



Heage Primary School

Relational Behaviour Policy

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Publication Date:	V4 September 2026

Review cycle:	Yearly
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Our Vision

At Heage Primary School, we recognise that good behaviour is a necessary condition for learning that everyone stands to benefit from. We aim to create a climate where shared norms of positive and constructive behaviour are well-established, which inspires children to be the best version of themselves.

“For a person to grow, they need an environment which provides them with genuineness, acceptance and empathy. Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.” **(Rogers, 2014).**

Our behaviour policy is underpinned by our six school values and is focused on creating an environment of high-expectations where every child is valued and given the tools they need to help them develop intrinsic motivation and a love of learning, free from the fear of making mistakes.

It is based on the latest research of relational practice and attachment theory, and has been developed by our whole community in order to reflect the children, which we welcome into our setting each day. Through a positive, relational approach to behaviour, we aim to create a safe, respectful ethos – for both staff and pupils - which teaches the behavioural skills our children need to help them grow and reflect on their own learning journey.

Our **Relational Behaviour Policy** is based on the **EEF Guidance Report** “Improving Behaviour in Schools, 2019”.

It also uses the following in order to develop a relational approach:

The Kindness Principle (Dave Whitaker, 2021)

When the Adults Change, Everything Changes (Paul Dix, 2017)

Teach Like a Champion 3.0 (Doug Lemov, 2023)

Leadership & Management

Designated Safeguarding Lead	Mrs Donna Hallam (Headteacher)
Deputy Safeguarding Leads	Mrs Lindsey Roberts (Deputy Headteacher), Mrs Jo McAnulty (Wellbeing Lead),
SENDCo	Mrs Jo McAnulty
Behaviour & Safeguarding Governor	Mrs Sharon Coope

Aims of Policy

- To, first and foremost, recognise that positive relationships matter and are essential to a child's success.
- To create an ethos of high-expectations underlined by our school values: respect, kindness, resilience, compassion, honesty, teamwork.
- To ensure high-quality classroom practice that allows all children to prosper and flourish.
- To ensure all children feel safe, physically and emotionally.
- To ensure expertise in relational and restorative practices, reflection and personalisation.
- To create attachment-aware approaches to exploring the reasons why children may display challenging behaviour and developing strategies to address this.
- To deliver high-quality behaviour interventions for SEND children and develop appropriate strategies to support children requiring further support.

Responsibilities

The Headteacher has overall responsibility for this policy and its implementation, ensuring all staff (teaching and nonteaching) understand its content. The Headteacher, supported by SLT, ensures:

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- That a climate of mutual support and respect is maintained and that all children know that bullying is unacceptable.
- Changes to the policy are incorporated as necessary.
- Monitor behaviour regularly in order to identify patterns, taking strategic action where necessary and reporting to Governors.

Expectations of Staff

The following staff expectations have been developed and agreed by staff at Heage Primary School.

- To apply this policy consistently within all areas of school including assemblies, playtimes and lunchtimes, teaching and learning activities and at the beginning and end of the school day.
- To be an exemplary role model for children and colleagues.
- To respect all children and treat them fairly by the implementation of consistent norms and the **Behaviour Steps to Success**.
- To raise children's self-esteem and confidence in order for them to develop and grow to their full potential.
- To provide a broad, balanced, stimulating curriculum in which all progress is recognised, developed and celebrated.
- To create a safe and stimulating environment that supports children's learning.
- To always seek the reason behind behaviours and work within the principles and practice of relational approaches.
- To teach the children that their behaviour (positive or negative) can, and will, impact others.
- To help everyone make appropriate choices through praise, encouragement and leading by example.
- Discuss with children the impact of their behaviour on others (referencing our six school values) through calm conversation and restorative ways of approaching a solution.
- Provide timely feedback to parents as required as well as in reports and at parents evening.
- Display and promote avenues for children and parents to seek support with behaviours/feelings/concerns.
- Ensure all new children to Heage understand the commitments, norms and rewards along with the **Behaviour Steps to Success** as stated in the **Relational Behaviour Policy**.
- Tackle negative behaviour on a whole-school level.

Staff should be aware that behaviour incidents may present as safeguarding concerns. Behaviour may indicate unmet need, abuse, neglect, exploitation, mental health difficulties, online harm, child-onchild abuse or wider vulnerabilities. All significant behavioural incidents must therefore be considered through a safeguarding lens and recorded or referred to the DSL where appropriate in line with KCSIE 2026.

Expectations of Parents

We recognise that parents have a vital role to play on upholding our school values and behaviour expectations. Along with our expectations of children and staff we also expect parents and carers to also:

- **Bring any concerns about their child to the class teacher as soon as they are aware.** In most cases, concerns will be dealt with by the class teacher, as they are the person who knows your child the best.
- Speak to staff politely and with respect, particularly in front of children
- Not approach and speak to children or parents where an incident has occurred
- Support staff in their decisions on the child's learning and behaviour in school
- Create a 'team around the child' to ensure that school and home reflect similar values
- Acknowledge parental responsibility for behaviours that happen outside of school

If a parent/carer or any other adult behaves in a way that is deemed inappropriate (either in person or other forms of communication) the school will take further action.

Initially this will be a conversation with the adult concerned. If the behaviour persists, it may be referred to the Local Authority and police. This may result in a ban from school premises or in more vexatious and threatening situations, legal proceedings may be initiated.

Any member of staff deeming an adult's behaviour to be inappropriate, rude or aggressive in nature should inform a member of the SLT immediately who will assist in the situation and follow the procedures above.

