



Positive Relationship & Behaviour Policy (including Suspensions and Exclusions)

Version	Date	Amended by	Comments	Approved	Review Date
V2.0	Sept 23	J. McLellan	Bullying including cyberbullying, prejudice-based and discriminatory bullying included in possible behaviours. Section 9 Measures to prevent bullying added. Included Suspension and exclusion Policy. Replacement of Supportive Holding with Positive Handling	FGB	Sept 24
	Sept 24	M.Davies	Review for legislation and linking to school ethos Formatted Check Co-Head Separate Intro and legal framework Added governors to Roles and responsibilities and Headteacher Added definitions		
	Sept 2025	M.Davies		FGB	Sept 26

SOUTHROP C OF E PRIMARY SCHOOL
Positive Relationship and Behaviour Policy
September 2023

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"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they will never drop their own standards because of the poor behaviour of a learner. The adults who work with the most difficult behaviours are always in control of themselves before they attempt to take control of others." Paul Dix (2017)

1. INTRODUCTION

Our policy is underpinned by the 54 Articles of the [United Nations Convention on the Rights of the Child](#), which came into UK law in 1992, and in particular, Article 28 which states that "discipline in schools must respect children's dignity and their rights", and which covers all aspects of a child's life, explaining "how adults and governments must work together to make sure all children can enjoy their rights."

The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children. As an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

[The Teachers' Standards \(2012\)](#) makes clear the expectation for all *teachers* to "manage behaviour effectively to ensure a good and safe learning environment." Teachers must "have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy." They must "manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them." (Standard 7).

The law says: The Headteacher must set out measures in the behaviour policy which aim to: promote good behaviour and respect, prevent bullying, ensure pupils complete assigned work, and regulate the conduct of pupils.

2. LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2025) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
 - DfE (2024) Working together to improve school attendance.

3. RIGHTS AND RESPONSIBILITIES:

The rights and responsibilities of all members of the school community in ensuring an orderly climate for learning:

The **Governing Board** will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The **Headteacher** will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this. The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **Senior Mental Health** Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The **SENCO** will be responsible for:

- Collaborating with the governing board and the senior mental health lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

The **Staff** will be responsible for:

- To be ready, respectful and safe
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To create a safe and pleasant environment, physically and emotionally.
- To use Restorative Practice methods consistently so the children know what is expected of them.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual.
- To be aware of additional needs of vulnerable children.

- To be aware of their responsibilities for safeguarding children.

The **Parents'** will be responsible for:

- To make children aware of appropriate behaviour in all situations.
- To encourage their children to treat others with respect and to take care of property and the environment.
- To encourage independence, turn taking and self-discipline.
- To show an interest in their child's activities in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school's expectations

The **Children** will be responsible for:

- To be ready, respectful and safe

4. DEFINITIONS

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

5. ETHOS

"Positive behaviour needs to be modelled by all adults and repeatedly reiterated to all pupils so that they can be reassured by the consistency of routine for the route to exceptional behaviour...lies in the behaviour of every adult and their ability to create a culture of certainty." (Dix, 2017)

We aim to create a calm, purposeful and happy atmosphere within our school. We are committed to providing an attachment and trauma informed environment where all children can feel safe. Children

who are securely attached have higher self-esteem and empathy and can deal with stress more effectively so they are resilient to change. For all our children we offer compassion and co-operative learning with a caring and supportive adult. For all behaviour every child and adult will receive: calmness, connection, curiosity and co-operation to enable compassionate learning and the building of empathy and esteem for themselves and others rather than merely deterring anti-social behaviour. As a church school, our Christian Values of respect, friendship, trust, responsibility, compassion, perseverance and forgiveness are embedded in our school curriculum for learning and behaviour.

6. WHOLE SCHOOL PRACTICE AND EXPECTATIONS

We have developed our school expectations based on the Paul Dix '5 Pillars of Pivotal Practice', Trauma Informed Schools and DFE guidance on Mental Health and Behaviour in Schools. What we sometimes see as a failure to behave properly is actually a failure to communicate properly. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and we provide our children with emotional available adults and a safe place to learn and grow.

Our school rules are Ready, Respectful and Safe. This allows everyone to work successfully, safely and enjoyably. Rules are displayed in the classroom. Good behaviour is taught explicitly, rewarded and used as good examples for other children – Praised in Public. Poor behaviour is dealt with calmly and quietly - Reprimanded in Private. Consequences are referred to as outcomes. There can be one of two outcomes. A natural outcome which is something they have already lost as a result of their behaviour e.g. a snapped pencil, an upset with a peer. A logical outcome is used when a natural outcome isn't appropriate e.g. that a child is disrupting the lesson and not following the school rules and then the process in Appendix B is used. When behaviour might be a result of vulnerability or other needs then a graduated response is used.

Five Pillars of Pivotal Practice (Paul Dix):

i. **Calm and consistent behaviour:**

- There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.
- All adults in school use PACE (Playfulness, Acceptance, Curiosity and Empathy). PACE focuses on the whole child, not simply the behaviour. It helps children to be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour and building the skills that are so necessary for maintaining a successful and satisfying life.
- Classrooms are tidy and orderly to promote a feeling of calm. Resources are clearly labelled to support independent learning.
- Staff don't **join in** to express their feelings or comment to a child when the situation **has been dealt with**; this is 'naming and faming' the behaviour and gives the wrong attention to a situation / behaviour.
- Many of our children struggle to name their physiological and emotional state; therefore, staff use language that teaches emotional literacy. This is known as 'affect labelling'. eg:
 - "You've had enough to eat you are **full** now."
 - "Your face is red, take your jumper off you are **hot**."
 - "You must be so **angry** to scream like that."
 - "That must make you so **sad**."
- Staff use empathetic phrases that reroute the power play also known as 'fogging', such as
 - I understand that...

- I noticed that...
- I imagine that...
- When a child misbehaves in a learning group or in the classroom, the member of staff with the child has the responsibility to ensure outcomes (consequences) are put into place. This is important to develop the adult child relationship, restore, and repair if needed. It may be that this happens later when the child is regulated. **(See table 1).**
- When a child escalates their behaviour, staff take them back to the original behaviour before dealing with the escalating behaviour.
- Behaviour needs to be managed consistently and appropriately to support all learners and staff (see table 2).
- A check-in strategy is used when a child has needed supported regulation time.

Table 1: Outcomes at classroom / playground level (staff)

Steps	Actions:
Reminder	A reminder of the 3 simple rules (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Caution	A clear verbal caution delivered privately, where possible, making a pupil aware of their behaviour and clearly outlining the outcome (consequence) if they continue. Use the school scripted conversation and refer to a previous good example of behaviour.
Last chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to a previous good example of behaviour. At this step ask the pupil to stay behind for 2 minutes.
Time in	This is when a pupil may need to regulate. This can be sat in a different part of the classroom, in another class or supported by a member of staff or SLT.
Repair	This may be a quick chat at break / lunch or a more formal meeting.

