



# LAMBROOK

---

NURTURING  
POTENTIAL  
SINCE 1860

# Behaviour Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

Reviewed: Jan 2026

Review date: Jan 2027

## Contents

1. Aims.....	3
2. Legislation and statutory requirements .....	3
3. Definitions.....	5
4. Bullying.....	6
5. Roles and responsibilities .....	7
6. Pupil code of conduct .....	8
7. Rewards.....	8
8. Sanctions.....	11
9. Reporting of and responding to rewards and sanctions .....	16
10. Behaviour Management .....	16
11. Searching, screening and confiscation.....	18
12. Responding to misbehaviour from pupils with SEND.....	19
13. Pupil transition.....	21
14. Training .....	21
16. Links with other policies .....	22
Appendix One: Reflection Sheet.....	23
Appendix Two: Example Reflections Sheet for adaptation .....	25
Lambrook School Expectations – details for reference .....	26
<b>Dos and Donts</b> .....	26
<b>Appearance</b> .....	27
<b>Behaviour</b> .....	27
<b>Boarding</b> .....	27
<b>Beginning of the School Day</b> .....	27
<b>End of the School Day</b> .....	27
<b>Fundamental British Values</b> .....	27
<b>Inappropriate Items</b> .....	28
<b>Jewellery</b> .....	28
<b>Language</b> .....	28
<b>Minibuses</b> .....	29
<b>Out of Bounds</b> .....	29
<b>School Bags</b> .....	29
<b>School Values</b> .....	30
<b>Uniform</b> .....	30
<b>Valuables</b> .....	30

## LAMBROOK'S AIMS

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two. During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, mature, considerate and thoughtful young adults who are outward looking global citizens.

### **Inspiring**

Inspiring pupils from Nursery through to Year 8, ensuring an outstanding level of education from our exceptional staff.

### **Nurturing**

Nurturing all pupils through an outstanding level of pastoral care, enabling them to flourish in a happy environment

### **Providing**

Providing pupils with an abundance of opportunities to discover, develop and showcase new talents.

### **Preparing**

Preparing our children for the next stage of their educational journey by giving them the skills for scholarship and Common Entrance entry at leading Senior Schools.

### **Equipping**

Equipping our children for the ever-increasing challenges of the world in which they live; giving pupils the skills and the confidence to understand technology, the environment and other cultures better, thus enabling them to make a difference in the world, both now and in the future.

## 1. Aims

This policy aims 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**

## 2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an Anti-Bullying strategy.



LAMBROOK

NURTURING  
POTENTIAL  
SINCE 1860

## THE LAMBROOK PUPIL CHARTER



- Be proud of your school.
- Look after yourself and your belongings.
- Look after your school.

- Consider others.
- Understand and respect differences in others.
- Be polite.

- Believe in yourself
- Say no to bullying - report it.
- Tell someone if you are unhappy.



- Be an ambassador.
- Take responsibility for your own actions.
- Believe in yourself.

- Be honest.

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in areas between lessons and at break and lunchtimes
- Non-completion of classwork or prep
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** which takes place in real life or online is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking the belongings of another person, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li></ul> Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of Lambrook's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

## 5. Roles and responsibilities

### **The governing body**

The governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Headmaster to account for its implementation. They are responsible for reviewing and approving this behaviour policy.

### **The Headmaster**

The Headmaster will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Head of Pastoral Care**

The Head of Pastoral Care is responsible for writing, reviewing and implementing the behaviour policy and, along with Heads of School and the Pastoral Leaders Group, provide support, guidance and planning on how to improve an individual's behaviour. They are also responsible for investigating incidents and along with the Deputy Head keep appropriate records of incidents and sanctions logs.

### **Staff**

Staff are responsible for:

- Endeavouring to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
- Treating all pupils equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- Considering what support could be offered to a pupil to help them to meet behaviour standards in the future when giving behaviour sanctions.
- Implementing the behaviour policy consistently, calmly and with care;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents through CPOMS;
- Monitoring the appropriate use of laptops in lessons (using platforms such as Classroom Cloud);

The senior leadership team will support staff in responding to behaviour incidents.