Motivating Appropriate Behaviour (Appendix 1)

We recognise that children feel safe when they know what to expect and what is expected of them. It is especially important to us that adults within our setting build positive and trusting relationships with children in their care. Transition times can be especially difficult for some of our children. Therefore, we have organised our school day to reflect this, which builds in moments of calm and chance for children to communicate with their teacher and talk as a class.

Start of the Day

The start of the day is organised in order to ensure that children enjoy a calm entry into school. Children come straight into classroom when the school gates open at 8:45am. A member of school staff (usually the Senior Leadership Team) will greet and guide children at the gate. Each child is met and greeted by their class teacher/ teaching assistant and completes an "emotional check-in".

If a child has identified that they need emotional support, the teacher/ teaching assistant will make time to speak to them at some point in the day. There will also be a "Morning Task" for children to make a start on when they arrive which revisits previous learning and allows for teaching staff and teaching assistants to follow-up on any children from their emotional check-in.

Each class will have a visual timetable, which will be changed to reflect the day's activities/ lessons. This builds a sense of expectation and helps to reduce any anxiety.

D.E.A.R. (Drop Everything And Read)

Each class will spend 15 minutes straight after lunchtime (in most cases, unless Forest Schools or specific changes to the timetable) to devote to

reading for pleasure. This may be the class teacher reading a class story, own choice reading or paired reading.

End of the Day

We encourage children to reflect on the positive parts of the day by considering things that went well. This may be teacher-led or child-led. Before children are taken on to the playground by their teacher, they will also consider what they have to look forward to for tomorrow.

After Playtime & Lunchtime

In order to transition successfully back to the classroom after playtimes and lunchtimes, a whistle will be blown on the playground. On the whistle, children will stop what they are doing and stand still. The adult on duty will then ask one class at a time to line up. This is to ensure lining up happens calmly and children are ready for learning.

Proactive Behaviour Approaches (Appendix 2)

Members of staff will use relational practices across school in order to promote good behaviour and maintain high expectations. This includes playtimes, lunchtimes and when children attend The Base.

Examples of these are:

- Precise Praise
- Assume the Best
- Say what you see
- Changing Places
- Non-verbal Signals
- High-quality questioning techniques

High Expectations

All adults within school will hold high expectations of all children and communicate these clearly through goals that stretch and challenge children of all backgrounds, abilities and dispositions. Our curriculum design will take these high expectations into account and ensure a broad and balanced curriculum for all.

Each class will create a class agreement during transition activities in order to establish our behaviour norms.

High expectations will be maintained in a number of ways, not limited to:

- High-quality opportunities for transition to ensure that children are able to build trusting relationships quickly once they start school or transition to a new teacher.
- Regular opportunities for Assessment for Learning, providing teachers with clear information regarding strengths and areas for development for each child.
- Clarity of learning objectives and success criteria set for all children, which are ambitious and challenge our most able learners.
- Appropriate and consistent scaffolding/ differentiation for children requiring additional support.
- Timely and effective feedback, ensuring children understand their next steps in learning.

Embedded Routines

At the start of the year, and at regular intervals throughout as necessary, teachers will develop, teach and practice school routines in order to communicate high expectations.

These may include:

- Lining up (inside and outside)
- Attending assembly
- Accessing the lunch hall
- Getting changed for PE
- Moving around the classroom
- Accessing support and equipment
- Getting ready for home-time

Celebrating Positive Behaviour

We aim to create opportunities in school where children can be celebrated for their positive behaviour and wish to foster a sense of compassion by encouraging peers to also share in that joy.

Star of the Week

Each week, one (or two) children from each class will be chosen as Star of the Week. This is shared in our Celebration Assembly, where children will receive a certificate and their teacher/ teaching assistant will explain reasons for their choice, in most instances linked to our school

values. Parents will be invited via ClassDojo by their class teacher/teaching assistant.

ClassDojo

Children may receive Dojo Points for showing our school values. The points are accumulated over each half-term, whereby the child with the greatest number of points in each class will enjoy treat-time with Mrs Hallam or another member of SLT.

Teachers will also use ClassDojo to share positive examples of work and activities in order to celebrate our high expectations.

Showing Exemplary Work

Children who have worked hard to produce a piece of work to the very best of their ability may be asked to showcase this to another class, teacher or to the headteacher.

Notes Home

At Heage Primary School, we recognise that parents play a vital part in upholding our high expectations. Children who have worked hard, showed exemplary behaviour or produced a fantastic piece of work will be given a note/ certificate to share with their adults at home.

Restorative Practices (Appendix 3)

We recognise that some children within our setting might sometimes need further support in displaying appropriate behaviours in school.

Instances of negative behavior (unsettled or distressed behaviour) are taken seriously and dealt with consistently and in a timely manner. They can have a negative impact on others, affect children's mental health, affect the learning of themselves and others or even result in accidental damage or injury. It can also highlight where the child displaying such behaviours is struggling with their own well-being or have other worries. It is our duty of care to investigate concerns in accordance with Keeping Children Safe in Education (KCSIE 2026) and the school's safeguarding and child protection procedures."

Where children are displaying low-level unsettled behaviours, we will use a stepped approach (**Steps to Success**) to dealing with these

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depending on the nature of any unsettled behaviour displayed. These are displayed in all classrooms and teaching areas and discussed with children so they understand what is expected of them.

- 1) **Research** – adults will initially use a questioning approach to find out what is happening and where the problem might be.
- 2) **Remind & Redirect** – children will then be reminded of the expectation and, where necessary, given controlled choices to help them get back on track and displaying expected behaviours.
- 3) **Relate** – children continuing to display unsettled behaviours will be given a private reminder about the norms and expectations.
- 4) **Restore** – if children are still finding it difficult, teachers will use as restorative practice approach giving children a chance to reflect on their behaviour and “put things right”. **(Appendix 4)**
- 5) **Reinforce** – in the event that children are continually finding expectations difficult, teachers will organise a meeting with parents to discuss their concerns. This may be face-to-face or via phonecall.

