

## Our Core Expectations

### **Whole School Approach to Positive Behaviour**

We believe that good behavioural management and anti-bullying work relies on a whole school approach. Every member of staff accepts their role and responsibility with this. We apply systematic approaches to:-

- School Rules (a)
- Positive ethos (b)
- Rewards (c)
- Good Organisation (d)
- Good Communication (e)
- Role of Senior Members of Staff (f)
- Consequences and ensuring consequences (g)

This policy of expectation is written in conjunction with the school's Teaching and Learning policy.

### **(a) School Rules**

**We expect everyone to make fair and responsible choices.** The school rules are there to give children clear guidance on what defines responsible fair choices. Our school rules are the cornerstone of our consistently high expectations, which support and focus us in dealing with and promoting positive behaviour and relationships. They are displayed in every classroom and group working space. They incorporate a positive anti-bullying approach to ensuring good behaviour and relationships.

#### **We Expect Fair and Responsible Choices:**

- 1. To be gentle**
- 2. To be kind and helpful**
- 3. To work hard**
- 4. To look after property**
- 5. To listen to people**
- 6. To be honest**

### **Definition of Bullying**

Bullying is complex, so defining it can be difficult. Our pupil voice "family groups" agreed a definition of bullying and when appropriate this definition will be included in Collective Worship/Assembly and SEAL displays.

*"Bullying is when someone continues to do something unpleasant to upset someone, when they have done nothing wrong, or to upset that person."*

### **(b) Positive Ethos**

Positive language focuses on identifying things that are going well, good choices that have been made, as well as tracking poor choices. We accept that ultimately the children are responsible for their own actions. This is reflected in our use of the language of choice. This fosters a move away from the idea that children are inherently 'bad' or 'good' they are however making bad or good choices.

**Praise is used in a rich and focused way.** We are clear what it is that we are praising, 'you have managed to learn how to spell *because*' is much more effective than well done. Positive language focuses on how much pupils have improved, rather than expecting perfection.

Used appropriately these positive phrases are effective:

- Thank you for making a good choice about....
- Well done for doing the right thing...
- No you're not naughty (as you just claimed), but you did make the wrong choice to ...
- I hope that today you will make good choices about how you play in the playground.
- Next time you are working with her, I expect that you will choose to cooperate so that you learn more and enjoy it more.
- What does making the right choice look like/sound like/feel like?
- How could you make a better choice next time?

### **(c) Rewards**

Rewards are important to recognise and value children's efforts.

<p><b>Golden Ticks, Golden Stickers and Golden Rewards</b></p>	<p>All pupils should meet expectations at all times. However, golden ticks should be given as a focused reward to children who are doing something particularly positive and pleasing. Children should know why they have been given golden ticks. Golden ticks should only be given in small quantities – 1 or 2 to any one child at a time. All staff, teaching, support staff, lunch staff and admin staff may award golden ticks. 10 golden ticks recorded on a child's reward card will result in a gold sticker from the Headteacher. 3 golden stickers result in the child choosing which reward they would like to carry out from the list of choices devised and decided by the children through the Pupil Voice. Class teachers are responsible for ensuring these rewards happen and that time is spent with the child recognising their efforts.</p> <p>Golden ticks may also be awarded for extra achievements, actions and choices for example:</p> <ul style="list-style-type: none"> <li>• Doing a job of responsibility (eg tidying up, running small errands messages etc)</li> <li>• Exceeding our expectations</li> <li>• Always trying their best</li> <li>• Good playing at playtimes and lunchtimes</li> </ul> <p>This is not a complete list.</p>
<p><b>Celebration Assembly</b></p>	<p>On Friday Afternoons we hold Celebration Assembly, to which family and friends are invited (by telephone on the Thursday). There are several types of rewards that are shared here:</p> <ul style="list-style-type: none"> <li>• Each class teacher chooses one child from their class to be Pupil Of The Week, according to a whole school theme. The pupil will always have shown throughout the week outstanding manners and politeness. The Pupil of the Week will be displayed in each classroom and on the "Our Achievements" display board. The children will be entitled to small privileges throughout the following week.</li> <li>• An attendance reward will be awarded to the class, per week, with the highest attendance, which will be golden time on Friday afternoon. Termly certificates will be given personally to pupils who have had 100% attendance that half term.</li> <li>• Additional certificates (for example sporting achievements, or excellent work) may also be awarded.</li> <li>• Children's achievements outside of school (e.g. swimming, music etc) will be celebrated during this weekly assembly.</li> <li>• All children who have received a Golden Sticker within the week will also be recognised and their efforts valued.</li> <li>• On a termly basis, certificates of Bronze, Silver and Gold will be awarded to 3 children in each class, who have "lived" our core expectations to the full.</li> </ul>