Table 2: Managing Behaviours

	Level 1 (manage in classroom)	Level 2 (manage out of classroom)	Level 3 (Headteacher)
Behaviour	Child day dreaming, looking around, talking (non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, calling out Rudeness to staff Throwing small equipment Continual talking Refusal to follow instructions Disruption to learning.	Leaving the classroom Deliberate violence towards a child in the classroom Racist incidents Upturning furniture Bullying including cyberbullying, prejudice-bases and discriminatory bullying. (see Anti-bullying Policy)	Physical violence towards staff Leaving the school grounds Climbing on school property Refusal to follow staff's instruction Swearing directly at an adult or child
Actions / possible actions	Follow Outcomes in Table 1	Scripted or Restorative conversation and reminder Second time out parents will be called Support from ELSA Targeted Support (see table 4) Letter / phone call home Meeting with parents/ carers	Intensive support (see table 5) Internal exclusion Fixed term exclusion Meeting with parents/ carers A behaviour record in place

		A behaviour record in place	
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Table 3: Expectation and staff behaviours

Behaviours	Expectations	Consistent Staff Actions
Entering the building - In the morning - After playtime	- Children should walk into classroom quietly. - Respond to adults' morning greetings. - Bags, coats and hats to be hung up on pegs. - Additional belongings to be put away.	- Staff to greet at classroom door giving morning welcome. - Adult collecting from playtime give instruction on playground e.g. sit on carpet /chair, before entering school. - Adults check uniform.
Morning Registration	Calmly and quietly carry out morning tasks / learning / interventions.	- Activities are ready for children to complete. - TAs are in class ready for 08.40. - Support children with early morning tasks and behaviour.
In lessons	- When sitting on a chair all 4 legs need to be on the floor. - Quiet working voices to be used. - Listen when an adult/child is talking – looking in their direction. - Hands up and wait patiently. - Remain on task and use your learner skills to get unstuck.	- Be clear about expectations during the lesson (working independently /in pairs / in a group) - Ensure children's attention is on you when speaking. - Raise an arm to manage noise levels / use proximity praise to gain attention / count down from 5. - TAs to be used effectively for support. - Challenge work and presentation if not good enough.
Going into/leaving worship	- Children should be escorted by their class teacher/TA. - Children should walk in silence. - Children should walk in single file.	- Children to be reminded about walking silently down the corridor before leaving the classroom. - Adults from each class to remain for duration of worship - follow Table 2 for managing behaviours.
Going out for Playtime	- Children are released once they have finished their piece of work. . - Swans collect their snack from their bag and walk silently out to the playground.	- TA or additional teacher to monitor behaviour in the corridor

Returning to the building from Playtime	▪ Children are expected to wait in their line silently. ▪ Wash their hands and return to their seat silently	▪ Teachers must be outside on time to collect their class to ensure prompt start of the lesson. ▪ TA or additional teacher to monitor behaviour in the corridor ▪ All staff to ensure consistency of routines at all playtimes ▪ Staff to remind children of expectations when coming in to school
Coming in for lunch	Children should: ▪ Enter the building quietly. ▪ Wash their hands.	
Lining up to collect school dinner	Children should: ▪ Line up, some quiet chat is allowed. ▪ Take their coats and hats off when sitting down to eat their dinners. ▪ Put their hands up if something, for example if they want to move on to pudding.	▪ Any child moving out of line should be reminded to stay in line. ▪ Any child who does not comply with reminder to stay in line should be moved to the back of the line. ▪ Staff to raise an arm to manage noise levels when too loud. ▪ Staff on duty should ensure consistency of expectations. ▪ Staff should only challenge children in a quiet professional manner (no shouting).
Collecting equipment in at playtimes	▪ When the bell goes children put away equipment and then go to stand silently on their line.	▪ Class teacher uses proximity praise and reminds any child not waiting silently quietly.
Toilets	▪ Children should not be allowed to go to the toilets during lesson time where possible. ▪ If the toilet is needed during lesson time children should go in ones.	▪ Adults to remind children to use the toilet at playtimes ▪ When children request to go to the toilet adults should remind children to use the toilet properly, flush the toilet, wash hands, and return onto the playground.
Cloakrooms	▪ Coats are hung up at the start of the day and after every break time. ▪ Bags are hung up on pegs.	▪ Staff should remind children that there should be nothing on the floor. ▪ Children to be challenged and returned to hang up any coats/belongings that have

		not been hung up.
End of day routine	▪ Children collect coats and bags quietly and come back to chairs / places. ▪ Collectively say end of day prayer.	▪ Send children for coats and book bags a group at a time. ▪ Remind children about behaviour in cloakrooms. ▪ Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms.

ii. First Attention for Best Conduct:

There is overwhelming evidence that the praise of good behaviour is approximately ten times as effective as the punishment of bad behaviour. Our emphasis is always on the recognition of positive achievements.

The following list is not exhaustive; staff use their creativity to constantly change and offer rewards that are meaningful.

Table 4: Rewards

Daily	Less frequently (weekly/monthly)	Over and Above
* Praise – be specific, name the child, name the 'behaviour' * House points / raffle tickets * Recognition Board	* Contact with parents – positive note home. * Wings – displayed in corridor and sent to parents * Sent to other classes/Co-HT to show good work. * Invitation to Headteacher's lunch	* Presentations of achievements shared during worship. * Positive notes home or phone calls home from Co-Headteacher.

Relentless Routines:

- All staff meet and greet the children as they arrive at school and as they come into the classroom.
- All classes have visual timetables up in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a Now and Next board.
- Playtime and lunchtime routines for the end of break:
 - Children put away play equipment and line up in silence.
 - The teacher will wait for silence, then lead the line into class.
- The use of the school rules and outcomes (consequences) are consistent. The school rules are Ready, Respectful, Safe; these are displayed in the classroom and around school.
- Where possible, the daily timetable is consistent across the school.
- Expectations are the same in all classes including expectations of uniform. Support is offered where appropriate.
- Supportive outcomes are followed consistently (see appendix C).
- If a child has to leave the classroom due to challenging behaviour the class teacher follows up to restore and repair the relationship and reflect on the behaviour.

iv. Scripted Interventions:

The school rules are simple and clear. When a child is seen not following a rule a child is reminded specifically about the rule they have broken and a link to what the child is doing is made explicit. A simple script is followed in a non-judgemental way.

I noticed that..., the rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.

v. Restorative Conversations:

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. It is important that this conversation is held with the adult involved or supported by an adult if it is between children, so that there is a strong connection made. 'The behaviour of the adult lies at the heart of it all' Paul Dix.

Restorative conversations are used over lunchtime. Children have 'Time-in' .

What happened?

- What were you thinking at the time?
- How do you think this made people feel?
- What should you do to put things right?
- How can we do things differently in the future?

With younger children or children that struggle with this we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation. 'A forced apology doesn't teach humility, it simply underlines obedience' (Paul Dix) and isn't helpful in the long run.