Low-level unsettled behaviours may include: distracting other children's learning, not wanting to complete set tasks, unkind comments/conflict/fall outs, talking over others or in assembly, boisterous behaviour towards others.

“Putting things right” may include but is not limited to:

- Apologising (written or verbal)
- Spending time with an adult so that play can be monitored more closely
- Playing in a different area to avoid conflict
- Finishing uncompleted work
- Tidying up

Where there is conflict between two or more children every effort is made to get to the root cause of the issue in order to repair the relationship and move forward.

Conflicts will be investigated by a member of staff. The adult dealing with the incident will get a clear picture of what has happened by talking to the children. Staff may use the restorative scripts to aid the conversation.

Children involved are given the opportunity to share their concerns and views about the conflict. The member of staff acts as a negotiator between the parties involved, agreeing the way to move forward. The member of staff then acts as a facilitator to resolve the conflict, encouraging the parties involved to seek a resolution themselves.

In circumstances where negative behaviour continues to escalate or is repeated, the person dealing with the incident, may seek out the class teacher, or the support of a member of SLT, deputy headteacher and headteacher in that specific order.

Incidents of low-level, unsettled behaviour should initially begin with the adult dealing with the incident and then communicated to the class teacher, and escalated to a member of SLT if required.

Lunchtimes/ Playtimes

Adults within school who are on duty at lunchtime or playtime will follow the proactive approaches as detailed above. Where children are finding it difficult to get along, they will also follow the **Steps to Success**.

In any case where Steps 4 are used, the class teacher will be notified and a log made onto MyConcern by the adult dealing with the incident, where possible. Parents will also need to be informed.

Supporting Children with Special Education Needs (SEND) or Social, Emotional and Mental Health Needs (SEMH).

The school understands that behaviour may be a communication of unmet need.

Where concerns arise regarding a pupil's emotional wellbeing, staff will:

- Record concerns appropriately.
- Share concerns with the DSL or DDSL.
- Work alongside parents and relevant professionals.

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- Consider early help or Family Help processes.
- Implement appropriate support and intervention.

We recognise that some children, due to SEND or SEMH, may find behaviour expectations more difficult to follow. In the first instance, adults in school will follow the proactive strategies, reward systems and **Steps to Success**.

All adults within school will work closely alongside our SENCo in order to identify where children may need further support. An **Individual Behaviour Plan** may be developed alongside parents and in conjunction with any Educational, Health and Care Plan (EHCP).

At Heage Primary School, **Complex Negative Behaviour** is defined as "behaviour which results in persistent application of the **Steps to Success** therefore having an impact on the learning of other pupils; behaviour which puts the safety of the individual, other children and adults at significant risk; behaviour which results in damage to school property".

These pupils may be supported in the following ways (where deemed appropriate) but not necessarily in the order given or for every incident. This will depend on the circumstances and each situation will be assessed individually.

- Formal meeting with parents to discuss the behaviour (Led by the Class teacher).
- Behaviour Chart/ Home-school Log set up and communicated to parents.
- Individual Behaviour Support Plan (Class Teacher & SENCo)
- Interventions, e.g. nurture groups, ELSA, Behaviour interventions, social stories etc. (Class Teacher to liaise with SENCo)
- Risk Assessment & Escalation Curve (Class Teacher and SENCo)
- Individual Handling Plans
- Referral to behaviour support and/or other agencies. (Class Teacher & SENCo)
- Referral to Inclusion Panel for further financial support within school. (SENCo)
- Part-time timetable offered.

Serious (distressed) Behaviour Incidents

In most cases, the **Steps to Success** are a stepped approach and will be applied consecutively; however, there may be occasions where the behaviour displayed is serious enough to warrant Steps 4 & 5 to be used without the first 3 steps.

Serious behaviour incidents may include, but are not limited to:

- Use of offensive language
- Use of violence, threat of using a weapon, physical assault
- Bullying
- Abuse relating to protected characteristics.
- Child-on-child abuse
- Drug and alcohol-related incidents
- Purposeful damage of school or others' equipment/ resources
- Purposeful harm to any individual
- Use of social media/ mobile phones with school

Where school staff are using steps 4 or 5, or where behaviour is distressed and more serious (as detailed above), this will be recorded by members of staff dealing with this using MyConcern using the ABC system and parents will be informed.

Antecedent – what happened before, what might have triggered the behaviour.

Behaviour – what the behaviour looked like.

Consequence – what happened as a result of the behaviour, e.g. restorative conversation, informed parents.

In the case of serious incidents, a member of the Senior Leadership Team (SLT) may be called upon through use of a "blue card".

The Headteacher, or Deputy in the absence of the Headteacher, may consider further sanctions if necessary, depending on circumstances, not necessary in this order:

6) In-School suspension

7) Fixed-term suspension

8) Permanent exclusion

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to this school's behaviour policy. Please see the Transform Trust Addendum to Schools' Behaviour Policy for our Exclusions Policy.

Prohibited Items

It is vital that all pupils and staff feel safe in school.

Therefore, the following items are prohibited from the school site:

- Knives and other weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco
- Fireworks
- Inappropriate images
- Mobile phones & smart devices (please see Mobile Phone & Smart Device Policy for further guidance)

The Headteacher and members of SLT have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of one of the above items. Any searches will be carried out away from other pupils and with two members of staff present.

