



West Lodge School

A co-educational prep school for 3-11 year olds

Behaviour, Discipline & Exclusions Policy

- This policy has regard to DfE guidance Behaviour in Schools (February 2024), Behaviour in Schools (February 2024) and Restrictive interventions, including use of reasonable force, in schools document (April 2026)
- This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.
- This policy also needs to be read in conjunction with the school's anti-bullying and anti-cyber bullying policies.
- Mr Ben Weighill (Deputy Headteacher) is in charge of behaviour overall, but in particular, in KS2. Mr Thomas Spilsbury-Lyon (Assistant Headteacher) oversees behaviour in KS1, and EYFS (alongside Mrs Abigail Chelton – (EYFS Lead Teacher)).

Policy Statement

West Lodge is committed to creating opportunities to enable all children to succeed by generating feelings of self-worth and mutual respect and also ensuring that there are equal opportunities for all children. The school will not discriminate against any child through admissions, exclusions, access to all parts of the curriculum or subjecting a pupil to any other detriment. We believe in promoting good behaviour and having positive expectations for each child's learning potential. We work towards creating a positive atmosphere based on a sense of community and shared values. Corporal punishment is not used or threatened.

1 Aims and objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way. In accordance with the Equality Act 2010 reasonable adjustments will be made for pupils with SEN or disabilities.

- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- 1.7 We aim to:
- Develop pupils' self-discipline and self-control
 - Enable pupils to be on-task with their learning
 - Enhance pupils' self-esteem
 - Encourage individuals to recognise and respect the rights of other pupils
 - Affirm co-operation as well as responsible independence in learning
 - Promote the values of honesty, fairness and respect for others etc.
 - Enable rational conflict-resolution
 - Facilitate the transition of SEN children and those with behavioural issues to their secondary schools.

These six words form the basis of our behaviour policy:

Rights

Responsibilities

Rules

Routines

Rewards

Respect

Rights in the Classroom

Three Basic Rights:

- The right to feel safe
- The right to be treated with respect
- The right to learn

A **treatment right** is the right to be treated equally regardless of religious, cultural, ethnic, sexual or physical differences. It includes an expectation of the right to be treated fairly and with dignity.

A **communication right** is the right to have one's say, share ideas, express oneself, and ask questions.

A **safety right** is the right to feel safe at school to feel free from intimidation in or out of class and to be safe and secure in person and property.

A **right to learn** is the right to learn without interference, within one's ability, in a pleasant working environment and with appropriate Teacher assistance.

A **movement right** is a right to safe movement about the class and school at certain times in a reasonable manner.

A **right of reply** is the right to tell your side of the story, a right to fair settlement of problems.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children house points and stars. Five stars equal a House point.
- Each week, the House Captains announce the number of house points earned by each House.
- We distribute merit certificates to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These are presented in assemblies.
- All classes have an opportunity to show examples of their best work in our Sharing Assembly.
- Head Teacher's Award – Children can be sent to the Headteacher for a particular piece of outstanding work or behaviour. This is covered by members of SLT when they are absent.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. Cups and Awards are presented in assembly.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Where needed, staff try to follow the West Lodge School Behaviour Pathway, which follows a 5 tier system.

- We expect children to listen carefully to instructions in lessons. If they do not do so after multiple warnings, we ask them either to move to a place nearer the class teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task to the required standard.
- If a child is disruptive in class, the teacher will follow the escalation process explained in the West Lodge School Behaviour Pathway.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the Class Teacher stops the activity and ensures the children's and their safety.
- If a child's misbehaviour requires a significant sanction (Stage 2-5), the Class Teacher records the incident in the class behaviour book and the child is given a sanction. These sanctions include:
 - Warnings
 - Child removed from situation
 - Child loses some free time, eg break time or golden time (applicable in KS1/EYFS)
 - Child loses part of lunch break

- Sent to Key Stage leader and loses whole of lunch break or attends lunchtime detention with senior member of staff.
 - Sent to Deputy Head. Further loss of free time with warning that parents will be contacted if misbehaviour continues. Child placed 'on report'.
 - Parents summoned by Deputy Head or Headteacher for a meeting.
 - Sent to Head Teacher. Child loses a privilege/position.
 - Suspension
 - Permanent exclusion
- Where appropriate, a child will fill in a 'Pupil Behaviour Reflection Sheet' during the loss of their free time or will be required to copy out the West Lodge Way. More significant incidents will also be recorded on CPOMs (Stage 3 or above)
 - Depending upon the seriousness of the misbehaviour, progress through the stages/ sanctions may be accelerated.
 - If a child misbehaves repeatedly in class, the Class Teacher will notify the parents. In the first instance, the Class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Class Teacher seeks help and advice from the respective Key Stage leader.
 - Teachers have the right to confiscate pupils' property when deemed necessary. Legally, they are not liable for any loss or damage of any confiscated items so long as they have acted lawfully.
 - For pupils with SEN of a social nature reasonable allowances are made and support systems are put in place to help these children in cooperation with the SENCO.
 - The school seeks to constantly liaise with parents and any relevant outside agencies in order to acquire the bigger picture behind a child's behaviour.
 - Both corporal punishment and the threat of it by anyone acting *loco parentis* are prohibited. This includes volunteers, supervisors and teaching staff. Adults may only use physical intervention in order to avert any immediate danger to a person or property. This must be recorded in CPOMs and in the Physical Intervention Book (located in the Deputy Headteacher's pigeon hole) so that a formal record is maintained.