### (d) **Good Organisation**

Good organisation is key to encouraging and supporting positive behaviour as it minimises disruptions and opportunities for negative behaviour to occur. Our *teaching and learning policy* details how lessons are organised and therefore supports our core expectations. The following details what we expect from good organisation:

<p><b>Classroom Environments</b></p>	<p>The classroom layout should encourage and facilitate all children to engage actively with learning to behave appropriately and to feel safe and secure. Our classrooms demonstrate that</p> <ul style="list-style-type: none"> <li>• Learning walls which are a central and active engagement tool</li> <li>• School rules on display and referred to when appropriate</li> <li>• Behaviour Stage chart is on display and referred to when appropriate</li> <li>• Resources that are accessible and fully labelled</li> <li>• Children are seated to maximise their learning opportunities but minimise disruption opportunities.</li> <li>• Classrooms are clutter free</li> <li>• Furniture will be arranged when appropriate for the nature of the tasks</li> <li>• Pupils and staff can move easily around</li> </ul>
<p><b>Before Children Arrive</b></p>	<p>Equipment should be easily accessible, and labelled. Children should know which equipment they can fetch themselves and which is centrally distributed. Children should know what they do the moment they enter a classroom, and teachers should set up clear effective routines. This may include initial instructions on the board, or initial focus seated around learning walls – however there are many alternatives.</p>
<p><b>Quality Planning and Preparation</b></p>	<p>Learning walls provide clear focus for learning, and tracking of progress. Classrooms should be clutter free spaces. Resources should be ready to hand. All staff should respect the importance of this work and minimise disruptions, including entering and leaving quietly.</p> <p>Planning should match the learning and motivational needs of the learners and be appropriately differentiated. Over the course of a week children should experience a range of learning styles and access learning opportunities outside. Good use is made of adult support. Interactive strategies, particularly talking partners and whiteboards should be used to enable children to engage with learning rather than just receive it.</p>
<p><b>Hints And Tips for Settling Children</b></p>	<p>We provide a routine where our expectations are high, clear and met, some quick techniques we find useful are:</p> <ul style="list-style-type: none"> <li>• Copy me routines include:             <ul style="list-style-type: none"> <li>○ Give me 5</li> <li>○ Clapping games</li> <li>○ Singing games</li> <li>○ Long word games</li> </ul> </li> <li>• Peer support, where peers politely encourage others to be ready.</li> <li>• First table ready</li> <li>• Wait</li> <li>• Adjust volume and intonation. Generally quiet interesting voice is more effective than an insistent loud voice.</li> <li>• Congratulating and counting those children who are making right choices.</li> <li>• Pointing to the expectations displayed.</li> </ul>
<p><b>Supporting, Supply and Cover Teachers</b></p>	<p>Supply and cover teachers are supported by:</p> <ul style="list-style-type: none"> <li>• Class colleagues.</li> <li>• Lesson planning in an easy to follow format.</li> <li>• Lessons that should be reasonable for someone other than the class teacher to implement and manage.</li> <li>• Children with Additional Needs list and timetable</li> <li>• Target children list</li> <li>• Password to laptop</li> <li>• Deploying support staff to help children settle at the start of sessions where</li> </ul>