If prohibited items are found on a pupil:

- They will be **confiscated immediately** and stored securely.
- In most cases, a parent or carer **must collect the prohibited item in person** from the school office.
- The pupil will receive an appropriate sanction in line with the Behaviour Policy.

Repeat breaches

- May result in increased sanctions.
- A behaviour support plan may be put in place.
- Governors may be informed for persistent non-compliance.

Child-on Child Abuse, Sexual Violence, Harassment, Prejudice-related Incidents or Bullying

Child-on-child abuse may take the form of the following:

- ☐ Harmful sexual behaviour
- ☐ Sexual harassment
- ☐ Sexual violence
- ☐ Child-on-child abuse, including bullying
- ☐ Online abuse
- ☐ Sharing of nude/semi-nude images
- ☐ Coercive behaviour
- ☐ Upskirting
- ☐ Misogyny and Violence Against Women and Girls (VAWG) ☐ Misandry

Heage Primary School takes all reports seriously and responds promptly, proportionately and consistently. If a report is made, this will be taken extremely seriously, investigated and recorded according to the school's Anti-Bullying Policy and Safeguarding Policies. Behaviour which may constitute child-on-child abuse will never be dismissed as banter, horseplay, teasing, part of growing up, or simply children being children.

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse). And that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

Sexual violence is defined as "Unwelcome sexual behaviour, comments, taunts or gestures. It includes physical behaviour such as grabbing or exposing sexual body parts as well as using social media or the internet to engage in sexually unwelcome behaviour."

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The school recognises the importance of preventing harmful attitude associated with violence against women and girls (VAWG). Through the curriculum, assemblies, relationships education and behaviour curriculum, pupils will be taught:

- Respectful relationships
- Consent (age appropriate)
- Challenging stereotypes
- Healthy friendships
- Respectful language
- Gender equality

Reports of sexual harassment, harmful sexual behaviour, misogynistic or misandrist language, sexualised comments or image-based abuse will be recorded on MyConcern and referred to the DSL immediately.

Protected Characteristics (covered as part of the Equality Act 2010)

The following characteristics are protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Children may also be at greater risk of child-on-child abuse, including bullying where they are:

- Looked After Children (LAC)
- Previously Looked After Children (PLAC)
- Young carers
- Children with SEND

- Children with social workers
- Children experiencing mental health difficulties
- Children missing or absent from education
- Children accessing alternative provision
- Children with medical needs, including allergies

Bullying

We believe that safeguarding is everyone's responsibility – this includes the prevention of bullying and, where this has occurred, tackling bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children will be tolerated. Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power”. (DfE “Preventing and Tackling Bullying”, July 2017)

In other words, bullying at Heage Primary School is considered to be unacceptable behaviour which occurs 'several times, on purpose'. Children are made familiar with the STOP acronym to help them identify bullying behaviour.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

With reference to “Allergy Safety in Schools (Statutory Guidance July 2026) bullying can also range from excluding peers from activities by deliberately using known allergens, to denigrating or making fun of the need to avoid allergens – and even threats to force-feed known allergens. This contributes to higher levels anxiety among children and young people with allergy, not least since they may already feel singled out or different by virtue of the arrangements in place to support them (e.g. at meal times).

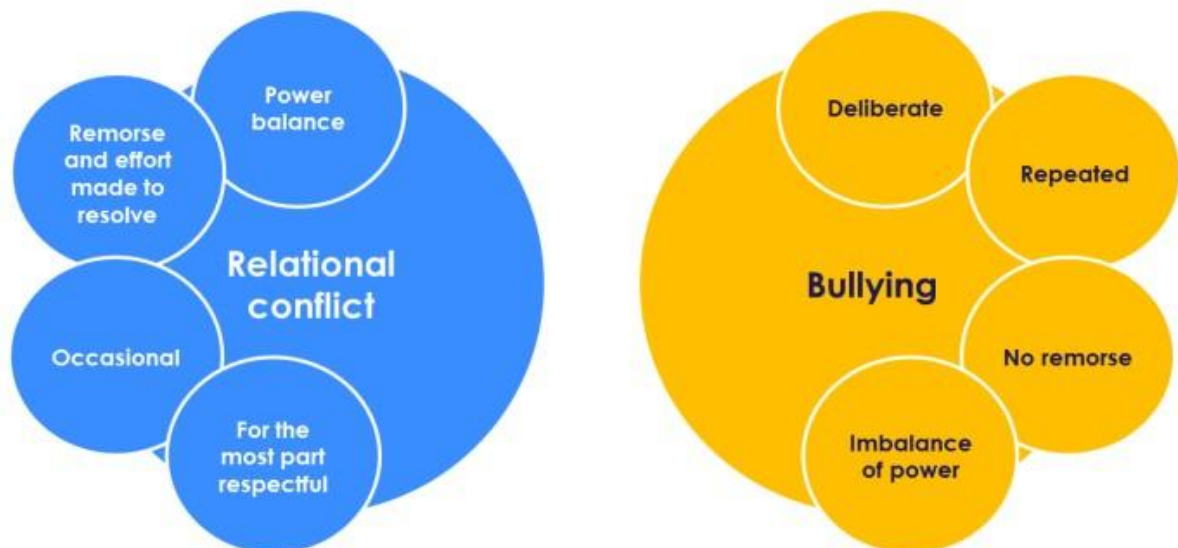
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Heage Primary School regularly communicates to children, young people, parents and staff about allergies, ensuring ongoing awareness and appreciation of the severity of the potential risks.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace and can happen to anyone.

The Anti-Bullying Alliance explores the difference between relational conflict and bullying. It describes: Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour that happens occasionally, and offence might be accidental. In cases of relational conflict, there is generally a willingness to make things right, to reflect on what went wrong and to plot a way forward.

