



4 - 18 yrs Co-educational Independent Day School

Discipline & Behaviour Policy

(Juniors)

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

Approved by: Matt James, Head of Juniors

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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 in Schools: Advice for headteachers and school staff*, DfE, February 2024
- > Keeping Children Safe in Education (DfE, September 2025)
- > Searching, Screening and Confiscation (DfE, July 2022)
- > Use of Reasonable Force (DfE, July 2013)
- > Equality Act 2010
- > Children and Families Act 2014
- > Education and Inspections Act 2006
- > "Mobile Phones in Schools" (DfE, January 2026)
- > Section 175 of the Education Act 2002

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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.

Our Approach to Behaviour

At Arnold Lodge, we recognise that all behaviour is a form of communication. When children struggle to meet behavioural expectations, this is often the result of unmet emotional needs, difficulty managing strong feelings, or not yet having developed the self-regulation skills to make positive choices. Taking a non-judgemental, curious and empathic attitude towards behaviour is therefore vital. We encourage all adults in school to respond in a way that considers the feelings and emotions that may drive certain behaviour, as well as the behaviour itself.

This does not mean that behaviour which disrupts learning or harms others is accepted. Our policy maintains clear boundaries and consistent consequences. However, we seek to understand the causes of behaviour alongside addressing its impact, because we know from research that addressing children's emotional needs is the most effective approach to changing behaviour over time, as well as developing the self-regulation skills they will need as they grow.

We use the Zones of Regulation framework across the school to provide a shared language for understanding and talking about emotional states and self-regulation. The four zones (Blue, Green, Yellow and Red) help pupils to identify how they are feeling, recognise when they may need support, and develop strategies for returning to a state where they are ready to learn. This framework is embedded in classroom practice and is referenced by staff when supporting pupils with their behaviour.

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 positive 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 as soon as is reasonably possible. Parents will also receive 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.

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;

Adult Behaviour and De-escalation

We expect the adults in school to model the behaviour and emotional regulation we wish to see in our pupils. If we expect children to behave well, the adults must demonstrate consistent, calm and respectful conduct. Staff are expected to avoid humiliation, over-reaction, blanket punishment, sarcasm and threatening children with another person's authority. Conversations about behaviour should be conducted privately where possible.

When a pupil is displaying behaviours that are escalating, staff should use the following strategies before moving to the card system or M system sanctions:

- > Emotion coaching: naming the emotion the child appears to be experiencing and offering support
- > Limited choice: offering two acceptable options rather than a single direct instruction
- > Change of face: where one adult replaces another as the person leading de-escalation
- > Cool-down time: allowing a pupil time and space to regulate before any conversation takes place. This is not a sanction; it is an active strategy to support regulation
- > 30-second script: a brief, calm interaction that names the behaviour, links it to school rules or values, reminds the pupil of a recent positive example, and thanks them for listening

These strategies should be used as a first response to emerging behavioural difficulties. Where they are not effective and behaviour continues or escalates, the card system and M system provide the structured framework for further action.

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

If the school has to consider and implement consequences, it is expected that parents will support the authority and actions of the school. If parents have any concerns about the way in which their child has been treated, they should initially contact their class teacher. If the concern remains, they should contact the Head of Uppers/Lowers, the Deputy Head and finally, the Head of Juniors.

The school hopes that parents will not feel the need to complain about the operation of this policy and that any issues can be sensitively and efficiently handled. However, the school's Complaints Procedure is available from our website.

Parents are expected to:

- > Work in close partnership with the school, offering information that will benefit the teachers 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 class teacher promptly

2. Teacher Autonomy and Year Group Flexibility

This policy establishes non-negotiable elements and areas of professional discretion:

Non-negotiable elements (must be applied consistently):

- Response to serious behaviour incidents through the M System
- Parental communication thresholds (Red cards and all M System incidents)
- Recording requirements (Red and all M system incidents must be logged)
- Safeguarding and child protection protocols

Areas of professional discretion (teachers may adapt to meet the needs of their pupils):

- Specific classroom management strategies and routines
- Visual displays and implementation of the card system in their classroom
- Age-appropriate language and explanations of expectations
- Additional positive reinforcement systems alongside ClassDojo
- Specific sanctions at Yellow/Red level (e.g., loss of break time, community service, reflection activity)
- Frequency and timing of restorative conversations

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.