	<p>appropriate</p> <ul style="list-style-type: none"> <li>• <b>Class teachers will follow up behavioural problems with parents when appropriate.</b></li> <li>• Induction pack including: <ul style="list-style-type: none"> <li>○ List of daily routines</li> <li>○ Summary of behavioural policy</li> <li>○ Relevant medical information</li> </ul> </li> </ul>
<b>Within Corridors</b>	<p>Before we move children around school, we think about making transition smooth, quiet and efficient. We make our expectations clear about how we will move around school. Staff ensure they are in a position of effective leadership, either towards the front or the middle of the line.</p>
<b>Working with groups</b>	<p>Working and learning spaces should be clutter free and sometimes a quiet location will be preferable to aid concentration. Resources should be ready at hand. All staff should respect the importance of this work and minimise disruptions, including by entering and leaving quietly.</p>
<b>Collective Worship and assembly</b>	<p>We periodically remind children of the importance of collective worship and assembly as time to reflect on their lives and the lives of others. It is an essential part of a smooth start to the day.</p> <p><b>Collective worship and assembly entrances are silent, with each class teacher ensuring that their class enters collective worship and assembly silently, sits silently and waits silently.</b> Music will normally be playing. Staff will also model this silent behaviour for children.</p> <p>Front of house role is taken by the first member of staff to enter the hall. This enables them to handover to the member of staff who is leading the collective worship or assembly and gives a sense of occasion and importance. Front of house role includes identifying and praising good behaviour in a variety of ways, including individual eye contact, acknowledgement and awarding golden ticks.</p> <p>Due to the importance in value of collective worship and assembly, consequences may be given for poor choices made during this time, but unless behaviour is significantly damaging the experience this will normally be done <b>discretely</b> by staff at the end of collective worship or assembly.</p>
<b>Children arriving</b>	<p>The main school gates are opened at 8.00am. Following our LCC Health &amp; Safety Risk Assessment, the children are driven onto the main school playground and are escorted by their parents into the main doorway, where a member of staff will be there to greet them and to ensure that they do not return out onto the main playground. The parents sign the School Parking Charter Agreement as part of the children's starter packs. A designated member of staff will be in the Hall, to run breakfast club from 8.00am to 8.40am. Two designated members of staff will be on duty, one outside in the back playground and one in the main hall from 8:40am at the start of each school day. The whistle will be blown at 8.55am and Morning Exercises will take place for 5 minutes. At 9.00am the children will line up in their classes and will walk quietly and calmly into their classrooms. Any parents wishing to speak with Class Teachers, or the Office, are free to do so until 9.00am. The Main School gates are closed at 9.05am (or when the last of the parents' vehicles leaves the playground).</p>
<b>During morning play</b>	<p>As with lunchtimes, staff deploy themselves strategically so they can observe and support positive play.</p> <p>Normally pupils are expected to go to the toilet before morning break, and therefore should not need to ask to go at break time. Where appropriate, monitors will be deployed to ensure children do not wander around school without permission.</p> <p>The Peace Garden-ten children are allowed in the Peace Garden at any one time, to</p>

	ensure constant safety of pupils.
<b>During lunch play</b>	<p>Staff should intersperse themselves around the play area so they can both watch and support children's playing. Staff promote positive play, and receives training at least annually.</p> <p>Children must ask a midday supervisor if they may come in for any reason. If a significant incident occurs, it is recorded on the green incident forms from the Safeguarding File. At the end of lunch, these are distributed to the class teacher for reference. It is essential if this pattern is repeated twice in a week then class teachers contact home and seek to get the problem behaviour resolved. Copies of these incidents reports are kept in the children's confidential files in the locked cabinets in the office.</p>
<b>In the hall during lunchtimes</b>	Two sittings are held, whereby the Little Acorns and KS1 children eat lunch from 12.00-12.30pm and the KS2 children have lunch from 12.30-1.00pm. Routines are in place for where children sit and are clearly established. Staff will also put labels on tables when appropriate. Calming music is used when appropriate. Children are encouraged to talk quietly to the people immediately next to them.
<b>Children leaving school</b>	We leave sufficient time at the end of the day to ensure that children are ready to leave in a calm and safe manner. If appropriate children are asked to fetch coats and bags ready to leave in small groups or individually. Our high expectations of good choices and polite manners continue until children are off school premises and safely with parents and carers. The children are released to their parents by the Class Teacher, and the parents then escort the children to their vehicles. Class 2 children's parents meet their children in the back playground, Class 3 and 4 children are released from the main door and Class 1 children are released through their outdoor play area. During After School Clubs and 5.30 Club, the main gates are locked and the parents will enter school to collect their children using the main school entrance.

### **(e) Role of Senior Members of Staff**

Senior staff are responsible for supporting colleagues who are experiencing particularly challenging behaviour. This includes coaching and working directly with children, parents, support staff and SENDCo. If appropriate, further advice and support will be sought from the Headteacher.

