



Behaviour & Exclusion Policy

Date approved: - Spring 2025

Date to be reviewed: - Spring 2026

Approved by: - ESB

1. Introduction

This is a behaviour policy but it is not primarily concerned with rule enforcement. We believe in promoting positive behaviours through the relationships that are built between every member of our school community.

Therefore, this behaviour policy is for every member of our school community; between these members it aims to develop our school Values:

- Ambition
- Compassion
- Perseverance
- Inquisitiveness
- Responsibility
- Diversity

We put these values at the heart of everything we do at this school. Through teaching these Values we also believe we develop behaviours in our children that support quality learning, now and in the future, and support our children with becoming outstanding members of society.

2. Policy Development

This policy was developed in consultation with the whole school community: pupils, parents, staff and governors.

This policy has been developed from the following guidance:

- [‘Behaviour in Schools: Advice for Head Teachers and School Staff’ \(February 2024\)](#)
- [‘Behaviour and Discipline in Schools: Advice for Governing Bodies’ \(September 2015\)](#)
- [‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England’ \(August 2024\)](#)

The aim of the policy is to set out measures which aim to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying (in conjunction with the Anti-Bullying & Child on Child Abuse Policies)
- Ensure pupils complete assigned work
- Regulate the conduct of pupils

In developing this policy we have also taken time to ensure our staff, parents and pupils understand it, and that it is consistently applied

This policy has also been developed to sit alongside a range of other policies but particularly the Anti-Bullying Policy, Positive Handling Policy, Child Protection and Safeguarding Policy, Child on Child Abuse Policy, Equalities Policy and SEND Policy.

3. Roles and Responsibilities

Promoting positive behaviour and tackling poor behaviour is the responsibility of **everyone in the school** community and we expect everyone to work hard to promote, build and maintain our Values with each other. However, specific roles have specific responsibilities for ensuring the implementation of this policy.

Head Teacher

The Executive Head Teacher has overall responsibility for this policy and behaviour within the school. In putting in place measures to deal with behaviour in the school, the Head Teacher has taken into account the *Statement of Behaviour* formulated by the Governing Body of the school.

The Head Teacher must decide the standard of behaviour expected of pupils at the school must determine the school rules, and any disciplinary penalties for breaking the rules, and share these expectations to all school stakeholders through training or regular communication.

Leader for Behaviour

The Head Teacher has appointed a leader in school to support, co-ordinate and oversee our Behaviour Policy in school. The person appointed as lead in this school is the Head of School. The Head of School is a highly visible point of contact for all members of our school community to discuss issues of behaviour including those denoting bullying behaviours and where appropriate referring to services.

It will be the responsibility of the Head of School to monitor the behaviours displayed in school and monitor these termly (as a minimum); reporting to the Head Teacher and governors as appropriate. In the absence of the Leader for Behaviour, please contact any senior member of school staff.

Staff

From the point of induction, all staff (Teachers, Teaching Assistants, Carers, Middays, Office Staff) in our school actively engage in training in order to support them to hold high expectations of our children with regards behaviour and to ensure that all our children work to the best of their ability. All staff treat each child fairly and enforce expectations of behaviour consistently, promptly and assertively. They treat every child with understanding and respect, and **every day is a fresh start** for a child in our school.

It is the responsibility of all staff to ensure the school Values are followed and that all the children they come across behave in a responsible manner. It is the responsibility of the person leading a class to ensure the children in their group behave in the correct manner during lesson times and around school.

Governors

The Governing Body have the responsibility to set out a *Statement of Behaviour Principles* (Appendix 1) which the Head Teacher must take into account when formulating this policy and putting in place measures to tackle behaviour. The governors support the Head Teacher in implementing the schools' Behaviour Policy.

The governor nominated for linking with this policy is: **Mrs E Watson**

Parents

The school collaborates actively with parents so that children receive consistent messages with how to behave at school and at home. We have a Home-School Agreement (Appendix 2) in place that we expect all parents to sign and adhere to. We expect parents to support their child's learning and to co-operate with the school as set out in the Home-School Agreement.