In lessons, in order to encourage positive behaviour staff should:

1. Meet and greet on arrival at the classroom.

2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Use a mechanism for positive recognition throughout the lesson: verbal praise, “praise the behaviour you want to see” and positives.

### **Parents**

Parents are expected to:

- support their child in adhering to the pupil code of conduct;
- inform the school of any changes in circumstances that may affect their child’s behaviour;
- discuss any behavioural concerns with the class teacher promptly.

## **6. Pupil code of conduct**

Pupils are expected to try to:

- be ready to learn or start an activity on time and with the correct equipment;
- behave in an orderly and self-controlled way that helps everyone feel safe and happy;
- show respect to members of staff, visitors and each other at all times;
- be considerate in class and make it possible for all pupils to learn;
- move calmly around the school;
- treat the buildings and everyone’s property with respect;
- wear the correct uniform at all times;
- accept sanctions when given;
- refrain from behaving in a way that brings the school into disrepute, including when outside school.

Where appropriate and reasonable, adjustments may be made to routines/timetables within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **7. Rewards**

### **Prep School**

Staff are encouraged to praise pupils for effort and achievement as part of every lesson. Positive behaviour strategies are encouraged and the following rewards can be used to support this:

#### **1. Verbal Praise**

Staff are particularly encouraged to praise the behaviour they want to see. This includes effort, persistence, bravery and other positive traits that pupils exhibit in particular those linking to our school values:

*Be respectful - Be kind - Have courage - Be responsible - Have integrity*

## **2. Positives**

Positives can be awarded for all areas of school life where pupils are making a positive contribution. Good behaviour, improved attitude or acts of consideration and helpfulness should be entered into pupils' planners and the totals are added to the central system.

Staff may also award Positives for work that is very good or for work that shows considerable improvement and effort. All positives contribute to the termly house competition. The totals from the positives and negatives will count directly to the termly House competition. Once a pupil has accumulated certain numbers of positives they are awarded with Headmaster's Certificates:

- 50 Positives for a Bronze Certificate
- 125 Positives for a Silver Certificate
- 200 Positives for a Gold Certificate
- 275 Positives for a Headmaster's Award

## **3. Headmaster's Commendations (academic)**

When a pupil has produced work outside School that demonstrates exceptional curiosity and engagement with curriculum topics, a Headmaster's Commendation may be awarded in assembly. Staff should request a certificate from the Head of Academics.

## **4. Subject Commendation (academic)**

Subject Commendations in specific subjects may be awarded for effort and attainment above and beyond the expectations.

## **5. House System**

Additional awards are available to Houses through the competitive House system. This system aims to foster team spirit and include broader areas of the curriculum including citizenship, behaviour, teamwork, effort and attainment.

## **6. Golden Time**

Normally earned by the younger children in the school. This can be given for excellent behaviour and effort over a sustained period.

## **7. School Prizes (termly or annually)**

Prizes based on Attitude to Learning and Achievement (based on report Grading) are awarded at the end of each term. There are prizes for effort,

excellence, attitude and contribution to the school community awarded at Speech Day.

**8. Leadership positions (Team Captains, House Captains, School Council, Prefects etc)**

There are a variety of leadership positions available. These are given as rewards to pupils who represent school values in their behaviour and who are consistently positive members of the community.

**9. Enhanced rights and responsibilities**

Pupils are regularly reminded of the importance of both their rights and their responsibilities. Particularly in areas such as boarding, children who earn trust through excellent behaviour will be given additional freedoms and increased rights and responsibilities as appropriate.

### **Pre Prep (including EYFS) and Nursery**

The aim of the EYFS is to promote the development of each individual, enabling them to be independent and enthusiastic about their learning. At Lambrook, we want children to feel safe and secure when they are with us. It is important that we support children in developing their relationships with adults and children so that they can achieve their potential. To achieve this, we aim to help children understand their behaviour and to make appropriate choices to ensure their own and others wellbeing.