3. 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. In Juniors rewards are primarily through Dojo points, House Points and House Value postcards home and commendation awards.

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.



4. Early Years Foundation Stage

Developmentally Appropriate Behaviour Support is crucial to ensure children can flourish relative to their age and stage. In Reception, we recognise that children are still developing self-regulation skills and use behaviour as communication.

Our approach balances clear expectations with a compassionate understanding of this developmental stage and focuses on positive regards for good behaviour such as;

- > Adults in Reception give lots of praise and regularly demonstrate desired behaviour through role-play.
- > We celebrate and reward children in Reception. This might include;
 - **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.
 - **Tapestry** – messages home to parents to celebrate success as well as sharing the school day with parents so they can reinforce their child's day of learning
 - **House Points** – to celebrate good choices

Given the age and development of the children, where a Reception child displays behaviours that would usually be considered blue or higher (see Section 6), the class teacher will determine the best course of providing support and education for the child to help them display positive behaviours in the future. This might include;

- Social Stories
- Adult support to regulate before rejoining friends
- Modelling & adult input
- Clear age-appropriate conversations about expectations

At red or higher, parents will always be informed, and this will be logged on the school incident log. If a Reception pupil exhibits serious behaviour (physical aggression, spitting, discriminatory language, dangerous behaviour), this triggers the M System response (Section 5) from at least a Purple Card.

5. 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.

Pupil Transition and Induction

The school recognises that transitions can be triggers for behavioural challenges, particularly for younger pupils and those with SEND. Staff will manage transitions carefully by providing advance notice of changes to routine, using visual supports where appropriate, and allowing additional time for pupils who find transitions challenging.

At the start of each academic year, class teachers will explicitly teach and reinforce the school's behavioural expectations, the card system and the school values. New pupils joining the school during the year will receive an induction into the behaviour systems as part of their settling-in process.



6. Years 1 – 6: In-class behaviour (Card System)

Teachers in Years 1-6 manage low-level behaviour in their classrooms using a consistent card system. This provides visual clarity for pupils while allowing teachers flexibility in their classroom approach.

All pupils begin each lesson on **Green**. The system is designed for typical classroom management of low-level behaviours that disrupt learning.

Card	Meaning	Action
GREEN	Ready to learn, following expectations. Equipment ready etc	All pupils start here each lesson
BLUE	Reminder needed	Non-verbal or verbal reminder. Pupil reflects on behaviour choice. Not recorded.
YELLOW	Warning - behaviour continuing	Brief conversation with pupil. May lose break time or complete reflection activity. Logged on system.
RED	Persistent disruption	Parents are informed the same day, or on the next working day. Restorative conversation. Possible sanctions (see Sanctions Section). Logged on system.
PURPLE	A single incident of behaviour that is serious enough to warrant intervention from the leadership.	See Sanction Chart. Will likely be seen as a minimum of an M3

7. Red Card Process

The Red Card system is used to respond to significant lapses in behaviour where school expectations have not been met. The purpose of the system is to support pupils to reflect, repair and improve behaviour, while ensuring consistency, clarity and fairness for pupils, staff and families.

Red Cards are monitored on a regular basis, with escalation reset at the start of each new term.

8. Examples of Low-Level Behaviours

The card system applies to typical classroom behaviours such as:

- Calling out or interrupting
- Off-task behaviour or not following instructions
- Minor uniform infringements (untucked shirt, missing tie)
- Lack of equipment (age-appropriate)
- Unkind comments or low-level disagreements



CLASSROOM BEHAVIOUR VISUAL





9. Playground and Lunchtime

Behaviour

Lunchtime supervisors use a simplified three-zone system:

Zone	Behaviours	Response
GREEN	Kind play, including others, following game rules, helping others	Verbal praise, ClassDojo point
BLUE	Reminder needed	Non-verbal or verbal reminder. Pupil reflects on behaviour choice. Not recorded.
YELLOW	Minor disputes, rough play, not following playground supervisor instructions	Warning and brief conversation. Recording in lunchtime book which is passed to head of Uppers/Lowers
RED	Persistent negative play, not following instructions, playing in a way that disrupts others' play	LTS will intervene in the behaviour. LTS to inform Class Teacher & Head of Key Stage. Likely result in at least an M2. Incident placed on behaviour log. Where a pupil has documented SEND adaptations or an Individual Behaviour Plan, these apply equally during unstructured time including break and lunchtime. Lunchtime supervisors will be made aware of relevant pupil profiles and agreed strategies.
PURPLE	Physical aggression, persistent defiance, exclusionary behaviour, leaving designated area, spitting, discriminatory language	Immediate leadership involvement. Triggers M System response, likely at an M3. Recording slip completed and Parents Informed. Incident placed on behaviour log.