We try to build a supportive dialogue between home and school and we inform parents immediately if we have any concerns regarding a child's welfare or behaviour.

If the school has to use reasonable sanctions to discipline the behaviour of a child (as set out in this policy), we expect parents to support the actions of the school. If parents/carers have any concern about the sanctions put in place, they should initially contact their child's Class Teacher. If the concern remains, they should contact the Head of School or write a formal complaint to the school. The school's complaints procedure and policy is available on the school website or at the school office.

4. Promoting Positive Behaviour

We endeavour to make our school, and every classroom, the most positive place it can be, as we believe this is the best strategy for ensuring appropriate behaviour in school. The following are just a few of our school's agreed strategies for promoting positive behaviour:

- **Values** - Our values are displayed and applied throughout school. Values are discussed and taught in all assemblies, but particularly in the first assembly of the week, where people displaying the values are celebrated. Values Days take place throughout the year where the focus for the day is developing our school values, whilst linking it to an appropriate theme.
- **House Value Point System** - Our day to day, positive incentive is our House Value Point System. Every child belongs to one of four houses and specific praise, through the language of our school Values, is used to award Value Points for exhibiting the desired academic and social behaviours. Value Points are then collated for each House Team.
- **High 5 Award** - A termly incentive is offered through our High 5 Award, where children are encouraged to show continued effort towards several aspects of school life including behaviour, attendance and homework. Children who earn the High 5 are rewarded with special events such as a sleepover at school.
- **Celebration Assembly** - On Fridays every child and member of staff are invited to attend a Celebration Assembly where certificates are awarded for various positive behaviours, successes and achievements during the week. The House Team with the most Value Points that week is also announced at the end of this assembly.
- **Pastoral Teaching Assistants** - This member of staff works with individual children and parents around behaviour issues, but also leads whole school initiatives to support with children who are beginning to disengage from learning.
- **Year 6 Responsibilities** - In Year 6, all children are encouraged to apply for and take on a role or 'job' within the school. These include House and Sports Captains, School Parliament Leaders, Pet Monitors and Assembly Monitors.

Other agreed appropriate strategies for use in our school may be:

- o Communication through Dojo
- o Home/School Diary
- o Individual Behaviour Plans
- o Sticker Charts
- o Referral to the Healthy Families Team
- o Referral to Sherwood Area Partnership

5. Behaviour for Learning & Conduct

The best behaviour in school is behaviour that leads to quality learning. **There is zero tolerance in our school to the disruption of learning.**

During Induction Week, at the beginning of every academic year, Class Teachers use our Values to explicitly explore what good learner behaviours would look like in each individual class, appropriate to age and understanding of the group, as well as other Conduct Agreements (Appendix 3) for when accessing facilities around school.

Once established, these learner behaviours and Conduct Agreements are then encouraged, praised and rewarded through our positive behaviour method mentioned above.

6. Sherwood Area Partnership (SAP)

The school has elected to join a local behaviour partnership called the Sherwood Area Partnership (SAP). This is a large partnership of local Primary and Secondary schools who have clustered together to pool behaviour resources and expertise. Children can be referred to the partnership for support at any time, but particularly when pupils are at risk of exclusion. The partnership also provides CPD for all staff.