Although actions have outcomes (consequences), children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

TIME IN

To support the mental health of a child who is deregulated, school opt for a policy for **TIME IN** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. During this time a staff member may try 'mental state talk' (talking to the child about what's bothering them and reflecting on their mental state), to use empathic responses, soothing (emotional regulation) or containment (this may be with their own feelings or emotions or through clear boundaries or spaces).

The school will always act lawfully, reasonably and proportionately in all cases. Any separate room or area will only be used when it is in the best interests of the child and other pupils. Any use of restriction which prevents a child from leaving a room of their own free will, will only be used in exceptional circumstances, and if it reduces the risk presented by the child to themselves and others. The senior leader involved will decide how long a pupil should be kept in a separate place, and for the staff member in charge to determine what pupils may and may not do during the time they are there. We will ensure that a pupil is withdrawn no longer than is necessary and that the time spent there is used as constructively as possible. We will allow pupils time to eat or use the toilet. We will ensure the health and safety of pupils and staff, and any requirements in relation to safeguarding and pupil / staff welfare. If a trend is emerging a record is kept, monitored and evaluated of the pupils and the time spent away from their group, to show progression by the individual and that correct use is being made of this

support. The child will be expected to complete any work which has been missed.

TRANSITION

In order to protect our children from potential crisis points we plan transitions carefully. This includes transitions during the school day for breaks and worship; a planned change of a teacher during the day; moving up before the end of the school year to settle into the new environment and with their new teacher and transition days when moving schools.

SUPPORT

As a school, we work closely with our families to provide the best support for all our children. We ensure that the Headteacher is visible and available in the mornings and after school. We have a strong team of staff who are well trained in delivering emotional support to pupils and we refer on to outside agencies if needed. Working with parents will help us identify any triggers that may be significant in a child's life and plan for the child's individual needs.

The table below shows the strategies the school uses to support all our children's relationship and behaviour needs. All children are offered the universal support, some children may also need targeted support and a few children may need additional intensive support. Early Intervention is important for us and we use the strategies: prevention, identification, early support, and access to specialist support as outlined in the Mental Health and Behaviour 2018 DFE publication.

Table 5: Support

UNIVERSAL	TARGETED SUPPORT	INTENSIVE
Safety Cues in all aspects of school life: Start of day and start of session routines Meet and Greet just inside the classroom Staff who are warm, empathic, playful and curious (PACE) Interaction with children that ensures social engagement Adult who is key staff member to take an interest in each individual child. No shouting practice across school (unless a child is in danger)	Staff adjust expectations around recently identified vulnerable children to correspond with their developmental capabilities and experiences of traumatic/emotional stress.	An emotional available adult is allocated for daily contact.
Children, staff and parents sign the home-school agreement.		
Staff relationships are strong and they seek to repair rather than becoming defensive.	Staff work with parents through a home-school diary if required.	Staff work with parents and other agencies, if appropriate, through regular meetings.
Scripted interventions Restorative conversation	Restorative conversation	Restorative conversation

Provide stress regulation strategies during the day, particularly during transitions eg: mindfulness music, breathing and sensory activities, calm corner.	'Time-in' with an adult to regulate.	'Time-in' with a key adult to regulate.
PSHE and Intervention groups within the classroom	Small Targeted groups – including nurture provision provided by ELSA or SENDCo	Targeted Support – including Nurture, Play therapy etc
Identify behaviour needs	Nurture support	EP Assessment
	Individual Behaviour Plan and targets are in place.	Individual Behaviour Plan and targets are in place.
	Positive Handling Plan is in place and reviewed regularly.	Positive Handling Plan is in place and reviewed regularly
	Risk Assessment completed by Co-HT and class teachers and agreed.	Risk Assessment completed by the Local Authority Officer
	Support with referrals to paediatric support.	Referrals to Occupational Therapist, SALT etc

7. POSITIVE HANDLING

Use of Reasonable Force to control or restrain pupils

All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of Education and Inspection Act 2006 and the Revised Guidance on the education of children and young people with behavioural, emotional and social difficulties (2008). Staff will be updated of any changes made by the government relating to the Use of Reasonable Force.

Trained staff will only physically intervene to reasonably control or restrain children to prevent injury to a child/children, or if a child is in danger of hurting him/herself or others, or of causing damage to the property of any person including their own, or from causing disorder e.g. teachers will physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so they may be physically removed. The level of physical interventions/restraint will always reflect the level of behaviour they are intended to prevent. Staff will consider if the physical intervention is:

- Necessary
- Appropriate
- Proportionate.

Any planned physical intervention must only be carried out by 2 trained members of staff. If you are on your own you need to send for an additional trained member of staff. **Single person planned physical interventions are illegal.** For example, if a child were climbing a fence and you believed they were in imminent serious danger and no one else was around you could do a single person intervention. You would, however, not be able to move the child inside without another trained member of staff as this would be a planned physical intervention.

Staff training will be renewed every 3 years.

The actions of staff will always be in the best interest of the child and are in line with government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be

used as a form of punishment.

Staff will record in detail any physical restraint, including locking in a room, in detail on MyConcern.

Details to include:

- Antecedent
- Behaviour
- Length of time child was restrained

See Appendix D – Positive Handling Plan and Record

8. SCHOOL'S POWER TO DISCIPLINE BEYOND THE SCHOOL GATE.

(School's expectations for positive behaviour off school site including use of media.)

At Southrop C of E Primary School we strive to develop our children into responsible citizens. Furthermore, it is important to protect the reputation of the school and as such we expect the same high expectations for behaviour beyond the school gate. All non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be dealt with using the same sanctions as if the behaviour had occurred in school.

School may manage any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

9. MEASURES TO PREVENT BULLYING

We include lessons on bullying including cyberbullying, prejudice-based and discriminatory bullying at least once a year in PSHE and Computing. We include additional lessons as and when incidents occur. These lessons ensure children understand, in an age appropriate way, what the different forms of bullying are, the reasons they might occur and the actions alleged victims and any bystanders can take.

Good communication is key. We communicate with parents/carers when an incident is noticed or reported. We also talk with the victim, perpetrator and any bystanders. If appropriate we might hold a restorative meeting.

The findings from an incident might inform the planning of further PSHE and Computing lessons. We offer pastoral support to the victim, perpetrator and bystanders as necessary, either individually or in group sessions.

All incidents are logged on MyConcern and tracked by the Headteacher .

For further information refer to the Anti-bullying Policy.

10. DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF

Whilst all allegations of abuse **must** be taken seriously, the quick resolution of that allegation will be a

clear priority to the benefit of all concerned (see Child Protection and Safeguarding Policy).

11. WORKING WITH OUTSIDE AGENCIES

It is always the school's intention to ensure that all children receive the best support that can be provided. There may be times where expert options may be needed to support a child to improve their social, emotional and behavioural skills.