#### **Value of staff meeting**

Team brief is a vital part of a school week. Staff can make excellent use of this time by understanding the school's timetable for the week and as such, will avoid disruption to learning. It also allows time for discussion of key information concerning behaviours.

#### **Good Communication**

Good and quality communication is key in everyone meeting the core expectations of the school.

<b>Proactive with parents</b>	<p>Early communication is important because:</p> <ul style="list-style-type: none"> <li>• Parents have a right to know and a duty to support!</li> <li>• Children often respond better to a unilateral approach</li> <li>• Parents may have additional information that will help us better understand the needs of a child</li> </ul> <p>Therefore we</p> <ul style="list-style-type: none"> <li>• Keep parents informed of progress and events-particularly for children with behaviour Additional Needs</li> <li>• Work with parents daily to avert exclusions</li> <li>• Support parents in having a consistent approach to managing behaviour at home</li> <li>• Keep parents informed when things are going well-especially for those children who have additional needs and are making the extra effort</li> <li>• Where appropriate will have the SENDCo in meetings with the parents, to support the teacher to ensure that parents are aware of the seriousness of the problem.</li> </ul>
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<p><b>Meeting pastoral needs</b></p>	<p>The school ethos shows that we care greatly for our school and for our children. We want our children to feel valued, secure and have a sense of belonging. We use the SEAL materials to meet the pastoral needs of our children. For those children whose pastoral needs are greater (these children may not be causing major behaviour problems) we will strive to support in small groups or individually. This can mean class teachers, support staff and the SENDCo taking particular interest. We work to find common ground, to build relationships, to listen and gain trust. If this is not sufficient we will strive to deploy additional recourses. We have a Relate Counsellor who visits school for an afternoon every other week, to provide confidential and sensitive support to both children and families at school. This service is used on a needs basis across the whole school.</p>
<p><b>Supporting Children with Additional Needs</b></p>	<p>Careful exchange of information between year groups is essential, as is ensuring all children with additional needs are identified. If members of staff are having repeated difficulties that seem unusually challenging, we work with the SENDCo put a child onto the Additional Needs Register. In order to provide evidence for the support that some of our more challenging children need, staff ensure that gold forms are kept up to date, as is the safeguarding file. PIVATS can provide very small targets for children's target books. Records are kept in the children's confidential files, of children's behaviours prior to them being placed on the Additional Needs Register and are then monitored throughout the process.</p>
<p><b>Between Teachers and support staff</b></p>	<p>Good communication between teachers and support staff is vital. The Headteacher and SENDCo agree which members of staff are appointed to support children with challenging behaviours. Once appointed, teachers and support staff agree whose behaviour can be managed by, and how behaviour is managed by, the support member of staff within each classroom. A child with challenging behaviour may have a Behaviour Management Plan which is agreed and discussed with all parents, child, support staff, teachers, Headteacher and SENDCo.</p> <p>All learning support staff contribute or in some cases lead the general Learning Plans and half termly targets of the Learning Plans. Support staff, with teachers, track their child's behaviour carefully, keeping a diary of events if appropriate and recording issues in the home-school book. Any significant event or patterns are recorded on the gold forms. Please see our Inclusion/SEND Policy for other general information.</p> <p>Learning support staff with agreement of the class teacher and inclusion of strategies onto Learning Plans may deploy additional rewards, for example choosing time (maximum 10 minutes per half day), sticker's etc. This is done to limit feelings of unfairness from other children.</p>
<p><b>Dealing with complaints about behaviour or bullying</b></p>	<p>Any complaint about behaviour or bullying by parent, staff or pupil should be reported to the classteacher in the first instance, followed by the Headteacher.</p>
<p><b>Dealing with and reporting racist incidents</b></p>	<p>We define a racist incident as <b>any incident which is perceived to be racist by the victim or any other person</b>. If a racist incident is alleged, there are additional procedural and reporting requirements- all alleged incidents must be recorded by the person who receives the complaint. All incidents are on followed and will include form filling, contacting personnel from within the Local Authority who will support with investigations and decisions. The family of the victim will be communicated to at every stage.</p>
<p><b>Supporting lunchtime staff</b></p>	<p>Lunch times are often the most enjoyable part of the school day, particularly when lunchtime staff have the opportunity to organize, start and lead good play activities. This pro active approach of creating and supporting play is the most effective way to ensure happy enjoyable lunchtime for staff and pupils.</p> <p>It is important that we consistently demonstrate that lunchtime staff deserve the same high level of respect that all staff have and communication is key to ensuring that negative behaviour does not over spill into class. Here the communication structure works</p>