2.4 The Class Teacher discusses the school Code of Conduct ("The West Lodge Way"; drawn up by the School Council) with each class. Every child in the school knows the standard of behaviour that we expect in our school and in our classrooms. If there are incidents of anti-social behaviour, the Class Teacher discusses these with the whole class during circle time or PSHE lessons.

2.5 Teachers can discipline pupils at any time the children are under their charge including on school visits.

2.6 Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside the school. When:

- The pupil is travelling to/from school
- Wearing school uniform or in some way identifiable as a pupil at the school.
- The misbehaviour could have repercussions for the orderly running of the school, poses a threat to any other person or child or could adversely affect the school's reputation (including online behaviour).

- 2.7 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 2.8 All members of staff are aware of the regulations regarding the use of reasonable force by Teachers, as set out in Government publication Reasonable Force Guidelines July 2013. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The school will inform parents of any physical intervention on the same day or as soon as reasonably practicable. The actions that we take are in line with government guidelines on the restraint of children. However, physical restraint is an absolute last resort. This is recorded on CPOMs.
- 2.9 The school considers the making of malicious accusations against staff by pupils to be a serious offence and such behaviour would be accordingly punished.

3 The role of the Class Teacher

- 3.1 It is the responsibility of Class Teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 3.2 The Class Teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The Class Teacher treats each child fairly, and enforces the Code of Conduct consistently. The Teachers treat all children in their classes with respect and understanding.
- 3.4 The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. This will include the pupils' transition to their new schools.
- 3.5 The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child using the West Lodge School Behaviour Pathway as a guide.

4 The role of the Head Teacher

- 4.1 It is the responsibility of the Head Teacher to ensure strong school leadership in the implementation of behaviour management. Under the School Standards and Framework Act 1998, the behaviour policy should be delivered consistently throughout the school and the Head Teacher should report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.
- 4.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social

behaviour, the Head Teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

5 The role of parents

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the Home-School Agreement and we expect parents to read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- 6.1 The Local School Board overseen by the SDEG Governing Body have responsibility for setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- 6.2 The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance called Exclusion from School and Pupil Referral Units in England, 2012 (updated 2026). We refer to this guidance in any decision to exclude a child from school.
- 7.2 Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the Head Teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Local School Board reporting to the SDEG Governing Body. The school informs the parents how to make any such appeal.

- 7.4 The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.5 The Local School Board and/ or the SDEG Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- 7.6 The Local School Board considers any exclusion appeals on behalf of the SDEG Board.
- 7.7 When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the Local School Board decides that a child should be reinstated, the Head Teacher must comply with this ruling.

8 Drug and alcohol-related incidents

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a Teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Head Teacher.
- 8.5 If the offence is repeated, the child will be permanently excluded.
- 8.6 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

9 Physical Intervention

- 9.1 Physical intervention is allowable and can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Authorised school staff are also allowed to use such force as is reasonable given the circumstances when conducting a search of a pupil without consent for any articles that could cause offence or harm.
- 9.2 Incidents involving physical intervention must be recorded in the Physical Intervention Book. For the whole school, a book for this purpose is kept in the Deputy Head's pigeon hole.

- 9.3 Parents should be informed of the use of physical intervention on the same day or as soon as reasonably practicable.

