Behaviour, Misbehaviour and Exclusion Policy

(Please read in conjunction with the Anti-bullying policy and the Restrictive Interventions (Positive Handling) Policy)

Date of adoption of this policy	April 2026
Date of last review of this policy	1st September 2026
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Policy owner (SLT)	Headteacher, DSL, French and English Deputy Heads
Authorised by	Headteacher and Proprietor

Policy Statement
At LPEBL we believe good behaviour in all aspects of school life are the key to excellent education. Our school community works to create and maintain a welcoming, calm, supportive and safe learning environment in which every child and adult alike, feels valued, safe and motivated to work. We aim to promote positive attitudes in our children, creating an environment in which good behaviour and good manners are expected from all within a climate of trust and mutual respect. We aim to achieve this through a partnership between children, parents and staff, who are all taking responsibility for their actions and modelling clear expectations to each other.

All staff at LPEBL should read this Behaviour Policy, as it plays an important role in safeguarding children. Consistency of approach which ensures that staff follow through on any incident results in the best attitudes from the children. An overview of this policy is also explained during staff safeguarding inductions.

This Policy should be read in conjunction with the School's **Anti Bullying Policy** and **Restrictive Interventions (Positive Handling) Policy**.

Consistency

School rules set out our expectations of all members of the school community to ensure an inclusive and fair environment. Our aim is to achieve uniformity, and consistency of response to behaviour by teachers and teaching assistants. Just as children learn from clear and structured feedback how to develop strengths or improve their work, they will learn to build upon, or modify behaviour in the same way. Accordingly, with a consistent approach which is understood by the children, issues become depersonalised. The conduct itself, and its effects, are scrutinised, rather than the child stigmatised. Actions will elicit an expected range of responses from the teacher or teaching assistant, and a reward or sanction as appropriate.

Consistency of response in the management of behaviour is achieved through:

- Staff training, support and development
- The induction of new staff
- Monitoring of consistency in behaviour management by the Headteacher, in particular by regular updates during weekly staff meetings
- Monitoring of logs of administration of disciplinary sanctions

Whilst there should be a consistency of response to both positive and negative behaviour, we recognise that children with specific learning and/or social difficulties may have some difficulty processing instructions and expectations which often have to be delivered at speed in a school situation. Teachers are expected to modify the way they manage these children, adapting instructions and expectations in much the same way they would differentiate their teaching to accommodate all children. This policy is a guideline and in all circumstances staff should take into account the character of the child. Any form of bullying, discriminatory behaviour or aggressive physicality will not be tolerated from any member of our school community.

Objectives

In implementing the principles of our Behaviour Policy, our objectives are to:

- Produce a set of principles for dealing with behaviour which is familiar to, and accessible to, all members of the school community: children, parents and teachers, with adjustments made for the age, needs and understanding of the children
- Make those principles consistent with our pedagogic beliefs and practice
- Foster a caring, thoughtful atmosphere where all children have access to learning and no child's access is impeded by the actions of others, at the same time promoting a sensitivity to the feelings and needs of others
- Develop in the children a strong sense of right and wrong, help them to understand that they have choices about how to behave and help them develop the strategies to make appropriate choices independently
- Encourage children to accept responsibility for their behaviour
- Encourage children to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects
- Ensure that other children are able to develop strategies to cope, when they observe or are involved in situations where another child is behaving inappropriately

- Encourage children to bring any behaviour issues to the attention of an adult who will then deal with it appropriately
- Promote high standards by modelling positive behaviours at all times. Children learn by watching and observing our thoughts and actions
- Encourage high standards of learning and behaviour by emphasising praise and positive reinforcement
- Support colleagues in their management of the children, whether or not those teachers find behaviour management difficult
- Set a good example to other teachers through our consistent and fair application of high standards
- Ensure that teachers are consistent in their dealings with the children so that children know that our high expectations are uniformly applied
- To make it clear that ensuring good conduct is every teacher's responsibility

Our Golden Rules

At LPEBL we seek to develop a strong moral ethos by instilling personal and collective values that are summed up in our Golden Rules. Our Golden Rules are listed below. These are on display around the school and in all classrooms. The rules are regularly referred to throughout the school day as children move around the building and are discussed during our PHSCE class sessions. This supports the children's understanding of good behaviour.

- Show respect at all times to adults and peers
- Be kind
- Be helpful
- Listen carefully when other people are talking
- Consider other people's points of view
- Work hard and do your best

Class Teachers should regularly revisit the Golden Rules to ensure that every child is clear about our expectations.

REWARDS AND SANCTIONS

An essential part of our education is for the child to recognise that there are consequences, for good and bad behaviour, both for themselves and those affected by it. Staff should at all times strive to apply rewards and sanctions fairly and consistently. Rewards are used to motivate pupils to achieve their best. Sanctions are designed to be corrective and instructive, never vindictive. Corporal punishment is totally unacceptable in any form and is not used by any staff at LPEBL.