Examples of agencies the school uses are:

- CAMHs (Child and Adolescent Mental Health Services)
- Speech and Language referral
- Occupational Therapy
- Counsellors
- Educational Psychologist
- Early Help
- Advisory Teaching Service
- School Nurse
- Hearing Impaired Support Team

12. SUSPENSION AND EXCLUSION

We understand that good behaviour is essential for promoting a high quality education. The school recognise that a suspension and exclusions are necessary where there has been a serious breach, or consistent breaches of the Relationships and Behaviour Policy. Exclusion of a child will only be considered as a last resort after other strategies have failed, or when allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to that of others in the school community. There are two types of exclusion: fixed term which is a temporary suspension and permanent exclusion.

The school has created this policy to clearly define the legal responsibilities of the Headteacher, governing board and LA when responding to pupil exclusions to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- Equality Act 2010

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Mental health and behaviour in schools'
- GCC The prevention and management of suspensions and permanent exclusions in

- Schools (March 2023)

This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The **LA** is responsible for:

- Having due regard to the relevant statutory guidance when carrying out its duties in relation to the education of LAC.
- Arranging suitable full-time education for any pupil of compulsory school age excluded permanently, in coordination with the school
- Reviewing and reassessing pupils' needs in consultation with their parents where they have an EHC plan and are excluded permanently, with a view to identifying a new placement.
- Arranging for an independent review panel hearing to review the decision of the governing board not to reinstate a permanently excluded pupil where required.
- Arranging the hearing without delay at a time, date and venue convenient for all parties.
- Ensuring the independent review panel consists of three or five members as appropriate, which represent the required categories.
- Appointing a clerk to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.
- Ensuring all panel members and the clerk have received training within the two years prior to the date of the review.
- If requested by parents, appointing a SEND expert to attend the panel and covering the associated costs of this appointment.

The **governing board** is responsible for:

- Providing information to the Secretary of State and LA about permanent exclusions within the last 12 months.
- Arranging suitable full-time education for any pupil of compulsory school age excluded on a fixed-term basis.
- Considering parents' representations about exclusions within 15 school days of receiving notice if the appropriate requirements are met.
- Where a suspension would result in a pupil missing a public examination or test, considering the suspension before this date.
- Arranging the representation meeting at a time and date convenient to all parties, but in compliance with the statutory time limits.
- Adhering to its responsibilities to consider the reinstatement of pupils.
- Considering the interests and circumstances of the suspend or excluded pupil, including the circumstances in which they were suspended or excluded, and have due regard to the interests of others at the school.
- Using the civil standard of proof (based on the 'balance of probabilities', it is more than likely that the fact is true) when establishing the facts relating to a suspension or an exclusion.
- Ensuring clear minutes are taken of the representation meeting.
- Noting the outcome of the representation meeting on the pupil's education record, along with copies of relevant papers for future reference.

- Notifying the pupil's parents, the Co-Headteacher and LA of its decision and the reasons for it, without delay.
- Where appropriate, informing parents of where to apply for an independent review panel.
- Informing parents of relevant sources of information.
- Ensuring a pupil's name is removed from the school admissions register, where appropriate.
- Reconvening within 10 school days to reconsider reinstatement of a pupil where directed to do so by the exclusions review panel.

The **clerk** to the exclusions review panel is responsible for:

- Making reasonable efforts to inform the appropriate individuals that they are entitled to:
 - Make written representations to the panel.
 - Attend the hearing and make oral representations to the panel.
 - Be represented.
- Making reasonable efforts to circulate copies of relevant papers at least five school days before the review to all parties.
- Giving all parties details of those attending and their role, once the position is clear.
- Attending the review and ensuring that minutes are produced in accordance with instructions from the panel.

The **Headteacher** is responsible for:

- Implementing good levels of discipline to ensure all pupils can benefit from the opportunities provided by education and to minimise potential suspensions or exclusions.
- Applying the civil standard of proof when establishing the facts in relation to a suspension and exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspension or exclusions as a sanction, e.g. if a pupil has received multiple suspension or is approaching the legal limit for suspension in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Ensuring any decision to exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or exclusion.
- Making the decision to suspend and exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Notifying a pupil's parents without delay where the decision is taken to suspend the pupil, including the days on which the parents must ensure the pupil is not present in a public place at any time during school hours, as well as any other necessary information statutorily required.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governing board and LA of their decision to suspend a pupil where appropriate, as well as the pupil's home authority if required.

- Notifying the governing board once per term of any suspensions or exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

Grounds for exclusion

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in this policy have failed to be successful.

The following examples of behaviour may underline the school's decision to exclude a pupil:

- Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
- Any incident which breaches the law
- Persistent and severe bullying
- Verbal and physical abuse
- Constant disruption
- A single, serious and major incident, e.g. serious assault on another individual leading to injury

Pupils can be suspended on a fixed-period basis, i.e. up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a fixed-period suspension, where further evidence is presented. In all cases, the Headteacher will decide which suspension period a pupil will be subject to, depending on what the circumstances warrant.

The Headteacher's power to exclude

Only the Headteachers have the power to suspend or exclude a pupil from the school, and is able to decide whether this is on a fixed-period or permanent basis. All exclusions will only be issued on disciplinary grounds.

The Headteacher is able to exclude pupils from the premises where their behaviour is disruptive during lunchtime. All lunchtime exclusions will be counted as half of a school day.

When sending a pupil home following any suspension, the Headteacher will ensure that they exercise their duty of care at all times and will always inform the parents. Any decision made to suspend or exclude a pupil will be lawful, proportionate and fair, with respect to legislation relating directly to exclusions and the school's wider legal duties, including the ECHR. At all times, the Headteacher will take into account their legal duties under the Equality Act 2010 and the 'Special educational needs and disability code of practice: 0 to 25 years', ensuring that they do not discriminate on any grounds, e.g. race, sex, disability, and will not increase the severity of a pupil's exclusion on these grounds.

The Headteacher will apply the civil standard of proof when responding to the facts relating to a suspension and an exclusion, i.e. that 'on the balance of probabilities' it is more likely than not that the facts are true.

The Headteacher may withdraw any suspension or exclusion that has not already been reviewed by the governing board.

The Headteachers will not issue any 'informal' or 'unofficial' exclusions, e.g. sending a pupil home to 'cool-off', regardless of whether or not the parents have agreed to this. The Headteachers will not use the threat of exclusion as a means of instructing parents to remove their child from the premises.

All exclusions will be formally recorded on MyConcern and SIMS.

Factors to consider when excluding a pupil

When considering the exclusion of a pupil, the Headteacher will:

- Take into account any contributing factors that are identified after a case of poor behaviour has occurred, e.g. if the pupil's wellbeing has been compromised, or they have been subjected to bullying.
- Take into consideration whether the pupil has received multiple exclusions or is approaching the legal limit of 45 excluded days per school year, and whether exclusion is serving as an effective sanction.
- Consider early intervention to address underlying causes of disruptive behaviour, including liaising with external agencies, to assess pupils who demonstrate consistently poor behaviour.

The Headteachers will consider what extra support may be available for vulnerable pupil groups whose exclusion rates are higher, to reduce their risk of exclusion, including the following:

- LAC
- Pupils eligible for FSM
- Pupils with SEND
- Certain ethnic groups

The Headteacher will consider avoiding permanently excluding LAC, those with SEMH issues or pupils with an EHC plan. Where any member of staff has concerns about vulnerable pupil groups and their behaviour, they will report this to the Headteachers, who will instigate a multiagency assessment to determine whether the behavioural issues might be a result of educational, mental health or other needs and vulnerabilities.