10. Inappropriate Behaviour & Sanctions

Sanctions

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.



M2	M3	M4/5
<ul style="list-style-type: none"> Arguing/Answering back Lying Refusal to follow instructions Name-calling (single incident) Repeated refusal to follow instructions Continued interruption of staff member. 	<ul style="list-style-type: none"> Accumulative Red cards over half Spitting Continued teasing Dangerous refusal to follow instructions Shouting at people Swearing Vandalism/damage to school or others' property Physically hurting others Verbally abusing others Deliberately disrupting the learning of others 	<ul style="list-style-type: none"> Accumulative M3s Bullying (see policy) – Deputy/Head of Junior informed and logged. Racist language/behaviour – Head of Junior/Deputy Head informed and logged on internal forms. Physically hurting others (such as biting or other acts of physical aggression) Gross Misconduct*

*In all cases, it is the headteacher or Head of School who will decide what is to be considered gross misconduct.

11. Serious Sanction Chart

Should a child receive a red consequence once or more or an M2, the following sanctions may be applied:

In-class Behaviour Level	Sanction	M Equivalent
1-2 Red (In one term period)	<p>Teacher Meeting/Communication</p> <p>The pupil will be spoken to by the class teacher. Parents will be informed on the same school day, where possible (either face-to-face or by telephone). If same-day contact is not possible, parents will be informed on the next working day. The pupil will miss age-appropriate minutes of their break time (morning or lunch). If the red card is issued after lunch, this will be taken from the following morning's break. A restorative conversation will take place between the pupil and class teacher. This will focus on: what happened, why the behaviour occurred, how the pupil can manage the situation differently in future.</p>	M2
3-5 Reds or 1 Purple Card (In one term period)	<p>Head of Phase</p> <p>The pupil will be spoken to by the Head of Phase. A face-to-face meeting will be arranged with parents, the pupil and the Head of Phase. The focus of the meeting will be to: explain the reasons for the red cards, clarify behaviour expectations moving forward, give the pupil the opportunity to explain their behaviour and identify any support strategies that may help prevent recurrence.</p>	M3
6-8 Red Cards or 1/2 Purple Cards (In One Term)	<p>Deputy Head of Juniors</p> <p>The pupil will be spoken to by the Deputy Head of Juniors. Parents will be invited to attend a face-to-face meeting with the Deputy Head of Juniors and, where appropriate, the Head of Phase.</p> <p>The pupil may receive a first written warning, issued by the Head of Key Stage or Deputy Head of Juniors. This will clearly outline: the behaviours that have led to escalation, expectations for improvement, the support that will be provided and the consequences should expectations not be met. The meeting will focus on</p>	M4



	understanding the underlying causes of the behaviour, repairing relationships where necessary, and agreeing clear next steps with the pupil and parents.	
9 Red Cards or 3 Purple Cards (In One Term)	<p>Head of Juniors</p> <p>A formal parental meeting will take place with the Head of Juniors. The pupil will receive a final written warning from the Head of Juniors. This warning will make clear that: behaviour has continued to fall below expected standards despite support and further breaches of the Behaviour Policy may result in withdrawal of the school place or permanent exclusion.</p> <p>A meeting with the Headteacher and parents may be convened at this stage. In cases of particularly serious behaviour, a Headteacher meeting may be issued immediately, without progression through earlier stages.</p> <p>Where behaviour continues to fall below expectations despite repeated support and intervention, the school may consider: withdrawal of the school place, or permanent exclusion, in line with school policy. A formal meeting will be held with the Headteacher and parents to explain the decision and the rationale for this course of action.</p>	M5

In all instances, the level of sanction will be proportionate to the offence and the resulting restorative time will be held as soon after the event as possible, be constructive and reflect the nature of the offence in order to be fully effective.