Not all conflict leads to bullying, but some does. It is important to bear in mind that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.



Suspensions and Permanent Exclusions

At Heage Primary School we will always aim for suspensions and/or exclusions to be rare, however we are aware that there are occasions when all support and options have been explored to support the child and there is no other option. With any suspension or exclusion, we aim to ensure the process is applied fairly and consistently, the process is understood by Governors, staff, parents and pupils, pupils in school are

safe and pupils do not become NEET (not in education, employment or training).

Any suspensions or exclusions are based on statutory guidance from the Department of Education. Only the Headteacher, or Acting Headteacher, of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

A decision to permanently exclude a pupil will be taken only: In response to a serious or persistent breach of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education and welfare of others.

Please see the Transform Trust Addendum to Schools' Behaviour Policy for our Exclusions Policy for further guidance regarding the process and legalities for exclusions.

Suspensions

A pupil may be suspended for one or more fixed periods¹ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies

need to be put in place to address behaviour. It is important that during a suspension, pupils still receive their education.

The Headteacher will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways including Oak National Academy.

Please see the Transform Trust Addendum to Schools' Behaviour Policy for our Exclusions Policy for further guidance regarding the process and legalities for suspensions.

Re-integration

The school will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. We aim to design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning. The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school.

During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Please see the Transform Trust Addendum to Schools' Behaviour Policy for our Exclusions Policy for further guidance regarding the processes surrounding re-integration.

Post-incident Support for Pupils and Staff

Pupils should be given the time and space to calm down after an incident and when ready reintegrated back into their normal timetable/school day as possible.

Staff should be offered a short break out of the classroom where possible. After an incident it is important to ensure that staff and pupils are given the emotional support and any basic first aid that may be required.

Immediate action should be taken to ensure that medical help is accessed for any injuries that require other than basic first aid.

All injuries should be reported and recorded on accident form and in the accident logbook. Following an incident of Child-on-Child abuse there needs to be a full risk assessment in place to protect the victim. Please see the school safeguarding and anti-bullying policy for the process and procedures.

Malicious Allegations

If a pupil makes an allegation against a member of staff, this will be thoroughly investigated and, where appropriate, referred to the LADO. If the allegation is found to be malicious, support for the pupil will be put in place through the SEND lead. If appropriate, a sanction may be given. Support will be given to the member of staff through the behaviour and mental health lead.

Artificial Intelligence and Other Online Harms

Heage Primary School recognises that emerging technologies, including generative artificial intelligence (AI), can present safeguarding risks.

These may include:

- AI-generated indecent images
- Deepfake content
- Sharing of nudes & semi-nudes, including those generated using AI
- Online harassment
- Cyberbullying
- Image-based abuse

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- Grooming and exploitation facilitated by AI technologies
- Misinformation, disinformation and conspiracy content

The school maintains appropriate filtering and monitoring systems designed to safeguard pupils whilst using school technology. The effectiveness of these systems will be reviewed annually and reported to governors.

Additionally, online safety forms a fundamental part of Heage Primary School's safeguarding and child protection measures. Online safety is woven into everyday teaching, covering digital literacy, respectful behavior, cyberbullying, scams, and AI-generated content.

Staff, pupils, and visitors must follow clear rules and sign agreements regarding safe internet and device usage.

From 1 September, statutory guidance prohibits pupil use of mobile phones throughout the school day, unless there is a legally justifiable reason. Please refer to the Mobile Phones Policy for further guidance and the section on Prohibited Items.

Any use of technology which causes or risks harm to a child will be treated as a safeguarding concern and managed in accordance with the Child Protection Policy and KCSIE 2026.

Legal Duties

The school has a legal duty under the Equality Act (2010) and those in respect of safeguarding and supporting all children, particularly those with SEND.

This policy should be supplemented with guidance from:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2023
- Behaviour in Schools (DfE)
- Suspension and Permanent Exclusion Guidance
- Searching, Screening and Confiscation Advice
- Equality Act 2010

Linked Guidance or Policies

- Anti-bullying Policy
- Equality Policy
- Safeguarding & Child Protection Policy
- Equality Objectives
- SEND Policy
- Exclusions Policy (Transform Trust Addendum to Schools' Behaviour Policy)
- Mobile Phone & Smart Device Policy
- Allergy Safety Policy
- <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension and Permanent Exclusion from maintained schools academies and pupil referral units in England including pupil movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

Appendix 1

Awaiting Governor Approval



Checking in and Checking Out!

START OF THE DAY!

- Every child is welcomed into the classroom by an adult.
- Every child gets the chance to do an emotional check-in.
- “Morning Task” to free up the teacher for check-ins.

END OF THE DAY!

- Three great things about today were...
- Tomorrow we are...



Appendix 2

Awaiting Governor Approval



Connection

OF THE WEEK!

PRECISE PRAISE!

- Make your praise specific!
- Use our school values!
- Use the 20:1 positive to negative rule!

E.g.

"I really like the way you've presented your work!"

"That's so kind to help XXX with their work!"

"You were really resilience with that maths!"

"You were very focused in English today!"





Connection OF THE WEEK!

SAY WHAT YOU SEE!

Build classroom norms and maintain high expectations by describing those you can see doing the desired behaviour!

"We've got nearly everybody ready with their pencils down."

"I've got lots of children sitting really smartly on the carpet."





Connection OF THE WEEK!

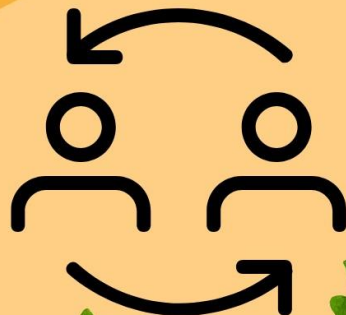
CHANGING PLACES!

