



Longmeadow Primary School

Behaviour Policy

Policy Sign off

Approved by:	Mr James Berry Headteacher	Date:
	Jo-Ann Staniforth Chair of Governors	
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Introduction

Longmeadow primary school adopts a therapeutic approach to supporting behaviour.

Taking a non-judgemental and empathic attitude towards behaviour is vital and at the core of this policy. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Vision and values

The Schools visions is: *To be at the forefront of the highest quality education.*

At the core of this vision are the school's **values**:

Curiosity – Encouraging a love for learning, exploration, and creativity.

Respect – Treating everyone with kindness, fairness, and appreciation for diversity.

Resilience – Developing perseverance and a growth mindset to overcome challenges.

Fun – Creating an engaging and enjoyable learning environment where children thrive.

Responsibility – Promoting accountability for actions, learning, and contributions to the community

Belonging – Creating a welcoming environment where everyone feels valued and connected.

The school values run throughout all elements of school life in classroom and behaviour management.

School aims

At Longmeadow we aim to inspire curiosity. Encouraging our children to find out more about the world, to ask questions, take on challenges and not be afraid of failure.

Fun and memorable experiences enable our pupils to think positively about their learning and develop self-esteem.

Fostering resilience within our children develops the skills needed for them to cope with an ever-changing world.

We pride ourselves on being an inclusive school at the heart of our community where everyone belongs and is encouraged to make a valuable contribution.

Teaching respect through our golden rules develops children that have positive relationships within and beyond the school community.

We encourage our children to take responsibility for their own actions and learn from their mistakes.

Core rules

At the centre of supporting and managing behaviour, running alongside the school values are three core rules that we have for each and every child, staff member and stakeholder. These rules can be used to discuss every element of antisocial, unsocial or dangerous behaviour from children.

We are kind

We are respectful

We are safe

School vision	<i>To be at the forefront of the highest quality education.</i>		
Values	Curiosity	Respect	Resilience
	Fun	Responsibility	Belonging
Core rules	We are kind	We are respectful	We are safe

Aims, principles and objectives of the policy.

Policy Aims:

- Promote self- discipline and acceptance of responsibility for one's own actions.
- Enable children to make considered behaviour choices and have an understanding of the consequences of those choices
- Teach children that all behaviours have consequences

- Promote conditions for an orderly school community in which effective learning can take place.
- Teach mutual respect for all members of the school community and a proper concern for the environment.
- Create a learning climate in which all children can flourish
- Promote positive relationships between adults and children across the whole school setting.

Principles of this policy which all staff are expected to understand:

- All behaviour can be learned and all behaviour can be taught.
- All behaviour is communication or a form of information.
- Children aren't deliberately choosing to annoy, irritate or disrupt. Their feelings and wider experiences are driving everything they are doing.
- Children cannot successfully learn unless they can successfully learn to regulate their emotions.
- Building relationships between adult and child is the foundation for successful behaviour management.
- Positive experiences lead to positive behaviour.

Our Objectives are to:

Build positive relationships. Children at Longmeadow should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.

Praise in public; criticise in private Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid being on one side of the classroom and reprimanding someone on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done.

Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Teach children how to make good and appropriate behaviour choices Consistently use explicit language about the choices, positive or negative, made by children. This is done through PSHE lessons, Circle Times, Assemblies and through the all curriculum areas.

Teach children how positive Behaviour for Learning can impact upon progress We teach children the importance of developing the skills of Resilience, Resourcefulness, Reciprocity and Reflectiveness. These are highlighted and practised through the curriculum

Model desired behaviours It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can

trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Give three positives before a negative This can apply to individuals as well as to classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before challenging the choices of another one. The lesson children will learn is that they are more likely to get attention when they behave or work well than when they make the wrong behaviour or learning choices.

Acknowledge feelings Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give children a choice In order to impact on children's ability to make the right choices, staff should give limited choices to the children in order to help them regulate their behaviours, ie a or b. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Be consistent in approach Children have a need for the world around them to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off poor behaviour.