Should a pupil accumulate three 'M' consequences of the same level during any one full term period, this will then escalate to the awarding of a next level sanction. For example, a pupil who receives three M2's during the Autumn, Spring or Summer Term will receive an escalated M3 sanction. The escalation process will be reset at the start of each new term and the pupil's mentor will facilitate the escalation process.

Where a pupil reaches M4, an Individual Behaviour Plan (IBP) or agreed behaviour support strategy will be put in place for a defined period. This may include a structured package of support will be agreed (for example: weekly updates to parents from the class teacher, a daily behaviour monitoring or reflection chart and continued review and adjustment of the IBP or behaviour strategy).

12. 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?

Language and Approach During Restorative Conversations

Staff should use active listening skills during restorative conversations. The following approaches may be helpful:

- > Encouraging: "Tell me some more about that"
- > Clarifying: "Can you help me understand that more?"
- > Checking: "So did I hear you say... Am I right in thinking...?"



- > Reflecting: repeating back the pupil's last few words to show they have been heard
- > Affirming: "Thank you for telling me that" or "I appreciate you talking about this with me"

A child who has been in crisis or heightened emotion may need time to calm down before a restorative conversation can take place. The conversation should take place as soon as the pupil is emotionally ready, not necessarily immediately after the incident.

Community Service

Tasks will be appropriate to the age and developmental stage of the pupil

- 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 their behaviour in the lesson.

Removal of a pupil from a lesson

- Pupils who receive a purple card or consistently receive red warning cards may be removed from the lesson and supervised elsewhere in school. A restorative conversation and parental discussion with the Head of Upper/Lower Juniors or Deputy Head will take place before the pupil returns to their usual timetable

13. 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, medical needs 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.

Pupils may use devices in school as part of lessons. Pupils are expected to use devices appropriately in the context of being on a school site. Examples of inappropriate use include (but are not limited to):

- > taking pictures or videos on school property at any time for any reason;
- > accessing inappropriate websites or inappropriate material via their device;
- > using the device to act in a manner which is detrimental to themselves or their peers;

14. Off-site Misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehavior when the pupil is:

- > Taking part in any school-organised or school-related activity (e.g. school trips); and/or
- > Travelling to or from school; and/or
- > Wearing school uniform; and/or



- > In any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- > Could have repercussions for the orderly running of the school; and/or
- > Poses a threat to another pupil; and/or
- > Could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

15. Use of Sanctions Guidance Notes

Violence towards staff

Any instance of violence towards staff will be referred to a member of SLT immediately. For more information on this please refer to the policy on violence, threatening behaviour and abuse.

Consideration of Special Educational Needs in relation to behaviour

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour together with the extent to which this should reasonably be taken into account as a mitigating factor will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- > Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- > Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- > If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

At Arnold Lodge we strive to support children with behavioural challenges and cater for their individual needs. To support these pupils, the following strategies may be put into place as examples of reasonable adjustments:

- > weekly nurture group sessions, which provide the children with strategies for dealing with the behavioural challenges. They will be given half termly targets which will be reviewed by their Mentor and the Head of Key Stage;
- > time out card to prevent inappropriate behaviour occurring and time to calm down;
- > pupil profiles created by the child alongside their Mentor for all staff that come into contact with that child;
- > the Head of Key Stage and Mentor will, if necessary, meet with parents and create a care plan to support that child and this will be reviewed regularly.
- > Issue a subject report to support pupils, setting targets to give them clear goals in their learning
- > Training for staff in understanding conditions such as autism
- > Adjusting uniform requirements for pupils with sensory issues or who have severe eczema



- > Amending the usual escalation process on a case by case basis
- > Adapting communication and behavioural strategies for pupils whose SEND may result in anxiety-driven behaviours, including where demands, transitions or direct instructions may act as triggers for dysregulation

These reasonable adjustments are illustrative only and should not be taken as a commitment to consider and/or implement any specific adjustment in any particular case. Each situation will be considered on an individual basis.

For pupils with identified SEND, an Individual Behaviour Plan or behaviour support strategy may be implemented at any point where the school considers this would support the pupil, and is not dependent on the pupil reaching M4 level. The school will work proactively with parents and the SENCO to put appropriate support in place as early as possible, in line with the duty to anticipate likely triggers of misbehaviour.