Change your (or pupils) position in the room to maintain engagement or encourage participation.

MOVE CLOSER TO
RE-ENGAGE IF
DISTRACTED

USE MOVEMENT
ACTIVITIES TO
INCREASE ENGAGEMENT

QUESTION FROM
DIFFERENT AREAS -
INCREASE PARTICIPATION





Connection OF THE WEEK!

NON-VERBAL SIGNALS!

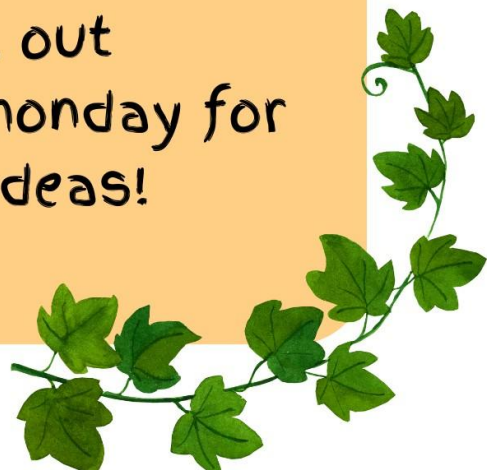
Check-in with pupils or
give reminders discreetly.



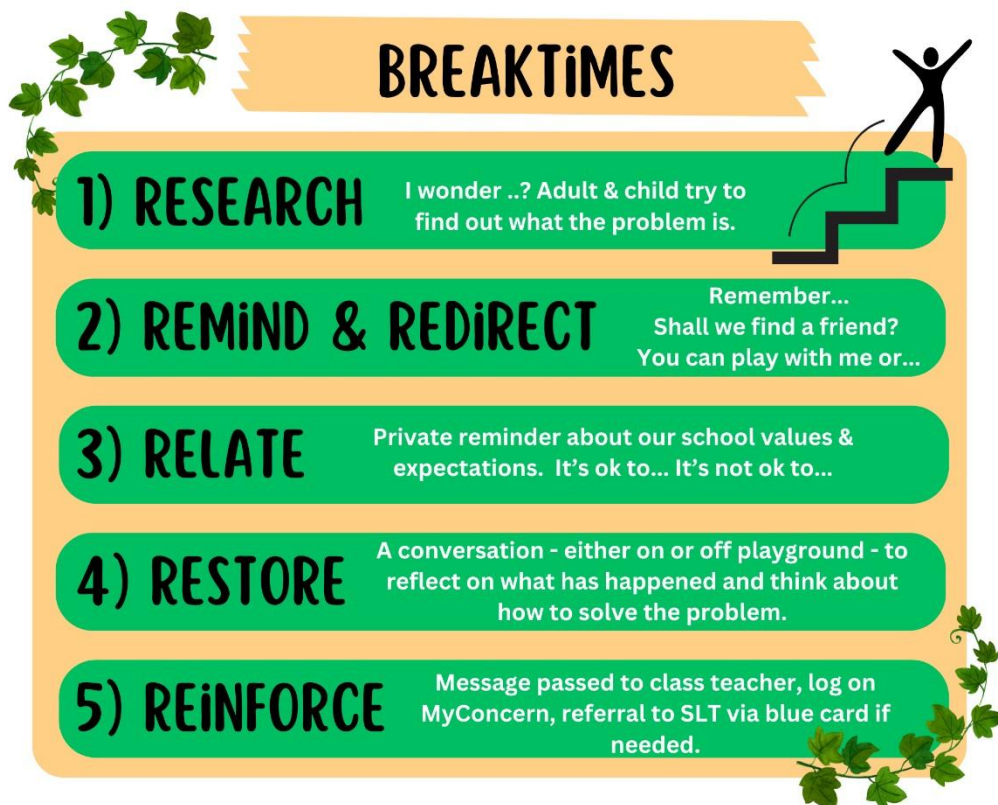
This can help those children
who feel overwhelmed or
embarrassed and are
struggling to communicate.



Check out
[#makatonmonday](#) for
some ideas!



Appendix 3



Appendix 4

Restorative Conversation Prompts

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) Who has been affected?
- 5) What do you think you need to do to make things right?

Restorative Conversation Prompts

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Restore

What happened?

How were you feeling?



Angry



Confused



Scared



Frustrated



Sad



something else

How were they feeling?



Angry



Confused



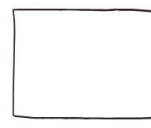
Scared



Frustrated



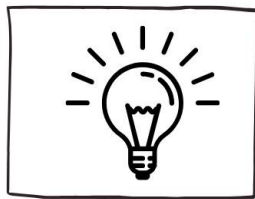
Sad



What can we do now?



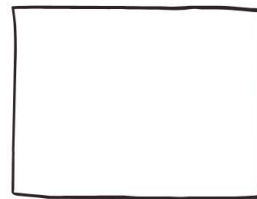
Say sorry



Share ideas



Make a plan



Something else

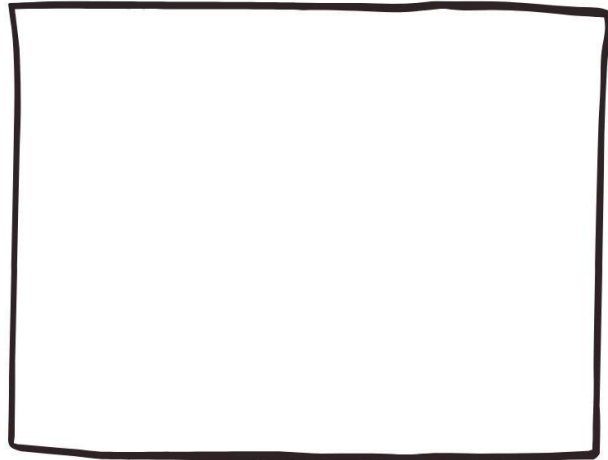
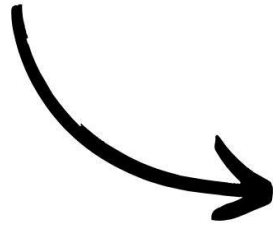
We have agreed to:

Date:

Sign:

Restore

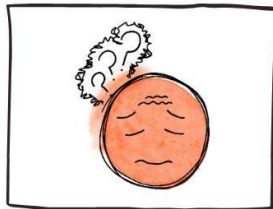
What happened?