In the Early Years, we have regard to the Early Years Foundation Stage Statutory Guidance details of goals applicable to supporting children regulate their behaviour. The PSE goals for children at the end of the Foundation Stage relate to Self-Regulation, Managing Self and Building Relationships and the aim is that children are able to control their immediate impulses, give focussed attention to adults and others, play cooperatively and take turns with others and show awareness of their own needs and the needs of others.

### **Nursery**

In the Pre Prep and Nursery, there is a big emphasis on reinforcing positive behaviour and role modelling. Positive behaviour is rewarded in a number of ways:

- ‘Tree-Mendous Tree’ – This is a system to reward positive behaviour. If the Nursery staff feel that a child’s outstanding behaviour or achievement needs or to be rewarded, the child should choose a sticker, put it on a special label with their name, date and the reason for the reward. They will hang this on the ‘Tree-mendous Tree’. At the end of the session the child is congratulated at Big Group Time.
- Stickers on pieces of work and verbal feedback
- Names on the rainbow and sunshine to celebrate positive behaviours

### **Pre Prep**

The emphasis is on rewarding acts of kindness, respect and positive behaviour rather than waiting for a misdemeanour to occur.

Each Tuesday in Chapel a child in each class receives a 'Growth Mindset' and 'Head Teacher's award'. The 'Head Teacher's award' is Character Value focused (manners, responsibility, kindness, courage, respect, independence) The children who are awarded a certificate and badge have the privilege of wearing a golden cloak to lunch on Friday

- Class teachers have their own rewards within the class including, 'Star of the week', 'line leader' and 'Golden time'.
- A Manners and Kindness Award is presented to a child in Pre Prep weekly to recognise exemplary behaviour
- Children in Year 2 assume additional responsibilities including Prefect, Helper, and Librarian. These children act as role models to the younger members of the Pre Prep.

## 8. Sanctions

### Prep School

The school uses a stepped approach to sanctions and at each stage aims to help the pupil to improve their behaviour and learn from their mistakes through restorative practice and reflection.

Teachers will use professional judgement and each sanction is taken in context. Pupils are taught about context.

No	Sanction	Recording	Restoration
1	<b>Verbal Warning</b>	With teacher	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour
2	<b>Negative</b>	Added to iSams by teacher at the end of the lesson	Teacher explains what went wrong, how to get it right next time and consequences of repeat behaviour
3	<b>Reflection</b> <i>(With the form tutor)</i>	On CPOMS by tutor	Pupil completes a reflection sheet while losing their break time. The form tutor monitors and talks through the reflections sheet with the pupil. Copies are recorded on CPOMS and the tutor is alerted.
4	<b>Reflection</b> <i>(with either Head/Assistant of Lower, Middle or Upper School)</i>	On CPOMS by either Head/Assistant of Lower, Middle or Upper School	Pupil completes a reflection sheet while losing their break time. The Head/Assistant monitors and talks through the reflections sheet with the pupil. Copies are recorded on CPOMS and the tutor is alerted.
5	<b>Reflection</b> <i>(with Head of Pastoral Care or Academic Development)</i>	On CPOMS by Head of Pastoral Care or Head of Academic Development & communication home to parents.	Reflection** takes place during the detention with Head of Pastoral Care or Head of Academic Development as appropriate

6	<b>Deputy Head's Detention</b>	On CPOMS by Deputy Head & letter home to parents & meeting. Recorded on sanctions log.	Reflection** takes place with Deputy Head.
7	<b>Suspension</b>	On CPOMS by Deputy Head & letter home to parents & meeting. Recorded on sanctions log.	Reflection** questions are sent home with pupil. Pupil will discuss answers to evidence that they understand the consequences and impact.
8	<b>Exclusion</b>	In Pupil Files in School Office	Reflection** will take place if felt appropriate as part of the process in discussion with parents.

\* Reflection— see Appendix One

\*\*Reflection Sheets are adapted depending on the incident / behaviour. See Appendix Two for example

NB All staff may award sanctions 1-3 and are responsible for recording these. Sanctions 4 and above are given by the Head of Pastoral Care, Deputy Head, Headmaster or member of Senior Leadership Team. Sanctions level 4 and above are always discussed and agreed with the Head of Pastoral Care, Deputy Head and/or Head.