Listen to children Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Enforce the consistency of approach during all times of the day (including break and lunchtimes) Teaching Assistants and MSAs responsible for children on the playground use the same language, rewards and sanctions and this is expected at all times including in wrap around care and clubs.

Communicate effectively. Staff communicate effectively with each other and with parents and carers to support pupils in managing their behaviour.

Have high expectations and champion the children. Children at Longmeadow have a right to achieve their full potential – no member of staff will ever give up on them.

Roles and responsibilities

Governing Body

The governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that behaviour is supported across the school in line with this policy and that all staff understand and perform in line with expectations as set out in the policy.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling the values of being 'kind, respectful and ambitious'
- Supporting pupils to utilise taught strategies to self-manage and regulate their behaviour
- Building positive relationships with pupils and their families
- Giving first attention to showing positive behaviour so these behaviours are reinforced
- Meeting the needs of their pupils, including those with SEND
- Addressing ALL incidents of unacceptable behaviour in line with the policy
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents according to the policy

Senior leadership team

The SLT are expected to:

- Being a visible presence around the school and model appropriate conduct
- Supporting staff in reintegrating pupils back into their classroom following an internal or suspension from their peers
- Regularly celebrating staff and learners whose efforts go above and beyond expectations through verbal and written public praise
- Liaising with parents/carers of both pupils who are displaying unacceptable behaviour and pupils who have been recipients of unacceptable behaviour by another pupil/s
- Supporting staff to follow the behaviour policy

Parents

Parents are expected to:

- Support their child in adhering to the school values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Liaise with a member of SLT to support their child where appropriate

Managing Pupils' Behaviour:

Teachers and support staff are responsible for setting the tone and context for positive behaviour within their classroom and across the school in line with this policy. All staff must demonstrate kindness, make connections, listen to children, be consistent and be reflective about managing behaviour.

To help achieve this teachers and all staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Be consistent, calm, positive and nurturing when communicating with children.
- Plan and deliver well sequenced and stimulating lessons
- Provide support for pupils to enable them to access the full curriculum – scaffolding to meet the needs of children where necessary.
- Agree class expectations with the pupils that exemplify our rules of being kind, being respectful and being safe.
- Regularly revisit class expectations and school core rules.
- 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
- Highlight and promote good behaviour through specific verbal praise and recognition.
- Teach children what are good and appropriate behaviour choices and how to make them.
- Teach children how to regulate their emotions.
- When reminding children of good behaviour choices and recognising when antisocial, unsocial or unsafe behaviour is occurring always refer to the school's three core rules.

We know long term behavioural change comes from developing internal discipline. Using a therapeutic approach, we teach positive behaviour and strategies that can support this.

Responding as role models and using positive phrasing

- Children learn best from being surrounded by good role models. Adults in school will always demonstrate consistent, calm adult behaviour.
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children.
- We walk in the school building, listen to children when they talk to us and take time to teach children prosocial ways to behave, always linking this to our rules e.g. Thank you for holding the door open and showing respect.
- We model to the children, often through talk, how we are feeling, how it is ok to have a wide range of feelings, and we show by example how being honest and talking through our experiences is a positive strategy.

Routines, repetition and structure with established clear and agreed boundaries/expectations

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children.
- In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.

- Lists of rules and regulations are to be avoided – always come back to the three core rules – be respectful, be kind and be safe.

Comfort, forgiveness and restorative processes.

- If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right and it is vital that when they do get it wrong they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.
- During difficult and dangerous behaviours, they need to encounter adults who are calm and consistent who respond in a predictable, consistent, empathetic way.
- Children need to learn to forgive themselves and others and we are role models for this. When a child is displaying difficult or dangerous behaviours we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to use Steps behaviour analysis tools to identify triggers and plan differentiation measures to reduce the likelihood of escalation.
- A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place, this may be the following day.