10 Monitoring and review

- 10.1 The Head Teacher monitors the effectiveness of this policy on a regular basis in liaison with the Deputy Head Teacher, who monitors the behaviour books termly and shares a report with staff. The Head Teacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 10.2 Training will be given to staff in behaviour management and support given where and when necessary.
- 10.3 The school keeps a variety of records concerning incidents of misbehaviour. The Class Teacher records stage 2 and above behaviour in a class behaviour book. CPOMs, introduced in September 2024, is also used for recording pastoral notes relating to behaviour but these are more significant incidents than those recorded in the Class Behaviour Book (Stage 3 and above). These records create a link with Anti-Bullying logs and Safeguarding Concerns & Procedures.
- 10.4 The Head Teacher records those incidents in which a child is sent to him/her on account of bad behaviour (Stage 3 or above).
- 10.5 Staff also keep a record of any incidents that occur at break or lunchtimes: members of staff including lunchtime supervisors give written details of any incident and give them to the class teacher (s).
- 10.6 The Head Teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 10.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 10.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Reviewed Date: September 2026

Next Review Date: September 2028

Reviewer: Deputy Head Teacher



WEST LODGE SCHOOL BEHAVIOUR PATHWAY

A CONSISTENT APPROACH TO POSITIVE BEHAVIOUR



KINDNESS



RESPECT



ASPIRATION



RESPONSIBILITY



RESILIENCE



COMMUNITY

**Behaviour is
Communication**

We respond calmly,
consistently and
fairly.

STAGE	WHAT IT LOOKS LIKE (EXAMPLES)	WHAT ADULTS DO	RECORDING & NEXT STEPS
1 STAGE 1 LOW-LEVEL BEHAVIOUR We notice and re-direct.	 - Calling out - Chattering - Not following instructions - Minor disruption - Off-task behaviour - Name calling - Unkind behaviour on the playground	- Give a clear, calm reminder of the expected behaviour. - Use non-verbal cues where appropriate. - Reinforce our school values. - Give the child a chance to make a positive choice. USE CALM, POSITIVE LANGUAGE "I can see you're finding this tricky." "Thank you for getting back on track."	- Usually no recording required. - Acknowledge and move forward positively. Praise improvement and move on.
2 STAGE 2 REPEATED BEHAVIOUR We give a clear warning and support to improve.	 - Persistent disruption - Repeated refusal - Interrupting learning - Ignoring reminders - Disrespectful language or tone - Name calling - Deliberate distraction of others - Misuse of equipment - Poor behaviour choices in class or around school	- Give a clear verbal caution, explaining the behaviour that needs to change. - Remind the child of the expected behaviour and possible next steps. - Leave and be sent to another classroom. - Give the child time and space to regulate. - Speak to the child privately and restoratively.	- Record in Class Behaviour Book. - Monitor behaviour closely. - If behaviour improves, no further action.
IF BEHAVIOUR ESCALATES FURTHER OR REPEATED BEHAVIOUR DOES NOT IMPROVE, MOVE TO STAGE 3.			
3 STAGE 3 SIGNIFICANT BEHAVIOUR We ensure safety and seek support.	 - Leaving the classroom - Swearing - Deliberate disruption - Damage to property - Persistent refusal - Rudeness to adults - Repeated name calling - Unkind behaviour - Physical behaviour (e.g. pushing, hitting) - Any behaviour that significantly impacts the learning or safety of others	- Remove the child from the situation if necessary. - Speak to the child calmly and firmly about their behaviour. - Use a restorative approach. - Set a clear consequence (e.g. loss of privilege, time out, reflection). - Inform SLT if appropriate.	- Record in Class Behaviour Book. - CPOMs entry. - Inform parents if appropriate. - Monitor behaviour closely and discuss with SLT if concerns persist.
4 STAGE 4 SERIOUS BEHAVIOUR We take immediate action and involve senior staff.	 - Repeated Stage 3 behaviours - Serious misconduct (e.g. aggressive behaviour) - Bullying (including online) - Racist, sexist or discriminatory language - Intentional damage to property - Leaving school site without permission - Any behaviour that puts others at risk	- Involve SLT immediately. - Remove the child from the situation if necessary. - Carry out a full investigation. - Implement an appropriate consequence (e.g. detention, internal isolation). - Contact parents. - Put a support plan in place if necessary.	- Complete Behaviour Incident Record in Behaviour Book. - CPOMs entry. - Parents informed. - Monitor behaviour and review regularly.
5 STAGE 5 INTERNAL / EXTERNAL EXCLUSION We act immediately to keep everyone safe.	 - Very serious incident (e.g. violence, significant threats, abusive language) - Continued high-level disruptive behaviour despite previous interventions - Carrying a prohibited item - Any behaviour that seriously affects the safety and wellbeing of the school community	- Involve the Headteacher immediately. - Implement detention/SLT isolation and possible internal/external exclusion. - Contact parents without delay. - Follow safeguarding procedures if necessary. - Put a long-term support plan in place on return to school.	- Complete Behaviour Incident Record in Behaviour Book. - CPOMs entry. - Parents informed. - Possible permanent exclusion (decided by the Headteacher and Governors).

Positive Choices • Positive Relationships • Brighter Futures



KINDNESS



RESPECT



ASPIRATION



RESPONSIBILITY



RESILIENCE



COMMUNITY

Every child can learn.
Every child can succeed.