confiscation of inappropriate items

- Teachers have the power to **search without consent** for “prohibited items” including:
 - Knives and weapons (these must be handed to police – please refer to the Policy on violence, threatening behaviour and abuse for more information)
 - Alcohol and illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images (extreme or child pornography must be handed to the police)
 - Any article which is likely to be used to commit an offence, cause injury or damage property
 - Any item banned by the school