Teaching strategies to regulate

Strategies to regulate emotions are explicitly taught to children – either in the whole class or individually depending on need. Key elements to this are related to below:

Emotional intelligence

The term Emotional Intelligence refers to a person's overall ability to manage their emotions. It's the ultimate goal we want for our children. It is something we can grow for our children but we are mindful that children will have different starting points and challenges.

Emotional vocabulary

We prioritise the teaching of emotional language so children can describe their own feelings and can understand the feelings of others.

Emotional literacy

If a child cannot communicate how they are feeling and what their needs are, they're unlikely to reach their full potential. We work towards children having the ability to read or recognise their own emotions and feelings and to read or recognise the emotions and feelings of others. The aim is for all children to understand and predict the impact of these feelings on actions and behaviours.

Emotional agency

With the teaching of emotional vocabulary and emotional literacy, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to protect themselves from either the antisocial experience or to manage the resulting antisocial feelings. In time, children will develop the ability to predict how they will feel as a result of experiences in the future and plan to ensure a prosocial experience or to create the desired prosocial feelings

Definitions:

Pro Social behaviour	<ul style="list-style-type: none">• Behaviour which is positive, helpful, and intended to promote social acceptance• Behaviour which is characterised by a concern for the rights, feelings and welfare of other people• Behaviour which benefits other people or society
Unsocial behaviour	<ul style="list-style-type: none">• Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others• Not doing as instructed, but not to the detriment of others.• Quiet non-compliance which does not negatively impact on other pupils' learning
Anti-social behaviour or difficult behaviour	<ul style="list-style-type: none">• Behaviour that causes harm to an individual, the community or to the environment• Behaviour that is likely to cause injury, harassment, alarm or distress• Behaviour that violates the rights of another person
Dangerous behaviour	Dangerous behaviour is behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Rewards for appropriate and role model behaviour

Developing intrinsic motivation is at the core of managing behaviour effectively. In simple terms children are motivated to make positive behaviour choices because they know it is the right thing to do and because it gives them positive feelings. To support this the following are used:

- Praise and positive reinforcement – ‘catching children getting it right’. This is the highest priority in our policy.
- Following our core rules, expectations and demonstrating our values. Praise may be given publicly and privately (some children prefer this).
- Positive facial expressions.
- Thumbs up
- Phone call home/conversation at the classroom door
- See another member of staff/senior leadership team member for praise
- Personalised compliments
- Behaviour and effort stickers

Whilst intrinsic motivation is our ultimate goal, we understand contextually that many children begin their time at school extrinsically motivated by tangible goods. The movement from this to intrinsic motivation and emotional intelligence is a journey that can take many years. As such, the following rewards are also used for rewarding appropriate and role model behaviour:

At Longmeadow we use ClassDojo (<https://www.classdojo.com>) to facilitate whole class and individual rewards. Teachers allocate ‘dojos’ to children based on a 3-tier system.

For daily, expected behaviours = 1 Dojo.

e.g. completion of homework, engaged learning, showing a Longmeadow Learner value.

For above and beyond the daily expectations = 2 Dojos.

e.g. Increased effort in lesson, supporting their peers, or assisting an adult in school.

For exceptional, standout examples = 3 Dojos.

Representing the school positively, dealing with a difficult situation positively, recognition by the wider school community or SLT.

At the end of each week the class teacher presents a 'Dojo champion' certificate to the child with the most Dojos that week. They are then reset for a fresh start the following week.

We also reward children who show positive examples of the school values with recognition stickers so others can see they are exemplar models of our values.

A weekly reward assembly is held where, for each class, one shining example of exceptional behaviour linked to our values is awarded with a certificate, recognition in the weekly newsletter to stakeholders and on our values honour board.