Pupils with more than 3 negatives in a week, will receive a break loss automatically (unless there are particular extenuating circumstances) in order to give them time to reflect on their behaviour and how they can improve (a copy of the reflections sheets completed in break loss will be uploaded to CPOMS and the tutor alerted).

Negatives will work against the child's positives score in the inter house competitions. A break loss will be the equivalent of 3 negatives. A Deputy Head's Detention will be 5 and a Head's Detention 10.

### **Examples of behaviour that warrants the following sanctions:**

#### **(1) Verbal warning**

*A clear verbal warning delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils should be reminded of their good previous good conduct to prove that they can make good choices.*

Examples:

- Talking in lessons
- Swinging on chair
- Wrong uniform / messiness
- Poor effort
- Low level inappropriate behaviour

#### **(2) Negative**

- Repetition of any of the above

- Unkindness to another child
- Eating inside but outside of the Dining Hall
- Running inside
- Inappropriate behaviour

**(3) Reflection (Break Loss / Time Out)** – this may also be added to iSams.

- Swearing
- Repetition of any of the above
- Three negatives for similar misdemeanours
- Bullying\*\* / Repeated unkindness
- Chewing Gum
- Bringing food into school
- Borrowing other people's property without permission
- Disruptive behaviour
- Unkindness to another child
- Rudeness to a member of staff
- Lying / Deceit
- Disrespect
- Damage of property
- Silly online behaviour

**(4) Deputy Head's Detention**

- Repetition of Bullying\*\*
- Stealing
- Violent or aggressive behaviour
- Bullying or inappropriate online behaviour

\*\* See Page 6 for definition of bullying.

### **Discriminatory Language/behaviour**

Lambrook is an inclusive community and does not tolerate discriminatory language or behaviour of any form. Depending on the severity of the incidents, sections of the table above may be bypassed.

### **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

Sanctions for sexual harassment and violence may include:

- Contacting parents
- Liaising with external agencies (Bracknell Forest Children's Services, The Police etc.)
- Suspension
- Expulsion

Dependant on the severity of the incidents, sections of the table above may be bypassed.

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:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [here](#)

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the minibus on the way to or from school.

Behavioural expectations also remain the same during any periods of remote learning.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headmaster, DSL, DDSL or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Exclusions**

For information on the Exclusion Policy, please contact [info@lambrookschool.co.uk](mailto:info@lambrookschool.co.uk)

## **Nursery**

### **Conflict resolution**

With the support of an appropriate adult the pupils encouraged to reflect on their behaviour, the feelings of others and how they can make good choices in the future.

## **Pre Prep**

In the event of misbehaviour, Pre Prep uses a sanction policy of 1, 2, 3, time out. This works with the child in question being given three warnings which are written on the board. Should the child reach number three, they are then sent to another classroom where they must sit for a very short period (about three minutes) before returning to their own classroom to apologise to the teacher. The child's name is then rubbed off the board. All names are rubbed off at the end of the day.

In Reception the children move from a sunshine to rainbow to acknowledge positive behaviours. They will move to a cloud if they do not make a good choice.

In the event of serious misbehaviour or repeated incidents, children are taken to Head of Pre Prep and the parents are informed. In this case, they will be encouraged to reflect on their behaviour and the impact it has on others.

In the event of a child misbehaving, the child should be given a warning. If the behaviour continues, the adult will give the child one to one support in seeing what was wrong and to work towards a better behaviour pattern.

In the case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.

Staff should be aware that some kinds of behaviour may arise from a child's additional needs.

If misbehaviour continues then the parents will be invited to meet with the Head of Pre Prep and a programme will be put in place to support the child. In some cases, this might involve a referral to a specialist for assessment.

## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headmaster will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Senior Leadership Team will also consider the pastoral needs of staff accused of misconduct.