Parents who believe their child may have unidentified needs that are affecting their behaviour are encouraged to raise this with the class teacher or SENCO so that appropriate assessment and support can be considered.

16. Adapting consequences for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- > Whether the pupil was unable to understand the rule or instruction?
- > Whether the pupil was unable to act differently at the time as a result of their SEND?
- > Whether the pupil is likely to behave aggressively due to their particular SEND?
- > Whether the pupil's behaviour may be driven by anxiety associated with their SEND, for example where demands, transitions or social expectations act as triggers for refusal, withdrawal or escalation?

If the answer to any of these questions is yes, we will reflect on how best to support the pupil and may adopt an alternative strategy either instead of or in addition to pursuing a sanction. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

There are situations where, given the nature, persistence and/or severity of the behaviour in question, it is appropriate to implement a sanction notwithstanding any link to a pupil's SEND. The M system is designed to support pupils to be their very best and to learn and grow from their time in school and to become well-rounded individuals. While the school will always consider and implement reasonable adjustments where appropriate, this does not mean that the M system will not apply to individuals with SEND. It could mean, as mentioned above, the adaptation of the M system, on a case-by-case basis.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

17. Zero-tolerance approach to Prejudice-based and Discriminatory Behaviour

Our school culture and ethos is inclusive of all pupils in school. ALS takes a zero tolerance approach to discriminatory or prejudice-based actions. Alongside the importance of inclusivity to our school ethos, under the Equality Act 2010, schools have a duty to eliminate discrimination against pupils due to factors including race, faith, sex/gender, homophobic, transphobic or disability.



The school will ensure that all incidents of prejudice based and/or discriminatory behaviour are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, and supportive, and decided on a case-by-case basis.

Racist, sexist, homophobic or discriminatory behaviour is considered serious misbehaviour. Please also see our Anti-Bullying Policy and Child Protection Policy.

In most circumstances, where there is behaviour or language of a discriminatory nature, this will be marked by a note of concern or written warning. Even if the incident is appropriately sanctioned at an M2 or an M3, the letter may still be used to highlight the seriousness of discriminatory behaviour/language and the school's commitment to an open and inclusive culture.

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

18. Suspension & Exclusion

In extreme cases for persistent inappropriate behaviour or for incidents of gross misconduct¹ the headteacher may suspend (for a fixed period) 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 and will only be taken as a last resort, when a range of strategies for dealing with disciplinary issues has been employed with no success. In such cases, the headteacher 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.

If a pupil 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.

The school emphasises the intervention and support expected of parents in this process, which is why parents will be involved and informed at earlier stages in the disciplinary policy. However, there are occasions where an incident is deemed so severe that the Headteacher determines that a pupil should be expelled.

A non-exhaustive list of the sorts of serious misbehaviour which could merit a suspension are:

- > Sustained challenge to the authority of a member of staff;
- > Persistent defiance of school rules;
- > Persistent types of behaviour which cause offence to others, e.g. personal comments/name calling;
- > Three M4s in any one academic year;
- > M4s for particular actions (such as use of electronic devices in school; minor physical violence)
- > Acts of vandalism;
- > Physical violence;
- > Foul language

A non-exhaustive list of the sorts of behaviour which could merit expulsion are:

- > Any repeated or sustained course of conduct which has previously led to a suspension;
- > Actual or threatened physical assault against pupils or adults;
- > Verbal abuse/threatening behaviour against pupils or adults;
- > Severe or persistent bullying, both verbal and physical, harassment or abuse;
- > Deliberate damage to property;

¹ In all cases, it is the headteacher or Head of School that will decide what is to be considered gross misconduct.



- > Theft;
- > Persistently disruptive behaviour;
- > Parental behaviour;
- > Misuse of drugs, alcohol and tobacco or bringing any illegal substances on to the school site;
- > Bringing onto the premises dangerous objects (guns/knives);
- > Sexual abuse or assault or any inappropriate sexual activity;
- > Making malicious accusations against staff;
- > Victimisation of pupils;
- > Damage to school property or the property of others; and/or
- > Malicious accusations against staff.