Modifying inappropriate behaviour and applying sanctions

We fully expect that children will, at times, display behaviour that is contrary to this policy and contrary to the three core rules of the school. We believe that a consequence should follow pro unsocial, antisocial or dangerous behaviour. A consequence creates a learning opportunity by directly relating the behaviour to the harm that has been caused. It should contribute to a solution or experiencing the limits on freedom that is directly related to the opportunity to behave in an antisocial way in the future. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Consequences are dependent on the behaviour and largely fall under two categories:

Protective Consequence	Educational consequence
Protective consequences are solely actions to ensure no further harm occurs in the short term. Sometimes a protective consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs in the short term.	Educational consequences provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring Educational consequences rely on finding the answers to two questions: What does the child need to learn? How am I going to teach them?

We believe that nurturing and restorative practice, as well as high expectations and appropriate consequences, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

In order to have consistency in approach, it is expected that class TAs will liaise with MSAs at the start of lunch break to inform them of children who have had an unsettled morning. This enables MSAs to pre-empt any playground difficulties. At the end of lunch break, MSAs will

liaise with class teachers to either pass on praiseworthy behaviour or any negative choices of behaviour that have been dealt with.

Pupils are held responsible for their behaviour. When any of the three core rules (be respectful, be kind, be safe) are not being followed, steps will be taken to address this. Staff working with children should manage the majority of behaviours that are displayed. Restorative conversations and consequences should, in the majority, be led by the member of staff with whom the behaviour occurred or with the class teacher. The SLT may be called upon to support with incidents where children are displaying dangerous behaviour. The SLT may also be called upon to cover lesson time so that immediate restorative conversations can be led by the class teacher.

Although behaviour is very complex, the behaviour ladder below categorises this into three stages. It is important to note here however that not all behaviour can be predicted or categorised – particularly behaviour that may be age or developmentally appropriate given children’s needs. For example, biting another child in Reception is very different to the same behaviour of a year 6 child. It is essential that all staff are reflective about behaviour and consider how practice and pedagogy can be adapted to support children to develop.

Stage 1 – Disruptive (unsocial) behaviour	
<p>Reactions to these behaviours need to be calm, consistent and kind. A conversation must be had with the child to explain why the behaviour was not appropriate. The expectation is that any disruptive behaviour is attempted to be resolved by the adult responsible at the time or the class teacher. The following may be used:</p> <ul style="list-style-type: none"> - General reminders - Individual reminders (e.g. a quiet word) - Thinking time (time to regulate) in a space in the classroom. - Reflection time for conversation about behaviour (break times) 	
Disruptive behaviour examples	Possible strategies/consequences
Leaving their desk without permission	<ul style="list-style-type: none"> • Restorative conversation • Missed work to be completed break time • Missed time from break time. • Differentiated learning space/work station • Fiddle toy • Wobble cushion • Whiteboard to write • Timers • Task planner • Learning broken down • Scaffolds • Additional resources • Individualised timetable • Now and next board • Limited choice • Brain breaks • Positive experience • Meeting with parent to share concerns • Task differentiation
Leaving the carpet during input/story without permission	
Refusing to complete the work set	
Refusing to get changed for PE	
Refusal to carry out an adult’s request	
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)	
Rocking on their chair	
Calling out/talking to a friend	
Not listening to instructions	
Distracting and/or disrupting others’ learning by shouting, banging, making noises	
Playing/fiddling with equipment	
Bickering/falling out on the playground	

	<ul style="list-style-type: none"> • Adult support/Peer support • Learning intervention • Small group/paired learning
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Stage 2 difficult (anti-social) behaviour

De-escalation strategies should be used to support the wellbeing of the child. The class teacher will decide on any short term restorative consequences during a reflection time (playtime or lunchtime). This should be for a limited amount of time. With the child, an appropriate consequence should be agreed. Parents/carers should be informed by class teacher.

These behaviour incidents should be discussed with SLT. The behaviour incident, consequence and outcome of conversation with parent must be recorded on CPOMS. The SLT may also be called upon to cover lesson time so that immediate restorative conversations can be led by the class teacher.

