

Long Furlong Primary School

Behaviour & Exclusion Policy

At Long Furlong Primary School, we believe that positive behaviour and engagement are key to creating a welcoming, caring, calm and safe environment which enables children to learn. By respecting and celebrating adults' and children's religion, race, culture, gender and sexuality we aim to create a learning environment where everyone feels valued, secure and motivated to learn. We are a Growth Mindset school, creating a culture that develops positive self-esteem in each child, encouraging motivation, resilience and independence.

Values and Principles

We know that positive behaviour needs to be taught, modelled and rewarded and that unacceptable behaviour needs to be sanctioned with clear consequences which are regularly reviewed. We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour. All adults who are part of the school community will provide clear expectations and model high standards of behaviour at all times.

As a school community we will have a small number of key school rules which are to be determined and reviewed with pupils and staff.

The key school rules, and the values and reward system, are on display around the school and in all of the classrooms. These rules are regularly modelled and referred to in assemblies and throughout the school day, supporting pupils' understanding of expectations.

Promoting positive behaviour

The school environment plays a key role in promoting positive behaviour. Staff will consider the layout of their rooms to allow maximum independence and engagement in learning. This will include furniture arrangement, access to resources and displays. Staff are expected to call upon strategies such as creating time-out spaces for children to use, , considering seating arrangements in the class to provide positive role models, using visual aids and 'fiddle toys'.

Zones of Regulation Framework (Kuypers, 2011)

Zones of Regulation has been introduced throughout the school. The framework systematically teaches children how to regulate their feelings and behaviours, providing a toolkit to improve mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

Each class has information about the Zones on display and the framework is embedded in daily classroom practice.

Acknowledging acceptable behaviour through positive reinforcement and celebrating successes ensure sustained positive behaviours for all children.

At Long Furlong Primary School we have a clear and consistent system of rewards, and positive social and learning behaviours. These are at a whole school, class and individual level.

Whole school

The school operates a House system. The Houses are Blue Dolphins, Green Turtles, Red Scorpions and Yellow Cheetahs. The names were agreed by the School Council and children are allocated to a House on entry to the school. The aim of the House system is to allow a cross-section of the school, from the Reception class to Year 6, to work together and be rewarded as a team.

Each week the Year 6 House Captains and Vice Captains collect and total the individual house points for that week for each House. These are reported to the children during Friday's Celebration Assembly.

In order to build a sense of team, develop relationships, and foster a healthy sense of competition, House competitions are organised each term. These will include sports-based events and a creative, team-building problem-solving event.

Individual

Each child can earn house points for their House team. These are recorded on an individual basis on class house point charts which are displayed in the classrooms. House points can be given by all adults in the school community and can be awarded for the following reasons:

- High standard of work
- Sustained effort
- Consistent improvement
- General helpfulness
- Consistent good behaviour
- Any other special reason

When the children reach different levels, they will be rewarded by receiving a Headteacher's Award Certificate in a celebration assembly. Children who receive awards are congratulated in the school newsletter. Children who earn the Gold Award will receive a plaque and children who earn the Diamond Award will have their names on a Roll of Honour.

25 house points, 75 house points, Bronze (125 points), Silver (200 points), Gold (350 points), Platinum (500) and Diamond (700 points). These are awarded as a child progresses through school from the Nursery class to Year 6. The awards need to be achievable by the children but with Diamond being exceptional.

‘Star of the Week’

Each week members of the school community may nominate a child who has demonstrated one of the school’s core values, that may or may not be a focus of the week. The values are on display in the classroom and they are:

- Respect
- Compassion
- Responsibility
- Courage
- Resilience

Children are presented with the star sticker during the Friday afternoon celebration assembly. The children are congratulated in the newsletter.

Class

We understand that praise is the most powerful way to reinforce the behaviours we wish to develop in our children. In our classrooms, positive classroom management techniques support this ethos. Examples of strategies staff can use are:

- **Praise:** Positive behaviour should be noticed and commented on. Feedback should be specific, age appropriate and use a variety of verbal and non-verbal techniques.
- **Sharing:** Children should be given time to talk about positive behaviour and its impact with both their peers and adults. These could involve highlighting positive behaviour with other members of staff, such as members of the Senior Leadership Team (SLT).
- **Rewards:** In addition to the whole-school system individual teachers can use other strategies to reinforce positive behaviour at a whole-class and individual level. The system and reward is agreed by the class at the beginning of the term, with the class usually working together to achieve the award over a long term period. Progress is recorded in different ways e.g. points on a board, marbles in a jar, Dojo points

We understand the different needs and stage of development of the children in our Foundation Stage classes, and as such the rewards system is altered to suit the needs of the pupils in both our Nursery and Reception classes.