Where SEND or SEMH issues are identified, an individual behaviour plan will be created using the graduated response outlined in the school's Relationships and Behaviour Policy. If the pupil continues to endanger the physical or emotional wellbeing of other pupils or staff, despite exhausting the graduated response process, then exclusion may be considered. In accordance with the Equality Act 2010, under no circumstances will a pupil with identified SEND or SEMH issues be excluded before the graduated response process has been completed. Where a pupil with SEND or SEMH issues is permanently excluded because of a SEND- or SEMH-related need that could not be met at the school, detailed records will be kept highlighting that these pupils are closely tracked and showing that the school has a close relationship with the pupil's next destination.

The Headteacher will work in conjunction with the parents of any pupil with additional needs to establish the most effective support mechanisms.

Duty to inform parents

Following the Headteacher's decision to suspend or exclude a pupil, they will immediately inform the parents, by telephone, of the period of the suspension exclusion and the reasons behind this. The Headteacher will inform the parents in writing (electronically if written permission has been received from the parents for notices to be sent this way) of the following:

- The reason(s) for the exclusion
- The length of the fixed-period suspension, for a permanent exclusion, the fact that it is permanent
- Their right to raise any representations about the suspension to the governing board, including how the pupil will be involved in this and how the representations will be made.

- Their right to attend a meeting where there is a legal requirement for the governing board to consider an exclusion, and the fact that they are able to bring an accompanying individual
- The arrangements that have been made for the pupil to continue their education prior to the organisation of any alternative provision, or the pupil's return to school
- Relevant sources of free, impartial information

Where the pupil is of compulsory school age, the Headteacher will inform the parents by the end of the afternoon session that for the first five days of the suspension (or until the start date of any alternative provision or the end of the exclusion where this is earlier), parents are legally required to ensure that their child is not present in a public place during school hours without justification, and that parents may receive a penalty fine if they fail to do so.

Where the Headteacher has arranged alternative provision, they will also inform the parents of the following:

- The start and end date for any provision of full-time education
- The address at which the provision will take place
- Any information necessary for the pupil to identify the person they should report to on the starting date

Where the Headteacher is unable to provide information on alternative provision by the end of the afternoon session, they will provide the information in a subsequent written notice without further delay, and within 48 hours of the pupil beginning the provision. If the alternative provision is due to begin before the sixth day of the exclusion, the Headteacher is able to give less than 48 hours of notice, with parental consent.

If the Headteacher has decided to exclude the pupil for a further fixed period following their original exclusion, or to permanently exclude them, they will notify the parents without delay and issue a new exclusion notice to parents.

Duty to inform the governing board and LA

The Headteacher will inform the governing board and LA, without delay, of any suspensions or exclusions.

All notifications to the governing board and LA will include the reasons for exclusion and the duration of any fixed-period suspension. If the pupil who is excluded lives outside the LA in which the school is located, the Headteacher will notify the pupil's 'home authority'.

Arranging education for suspended or excluded pupils

For any fixed-period suspension of more than five school days, the governing board will arrange suitable full-time education for the pupil, which will begin no later than the sixth day of suspension. Where a pupil receives consecutive fixed-period suspensions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of suspension.

For permanent exclusions, full-time education will also be provided for the pupil from the sixth day of exclusion. The governing board is aware that it is beneficial to excluded pupils to begin their alternative education arrangements before the sixth day of exclusion; therefore, the governing board will always attempt to arrange alternative provision before the sixth day of exclusion. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark work for the excluded pupil.

If a pupil with SEND has been excluded, the governing board will ensure that:

- Any alternative provision is arranged in consultation with the pupil's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed or the pupil's needs are reassessed, in consultation with the pupil's parents.

Considering suspensions and permanent exclusions

The governing board will consider any representations made by parents regarding suspensions and permanent exclusions. Parents and, where requested, a friend or representative, the Headteacher, and a member of the LA will be invited to attend any consideration of exclusions and will be able to make representations. Any meeting to consider reinstatement of a pupil will be arranged at a date and time convenient for all parties, and in compliance with any statutory time limits.

The governing board will consider the reinstatement of a suspended or excluded pupil, where:

- The exclusion is permanent.
- The suspension is fixed-period, and would bring the pupil's total number of excluded school days to more than 15 in any given term.
- The suspension would result in the pupil missing a public examination.

In the case of a suspension where the pupil's total number of excluded days is more than 5 but less than 15 school days within a term, if requested by the parents, the governing board will consider exclusions within 50 school days of receiving notification.

In the case of a suspension, where the pupil's total number of excluded school days does not amount to more than five, in the absence of any such representations, the governing board is not required to meet and cannot direct the reinstatement of the pupil. Consideration will be made regarding primary statutory assessments and the timing of these with regard to any suspensions

If it is not practicable for a sufficient number of governors to consider the decision before the examination, the chair of governors will consider the suspension or exclusion alone and decide whether or not to reinstate the pupil. In light of the above, the governing board will also consider whether it would be appropriate to allow the suspended or excluded pupil to enter the premises to take the examination.

When considering the reinstatement of a suspended or excluded pupil, the governing board will:

- Only discuss the exclusion with the parties present at the meeting.
- Ask for any written evidence prior to the meeting.
- Circulate any written evidence and information to all parties, at least five school days in advance of the meeting.
- Allow pupils and parents to be accompanied by a person of their choice to the meeting.
- Consider what reasonable adjustments need to be made to support the attendance and contribution of parties at the meeting.
- Identify the steps needed to enable and encourage the excluded pupil to attend the meeting and speak on their behalf, or how they may contribute personal views by other means if attendance is not possible.
- Consider the interests and circumstances of the excluded pupil, including the grounds for exclusion.

Reaching a decision

After considering exclusions, the governing board will either:

- Decline to reinstate the pupil.
- Direct the reinstatement of the pupil immediately, or on a specified date.

If reinstatement would make no practical difference, e.g. if the pupil has already returned to school following a suspension or the parents make clear they do not want their child reinstated, the governing board will still consider whether the pupil should be officially reinstated, and whether the Co-Headteacher's decision to suspend or exclude the pupil was fair, lawful and proportionate, based on the evidence presented.

The governing board will apply the civil standard of proof when responding to the acts relating to an exclusion, i.e. that on the 'balance of probabilities' it is more likely than not that the facts are true.

To reach a decision, the governing board will:

- Identify the steps they intend to take to ensure that all parties involved will have the opportunity to participate and present their views.
- Ensure that minutes are taken of the meeting as a record of the evidence that was considered.
- Ask all parties to withdraw from the meeting before concluding their decision.
- Consider whether the suspension or exclusion of the pupil was lawful, proportionate and fair, taking into account the Headteacher's legal duties and any evidence that was presented to the governing board in relation to the decision to exclude.
- Record the outcome of the decision on the pupil's educational records, along with copies, which will be kept for at least six months.
- Make a note of their findings, where they have considered a suspension or exclusion but cannot reinstate the pupil.