	<p>like this.</p> <p>Issues from lunchtime that need to be followed up by class teachers, will be highlighted on a green incident form detailing what has happened and the seriousness of this. These forms are passed immediately to the class teacher and are kept in a "Lunchtime Incidents" folder in the Office. Teachers are responsible for setting a good learning tone for the afternoon; however teaching staff are responsible for following up these incidents as appropriate and moving pupils up consequence stages as appropriate. This may mean contacting parents about poor behaviour (larger incidents are also written in the safeguarding file for reference.)</p> <p>Consequences for lunchtime misbehaviour follow the same route to other consequences (i.e. the four stage system). If a pattern of repeated problems at lunchtime occurs then the Headteacher can determine lunch privileges to be restricted for up to one week maximum (i.e./pupil eats on own and does not have play).</p> <p>A small number of children (for example those at risk of exclusion) may have restricted play, which means they will have to stay near to a nominated member of staff.</p>
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## **Consequences**

There is an expectation that all pupils adhere to the Core Expectations of the school and make sensible choices however if this is not the case then consequences of their actions will follow the 3 stage system.

<p><b>The 3 stage system</b></p>	<p><b><u>The 3 stage system and reward system must be reminded to pupils at the start of each half term, including that phone calls home do happen. Children who are persistently good sometimes think this does not happen because no-one tells them about it - this can result in children who are persistently good feeling that things are unfair.</u></b> It is essential that teachers are rigorous and conscientious.</p> <p><b><u>The 3 stage system:</u></b></p> <ul style="list-style-type: none"> <li>• No stage. Every child starts each day here as a new day.</li> <li>• <b>Stage 1-</b> 2 formal warnings to change behaviour and make the right choice.</li> <li>• <b>Stage 2-</b> Loss of playtime (class teacher to decide whether this is first play, a portion of lunchtime play, or afternoon play for KS1 children).</li> <li>• <b>Stage 3-</b> Continued challenging behaviour results in class teacher contacting home on that day and a discussion with parents, either in school or on the telephone, about ways forward happens (<b>This is ALWAYS recorded on gold forms for SEND children and is recorded on an incident log in the child's confidential file</b>).</li> </ul> <p><b><u>The reward system:</u></b></p> <ul style="list-style-type: none"> <li>• Each child has the opportunity to correct their misdemeanour during the day.</li> </ul> <p><b><u>Moving onto the Additional Needs Register for Behaviour</u></b></p> <p>If issues are becoming more of a concern, this is done sooner rather than later. <b><u>Parents have a right to know and a duty to support.</u></b> The SEND stage represents persistent challenging behaviour- e.g. reaching stage 3 more than once a week, normally for 3 weeks or more. Reaching stage 2 more than twice a week, normally for 3 weeks or more. Class teachers are responsible for meeting with the SENDCo and putting in place tight behaviour monitoring plans, related to more immediate consequences and rewards. A Behaviour Management Plan maybe considered and devised to support behaviours. These are always done in consultation with parents, child and the staff involved.</p> <p><b><u>Dealing with Failure to work</u></b></p> <p>It is appropriate to ensure pupils receive their full curriculum entitlement. Therefore if pupils (who are responsibly capable of doing a task) fail to do so to a satisfactory standard, staff use break times and lunch times to catch up. Normally pupils will be given 5 minutes after a catching up session to eat a snack and go to the toilet and have a quick play before the next sessions begin. It is particularly important that cover teachers are empowered to do this and actively supported by class teachers.</p>