Lunchtimes

Children are expected to follow our key school rules and values at breaktime, lunchtimes and in clubs. As in the classroom, strategies will be used as appropriate including a weekly lunchtime focus for the dining hall (eg using a knife and fork correctly, trying a new food), use of football contracts for lunchtime play and quiet play equipment.

Managing Behaviour/Sanctions

The house system and other reward systems acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge

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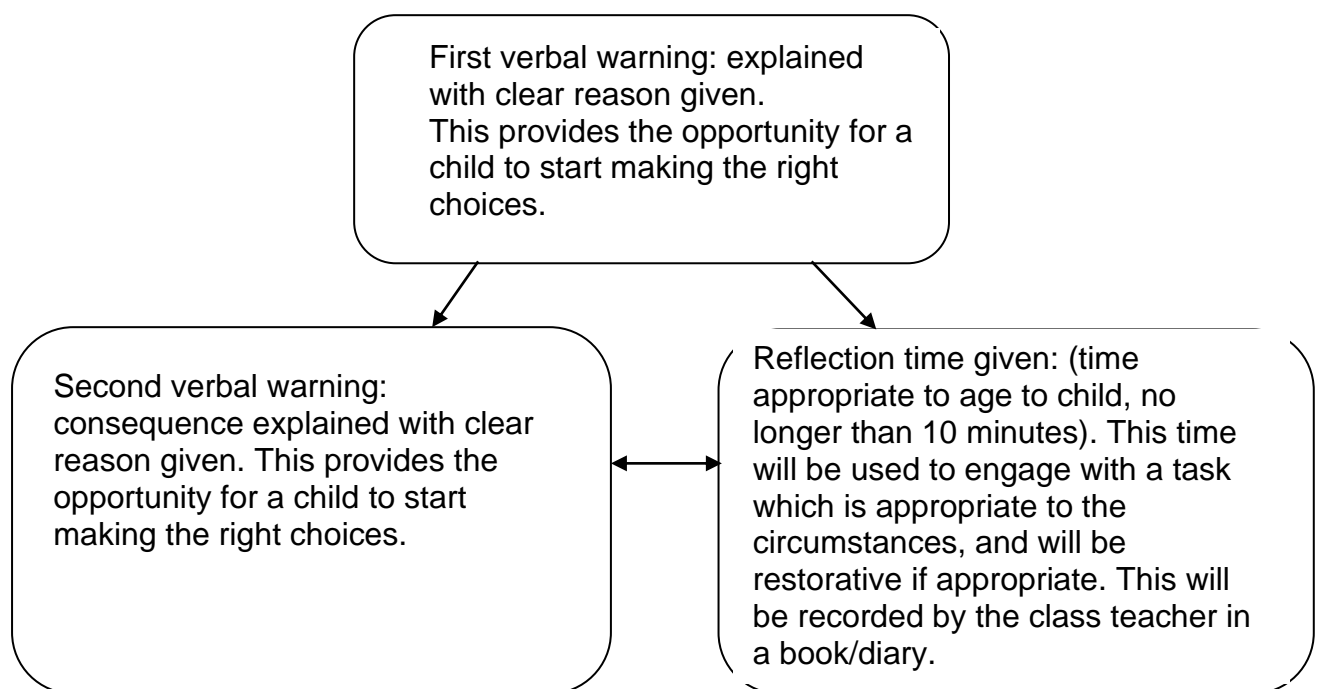
inappropriate or negative behaviour. At Long Furlong we understand that every act of behaviour is a form of communication. As such, every effort will be made to respond to individual behaviour.

The system of sanctions is consistently and clearly explained to children and is reinforced by all members of the school community. It is important that the sanction used is fair and in proportion to the offence.

When dealing with minor incidents of unacceptable behaviour the following strategies will be used in the first instance:

- Reiterate rules
- Non-verbal gestures
- Redirecting
- Praising another child in the classroom
- Having a quiet word with the child
- Using choices, giving the child take-up time
- Giving them a task/responsibility

If the behaviour continues, escalates or is above the level mentioned above, the response will be as follows:



Repeated unacceptable behaviour will require further out-of-class consequences (Appendix A). Whilst the school aims for a consistent approach in delivering consequences, the intention, context and severity of the incident will be taken into account when delivering further consequences. These consequences might include missing play-time or being sent to a member of the SLT. They will involve children reflecting on what has happened and agreeing strategies to repair the situation. Parents will be informed by the class teacher if further actions have been taken.

Effective systems are in place to ensure information is shared between colleagues and acted upon if necessary.