7. Types of Behaviour

Type of Behaviour and Description	Procedure and Policy to Follow
<p>General Disruption Any behaviour that purposefully disrupts the ‘norm’ during class time, playtime or lunchtime. This may include talking when the class teacher is talking, calling out, refusing to work.</p>	Follow school’s Behaviour Policy (Website)
<p>Conduct Around School The school has developed Conduct Agreements amongst staff about what is expected from children both inside classrooms and around school (Appendix 3).</p>	Follow school’s Behaviour Policy (Website)
<p>Violence and Aggression It is not acceptable for anybody in our school community to show violence or aggressive behaviour, including threats, towards another person. Fighting of any kind is not allowed and we believe it is not okay to hit back.</p>	Follow school’s Behaviour Policy (Website)
<p>Inappropriate or Abusive Language No form of swearing or other inappropriate language is allowed at any time. It is not acceptable for anybody to use threatening or abusive language towards another person. Abusive language towards another person’s race, religion, gender, country or origin or sexuality is dealt with severely with reference to the appropriate policy: Equality, Anti Bullying or Behaviour.</p>	Follow school’s Behaviour Policy (Website)
<p>Behaviour that Involves Physical Intervention The school has a Positive Handling Policy in place. School staff should only ever physically intervene with a child when:</p> <ul style="list-style-type: none"> • They are putting themselves at risk of harm • They are putting others at risk of harm • They are damaging property • It is necessary to maintain good order and discipline in school. <p>There are several members of staff in school who are CRB trained. All incidents involving physical intervention are logged using the appropriate forms.</p>	Refer to school’s Positive Handling Policy
<p>Bullying The school has an Anti-Bullying Policy in place. ‘Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’, <i>Preventing and Tackling Bullying</i> (DfE, 2017).</p>	Refer to school’s Anti-Bullying Policy (Website)
<p>Racism</p>	Refer to school’s

Reports of racial incidents are taken very seriously. A racist incident is any incident which is perceived as racist by the victim or any other person.	Equalities Policy (Website)
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8. Consequences

We expect our children to follow our Values at all times. We spend time throughout the year, but particularly during Induction Week at the start, to understand what each Value means and what it looks like in action at different parts of the school day and in children's daily lives. We teach the Values through daily interactions with pupils, assemblies and whole school Values Days.

Our Unacceptable Behaviour Consequences Pathway (Appendix 5) clearly sets out to children, parents and staff which behaviours are not permitted in school and, should children choose not follow our school Values, what consequences they should expect to receive. These are:

1. A verbal reprimand twice
2. 5 minutes in the Reset area
3. 15 minutes in the Reset area
4. If this behaviour continues or it is a 'red behaviour' an internal reset will occur with a member of the SLT and the class teacher will contact the parents of the child through class dojo or a phone call home.
5. If the child is still presenting 'red behaviour' they will receive an internal reset with headteacher for half a day
6. In an extreme case it may be that child needs to be sent to the headteacher immediately.

Red behaviour will be recorded by teaching staff on 'My Concern'

Intervention

- We will first attempt to deploy an intervention strategy in order to stop a child from showing inappropriate behaviour. The list of interventions staff could use are endless, but may include use of a distraction, a verbal reprimand, a quiet talk, ignoring, putting an Individual Behaviour Plan in place or a positive alternative to their behaviour to name a few. **Primarily, this is the most important stage of the consequences. We believe all behaviour, positive and negative, is a form of communication and the Intervention Stage involves finding out/understanding why a child is behaving in a particular way.**

Head Teacher (or Senior Leader)

- The Head Teacher will expect that all other avenues to curb a child's behaviour have been exhausted. Some incidents will automatically be referred to the Head Teacher:
 - Incidents involving violence
 - Incidents involving serious threats or aggression
 - Incidents involving racism.

At this stage the Head Teacher will contact a child's parents/carers to discuss their behaviour and will decide on a consequence and interventions that will help to curb the child behaving in that way again. This could involve the use of Isolation (see below) or it could involve the use of Suspension (see below).

Where the Head Teacher or the Leader for Behaviour is unable to attend a behaviour incident, a teaching member of the Senior Leadership Team will be called upon to deal with it.

Repeat

- The cycle of deploying interventions in order to promote positive behaviour can be repeated for as long as it is still effective.

Following the use of any of the above consequences, various strategies are used to support pupils to improve their behaviour in the future. This might include; a targeted discussion between the pupil and an adult in school, a phone call or meeting with parents or contact with any outside agencies involved with a child.