## **9. Reporting of and responding to rewards and sanctions**

Any member of staff can access the document that lists class positives and negatives. Break losses are uploaded on CPOMS and ISAMS and the member of staff will alert the child's tutor and their Head and Assistant Head of School.

Tutors are encouraged to share positives with their tutees during tutor time so they can keep track of how well they are doing and offer praise and encouragement.

Heads of house are also encouraged to highlight those pupils who have done particularly well that week, during house assemblies.

Response to sanctions include some of the following strategies as appropriate:

- informal reflection with tutor / Head of School / Head of Pastoral Care;
- raised in Pastoral Leaders Group and additional monitoring put in place;
- behaviour plans / pupil support plans created;
- behaviour contract;
- social stories;
- anger management support programmes (such as Hidden Chimp)
- additional support with management of work via the Learning Development Centre or Head of Department
- pupil put report card (different report cards for different needs)
- contact home to parents
- referral to outside agency (eg MASH)
- agreeing a behaviour contract
- sessions with the school counsellor

## **10. Behaviour Management**

At Lambrook, we expect pupils to engage in their learning in a positive fashion and contribute to the school community. Our school values (Be respectful - Be kind - Have courage - Be responsible - Have integrity) set the tone for behaviour.

## **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- create and maintain a stimulating environment that encourages pupils to be engaged;
- display the pupil code of conduct and other positive behavioural reminders, such as the school values;
- develop a positive relationship with pupils, which may include:
  - greeting pupils in the morning/at the start of lessons
  - establishing clear routines
  - communicating expectations of behaviour in ways other than verbally
  - highlighting and promoting good behaviour
  - concluding the day positively and starting the next day afresh
  - having a plan for dealing with low-level disruption
  - using positive reinforcement

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

## **Reasonable Force and other physical contact**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force. In some circumstances, staff may use reasonable force to prevent a pupil from:

- causing disorder;
- hurting themselves or others;
- damaging property.
- committing an offence

## **Incidents of physical restraint must:**

- always be used as a last resort;
- be applied using the minimum amount of force and for the minimum amount of time possible;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment;
- be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

More information on Lambrook's approach to reasonable force is set out in the school's 'Use of Reasonable Force Policy.'

## **11. Searching, screening and confiscation**

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation.](#)

The Headmaster or authorised staff (Pastoral Leads, Heads of School and Trip Leaders) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco or cigarette papers,
- fireworks,
- pornographic images or
- articles that a member of staff suspects has been or is likely to be used to commit an offence or cause harm.

In addition, under the school rules the authorised staff may carry out a search if a member of staff suspects a pupil has a vape.

Staff should refer to the [DfE advice: Searching, Screening and Confiscation \(July 2022\)](#) for guidance before carrying out a search.

The member of staff conducting the search must be the same sex as the pupil being searched, and a second member of staff must be present to witness the search. Where this is not possible, refer to the DfE advice for exceptions to this rule. The member of staff must explain the reason for the search taking place and seek co-operation.

Where a pupil does not co-operate, reasonable force may be used for prohibited items. Force cannot be used to search for items banned under the school rules. Strip searches can only be carried out by the Police. The school retains a duty of care for the pupil and should advocate pupil wellbeing at all times.

Search of the pupil's outdoor clothing, pupil's bags, lockers and school desks is appropriate.

If there is a real belief that the pupil is concealing illegal substances or weapons then the Police will be called and the searching left to the Police. Every effort should be made to contact the parents prior to this.

Staff may examine any data or files on an electronic device confiscated as the results of a search, if there is good reason to do so. When an incident might involve an indecent image/video of a child, the device should be confiscated and the member

of staff avoid looking at the content and refer to the DSL. Refer to the Online Safety Policy for details on responding to an e-safety incident.

The DSL or a DDSL should be informed of any search where the member of staff has reasonable grounds to believe the pupil was in possession of a prohibited item (as outlined above). Where the search has revealed a safeguarding risk, the DSL or DDSL must be informed immediately.

Parents must be informed as soon as practicably possible, that a search has taken place and the outcome.

