

Behaviour Policy

Luddenham School



EVERY CHILD CAN ACHIEVE

Written by:	Claire Vincett	Date: Autumn 2025
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Changes	Addition of definition on page 2 (PDA) Removal of the word poor choice throughout and use of the phrase –wrong behaviour’ CPOMs footnote – explanation of what it is	

Behaviour at Luddenham School

Behaviour is everyone's responsibility and this policy outlines our shared expectations for all of our children, staff, parents, trustees and visitors. Our approach when dealing with behaviour is underpinned by our school values, expectations and the understanding that **all behaviour is communication** as there is not anti-behaviour. *The PDA definition states, 'all behaviour is communication but not all behaviour is for you, and behaviour doesn't always mean what you think it means.'* Consistency of approach is fundamental to enabling all of our children to focus on their learning and achieve their personal potential. This is why our policy relates to behaviour made at all times of the school day, including transitions and at break and lunch times and wrap around care.

Children often thrive on praise and we will always recognise those who consistently make the right choices and put their utmost effort into their learning. Our policy enables positive behaviour choices to be celebrated across the school community.

Leadership will always endeavour to be on hand to support with behaviour issues; however, this policy aims to ensure that the vast majority of incidents can be dealt with immediately by any member of staff in classrooms or on the playground.

Our aim is to offer a well-rounded education to our children so that EVERY CHILD CAN ACHIEVE using our core values.



Positive Behaviour

We have high expectations of behaviour of all pupils at Luddenham School, and the learning environment needs to be safe and undisrupted in order for all children to enjoy and achieve. Our school expectations reflect our school values:

- 1) **Show respect**
- 2) **Be kind**
- 3) **Listen and respond**
- 4) **Give your best**



Visible Consistencies

We are proud of our visible consistencies that are seen throughout our school community.

- Hands up
- Green tokens

When a child is observed demonstrating one of our school expectations, they will instantly receive a green token. When children are outside of their classroom, such as at break or lunch time, they will receive a green token (verbally) which they can collect on their return to class. These tokens go in their corresponding house team pots. The team with the highest number of house points each term will earn a reward for the whole team.

To celebrate exceptional work, or to recognise children that are consistently going above and beyond our school expectations positive rewards may be given. Children may be sent to the Headteacher for a Headteacher's Award (postcard/sticker) or a positive postcard may be sent home.

Each week, staff nominate a pupil from their class who has consistently met one of our school values. These children are awarded a certificate and celebrated in our assembly each week.

One child in the whole school who has demonstrated consistently all of our school values is nominated for our Fred the Flight Flamingo award and is awarded a certificate and can take Fred home.

Always children

This group of children, nominated by a member of staff are those that model all our values always. They will be invited to a special weekly event held by Mrs Vincett or another member of the leadership team.

Positive Prevention Strategies

We all work together to prevent difficult situations from arising during lessons and unstructured times of the day, such as providing a range of engaging opportunities at lunch time through Opal Play and checking in with children when they arrive at school in the morning.

For the majority of children, receiving praise and responsibilities as a result of upholding our school rules and values will be sufficient. However, situations may arise where a sanction is deemed necessary as a consequence of poor behaviour or other circumstances.

The use of whole class sanctions is avoided, and children will not be publicly shamed for displaying the wrong behaviour.

At Luddenham School we believe strongly that low level disruption is unfair on pupils, teachers and the whole school community. In order for children to learn they need order, consistency and a safe environment which is conducive to learning. Therefore, we set our

expectations high and expect parents and carers to support our decisions and strategies to encourage behaviour which is in line with our expectations.

If our school expectations are not met, the following tiered system is used:

- Warning/Caution – the adult will ensure that the child is listening and that they understand
- 5-minute loss of break/lunch time (whichever is first to occur)
- 15-minute loss of break/lunch time (whichever is first to occur) 📄 *RECORDED ON CPOMS**
- Parents/carers invited in to school to discuss behaviour choices 📄 *RECORDED ON CPOMS**

All significant behaviour incidents will be discussed between the class teacher and a member of the Leadership Team so that individual needs can be met and the sanction be applied in a consistent way.

Unsafe Behaviour

If a pupil is demonstrating behaviours that are unsafe for themselves and/or others, action will be taken to reduce the disruption to learning. There are times when pupils may be emotionally dysregulated and may need systems and support to do this, such as Zones of Regulation, which may be implemented to reduce the impact of their behaviour on themselves and other children.

Fixed term suspensions and permanent exclusions are the final consequences.

If children are at risk of exclusion a Pastoral Support Plan (PSP) is set up to address the pupil's extreme behavioural needs to try to prevent further incidents.

In cases of persistent unacceptable behaviour, the Leadership Team may decide to put a pupil 'on report'. This will require a member of staff to rate the pupil's behaviour on a scale of 1-3 for each session during the day, with the pupil reporting to a member of the Leadership Team to discuss their progress at the end of each day. Pupils will initially be put on report for two weeks, with their status reviewed at the end of each week at the Leadership Team's discretion.

Recording of Behaviour Incidents

It is the responsibility of the adult who witnesses the behaviour to record the incident via CPOMS*. They must write down:

- 📄 What was happening prior to the incident?
- 📄 What happened and how it was dealt with
- 📄 If other children are involved
- 📄 Names of any other adults and their involvement.

*CPOMS is our school online recording system to monitor behaviour

If the behaviour is deemed significant e.g., inappropriate language (such as racial abuse or homophobic language) or physical violence this must be brought to the attention of a member of leadership immediately, as additional reporting may need to be completed.

The outcome will be dealt with on a case-by-case basis and the leadership team will follow the behaviour policy as guidance.

Bullying and Racism

Any form of abuse, bullying or racism will **not** be tolerated and will be recorded on CPOMS and reported to the LA. The definition of bullying is clearly defined in the school's Anti-Bullying policy. This covers online bullying and the use of homophobic language. The definition of racism as defined and applied by this school is also in the school's anti-bullying policy. All staff will challenge incidents of prejudicial behaviour and language. All incidents of homophobic, racism, transphobic, bi-phobic and sexist behaviour will be recorded as a Child Protection concern on CPOMS*.

As a school we recognise that abuse in all its forms will not be tolerated and this includes: child on child abuse. We recognise that this is not 'banter', 'having a laugh' or part of growing up'. Therefore, the school has a 'zero' tolerance when dealing with all incidents of abuse, racist, homophobic, religious abuse and extreme physical violence. Options may include: immediate discussion with parents, internal or external suspension or exclusion. In addition, other sanctions may be used for poor behaviour. We may phone, write a letter or arrange for a face-to-face discussion with parents. We may also use a Pastoral Support Plan (PSP).

(See also Anti-Bullying Policy)

Suspension and Exclusion

Fixed term suspensions and permanent exclusions are the final consequences and are always used as a last resort.

If children are at risk of exclusion a Pastoral Support Plan (PSP) is set up to address the pupil's significant behavioural needs in an attempt to prevent further incidents.

Should an exclusion still be required, DfE guidelines are followed and the Local Authority Inclusion Officer will be informed at the earliest opportunity. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. Permanent exclusion would normally follow a pastoral or behaviour support plans failure to resolve outstanding issues; however, the school would permanently exclude a pupil without a PSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering exclusion.

(See [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk) for further guidance)

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