9. Reasonable Adjustments

Staff initiative is to be used when issuing any of the consequences above, as the 'types' of behaviours demonstrated can be specific to a child's age and stage, or Special Educational Need or Disability (SEND). For example, it is common for children in our nursery and reception stages to 'hit out' at children and adults as they are still developing their language and understanding skills, therefore unable to discuss what has initially upset them. It would NOT be appropriate to forward all of these incidents to the Head Teacher; however these should still be monitored and additional support given where necessary.

Behaviour management of pupils with SEND must be handled effectively, whether or not they have underlying needs that affect their ability to follow our school Values. The school exercises its duty to create a culture of clear, accessible expectations that support individual SEND pupils to succeed, whilst maintaining positive learning environments for all other pupils and staff too. Where there are instances of poor behaviour from SEND pupils, careful consideration is made as to whether their needs have contributed to their behaviour and whether appropriate adjustment to a behaviour consequence needs to be made. In all cases, staff involved will look to find underlying causes, or antecedents, to poor behaviours in order to provide any necessary additional support or to reduce any potential future triggers.

10. Reset

'Reset' from the classroom is a serious sanction that is only used when absolutely necessary; due to other behavioural strategies being exhausted or a single, extreme behaviour incident. Once removed, a child receives their entitled education in an alternative environment to that of their peers. Frequency of Resets are monitored by senior leaders to identify any possible patterns or vulnerabilities exhibited by children or staff, reasons for, length of and expectations during Reset are shared clearly with pupils (Appendix 6) and parents before a period of Reset begins.

11. Suspension and Permanent Exclusion

For all cases of suspension or permanent exclusion, we follow the following guidance: ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England' \(August 2024\)](#).

If there are occasions where positive behaviours cannot be maintained by a child, or if by allowing a child to remain in school it would be seriously detrimental to the education or welfare of the child or others in the school, there may be no other option but to exclude. This will only be considered after all possible avenues have been explored and will be a last resort.

Fixed Term Suspensions - Only the Head Teacher can suspend a child for one or more fixed term periods, up to a maximum of 45 days. The Governing body has the power to direct the Head Teacher to reinstate a pupil who has been excluded for a period in excess of five days. The LA may also direct reinstatement, however, they must consult the Governing body first.

If it is deemed necessary to suspend a child for a fixed period, the pupil's parents/carers will be notified by telephone, without delay, of the specific reason and length of the suspension. This telephone call will be followed immediately by written confirmation of the reasons and the period of fixed period suspension, no later than the end of the afternoon session of the first day on which the pupil is suspended. The Head Teacher will also inform the Chair of Governors and LA immediately at this stage too.

If the fixed suspension period is for 5 days or more, the Governing Body must arrange suitable full time education for the child. The suspended pupil will receive school work to do at home, which should be returned to school for marking when the suspension period has ended. The Governing Body will keep these arrangements under review.

If the Head Teacher decides to extend the fixed term suspension for a further period, not exceeding 15 days in total in any one term, or in very exceptional circumstances to replace a fixed period suspension with one which is permanent, the parent will be informed without delay.

Arrangements will be made to ensure that any child returning to school after suspension is helped to behave appropriately. To support a child's successful reintegration to school after a fixed term suspension, the school may consider a pastoral support programme with the child. The Special Educational Needs Code of Practice will also be used to support children, if emotional or behavioural difficulties are identified.

Permanent Exclusion - The Head Teacher will inform the pupil's parents/carers of the exclusion and the specific reason for it by telephone immediately. The notification will provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification in writing will also be made without delay documenting for reference, any relevant previous warnings, fixed period

suspensions or other disciplinary measures taken prior to the excluded behaviour being committed.

The LA will be notified of all permanent exclusions. The LA are under a duty to consider whether permanent exclusions should stand. They have the power to direct the Head Teacher to reinstate the excluded pupil. The Governing Body has the power, but is not under any duty, to direct the Head Teacher to reinstate a permanently excluded pupil.