19. Removal from school in other circumstances and withdrawal of school place

Parents and guardians 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 headteacher 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, has an accumulation of offences or has failed to respond to school discipline or at the headteacher'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 the removal of place being required. The headteacher 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).

20. Appeal of withdrawal of school place [Terms & Conditions 11.9]

Where a school place is withdrawn, whether as a result of an exclusion or other matters, parents have the option to bring forward an appeal. Clause 11.9 of the Terms & Conditions states that this will “generally consist of a Board review”. This process will likely mirror the Stage 3 process outlined in the Complaints Procedure though consideration will be given to the particular context of each withdrawal. A Board-level review will consist of two Directors of the school as well as an independent person. The request for the review must be made as soon as possible and, in any event, within seven days of the decision being notified to the parents.

The Directors will be responsible for the appointment of the panel normally within 28 working days of a request for a hearing. Parents may attend and be accompanied by a friend if they wish. Legal representation is not appropriate at such a hearing.

The outcome of the appeal will be communicated in writing or electronically to the parents normally within 5 working days. The Panel's findings are final.

21. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school's response will be:

- > Proportionate



- > Considered
- > Supportive
- > Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- > Responding to a report
- > Carrying out risk assessments, where appropriate, to help determine whether to:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

22. The role of Parents/Guardians

If the school has to consider and implement consequences, it is expected that parents will support the authority and actions of the school. If parents have any concern about the way in which their child has been treated, they should initially contact their class teacher. If the concern remains, they should contact the Head of the appropriate School and finally, the Head.

The school hopes that parents will not feel the need to complain about the operation of this policy and that any issues can be sensitively and efficiently handled. However, the school's Complaints Procedure is available from our website.

23. Discipline and Behaviour Management Strategies Guidance for Teaching Staff

Enhance the motivation to learn in all pupils, by 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 prompt and supportive marking of work;
- > 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 their peers;
- > sharing of commendable behaviour in assemblies;
- > clear and 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, insisting on good behaviour and encouraging respect for others;
- > adults intervene and redirect, as necessary, to prevent disagreements developing.

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 pupils feel that their complaints are taken seriously by giving pupils access to a range of supportive staff if they need them from their Mentor or other senior 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;
- > providing care and guidance from mentors.

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, 'Pupil Voice';
- > encouraging excellent role models through the Prefects and Head/Deputy Head of School;
- > encouraging pupils to work with staff to develop pupils' behaviour, skills and sense of self-worth. Mentors 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.

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 mentors will be able to acknowledge this by using the school reward system effectively.

Ensure understanding of the school ethos and practice, by:

- > publication of school values in the prospectus;
- > reinforcement by class teachers, mentors, in class/mentor time or with individuals and groups;
- > reinforcement through assemblies and 'Pupil Voice';
- > having clear guidance around behaviour expectations on Pupil Portal;
- > 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.

Apply SEND Policy for students with Special Educational Needs and maintain effective educational support, by:

- > following an agreed procedure for implementing and monitoring Intervention Plans.

Maintain close liaison with parents, by:

- > individual meetings, as and when required;
- > use of newsletters and regular written communication;
- > involvement in the use of intervention plans and subject reports;
- > Parents' Evenings



Provide appropriate staff development and support, by:

- > discussing a pupil's 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.

24. Consequences and Authority

Teachers can discipline pupils for poor behaviour 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 school.
- > Teachers have the power to impose restorative meetings outside of school hours & can confiscate pupils' property.

Consequences must satisfy the following conditions:

- > the decision to award a sanction to a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- > the decision to award a sanction and the sanction itself must take place 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 or wearing school uniform.
- > Or, poor behaviour 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.

Confiscation of inappropriate items:

- > **Teachers have the power to search for, and confiscate without consent, "prohibited items" including:**
 - knives and weapons (these must be handed to police – see policy on violence, threatening behaviour and abuse);
 - alcohol and illegal drugs, stolen items, fireworks, aerosols;
 - tobacco and cigarette papers, vaping devices;
 - pornographic or other inappropriate images (mobile phones will be confiscated immediately should it be suspected that such images exist on a device. These will not be viewed by staff, but instead the device will 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.

For the avoidance of any doubt, where a pupil's conduct is considered sufficiently serious, the school reserves the right to depart from any general guidelines above and in the most serious circumstances, a pupil could be permanently excluded even where there has been no prior sanction.