Members of staff may confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

All searches should be recorded on CPOMS. Details to record include the name of the pupil, the date, time and location of the search, who conducted the search and other people present, what was being searched for and the reason, any items found and follow-up action.

Details of Lambrook's approach to searching pupil belongings and property are set out in the school's 'Search Policy.'

## **12. Responding to misbehaviour from pupils with SEND**

### **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 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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
- Should a pupil have an IEP (Individual Education Plan), for behavioural needs and/or SEND. This will outline any reasonable adjustments necessary to support the pupil.

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.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Examples of measures in place at school to support pupils include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of spaces where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

While the school may adapt the support in place for pupils, the school, in order to be fair to all pupils, may not adapt the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's Learning Development (LD) team 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 and external professionals (e.g. an educational/clinical psychologist, psychotherapist, 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.

### **Additional Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Poor behaviour can often be symptomatic of poor self-esteem, mental health issues, unhelpful coping strategies and poor relationships at home or at school. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Head of Learning Development Centre (LDC) and Head of Pastoral Care will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The Head of the LDC is part of the Pastoral Leader's Group, who discuss the needs of pupils who may be struggling.

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. If adequate support cannot be provided within the structure of the school, transitional measures will be investigated with the parents, always in the best interests of the child.

### **Dealing with Serious or Complicated Incidents**

For serious or complicated incidents that need to be investigated in detail, the Head of Pastoral Care or Deputy Head will lead the investigation and maintain a timeline of actions and decisions on CPOMS. If necessary, the safeguarding governor will be informed.

Where there is a 'victim' and 'perpetrator', the school recognises the need to inform the victim and their parents of actions taken and any sanctions given.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **13. Pupil transition**

To ensure a smooth transition to the next year, pupils have move-up morning with their new teacher/tutor. In addition, staff members hold transition meetings to ensure behaviour is continually monitored and the right support is in place.

Information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Staff can also access this through CPOMS if needed. Information on behavioural issues may also be shared with new settings for those pupils transferring to other schools.

Head and Assistant Heads of School (EYFS & Pre-Prep/Lower School/Middle School/Upper School) have an oversight of all pupils in their care.

## **14. Training**

### **Induction**

Our staff are provided with training on managing behaviour, the rewards and sanctions system and how to get support as part of their induction process. Staff also have a mentor who can reiterate and support with behaviour management routine and procedures.

## **Ongoing**

Behaviour management will also form part of continuing professional development, with sessions and reminders regularly offered in INSET training. Staff are given regular training on how SEND and mental health needs can impact behaviour.

## **15. Monitoring arrangements**

This behaviour policy will be reviewed by the Head of Pastoral Care and the governing body on an annual basis. At each review, the policy will be approved by the Head.

## **16. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding & Child Protection policy
- Anti-Bullying policy
- Exclusions Policy
- Use of Reasonable Force Policy

## Appendix One: Reflection Sheet

### REFLECTION

NAME: \_\_\_\_\_ Tutor: \_\_\_\_\_ Date: \_\_\_\_\_

***We all make mistakes. It is important that we admit our mistakes and try to learn from them. Below, we are asking some questions to help you reflect on what went wrong and how we can improve in the future. Answer these questions neatly, thoughtfully and sensibly.***

1. What happened? Why?

---

---

---

2. Who was involved? What did they do?

---

---

---

3. Who else has been impacted by this behaviour? Why? (Parents? Teachers? Other pupils?) How did they feel?

---

---

---

4. Why do you think you behaved in this way on this occasion?

---

---

5. What could you do differently if the same situation happened again in the future?

---

---

6. Do you need any help to get this right next time? Can we help? Can you help yourself? How?

---

---

7. Why is it important for you to improve your behaviour?

---

---

8. What do you think would happen if you did the same thing again?

---

---

9. What have you done / could you do to try to make amends? (to make amends means to try to make things better or make up for something)

---

---

10. Is there anything else you would like to tell us?

---

## Appendix Two: Example Reflections Sheet for adaptation

### Reflection Sheet: online incident

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Please take some time to go through these questions. Read and answer them carefully. The process of thinking about your answers and reflecting on your actions is really key to moving forward now. This will be a confidential document and will only be seen by your tutor, head of section and members of the senior leadership team as necessary.