Parental Representation - In the case of both fixed term suspensions and permanent exclusions, the Head Teacher will notify the parents of their right to make representations to the Governing Body and the LA, and how any such representations should be made. They will be given the name and address of the appropriate people to contact, and be invited to inform the Governing Body and LA in writing of their intention to make representations. The parents/carers have right of access to all curricula records of the pupil and to other educational records through a request to the Governing Body.

If parents give notice to the Governors or LA that they wish to make representations, the Governors will convene a meeting to consider the exclusion and any representations made by the parents/carers, within a maximum of 15 school days of the notification by the Head Teacher. In the case of a short fixed period suspension, the pupil will usually be back at school before the meeting is arranged, however the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard. Where there is a legal requirement for the Governing Body to consider the suspension or exclusion, parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Governing Bodies are required to notify all parties of their decision, including the LA, following consideration of an exclusion, without delay. If the Governing Body and the LA decline to reinstate the excluded pupil they must notify the parents of their decision. The LA must do this within 20 school days from the day the Head Teacher informed them of the exclusion. The committee convened for the purpose of considering exclusions requires at least three members of the Governing Body, none of whom should be the Head Teacher.

Parents must be informed of their right to appeal to an Independent Appeals Committee. The notification will make it clear that parents should set out their grounds for appeal within 15 school days of notice from the LA of their right to appeal. A direction by the LA is binding unless the Governing Body appeals against the direction. This must be done within 5 school days of the date of the direction. The pupil's name should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged, or earlier if the parents/carers give notice in writing that they do not intend to appeal.

9. Reporting Inappropriate Behaviour

Child

If a child is a victim of or witness to a child or adult not following our school Values they must:

- inform a member of school staff

All reports of behaviour from children, even those considered low level or insignificant to the adult, must be dealt with using the appropriate procedure and not dismissed.

Parents & Volunteers

If a parent or volunteer is a victim of, a witness to, or their child has spoken to them about being a victim of a child or adult not following our school Values, they must:

- Inform a member of staff
- Inform the Head Teacher

Members of staff must deal with ALL reports of children not following our Values that are passed onto them.

10. Recording, Logging and Monitoring Behaviour Incidents

Not all behavioural incidents need logging. However, logging incidents can help us to:

- Keep track of children persistently not following the school Values
- Identify trends and patterns in children not following school Values (eg. certain areas of school, times of the school day) and put in place appropriate interventions.
- Analyse the behaviours of children on an individual level so that interventions can be made (See School's SEND Policy)

Behaviour incidents that we formally log in school are:

Type of Incident	Logging Method
Amber Behaviours	Logged by Class Teachers and SLT
Red behaviours	Logged by Class teacher and SLT on MyConcern
Incidents Involving Exclusion	This is formally reported to the Local Authority, and recorded on a child's file on SIMs
Regular Incidents Involving Individual Child	MyConcern is used to monitor and analyse the child's behaviour and make appropriate interventions.

Some incidents will need recording in other ways and the appropriate policy should be referred to. These include:

- Child Protection/Safeguarding Incidents - Refer to Child Protection Policy
- Racist Incidents - Refer to the Equalities Policy
- Physical Handling Incidents - Refer to the Positive Handling Policy
- Bullying Incidents - Refer to the Anti-Bullying Policy

The Head Teacher and Senior Leadership Team are responsible for regularly monitoring all behaviour logs and they will make appropriate individual, group or whole school interventions based on their analysis.

Appendix 1: Lake View Governing Body Statement of Behaviour Principles

LAKE VIEW PRIMARY SCHOOL

GOVERNORS' STATEMENT OF GENERAL PRINCIPLES WITH REGARD TO BEHAVIOUR

Rationale and Purpose

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012).
2. The purpose of the Statement is to provide guidance for the head teacher in drawing up the school's Behaviour Policy so that it reflects the shared values (Aspiration, Inspiration, Integrity, Respect, Inclusion, Resilience and Responsibility) of governors, staff, parents and carers for the students in our school. It must also take full account of the law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and consequences for unacceptable behaviour and how to use them. Staff should be confident that they have the Governors' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the head teacher to draw up the school's behaviour policy, though he must take account of these principles when formulating this. The head teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for head teachers and school staff.
4. The Behaviour Policy is published on the school website and available on request.