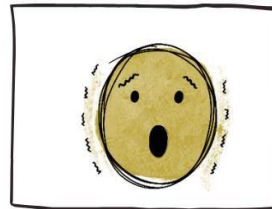
How were you feeling?



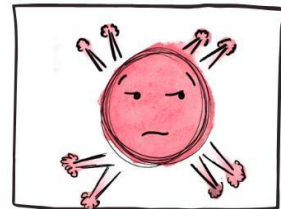
Angry



Confused

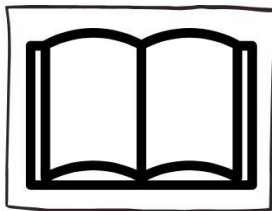


Scared

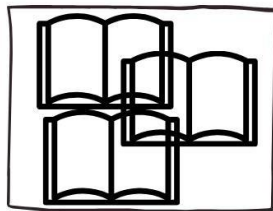


Frustrated

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

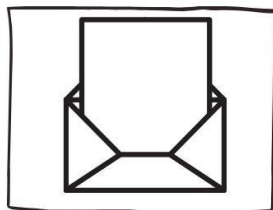


I have made others feel sad

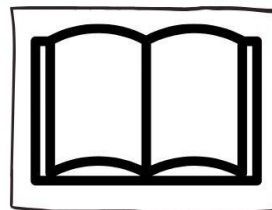
What can you do to make it right?



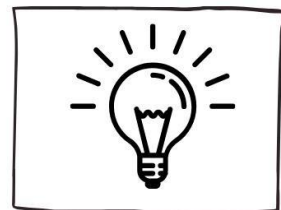
Say Sorry



Write a sorry letter



Complete my work

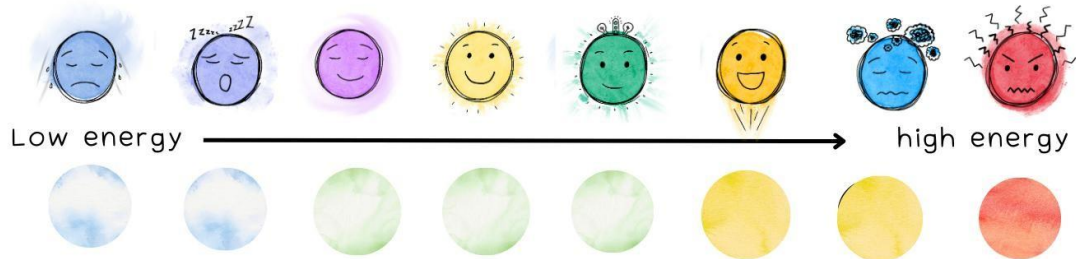


I have an idea

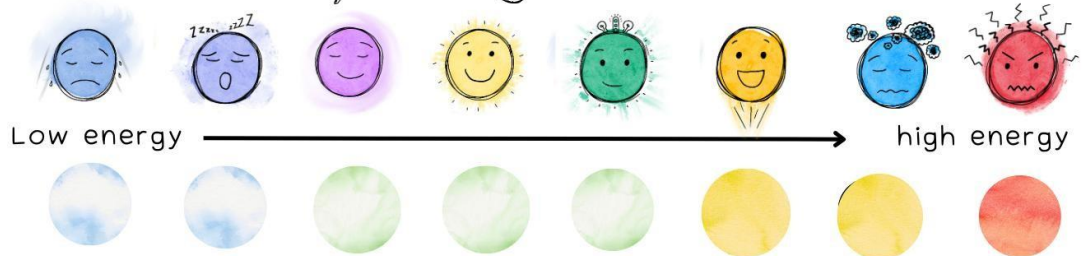
Restore

What happened?

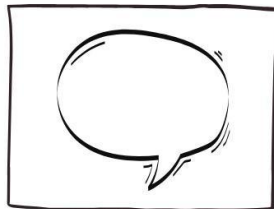
How were you feeling?



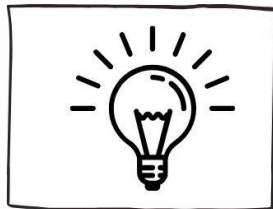
How were they feeling?



What can we do now?