Notification of considered suspensions or exclusions

The governing board will notify the parents of the suspended or excluded pupil, the Headteachers and the LA of their decision following the consideration of a suspension or exclusion, in writing and without delay.

In the case of a permanent exclusion, where the governing board decides not to reinstate the pupil, they will notify the parents:

- That it is permanent, and their right for it to be reviewed by an independent review panel.
- Of the date by which an application for review must be made.
- Of the name and address of whom the review application should be submitted to.
- That any application should set out the grounds on which it is being made and that, where appropriate, this should include reference to how a pupil's SEND is considered relevant to the exclusion.
- That, regardless of whether a pupil has been identified as having SEND, the parents have a right to require the governing board to ensure a SEND expert attends the review.
- Of the role of the SEND expert that will attend the review, and that the parents will not be charged for this.
- That they are required to make it clear if they wish for a SEND expert to attend the review.
- That they may appoint someone at their own expense to make representations to the panel.

The governing board will also notify parents that, if they believe an exclusion has been issued as a result of discrimination, then they are required to make a claim under the Equality Act 2010 to the First-tier Tribunal (SEND), and that this should be within six months of when the discrimination allegedly took

place.

After any conclusion, the governing board will notify the parents, and all other parties involved, of the decision that was made and the reasoning for this, in sufficient detail.

Removing permanently excluded pupils from the school register

The Headteacher will remove pupils from the school register if:

- 15 school days have passed since the parents were notified of the governing board's decision not to reinstate the pupil and no application for an independent panel review has been received.
- The parents have stated in writing that they will not be applying for an independent panel review following a permanent exclusion.

If an application for an independent panel review has been made within 15 school days, the Headteacher will wait until the review has been determined, or abandoned, and until the governing board has completed any reconsideration that the panel recommended or directed it to carry out, before removing the pupil from the school register.

If a pupil's name is to be removed from the register, the Headteacher will make a return to the LA, which will include:

- All the particulars which were entered in the register.
- The address of any parent with whom the pupil normally resides.
- The grounds upon which the pupil's name is to be removed from the register.

Any return to the LA will be made as soon as the grounds for removal are met and no later than the date in which the pupil's name was removed.

If a pupil's name has been removed from the register and a discrimination claim is made, the pupil may be reinstated following a decision made by the First-tier Tribunal (SEND) or County Court.

Whilst a pupil's name remains on the admissions register, the appropriate code will be used to mark the pupil's attendance:

- Code B: Education off-site
- Code D: Dual registration
- Code E: Absent and not attending alternative provision

Independent review panel

The LA will review the governing board's decision not to reinstate a permanently excluded pupil if the parents submit their application for this within the required time frame. The LA will constitute an independent review panel of three or five members that represent the following categories:

- A lay member to chair the panel. This individual will not have worked in any school in a paid capacity.
- A current or former school governor who has served for at least 12 consecutive months in the last 5 years.
- A Headteacher or individual who has been a Headteacher within the last 5 years.

Parents are required to submit their applications within:

- 15 school days of the governing board's notification of their decision.
- 15 school days of the final determination of a discriminatory claim made under the Equality Act 2010.

Any application made outside of the above timeframe will not be reviewed. Parents are able to request an independent panel review even if they did not make a case to, or attend, the governing board's initial consideration of the exclusion.

The LA will adhere to all statutory guidelines when conducting an independent panel review, as outlined in the DfE's statutory guidance document 'Exclusion from maintained schools, academies and pupil referral units in England'.

Appointing a SEND expert

If requested by parents in their application for an independent review panel, the LA will appoint a SEND expert to attend the panel and covers the associated costs of this appointment. Parents have a right to request the attendance of a SEND expert at a review, regardless of whether the school recognises that their child has SEND.

The LA will make arrangements to indemnify the SEND expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.

An individual will not serve as a SEND expert if they have, or at any time have had, any connection with the LA, school, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially; however, an individual is not taken to have such a connection solely because they are an employee of the LA.

The SEND expert will be a professional with first-hand experience of the assessment and support of SEND, as well as an understanding of the legal requirements on schools in relation to SEND. Examples of suitable individuals might include educational psychologists, specialist SEND teachers, SENCOs and behaviour support teachers.

Recently retired individuals are not precluded from fulfilling this role; however, during interview, the LA will assess the knowledge of such individuals in order to ensure that they have a good understanding of current practice and the legal requirements on schools in relation to SEND.

Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, the LA, they will not have had any previous involvement in the assessment or support of SEND for the excluded pupil, or siblings of the excluded pupil. The LA will request that prospective SEND experts declare any conflict of interest at the earliest opportunity.

The final decision on the appointment of a SEND expert is for the LA to make, but it will take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEND expert. Where possible, this will include offering parents a choice of SEND expert.

In order to meet its duties within the statutory time frame, the LA will consider maintaining a list of individuals capable of performing the role of SEND expert in advance of a request.

The LA will determine the amount of any payment in relation to the appointment of the SEND expert, such as financial loss, travel and subsistence allowances.

The role of a SEND expert

The SEND expert's role is analogous to an expert witness, providing (orally and/or written) impartial advice to the panel on how SEND might be relevant to the exclusion. The SEND expert will base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the pupil's SEND. The focus of the SEND expert's advice will be on whether the school's policies which relate to SEND, or the application of these policies in relation to the excluded pupil, were legal, reasonable and procedurally fair. If the SEND expert believes that this was not the case, they will, where possible, advise the panel on the possible contribution this could have made to the circumstances of the pupil's exclusion.

Where the school does not recognise that a pupil has SEND, the SEND expert will advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any SEND that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's exclusion.

The SEND expert will not criticise a school's policies or actions simply because they believe a different approach should have been followed or because another school might have taken a different approach.

Appointing a clerk

The LA will decide whether to appoint a clerk to the independent review panel, or to make alternative arrangements to administer the panel. Where a clerk is appointed, the LA will ensure that the clerk did not serve as clerk to the governing board when the decision was made not to reinstate the pupil.

The role of a clerk

The clerk's role is to provide advice to the panel and parties to the review on procedure, law and statutory guidance on exclusions.

The clerk will:

- Identify, in advance of the meeting, whether the excluded pupil wishes to attend the panel hearing, taking reasonable steps to enable the pupil to feedback their views, irrespective of their attendance.
- Identify, in advance of the meeting, whether any alleged victims of the incident(s) leading up to the exclusion wish to attend the panel hearing, taking reasonable steps to enable them to feedback their views, irrespective of their attendance.
- Ensure that the panel is able to hear from any witnesses to the incident(s) leading to the exclusion, taking into account the fact that some of these people may be pupils at the school. Pupils under 18 will not be allowed to appear in person without parental consent.
- Inform the parents, Headteacher, governing board and the LA, that they are entitled to make oral and written representations to the panel, attend the hearing, and be represented.
- Ensure that all parties are:
 - Provided with copies of relevant papers at least five school days before the review, notifying the panel if any requested documents have not been provided in case the panel wishes to adjourn until a later date.
 - Informed about who is attending the meeting, and what their roles are.
- Attend the review and ensure that minutes are produced in accordance with instructions from the independent review panel.
- Where a clerk is not appointed, the LA will undertake the functions outlined above.