Principles

1. The Governors of Lake View Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables;
 - all children to make the best possible progress in their learning and
 - all staff to be able to teach and promote good learning without undue interruption or harassment.
2. All children, staff and visitors have the right to feel safe at all times in school. We promote mutual respect, which is linked to our school values, between staff and children and between the children themselves.
3. We would expect all visitors, parents and carers on our school premises to behave in a way that promotes our school values when dealing with other adults, staff and our children.
4. Lake View Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010). To this end the school must have a clear and comprehensive Anti-bullying Policy that is consistently applied and monitored for its effectiveness. Measures to protect children from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and

regularly monitored for its effective implementation, following our school diversity value.

5. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Behaviour Policy.
6. The Behaviour policy should show due regard to the School's Child Protection Policy.
7. Parents/carers should be encouraged and helped to support their children's education, just as the children should be helped to understand their responsibilities at school and in the local community. The School values must be outlined in the 'Home/School Agreement' which parents/carers should receive annually.
8. The School values should be included in the Behaviour Policy. These should set out expected standards of behaviour to ensure the rights of others are respected. These should be displayed in all classrooms and other, relevant parts of the school. Governors expect the rules to be consistently applied by all staff and monitored for their effectiveness.
9. Governors would like to see rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere, particularly children who show our Integrity value. These should be made clear in the Behaviour Policy and monitored for their effectiveness.
10. Consequences for unacceptable/poor behaviour should be known and understood and consistently applied by all staff. The full range of consequences should be clearly described in the Behaviour Policy so that children, staff and parents can understand how and when these are applied. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. The Head Teacher may inform the police, as appropriate, if there is evidence of a criminal act or feared that one may take place e.g. cyber-bullying; criminal harassment. Consequences should be monitored for their proper use and effective impact.
11. The Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers.
12. Governors expect full details of appropriate and correct use of reasonable force and restraint to be detailed in the Behaviour policy and would expect at least two members of staff to be trained in the use of reasonable force and restraint.
13. Governors expect the head teacher to include in the Behaviour policy details of the school's power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal inappropriate behaviour and bullying that occurs anywhere off the school premises. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and students know that consequences can be applied in these circumstances.

Review

1. This Statement of Principles will be reviewed every 2 years, or as necessary.
2. The School Behaviour Policy will be reviewed and shared with the Governors annually.

This statement of principle was adopted by the governing body:

17.10.23

Appendix 2: Children's Conduct Agreements

These agreements are presented and taught to the children annually during Induction Week in classes, and through whole school assemblies.

Learning Times

- Sit safely and calmly
- Listen and follow instructions carefully
- Work silently when completing independent work
- No shouting out, distracting others, talking at the same time as the adult
- Use resources responsibly

THERE IS ZERO TOLERANCE TO DISRUPTION TO LEARNING

Lining up outside

- A whistle will be used to indicate that children need to line up
- Children will line up in single file
- Listen to instructions

Walking into school

- Children will be reminded that they are entering school
- Walking only
- Enter the building quietly

Walking around school

- Walking only
- Keep to the left hand side
- Move calmly and quietly
- No hand slapping, jumping to touch ceilings, touching displays or other equipment

Entering rooms

- Own classroom - enter orderly and silently, knowing where to sit
- Other rooms/office - knock at doors, open and wait quietly
- Assembly - single line, walking, quietly








Lunchtimes

- Stay seated until asked to move by an adult
- Talk quietly
- Raise hands if need adult help
- Move quietly and calmly when asked by an adult

Appendix 3: Unacceptable Behaviour Consequences Pathway



Unacceptable Behaviour Consequences Pathway

We like to see this behaviour in our classrooms at Lake View Primary School because it helps us all to learn safely. You will earn value points for showing that you can follow our Green Code and demonstrate our school values

Ambition Responsibility Compassion Perseverance Diversity Inquisitiveness


Listen to others **Look after your classroom**

Speak kindly to others **Try your best**







Be helpful **Show resilience**

Follow instructions

Tell the truth - even when it's hard



Remember our High 5 reward



1. Your teacher will give you a reminder
 2. Your teacher will give you a second reminder
 3. If you choose to continue, then we may consider time out of class, removal from playtime, reset in another class, involvement of another staff member.
- At all stages staff will use interventions to reset behaviour.