Antisocial or difficult behaviour	Possible consequences/strategies
Repeated/persistent stage 1 behaviour	Educational: <ul style="list-style-type: none"> • Concept cartoon completed with an adult • Monitoring and reporting system for free play • Alternative free play arrangements e.g. supporting as a play leader in another playground • Research to understand impact • Conversation, restoration and reflection with adults including those involved in incident • Assisting with tidying/clearing related to behaviour • Meetings with parents/carers Protective: <ul style="list-style-type: none"> • Increased staff ratio • Limited/reduced access to playtime/lunchtime free play • Time away from peers/learning in an alternative space.
Aggressive shouting/calling out disruptively	
Continued interruptions	
Swearing	
Answering back, mimicking	
Lying	
Throwing small equipment	
Leaving the classroom without permission	
Damage to property/pushing over furniture	

Stage 3 – Dangerous behaviour

This is behaviour that could result in injury to self or others or behaviour that would be considered criminal if the person was the age of criminal responsibility. SLT should be informed immediately and involved in dealing with consequences.

Parents/carers must be informed by the member of staff dealing with the incident and. All notes of the incident, consequences and follow up actions (including conversation with parents) must be recorded on CPOMS. Time should be taken to check on the welfare of any pupils impacted by the behaviour and their parents/carers informed.

An after school reflection/restorative time for key stage 2 children may be used in agreement with parents as a consequence – this would run until 4pm or 4:15pm depending on severity of behaviour.

If stage 3 behaviours are persistent and signs of improvement are not seen, the SLT will consider next steps which may include a risk reduction plan being written and a referral to the DSPL5 triage to seek external support.

Internal exclusion, suspension or permanent exclusion may be used as a last resort.

Dangerous behaviour	Possible consequences
Stealing	Educational: <ul style="list-style-type: none"> • Reintegration meeting with Headteacher/deputy • Assisting with tidying/clearing related to behaviour • Restorative apology conversations • Good citizenship work • Research about impact of behaviour • Potential payment for damage/replacement • Support from additional adult attuned to need. • After school reflection time Protective: <ul style="list-style-type: none"> • Permanent exclusion • Suspension • Managed move • Risk reduction plan • Internal exclusion • Alternative free play arrangements • Learning in alternative spaces • Referral to DSPL5 triage for advice • Referral to Welhat Hub
Leaving the school building/hiding in school grounds	
Leaving the premises	
Spitting (directly at another)	
Physical abuse of peer or staff members including: scratching/hair pulling/ Hitting/kicking/punching/biting	
Physical or verbal bullying/discriminatory behaviour including homophobic or racist.	
Sexual violence/sexual harassment towards a peer	
Misuse of technology on school property, including the use of social media.	
Persistent stage 2 behaviour.	

Restoration

We understand that each child will need time to reflect, repair, restore. It is important that after an incident there is time to reflect, repair and restore. As soon as possible after an incident, if all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of reflect, repair and restore is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

These questions can be used to guide the discussion.

- What happened?
- How were you thinking / feeling and how did it make others think and feel
- Who has been affected and how?
- What can we do to put things right? These then need to be done.
- What have we learnt and how can we respond differently next time

Parent communication

We work closely with parents to enable them to engage with school to support their child, as we know that successful joint working between the home and school leads to much better

outcomes for our children. Through protective and educational consequences, we aim to teach children to manage their own feelings and learn from their mistakes. It is our aim that they will develop strategies to enable them to self-regulate.

Parents will be informed of concerns early on by the class teacher and incidents of unsocial or antisocial behaviours will be communicated to parents. We ask families to openly communicate behaviours or events from home so that we can offer support to their child in the most informed and effective way. When progress is limited, we ensure parents continue to be informed and included through review meetings, led by the INCO or another member of the senior leadership team, to monitor and track progress. These are an opportunity to share positives about a child, areas that need improvement and strategies in place to support. This may be just a meeting to track progress or include a risk reduction management plan to attend these. We also have a school family worker who works with families to support them in a range of ways. We support parents to engage with the school family worker if offered as this can have a positive impact.

