

Luckington Community School

Behaviour and Exclusion

Policy



“Learning, Living, Laughing”

Date Reviewed	Date Ratified	Next Review
September 2025	March 2025	September 2026
Related policies SEND, Equality statement, Teaching and Learning, Curriculum		

Our School Values are:

Respect, Resilience, Honesty, Positivity, Compassion, Forgiveness and Reflectiveness

1. Aims and expectations

- 1.1** It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We acknowledge that our pupils are learning socially and emotionally as well as through the academic curriculum. We therefore aim to develop their skills for managing their own behaviour. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a positive environment where everyone feels happy, safe and secure.
- 1.2** The school has a set of Golden Rules; Be Ready, Be Respectful and Be Safe, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- 1.3** The school expects every member of the school community to behave in a positive and considerate way towards others.
- 1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6** The school rewards good behaviour, as it believes that this will develop self-esteem and an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7** As a very small school we believe in giving pupils responsibility for supporting each other across all age groups; older pupils benefit by becoming role models for the younger children and younger pupils have older children to model positive attitudes for them.
- 1.8** We also believe that staff should model calmness and emotional regulation or intelligence; these are our visible adult consistencies.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant.**
- **Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.**
- **Adults in school will avoid shouting or becoming emotionally charged.** They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours.** This encourages children to be role models and makes expectations on behaviour clear for all.

2 Rewards

2.1 We praise and reward children for good behaviour in a variety of ways:

- adults praise children, referring to specific behaviours;
- adults give children individual reward points for following the Golden Rules that are on display in the classroom - the points build up to give bigger rewards;
- adults give Class points for whole class reward, this could be marbles in a jar and will build to a whole class reward;
- each week we nominate children from each class to be 'Star of the Week'; each 'Star of the Week' receives a certificate in the school assembly, to which parents are invited;
- all pupils have opportunities to show examples of their best work to other pupils, other adults and to the head teacher.
- parents are told informally of children's good work and behaviour;
- Children are picked to be 'V.I.P'.s. This is done randomly to allow all pupils to experience it.
- Superstar Slips are given for playtime good behaviour and then one child from each class is picked out of a box to receive a prize in Stars Assembly.
- Each class will decide on behaviours to explicitly teach that will meet our Golden Rules and then pick a behaviour a day to reward and place names on the class recognition board.
- A headteacher's award is given each week to a child who has displayed the school value of the week, and this is introduced in the headteacher's assembly on Monday

2.2 The school acknowledges the efforts and achievements of children, both in and out of school, for example, music or swimming certificates. These may also be celebrated in Stars Assembly.

3. Stepped Sanctions

3.1 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. (See Appendix 1)

3.2 Stepped sanctions are the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; attempt to make eye contact (although the child may struggle with this); delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

3.3 For some children on our SEND register, reasonable adjustments may need to be made to this system. These adjustments should be clear within that child's support plan. When this happens, the SENCo and the class teachers work together, keeping parents involved and informed.

3.4 Class teachers involve pupils in deciding on class rules following our golden rules, and discuss them regularly. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class.

3.5 **The school does not tolerate bullying of any kind.** If we suspect or discover that an act of bullying or intimidation has taken place, we act immediately to investigate and to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children feel safe in school. See Anti-Bullying Policy.

3.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff would only intervene according to these and LA guidelines.

4 The role of the class teacher and teaching assistants

- 4.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time, when moving around school and during assemblies and visits. There will be times when class teachers need to follow up an incident which occurs at break or lunchtime. Teachers and Teaching Assistants record behaviour incidents on CPOMS.
- 4.2** Adults in our school have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Positive behaviour is modelled by adults and encouraged through circle time games, discussions and PSHE lessons.
- 4.3** Adults treat each child fairly and enforce the golden rules consistently. Adults treat all children in their class with respect and understanding.
- 4.4** If a child misbehaves repeatedly in class, the class teacher or teaching assistant will follow the stepped sanctions approach in appendix 1.
- 4.5** The class teacher/Head/SENCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the educational psychologist or the behaviour support service.
- 4.6** The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the headteacher

- 5.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
- 5.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 5.3** The headteacher analyses the data related to behaviour incidents using CPOMS reports.