Shouting Out

Fidgeting with equipment

Speaking rudely to adults

Being unkind to others

Refusal to follow instructions

Being off task

Disrupting Learning

Inappropriate/offensive language



Remember our High 5 reward





If you show a 'red' behaviour choice, you will be sent to a member of the senior leadership team.

They may consider: a reset (for a lesson or longer), removal from a series of playtimes, individual behaviour plan. Parents will be informed.

If the incident is more serious, you will be sent to Mrs Watson where she will decide on the sanction which could be reset or suspension and she will contact your parents.

At all stages staff will use interventions to reset behaviour.

Making threats

Prejudiced language

Endangering safety

Hurting another person's body

Constant Refusal

Lying

Deliberate damaging of property

Repeated breaches of 'orange'



Remember our High 5 reward

Swearing



Appendix 4: Reset



Internal Reset

Who: Reset is primarily aimed at children in Key Stage 2 and would not normally be used for anyone below this age. Reset will only be used when a child/incident has been referred to a Senior Leader.

Why: Reset is used by this school for three reasons:

- To protect quality teaching and learning in classrooms by reducing disruption,
- As a consequence of serious inappropriate behaviour,
- To offer a more effective alternative to exclusion for serious incidents.

Where: A space away from other children of similar ages. Usually this will be the office of the Head Teacher or other Senior Leader or outside the School Office.

When: Reset is not used on an everyday basis; this would reduce its impact. Reset can be an instant consequence (for example, when a child is being disruptive in a lesson) or it can be set up by prior arrangement. Reset will only be used when:

- The school's Behaviour Policy has been followed consistently
- Other alternatives and interventions have been explored
- Work in class is engaging and is well differentiated for all children's needs
- It does not affect the Special Educational Needs a child may have

What:

- Children will be expected to complete assigned work that is at a level they can access independently. They should also be given a reading book/s.
- They will not receive playtime with other children, but may be given time to go outside for fresh air and space to move and stretch their legs.
- Children will be given the opportunity to talk about the incident/s resulting in Reset and also their feelings and general attitude to school.
- Children will require their water bottle.
- Children removed in the morning will also have lunch in their alternative space.
- Children removed in the afternoon will not be able to access After School clubs.
- The Senior Leader leading the Reset is responsible for the child throughout the Reset until they deem it appropriate for the child to return to class.
- Where Reset takes place in an afternoon, the child will be dismissed by the Senior Leader and will not return to their class.
- Parents/Carers must be contacted whenever a Reset is put in place. This can be via telephone or a face to face meeting. Parents will need to be informed that Reset is an alternative to Suspension, but this does not mean that Suspension will not be used if the child's inappropriate behaviour persists.

Reintegration: All children need fresh starts. Thought must be given to how the child will be reintegrated back into the classroom and what can be put in place to stop Reset from being required again.



What happens when I am in Reset?

Your teacher/teaching assistant will:

- Bring you down to you alternative space to work
- Explain why you are here and how long for
- Provide you with work that you can do without help
- Give you your water bottle

The person leading the Reset will:

- Keep checking you are okay
- Make sure you have enough work and a reading book
- Let you know when you can go back to class/go home
- Contact your parents

You will:

- Sit quietly and complete your work
- Not go back to class
- Use the toilet when you need to
- Not contact the adult in charge unless it is urgent

If you are stuck with your work:

- Have a guess
- Ask an adult when you see one
- Move on to something else
- Read your book

Remember: You will not go back to your class until you are ready to continue your learning and not disrupt the learning of others.