#### **Part one – reflection, impact and consequences**

1. Tell us about the incident – what did you do and why.
2. Who has this had an impact on? How do you think they feel? (friends, family, staff...)
3. How are you feeling now about what has happened?
4. What can you do to make amends?
5. How can we help?
6. What will you do differently in the future?
7. How can you reassure us that you won't do something like this again?
8. What do you think the consequences would be if you did a similar thing again in the future?

#### **Part Two – online safety**

1. Tell us what you know about how to behave appropriately online. Bullet points are fine.
2. What would you say to other children of your age about doing the right thing online? How would you help them avoid making a similar mistake?
3. Tell us what you have learned from this incident?
4. How will you behave online in the future?

#### **Part Three – inappropriate language**

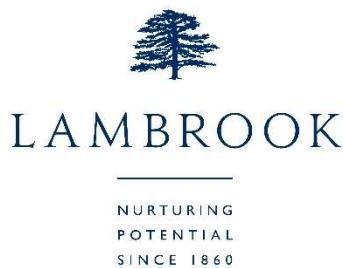
1. Do you understand what the words you used actually mean?
2. Do you understand why they might be hurtful to others?
3. What do you think the impact on the person receiving a message with explicit or unkind language could be?

#### **Part Four – support**

1. How can we (both family and teachers) support you to move forward in a positive fashion?
2. How are you feeling at the moment? What can we do to help?
3. Do you know where you can go to ask for help? Give us examples.
4. Is there anything else you would like to tell us at this stage?

Please read through your answers carefully. Check that you have said everything you want to. We will talk through this once you have completed it.

# Lambrook School Expectations – details for reference



This document gives clearer guidelines to particular areas of school life.

## Table of Contents

Dos and Donts.....	26
Appearance.....	27
Behaviour.....	27
Boarding.....	27
Beginning of the School Day .....	27
End of the School Day .....	27
Fundamental British Values .....	27
Inappropriate Items .....	28
Jewellery .....	28
Language .....	28
Minibuses.....	29
Out of Bounds .....	29
School Bags .....	29
School Values .....	30
Uniform .....	30
Valuables.....	30

## Dos and Donts

### Do

- Do hold the door open for people
- Do say good morning and hello to people as you walk past them
- Do look after your belongings and yourself
- Do keep your locker tidy
- Do tell someone if you don't like the things they are saying or the way they are behaving
- Do be honest
- Do try to eat all the food that is on your plate
- Do pick up litter if you see it
- Try to walk carefully around the school site instead of running

### Don't

- Don't go into someone else's locker without their permission
- Don't forget to bring the right belongings to your lessons

- Don't forget to say please and thank you
- Don't keep it to yourself if you are unhappy, do speak to any trusted adult at Lambrook

## Appearance

Pupils must appear smartly dressed at all times.  
 Longer hair (below the chin) must be tied back from the face.  
 Excessive use of hair gel is not allowed in school nor is any use of make-up.

## Behaviour

Positive behaviour is expected at all times. Children are encouraged to think about the school values of: **Be respectful - Be kind - Have courage - Be responsible - Have integrity**

Positive behaviour will be rewarded with positives and negative behaviour will lead to sanctions.

## Boarding

In Boarding you can earn boarding points for positive, helpful, kind and inclusive behaviour.

## Beginning of the School Day

Pupils are expected to go to their classroom at the beginning of the school day straightaway and register with their Tutor. This tutor time in the morning is a calm start to the day where pupils can prepare for the day.

## End of the School Day

After school, pupils should be collected from the various pick-up points around the school. Pupils should not leave the school site unless accompanied by an adult or with permission from a teacher. If parents / guardians are late to collect, pupils should make their way to the dining hall where they will be contacted when their parents arrive. If in doubt about arrangements, parents and pupils should check with Reception or their tutor.