The duties of the independent review panel

The role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the

excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school. The panel will apply the civil standard of proof, rather than the criminal standard of 'beyond reasonable doubt'. Following the review, the panel will do one of the following:

- Uphold the decision
- Recommend that the governing board reconsiders reinstatement
- Quash the decision and direct that the governing board reconsiders reinstatement

The panel's decision does not have to be unanimous and can be decided by a majority vote. It is binding on the pupil, parents, the governing board, Co-Headteachers and the LA.

Reconsidering reinstatement following a review

Where the independent review panel instructs the governing board to reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision.

The school is aware that if, following an instruction to reconsider, the governing board does not offer to reinstate the pupil, then a £4,000 adjustment will be made to the school's budget. Where the independent review panel recommends that the governing board should reconsider their decision not to reinstate a pupil, they will do so within 10 school days of being given notice of the review panel's decision. The school is aware that if, following a recommendation to reconsider, the governing board does not offer to reinstate the pupil, it will not be subject to a financial adjustment. If, following reconsideration, the governing board offers to reinstate the pupil but the parents decline, no adjustment will be made to the school's budget.

Following reconsideration, the governing board will notify the parents, Headteacher and the LA of their reconsidered decision and the reasons for this.

Criminal investigations

The Headteachers will not postpone taking a decision to exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place.

Particular consideration will be given by the Headteacher when deciding to exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable.

If the governing board is required to consider the Headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

Training requirements

The LA will ensure that all independent review panel members and clerks have received training within the two years prior to the date of the review. Training will cover:

- The requirements of the legislation, regulations and statutory guidance governing exclusions.
- The need for the panel to observe procedural fairness and the rules of natural justice.
- The role of the chair of a review panel.
- The role of the clerk to a review panel.
- The duties of Headteacher, governing boards and the panel under the Equality Act 2010.
- The effect of section 6 of the Human Rights Act 1998 and the need to act in a manner compatible with human rights protected by that Act.

- Clerks will also have an up-to-date understanding on developments in case law which are relevant to exclusion.

13. TRAINING AND RESOURCES FOR BEHAVIOUR SUPPORT:

The school will manage behaviour support, resources and training for all staff including lunchtime supervision staff. This will be through in-house training, staff meetings and support from outside agencies. This is to ensure that all staff, including new staff, are kept up to date with current and relevant school policies and that strategies used are consistent with school policies.

This policy also links to our policies on:

Teaching and Learning,
Anti-Bullying,
E-safety,
Attendance,
SEND

and takes account of race, religion, culture, SEN, disability and other vulnerable pupils (see appendix A) See Equality Act 2010.

The Policy has been written in conjunction with staff, governors and the School Council. It has been made available on the school website for parents to read and comment on.

The school community is involved in the development of this policy. All members of the school staff have been consulted as this is a legal requirement. Copies of this policy are available for all parents and pupils to look at whenever they so wish. They are always consulted when reviewing this.

The Headteachers and the other school leaders will monitor the effectiveness of this policy regularly and if necessary make recommendations for further improvements.

14. VALUES

Our twelve school values underpin the life of the whole school community. Those particularly pertinent to behaviour are:

Courage: Doing the “right thing” which means owning up to unacceptable behaviour or informing adults when you have seen someone doing something that they shouldn’t.

Forgiveness: Staff will forgive rules being broken when someone is genuinely sorry for doing this. Children are encouraged to forgive others who have hurt them as a way of reconciliation.

Justice: The rules of the school are fair and will be fairly applied. In this way everyone can see that justice is done.

Compassion: In disputes we try to make sure that all concerned can see each other’s the viewpoints. Reconciliation requires compassion for victims and sometimes for perpetrators.

Respect: The school rules are based on respect for pupils, staff visitors, the school environment and everyone’s property.

Responsibility: Pupils are expected to take responsibility for their actions.

15. MONITORING AND REVIEW

The Headteachers monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

This policy will be reviewed at any time on request from the governors, or at least annually.

Rights and responsibilities of schools, pupils and parents in ensuring an orderly climate for learning [See National Strategies guidance]

For ease of reference, the expectations are set down below in the form of a summary chart with the “rights” and “responsibilities” of schools, pupils and parents/carers in two columns. It should be emphasised that these are moral, rather than legal, rights and responsibilities (though a number of them link to particular aspects of the law) and also that they are only intended as illustrative examples and not as a prescriptive list. Schools will determine their own values and expectations of behaviour in the light of their individual characteristics, community and any local school partnership arrangements.

“Rights” and “responsibilities” are often two sides of the same coin. For example, while a school has the right to enforce its own behaviour policy, this could also be regarded as a responsibility. The chart below is only an approximate mapping.

SCHOOLS	
Rights	Responsibilities
• To make clear the school’s statutory power to discipline pupils and that pupils and parents will need to respect this. • To enforce their school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents’ cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To ask parents to sign a Home School Agreement when their child joins the school	• To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. • To ensure teachers’ roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils’ good behaviour. • To apply outcomes fairly, consistently,

	proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying. • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour – positive as well as negative, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
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PUPILS	
Rights	Responsibilities
• To contribute to the development of the school behaviour policy, with every pupil involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Headteacher /governors, and beyond that to the Secretary of State, if	• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • Never to denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any

they believe the school has exercised its disciplinary authority unreasonably.	arrangements put in place to support their behaviour. • To sign and adhere to the terms set out in the Home School Agreement.
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PARENTS/CARERS	
Rights	Responsibilities
• To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To appeal to the Headteacher / governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. • To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.	• To respect the school's behaviour policy and the disciplinary authority of school staff. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm. • To be prepared to work with the school to support their child's positive behaviour. • To attend meetings with the Headteacher or other school staff, if requested, to discuss their child's behaviour. • To adhere to the terms of any bespoke support plan relating to their child's behaviour. • To sign and adhere to the terms set out in the Home School Agreement.

What the law says

3.9.12 Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

Taking account of race, religion and culture

Key Points

- Schools must avoid discriminating against particular racial groups in the application of their behaviour policies.
- Schools must monitor and assess the impact of their behaviour policy on pupils, staff and parents of different racial groups.
- Schools should ensure staff are well informed about cultural differences in behaviour and their implications.
- Schools should support newly arrived pupils in understanding and following the behaviour policy.
- Schools should take appropriate account of cultural and/or religious needs when developing or reviewing rules related to school uniform and appearance.