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	<p><b>Time Out</b> Time out can be used if pupil's behaviour is spiralling. When pupils are sent for time out, this is time limited and if for more than 2 minutes time out is carried out in another classroom. When pupils have been sent for time out to another classroom they must be expected to work.</p>
<p><b>Persistent Bullying In School</b></p>	<p>Bullying is defined as any behaviour, which causes deliberate distress to another person. This behaviour may include one or more of the following elements: repetition, intention, collusion, intimidation, preconception, power. Bullying behaviour may be physical, verbal or indirect (isolation, interference with possessions or written).</p> <p>Bullying is rare, but it does happen. The aims of this policy is to ensure that the training and development of teachers, carers and children identifies and addresses the problem and prevention of bullying. Our preventative measures are:</p> <ol style="list-style-type: none"> <li>1. To create an interesting and stimulating environment for the children.</li> <li>2. To create a programme of activities during "free" time in the playground.</li> <li>3. To discuss and consult with the children to clarify and identify what constitutes bullying.</li> <li>4. All adults (governors, teachers, carers and parents) are involved with school to be made aware of what bullying is and the contents of the Core Expectations Policy, relating to bullying.</li> <li>5. Regular consultation with the children takes place to monitor areas of the school and to measure the level of bullying.</li> <li>6. The PSHE programme of study is followed relating to bullying and friendships, which consists of role play, class/group discussions, special assemblies, written and verbal catharsis and teaching of skills to counteract bullying.</li> <li>7. Nurture groups are established to prevent and manage any social groups requiring support with developing positive friendships.</li> </ol> <p>Action taken in the event of bullying:</p> <ul style="list-style-type: none"> <li>• Sanctions are applied, in the same way as for any other disapproved behaviour.</li> <li>• A register of incidents is kept in order to provide detailed information about bullying and any pattern of behaviour.</li> <li>• A thorough investigation of all reported bullying activities will be carried out.</li> <li>• Reported incidents of bullying are swiftly responded to.</li> <li>• Support will be available for both bully and victim.</li> </ul> <p>As with any other type of unacceptable behaviour, if a pupil reaches stage 3, parents will be contacted. Complaints from a child or parent about alleged bullying should be taken straight to the classteacher who will inform the Headteacher for investigation. The consequences will depend on the outcomes of the investigation and will follow the stage system first.</p> <p>Conduct of staff, pupils and children with regards to bullying:</p> <ol style="list-style-type: none"> <li>1. Full communication and co-operation will be sought between staff, parents, pupils and governors.</li> <li>2. The Core Expectations Policy in its entire form will be available to all adults working with children.</li> <li>3. All staff will adopt a unified approach to any reported incidents.</li> </ol>
<p><b>'Picking on each other'</b></p>	<p>Not all pupils will get along. More common than bullying are pupils who do not get along, and are both unpleasant to each other. This should be dealt within a similar cumulative fashion as bullying, because it tends to be equally upsetting. Often <u>both</u> pupils will receive consequences.</p>
<p><b>Formal Warning</b></p>	<p>If pupil's behaviour has been deteriorating slowly over a period of time, class teachers may request a formal warning. A formal warning is when the Headteacher:</p> <ul style="list-style-type: none"> <li>• Clearly explains where behaviour has been unacceptable</li> <li>• Uses phrase 'I am issuing you with a formal warning...</li> <li>• Explains consequences if no improvement is seen</li> <li>• Ensures that consequences are implemented if poor choices continue</li> <li>• A formal written warning will follow to parents should behaviour continue to spiral with a warning that these behaviours are leading to exclusion</li> </ul>