- 5.4 The headteacher has the responsibility for making any suspensions or exclusions on disciplinary grounds to individual children in the event of a serious act of misbehaviour. This may not follow the stepped sanctions approach.

6 The role of parents

- 6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 6.2 We expect parents to support their child's learning, and to cooperate with the school. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 6.3 If the school has to use reasonable sanctions to help a child understand the consequences of their poor behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

- 7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- 7.2 The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.
- 7.3 Governors may need to convene a panel to deal with any appeals from parents following a suspension or permanent exclusion - see paragraph 8.5 to 8.7.

8 Suspensions and permanent exclusions

8.1 Only the headteacher (or the acting headteacher) has the power to suspend or exclude a pupil from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this following an investigation.

8.2 For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child, but this decision should only be taken as a last resort. A serious act of anti-social behaviour may result in the stepped sanctions not being followed and the child suspended or excluded. This decision is made rationally and will be lawful, reasonable, fair and proportionate.

8.3 If the headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

8.3 The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

8.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

8.5 The governing body calls a discipline panel which is made up of between three and five members, if any parental appeals are made.

8.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

8.7 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

9 Monitoring

9.1 The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

- 9.2 The school keeps records of any behaviours that break our golden rules on CPOMS which also includes any incidents that occur during break or lunch times. Reflection sheets are available for use to aid restorative and reflective conversations.
- 9.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- 9.5 The headteacher monitors incidents of poor behaviour on CPOMS in order to support the pupil to make better decisions in the future.

10 Review

- 10.1 The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away

1. REMINDER 1 (privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. REMINDER 2 (privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me after the lesson.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

3. FINAL WARNING:

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / finish during playtime. Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

SPACE TO COOL OFF:

4. IN CLASSROOM > 5. IN ANOTHER CLASS > 6. SOMEWHERE ELSE (Headteacher)

4. IN CLASSROOM

I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place in classroom e.g. reading corner, another table, back classroom. I will come and speak to you in five minutes.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

Child sent to designated area.

5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.

Child could complete an appropriate task depending on the situation e.g. use of 'calm pack', sitting to calm, reflection sheet, continuing with work, etc.

If behaviour improves, return to place. If not or if child refuses, move to Step 5.

For regular occurrences: Discuss with Head and/or SENCO: consider Behaviour Intervention. Record on CPOMS.

5. IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour).

You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in class 1. I will come and speak to you at the end of this lesson. Thank you for listening.'

Child escorted to class 1.
Remainder of lesson working alone without causing further disturbance.
Possible removal of privilege / playtime.
Teacher must provide work / activity for the child to complete and communicate this to the colleague.
If behaviour improves, return to class. If not or if the child refuses, move to Step 6.
Record on CPOMS.
For regular occurrences: Discuss with Head and/or SENCO: consider Behaviour Intervention and/or additional support.
Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
Parents contacted by the teacher to inform them that behaviour is a cause for concern.

6. SOMEWHERE ELSE (Headteacher or SENCO)

I noticed you chose to ... (state the noticed behaviour).
I will now contact (headteacher or SENCO) and you will need to go with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.
DO NOT describe the child's behaviour to other adults in front of the child
Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Gingell and you have chosen to complete your learning outside her office. I will come and speak to you at the end of the day. Thank you.'
Child escorted to head by appropriate adult.
Child stays for the remainder of the lesson through to a half day working alone without causing further disturbance.
Possible removal of a privilege / playtime.
Teacher must provide work / activity for the child to complete as soon as possible after removal.
Record on CPOMS.
For regular occurrences:
Discuss with Head and/or SENCO.
Parents are informed of withdrawal by the teacher or Head or SENCO depending on the nature of the incident.
Record on CPOMS
Meeting with parents to investigate possible causes / alternative strategies.
Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 4-6.
You need to: 4. Stand by another staff member 5. Sit on the bench 6. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO)

FOLLOW UP, REPAIR AND RESTORE

Use these restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. **What happened?** (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
7. **What should we do to put things right?**

8. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**