Rewards:

- **Using praise to influence behaviour**: LPEBL believes that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children's behaviour. Equally, overuse of praise can result in children not responding effectively. Whenever possible, teachers are requested to use a positive vocabulary to encourage children and promote good behaviour. Children who regularly follow the rules should be noticed, praised and rewarded
- **Bravo**: Bravo certificates are given out during whole school assemblies to praise an individual child's

Sanctions:

- **Immediate verbal warning:** the first step when disciplining any pupil should be a 'stern word'. The teacher should notify the mistake to the child individually and ask the child to apologise if necessary.
- **Discussion with teacher:** The teacher may want to discuss the behaviour with the child during the next break. When asking the child to reflect upon their action, they can ask these types of questions:
  -What happened?
  - What were you thinking about at the time?
  - What have you thought about since the incident?
  - Who do you think has been affected by your actions?
  - How have they been affected?
  - What do you need to do or say to fix things?
  - How can we make sure this does not happen again?
  - What can we do to help you?
  The aim is to encourage reflection around those with a view to engineering change in thinking and doing.
- **Sit downs** (the loss of free time usually break time): can be awarded for poor behaviour. The child misses 5 or 10 minutes of play and sits in the playground until they can go out to play.
- **Removal from Classroom**
  Removal should only be used for the following reasons:
  - To maintain the safety of all pupils and to restore stability following an elevated level of disruption;
  - To enable disruptive pupils to be taken to an area in the School where education can be continued in a managed environment; and
  - To allow the pupil to regain calm in a safe space, such as the Office.

  Every pupil must be supervised at all times. Under no circumstances must a pupil be sent out of a classroom alone as a disciplinary measure or left unattended in a corridor. If a pupil needs to be removed from a lesson, they must leave the classroom voluntarily and be escorted by a member of staff directly to another designated member of staff or to the Office. No physical force should be applied. See the School's **Restrictive Interventions (Positive Handling) Policy.**

- **Involvement of Parents:** In the event of repeated or serious misbehavior, the pupil will be called in the Headteacher's office, their names will be recorded in the School's Sanctions Book and an email sent to their parents. The Headteacher may decide to arrange a meeting with the parents.
- **Exclusion or suspension for serious misconduct:** In cases of 'serious misconduct' a child may be excluded, either temporarily or permanently, at the discretion of the Headteacher and after investigation and a consultation with the parents concerned.

  Examples of serious misconduct that could lead to temporary or permanent exclusion include: persistent bullying, racism, violent behaviour, verbal abuse/ threatening behaviour, theft, blackmail abuse on grounds of race, religion/belief, disability, gender etc (all the protected characteristics under the 2010 Equality Act) misconduct of a sexual nature, repeated minor infringements, where the cumulative impact of that child's behaviour is having a chronic, negative impact on other children's safety, happiness or ability to learn.

  In all cases parents will be contacted beforehand and the situation will be discussed with them before final decisions are made. The parents of a permanently excluded child have the right to appeal to the headteacher. In the rare case of an exclusion from the school the headteacher will endeavour to make sure a smooth transition to another school takes place. She will contact the future school and make sure they understand all the relevant information about the child.

  The school reserves the right to suspend or exclude any pupil who has been using social networks to either bully another pupil or any activity that adversely affects the reputation of the school. Pupils may also be excluded if they are found to have made malicious and false accusations against staff using social media or any other medium. (This is dependent upon the severity of the accusations and a lesser sanction may be given).

Removal in other Circumstances

Parents may be required, during or at the end of a term, to remove their child, temporarily or permanently from the School if, after consultation with the pupil and/or parents, the Headteacher is of the opinion that by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School. The same applies if the parents have treated the School or members of its staff unreasonably, or if in the opinion of the Headteacher the parents have not remained fully committed to the ethos and values of the School or being honest in sharing accurate information in the admissions process. In these circumstances, parents may be permitted to withdraw the pupil as an alternative to removal being required. The Headteacher shall act with procedural fairness in all such cases, and shall have regard to the interests of the pupils and parents as well as those of the School.

Managed Moves

In cases where an alternative educational setting is deemed necessary, the Headteacher will consult with the family of the pupil, with involvement from other relevant staff. Based upon the best interests of the pupil, the School will always do its best in playing an active role in advising on a suitable provision and assisting with transition.

Underlying consideration

When applying the principles of our Behaviour Policy, the school acknowledges its legal duties, in respect of the Children Act 1989, Equality Act 2010 and Special Needs requirements, to:

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their well-being
- Work in partnership with parents to ensure that:
    - they are kept informed about disciplinary issues and rewards for good behaviour relating to their child.
    - they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.
- Ensure the safeguarding of and respect for children with SEND
- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of children with SEND
- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances
- Consider whether the behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will make reference to the Safeguarding Policy
- Consider if behaviour issues are the consequence of an unmet educational or other need, requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy.

Information sharing and parent involvement

LPEBL sees information gathering, and sharing, as key components in successful, joined-up behaviour management. Teachers are expected to record repeating incidents in the Class Behaviour Book and to disseminate this evidence to the people closely involved with a child, including reporting speedily and effectively to parents where appropriate and to other staff members during weekly staff meetings (or sooner if necessary). Repeated or serious misbehaviour should be recorded in the School's Sanctions Book. All teachers and teaching assistants have a vital role to play in promoting good information sharing. We work in partnership with parents to ensure that they are kept informed about disciplinary issues and rewards for good behaviour relating to their child, so that they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met. Last but not least, children should be encouraged to bring any behaviour issues to the attention of an adult who will then deal with it appropriately.

Conclusion

The following summarises the roles and responsibilities of each member of our school community in ensuring that this Behaviour Policy is implemented at all times during the school day.

All Adults:

- To provide a positive role model;
- To have high expectations of themselves and the children;
- To emphasise and reward positive behaviour;
- To respond to, and deal with, unacceptable behaviour in a firm and consistent manner;
- To involve and inform other adults of all aspects of this policy;
- To deal with issues, concerns and complaints regarding behaviour in an appropriate fashion.

All Children:

- To understand that they are a valued part of the community;
- To understand their roles and responsibilities in terms of behaviour;
- To discuss and share what constitutes acceptable behaviour e.g. PSHE sessions and assemblies;
- To understand and know what acceptable behaviour is;
- To be responsible for behaving in an appropriate manner;
- To bring any behaviour issues to the attention of an adult who will then deal with it appropriately.