Persistent breaches of policy

A child working outside our behaviour policy

If a pupil's behaviour continues to be difficult or dangerous, they are not learning from consequences and they are not following our school rules then there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed risk reduction plan. This will be shared with all relevant staff and be created with involvement from key professionals, parents/cares and children. If a risk reduction plan is in place, there will be regular review meetings with parents to highlight the success of the plan and make any necessary changes for further success. These reviews will continue until the child has had enough success to manage without a plan in place.

External advice and support may also be accessed e.g. DSPL triage, educational psychologist, The Willows Centre

If a child continually and seriously violates the rules resulting in dangerous behaviour, showing no signs of change and all supportive measures have been tried without success, the head teacher can use a period of internal exclusion where a child or children may not go back to class for a fixed period of time. Instead they carry out their educational consequences and learning activities away from their classroom with a familiar adult.

Suspensions and permanent exclusion

If there is no improvement in the child's behaviour (and where they are in breach of the school's behaviour policy), or for a serious, one-off incident of dangerous behaviour a fixed term suspension may be implemented. In the case of an extreme one-off incident, the school and governing body may consider a permanent exclusion.

If there is no improvement and other children are being put at risk on a repeated basis, permanent exclusion will be considered.

Parents have the right to an appeal process against exclusion where a pupil or parent believes the school has exercised its disciplinary authority unreasonably. The Governors strongly believe that such sanctions, particularly those that are permanent, will only be used as a last resort.

The Governing Body must consider the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- the suspension would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.

The Governing Body will establish a Governors' Disciplinary Committee of at least three members to consider the appeal.

If the Governors' Disciplinary Committee decide that a pupil should be reinstated they will give the appropriate direction to the Head teacher (who is under a duty to comply with it), and inform the parent and Local Authority of their decision.

For further information regarding exclusions, please refer to the website link provided: <https://www.gov.uk/government/publications/school-exclusion>

Following any incident that leads to some form of exclusion, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved move forward positively.

Dangerous Behaviour - the use of Reasonable Force

Dangerous behaviour is assessed using a Steps risk calculator; we would judge behaviour to be dangerous if the predicted outcome would involve medical treatment. On the very few occasions when pupils are at risk of injuring themselves, injuring others or seriously damaging property, there may have to be a physical intervention to remove them from the situation.

Recording

We record incidents using an online tool called CPOMS. Any incident of dangerous behaviour, racial discrimination, bullying, homophobic, gender discrimination, sexual violence/harassment is recorded on CPOMS with a clear consequence for the behaviour. This is led by members of the senior leadership team.

Sexual violence / harassment, discrimination, racial abuse, bullying In the event of an incident which involves sexual violence or sexual harassment, discrimination, racial or gender abuse or bullying we will follow our policy to apply the right consequence for this serious behaviour.

Incidents of dangerous behaviour will be recorded, analysed and shared termly with governors.

Procedures for review and evaluation

Procedures for review and evaluation

This policy is a 'living policy.' Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- √ The completion of short questionnaires by pupils (through School Council Communication team), staff and parents/carers
- √ School Council Feedback
- √ Involvement of pupils in environment walks and interviews
- √ Classroom observations
- √ Schools Anti-Bullying Ambassadors

Staff are kept informed of changes via staff meetings.

Parents/Carers are kept informed of changes via the newsletter, school website, Parents Forum representatives.

Complaints

The school's procedures for dealing with complaints about behaviour are a part of the schools procedures for handling complaints.

Related Polices:

- √ Anti-Bullying Policy
- √ Child Protection Policy
- √ Complaints Procedure
- √ Equality and Diversity
- √ Personal, Social, Health and Education Policy
- √ Restrictive Physical Intervention Policy