Taking account of SEN, disability and the circumstances of other vulnerable pupils

Key Points

- Schools must make reasonable adjustments in the application of their behaviour policy to disabled pupils.
- Schools must make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- Schools should be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.
- Schools should identify at-risk pupils in advance.
- Schools should plan proactively how the school's disciplinary framework should be applied for each of these pupils.
- Schools should ensure that all those in contact with the pupil know what has been agreed.
- Schools should make sure that every vulnerable pupil has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- Schools should ensure that all staff are aware of appropriate referral procedures.

APPENDIX B:

PACE (<https://ddpnetwork.org>)

Playfulness, acceptance, curiosity and empathy.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

With PACE, a child can start to look at himself and let others start to see him, or get closer emotionally. He/she can start to trust.



<http://nibblesandbubbles.co.uk/resources/pace-poster/>

Playfulness

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It's about having fun, and expressing a sense of joy.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety.

Curiosity

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Empathy

Empathy lets the child feel *the adult's* compassion for her. Being empathic means the adult actively showing the child that the child's inner life is important to the adult and he or she wants to be with the child in her hard times.

The impact of communication using the principles of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can, and are not *bad* or *lazy* or *selfish*. Problems diminish as the need for them reduces.

APPENDIX C

Scripted Interventions

I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.	I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.
I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.	I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.
I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.	I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.
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I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.	I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.
I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.	I noticed that..., The rule is ..., Yesterday/last week you followed that rule well by..., Now I want to see..., Thanks for listening.

POSITIVE HANDLING PLAN:

Name:

Class:

Date:

Review:

ENVIRONMENT:

Classroom:

Playground:

TRIGGERS:

RISK ASSESSMENT – BEHAVIOURS:

(Absconding/aggression/putting themselves at risk)

PHYSICAL INTERVENTION:

PREVENTION and MANAGEMENT CONTROLS: PROTECT:

Changes to any timetables; reasonable adjustments to classroom/ space; activities needed to support when anxious or when overwhelmed; emotional available adult; changes to any routines diversion or distraction techniques

REGULATE:

Timetabled time (5-10 min slots) within the structure of day; Self-regulations/ de-escalation strategies; de-escalation.

RELATE:

Have specific identified adults working with the child; Consider reasonable changes to the curriculum to focus on attachment play; de-escalation

REFLECT:

Strategies to use with the child at times of deregulation to reflect on behaviours; post incident support.

SIGNED:

Teacher:

Date:

Child:

Date:

Parent:

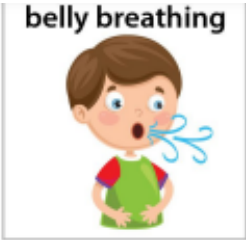
Date:

Example Individual Behaviour Plan

Name: Date:

Everybody gets angry sometimes. It is OK to feel angry and frustrated. When I get angry I don't have to swear, threaten or hurt other people or objects.

Instead I can:

have a little scream	
say I feel angry	
practise calm breathing	 belly breathing Place your hands on your belly. Inhale slowly through your nose filling your lungs and belly. Exhale slowly through your mouth.
untense my muscles (face, shoulders, neck, fists..)	

... so I can take control of my anger.
I will get ???? if I get a stamp for each day.

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SOUTHROP C of E PRIMARY SCHOOL ABC LOG

(Individual record to be completed by all staff who were involved)

Pupil Name:	Day:	Date:
Observed by (staff name):	Location:	Time:
Antecedents 1. Where the child was, and exactly what were they doing at the time? 2. Was anyone else around, or had anyone just left? 3. Had a request been made of the child? 4. Had the child asked for, or did they want something to eat or drink? 5. Had the child asked for, or did they want a specific object or activity? 6. Had an activity just ended, or been cancelled? 7. Where you were and what were you doing? 8. How did the child's mood appear, e.g. happy, sad, angry, withdrawn or distressed? 9. Did the child seem to be communicating anything through their behaviour, e.g. I don't want...; I want...?		
Behaviour Provide a step-by-step description of exactly what the child did, e.g. he ran out of the living room, stood in the kitchen doorway and punched his head with his right hand for approximately 1 minute. Please tick as appropriate ☐ Escape / avoidance ☐ Gaining attention ☐ Expression of anger ☐ Frustration ☐ Vengeance ☐ Seeking of power/control ☐ Intimidation ☐ Sensory stimulation ☐ Relief of fear / anxiety ☐ Other		

Consequence

1. Exactly how did you respond to the behaviour? Give a step by-step description. Include any Team Teach techniques used.
2. How did the child respond to your reaction to the behaviour?
3. Was there anyone else around who responded to, or showed a reaction to the behaviour?
4. Did the child's behaviour result in them gaining anything they did not have before the behaviour was exhibited, e.g. attention from somebody (positive or negative); an object, food or drink; or escape from an activity or situation?
5. What was the overall outcome from the behaviour?

PLEASE PASS TO Headteacher or SENDCo IMMEDIATELY FOR ACTIONING

HIGH NEEDS BEHAVIOUR LOG:

DATE:

Pupil Name:		Year Group:	
SEND NEED:			

INCIDENT TYPE:

Verbal abuse

Physical abuse towards staff

Physical abuse towards other children

Throwing equipment / furniture

Persistent disruptive behaviour

OUTCOME OF INCIDENT:

**Supporting a young person following a physical intervention:
Details of restorative conversation –**

Planning for the future –

Staff debrief supported by:

INFORMATION RECORDED ON:

My Concern	DATE

Signed

Appendix E

Southrop C of E Primary School

Child Friendly Behaviour Policy

Date of Policy: September 2024

Review Date: September 2025

Member of Staff Responsible: Headteacher

Aim of the policy:

This policy aims to raise awareness of what is expected from all pupils who attend Southrop C of E Primary School.

What should our school be like?

- Children report that they want our school to be a fun place to learn.
- They think that respect is important and everyone should be understanding of each other, always being polite and kind
- Children think school should be a safe place with no bullying
- School should be inclusive and everyone should be treated fairly
- Grown-ups should be respectful to children and give good advice and support

Why do we need this policy and why is it important to us?

- It reminds everyone to follow the same rules so everything is consistent
- If people don't follow rules lessons are interrupted and we cannot learn
- Rules keep us safe and allow us to learn
- Policies remind us about what is expected from everyone
- High expectations teach us how to become successful adults
- This policy shows pupils have a voice



Our school rules

Ready	• Wear correct and smart uniform • Attend school every day on time • Have the correct equipment • Show you want to do your best • Be ready to listen and learn
Respectful	• Always follow instructions • Listen carefully when your teacher is talking • Speak politely to adults and your friends • Use good manners to other adults in school • Keep the school tidy • Treat school equipment properly
Safe	• Walk in single file in corridors • Promote equality and fairness • Be a positive role model • Keep your hands and feet to yourself • Think before you go online



Making the right choice

If you are making good choices, you may receive:

- A well done from an adult
- House Points or Raffle Tickets
- Your Wings
- Stickers

If you are not making good choices:



- You may have to complete unfinished work during playtime
- You may be moved to another seat in class
- You may spend time in another class
- You may have to speak to a teacher or-Headteacher
- We may contact your parents and ask them to come into school