## Fundamental British Values

Fundamental British Values are important values that as British citizens we all live by.

These are:

**Democracy      Rule of Law      Mutual Respect      Tolerance      Individual Liberty**  
 We learn about these at school and have many opportunities to show our understanding of these values at school.

## Inappropriate Items

Pupils should use their common sense as to what and what isn't appropriate to bring into school. If they are unsure, they should ask their tutor or Head of Section.

For further clarity, the following should not come into school:

Items	Example
Items that are <b>dangerous</b>	knives, guns, fireworks, catapults etc
Items that are <b>inappropriate</b> for children of this age	pornographic material, cigarettes, alcohol
Items that are <b>illegal</b>	drugs, weapons
<b>Food or Drink</b> (apart from water)	Items such as sweets & energy drinks should not come into school.
<b>Devices</b> that are not being used for educational purposes	Years 5-8 may bring in laptops for their learning. No mobile devices are allowed in school. Pupils on the London bus may use a device that is NOT internet enabled. This should be taken to reception when they arrive at school and left there for safekeeping.

## Jewellery

Pupils may have their ears pierced but must remove earrings for all sporting activities and should take responsibility for these items themselves. Only one pair of stud earrings are permitted.

## Language

It is expected that pupils speak with respect to everyone they meet.

Abusive, racist, sexualised, homophobic, transphobic or unkind language will not be tolerated.

Pupils are encouraged to use language to express themselves and are given life skills to share differing points of view during PSHE and other lessons.

We believe the pupils should be able to have different opinions without resorting to inappropriate or unkind language.

## Minibuses



### When we are on a minibus we are...

Ready	Safe	Respectful
We are on time for the bus	We wear our seatbelts at all times	We are always kind and safe with our behavior
We have the equipment and kit that we need	We listen to the driver and follow instructions	We are respectful of the driver and do not ask questions when he / she is driving
We check that we have all our things with us when we get off the bus	We are calm	We consider others on the bus and behave sensibly
	We talk quietly and sensibly	We look after our minibuses and take our rubbish home
	We face forwards at all times	

 We always do the right thing, even when no one is looking

## Out of Bounds

1. You may only go outside the school grounds with:

- a member of staff (with the duty teacher's knowledge);
- another adult (with the Headmaster or a member of the Senior Leadership Team's permission).

The following areas are out of bounds without an accompanying adult or specific permission from a teacher:

- areas out of the school grounds;
- the kitchen area;
- classrooms during breaks (without specific permission from a member of staff);
- the music practice rooms unless you have music lessons or permission to practise;

You may not visit these areas without permission:

- Staff houses/gardens/drives/garage areas etc., Elisabeth's Orchard
- Boarding houses during the day, special rooms - workshop, laboratories etc.

## School Bags

School Bags should be kept in a safe place. Pupils should consider others and make sure they aren't kept somewhere that could be a tripping hazard. All bags and belongings should be named. Children should respect the property of others and not touch or use anyone else's property without prior permission.

## **School Values**

Lambrook has five school values that we hope the whole school community will value and work towards.

The school values are:

**be respectful - be kind - have courage**

**be responsible - have integrity**

Pupils will learn about these values over their time at the school and we encourage pupils to show these values in their behaviour.

## **Uniform**

- Pupils should always be smartly dressed.
- Shirts should be tucked in.
- Shoes should be proper black school shoes, not black trainers or hybrid shoes, unless you have permission from the Headmaster or Deputy Head.
- Games clothes should be kept in your locker in the changing room.
- Only Lambrook school coats should be worn at school.

## **Valuables**

Pupils should be discouraged from bringing anything of great value into school. Items such as laptops should be appropriately looked after, which will help to protect them, they should be clearly named and left in a safe place when not being used.

Other valuables, such as those brought in by boarders, should be given to the respective Head of Boarding to be kept in the school safe.

Remember to be sensible about what you bring into school – all items should be clearly named and it is your responsibility to look after them.

This document is a non-exhaustive list to support the guiding principle.

EM & CAL Jan 2026