<p><b>Extra curricular Activities</b></p>	<p>Children who are choosing behaviour that is likely to lead them to exclusion will be prevented from attending extra curricular activities. The adult that runs the club following serious or persistent misbehaviour may withdraw the offer of a place from a child, normally on a temporary basis. When this happens parents are notified.</p>										
<p><b>Alternatives to Exclusions</b></p>	<p>After formal warnings, alternatives to exclusion are considered first before an exclusion decision is made. The practicality of these alternatives and likelihood of effective outcomes are considered.</p> <ul style="list-style-type: none"> <li>• Loss of break time and lunchtime privileges</li> <li>• Loss of Extra curricular activities</li> <li>• Completion of tasks(e.g. letter of apology)</li> <li>• Removal of children from class for a period of time-e.g. working in isolation or in another class.</li> <li>• At lunchtimes and break times only allowed to play within 4 metres of nominated member of staff.</li> <li>• Additional in-class support for pupils</li> <li>• Close monitoring of a pupil by class teacher and reporting to Headteacher on a weekly basis.</li> </ul>										
<p><b>Exclusions</b></p>	<p>Exclusions will only be used in exceptional circumstances either when all of the above have been exhausted or if the breach of the Core Expectations are so severe. School has adopted the LCC statutory policies and procedures for exclusions. Full details can be found in the DfE Exclusions from Maintained Schools statutory guidance, published January 2015. Legally exclusions can only be made by the head teacher, or in the head's absence the designated senior member of staff. If exclusion is necessary, a full investigation is carried out. Findings will be reported to the Headteacher who will take appropriate action, including where practical discussion with the individuals concerned and reinvestigation where required. All exclusions are reported to the Governing Body and if the exclusion is permanent, the Governing Body decides whether the Headteacher's decision to exclude should be upheld or not, based on evidence before them and in line with the Statutory Guidance. The decisions framework for exclusions is based on consideration of:</p> <table border="1" data-bbox="373 1223 1519 1518"> <thead> <tr> <th data-bbox="373 1223 756 1290"></th> <th data-bbox="756 1223 1136 1290"><b>Impact on Pupil</b></th> <th data-bbox="1136 1223 1519 1290"><b>Impact on school community</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="373 1290 756 1420">If we Exclude</td> <td data-bbox="756 1290 1136 1420"></td> <td data-bbox="1136 1290 1519 1420"></td> </tr> <tr> <td data-bbox="373 1420 756 1518"><b>If we do not exclude</b>(and implement the best practical alternative)</td> <td data-bbox="756 1420 1136 1518"></td> <td data-bbox="1136 1420 1519 1518"></td> </tr> </tbody> </table> <p>The Governing Body agree that a severe breach to the Core Expectations that results in an exclusion for a <b><u>fixed period of time</u></b> include:</p> <ul style="list-style-type: none"> <li>• Sexual misconduct;</li> <li>• Unprovoked assault of a fellow pupil or member of staff;</li> <li>• Setting off the fire alarm;</li> <li>• Racial harassment;</li> <li>• Extreme verbal abuse;</li> <li>• Carrying an offensive weapon whether or not brandished or used;</li> <li>• Repeated or prolonged disruptive behaviour against the Core Expectations, whether inside or outside the teaching situation which interrupts the organisation of the school purpose which is to deliver high quality teaching and learning;</li> <li>• Wilful criminal damage of a serious nature;</li> <li>• Bullying after formal warning;</li> <li>• Encouraging others to bully after formal warning;</li> <li>• Persistent gambling;</li> </ul>			<b>Impact on Pupil</b>	<b>Impact on school community</b>	If we Exclude			<b>If we do not exclude</b> (and implement the best practical alternative)		
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	<ul style="list-style-type: none"> <li>• Extortion and intimidation;</li> <li>• Breaking an examination or test code of conduct.</li> </ul> <p>Permanent exclusion would normally be preceded by exclusions of a fixed period. If pupils are permanently excluded evidence is made available to the Governor’s Disciplinary Committee that shows:</p> <ul style="list-style-type: none"> <li>• Exclusion is a last resort and that the school has taken all reasonable steps to avoid exclusion;</li> <li>• The pupil’s presence in the school is felt to be a health and safety risk to pupils and staff or to themselves;</li> <li>• By allowing the pupil to remain in school would seriously affect the education and welfare of the child concerned or to others at the school. This includes the consistent interruption of teaching and learning which is the prime purpose of the school;</li> <li>• Assault on a member of staff</li> </ul>
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Learning Plans – Children’s targets, who are on the Special Needs Register  
 PIVATS – Assessment of Learning, Performance Monitoring and Effective Target Setting for All Pupils  
 SEND – Special Educational Needs  
 SENDCo – Special Educational Needs Coordinator

**THIS POLICY ESTABLISHED AND APPROVED FOR IMPLEMENTATION BY THE FULL GOVERNING BODY**

**Signed** ..... **(Head Teacher)**

**Signed** ..... **(Designated Governor)**

**Dated:** .....

**The name of our appointed Designated Governor is :** **LIZ EVANS**

**The name of our School’s Designated Teacher is :** **LESLEY COULTHURST**

**THIS POLICY WILL BE REVIEWED ANNUALLY ON : 16<sup>th</sup> November**



## **Our Core Expectations**

We Expect Fair and Responsible Choices

**To be kind and gentle**

**To work hard**

**To look after property**

**To listen to people**

**To be honest**