Use of Reasonable Force

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self control have been exhausted. This Policy takes into account advice provided by the DfE - *Use of reasonable force: advice for head teachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the *Equality Act 2010*.

If a child's behaviour is deemed by a member of staff to be of such a serious nature that it could pose a threat to either their own safety/wellbeing or the safety/well being of others they may need to be restrained using positive handling techniques. All members of school staff, including peripatetic teachers, have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit. Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result.

Whether it is reasonable to use force and to what degree also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities. For further information refer to the *Use of Force & Restraint* policy.

Vulnerable Children

This policy takes into account the needs of all children, including those with Special Educational Needs, disabilities and those considered vulnerable. During their time at school some pupils will require extra support in managing their behaviour. Long Furlong School understands behaviour as a form of communication, which will form the basis of the support offered and reasonable adjustments made in regard to this Policy. This may include involving the SENCo, who may suggest working with outside agencies or developing Behaviour Plans. For further information on the range of support and expertise on offer refer to the *Special Educational Needs and Disability Policy*.

We will also be vigilant to signs which may lead us to suspect that the child is suffering, or is likely to suffer, significant harm. In this instance staff will refer to the school's *Safeguarding Policy*.

Off-site Activities

On occasion it may be appropriate for the school to deal with unacceptable behaviour which occurs outside the school, for example in a school-organised or school related activity, while a pupil is travelling to or from school, or in issues

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relating to online bullying. The school has the same high expectations for children's behaviour during off-site activities as it does when they are in school, and as such the rewards and sanctions section of this policy is still applicable. When deciding whether or not to intervene in such matters, the school will take into account whether the child's actions:

- have repercussions for the orderly running of the school
- pose a threat to another pupil
- adversely affect the reputation of the school

Suspension (Previously Fixed term exclusion)/Permanent Exclusion

(Refer to the statutory guidance: "Exclusion from Maintained Schools, Academies and PRUs in England", September 2017)

In instances where the Headteacher feels it may be appropriate to suspend or permanently exclude a child, he/she will follow the relevant Oxfordshire County Council and DfE guidance. The decision to suspend or permanently exclude a pupil must be lawful, reasonable and fair. Permanent exclusion should only be used as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in our school.

Only the Head teacher has the power to suspend or permanently exclude a pupil from school. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. They may also exclude a pupil permanently. The Law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional circumstances, a further suspension may be issued to begin immediately after the suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

If the Head suspends or permanently excludes a pupil, he/she must inform the parents immediately, giving reasons for the suspension/permanent exclusion. At the same time, they must make it clear to the parents that they can, if they wish, appeal to the governing body against the decision. The school informs the parents how to make any such appeal.

The governing body has a discipline committee, which is made up of between three and five members. The headteacher may withdraw an suspension or permanent exclusion that has not been reviewed by the Governors. This committee considers any suspension or permanent exclusion appeals on behalf of the governors. When an appeals panel meets to consider suspension or permanent exclusion, they consider the circumstances in which the pupil was suspended or permanently excluded, consider any representation by parents and the LA, and consider whether the pupil should be re-instated.

If the governors' appeals panel decides that a pupil should be re-instated, the Head must comply with this ruling. The governing body itself cannot either suspend or permanently exclude a pupil or extend the suspension made by the Head. Where parents dispute the decision of the Governors not to reinstate a permanently

excluded pupil, they can ask for the decision to be reviewed by the local authorities Independent Review panel (IRP).

The Head must keep a record of any pupil who is suspended or who is permanently excluded. (S)he must inform the LA and the governing body about any permanent exclusion and about any suspension.

It is the responsibility of the governing body to monitor the rate of suspensions/exclusions, and to ensure that the school policy is administered fairly and consistently.

Allegations against members of staff

All allegations made by children against a member of staff will be taken seriously and investigated fully, in line with the DfE 2012 guidance *Dealing with allegations of abuse against teachers and other staff: Statutory guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools* and Oxfordshire County Council *Allegations of Abuse made against staff and volunteers working with children* policy.

If an allegation is determined to be unsubstantiated or malicious, the matter will be referred to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the child who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil, this is particularly relevant in schools. While considering which action might be appropriate the Headteacher will consider the context and severity of the allegation, as well of any history of allegations.

Appendix A: Possible consequences for repeated unacceptable behaviours/escalation of behaviour

- Time out of class in a partner class
- Time out of class with a member of the SLT
- Loss of part of playtime
- Completing work which has been missed
- Internal exclusion
- Restorative task, e.g. letter of apology
- Inform parents

[Appendix 1 Overview of the Permanent Exclusion Process \(PEX\)](#)

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