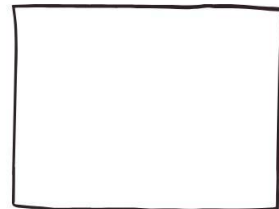
Say sorry



Share ideas



Make a plan



Something else

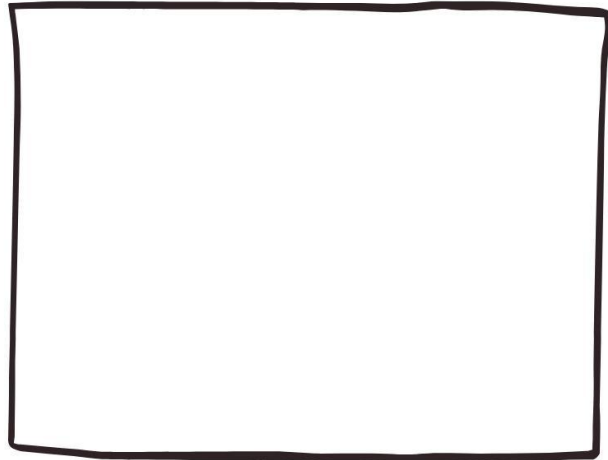
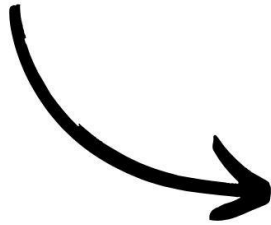
We have agreed to:

Date:

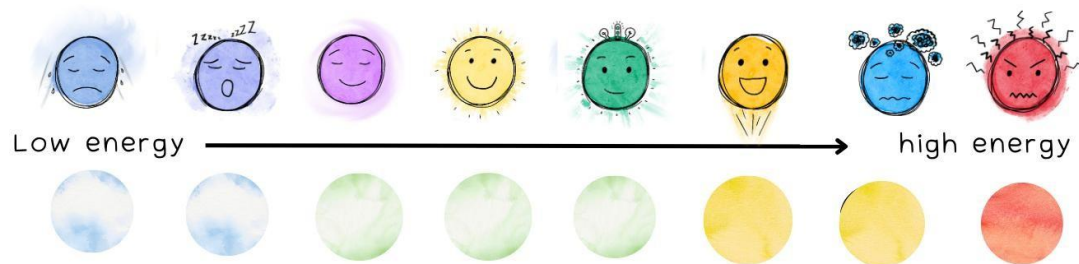
Sign: _____

Restore

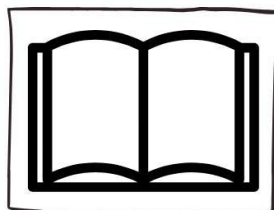
What happened?



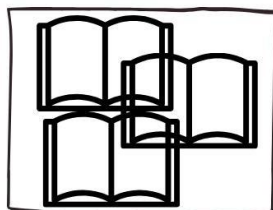
How were you feeling?



What was the impact of your choice?



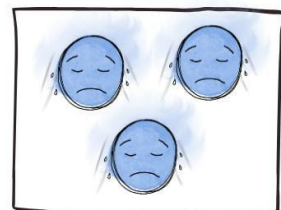
I stopped myself from learning



I stopped others from learning

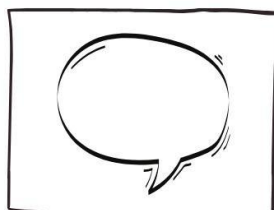


I feel sad

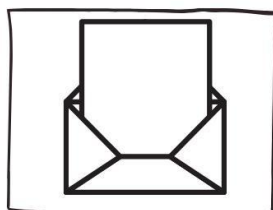


I have made others feel sad

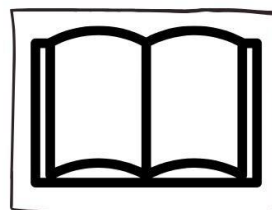
What can you do to make it right?



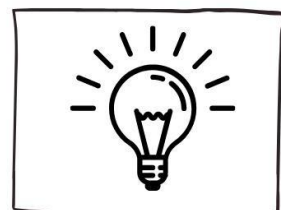
Say Sorry



Write a sorry letter



Complete my work



I have an idea



Transform Trust Exclusions Policy – Addendum to Schools Behaviour Policy

**Policy
Number**

210

Author

Director of Inclusion

Publication Date

V4 September 2026

**Review
Cycle**

Annual

Exclusions Policy Addendum to School's Behaviour Policy

Introduction

Transform Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the school will apply. We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Where our approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

We will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

This policy should be read in conjunction with the school's Behaviour Policy and the SEND Policy.

Application of policy

This policy applies to all members of the school community. We will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

A note on off rolling

'Off rolling' is a form of gaming and occurs where a school decides, in the best interests of the school and not the pupil to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- Move a pupil to an alternative provision (AP) where this is not in their best interests, or
- Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- Place a pupil on a part time timetable for behavioural reasons
- Remove a pupil from the school roll without following due process

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and /or disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or permanently excluded on the above grounds, this will also be considered 'off rolling'.

Types of Exclusion and other Definitions

Suspensions and permanent exclusions are different:

- a. **Suspensions** (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- b. **Permanent exclusions** are where, subject to a decision of the governing body to reinstate the pupil, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.
- c. **Off-site direction** is when a school requires a pupil to attend another education setting temporarily, to improve their behaviour
- d. **Managed move** is when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.
- e. **Cancelled exclusion** is an exclusion that has been cancelled before the governing body has met to consider whether the pupil should be reinstated.

Roles and Responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

A. The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy. The headteacher will only use permanent exclusion as a last resort where all appropriate and reasonable interventions have either been implemented or considered and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what unacceptable behaviour is
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to permanently exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**

RESPECT, HONESTY, COMPASSION, TEAMWORK, KINDNESS, RESILIENCE

- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others such as staff or pupils in the school

Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the pupil to give their version of events considering these in light of their age and understanding, unless it would not be appropriate to do so
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC) or a previously looked-after child)
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions: detentions or other sanctions provided for in the behaviour policy
 - For exclusions: off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026 and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered
- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or permanently exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

If it is decided that a managed move is in the pupil's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the pupil has is reviewed and amended to reflect the move.

RESPECT, HONESTY, COMPASSION, TEAMWORK, KINDNESS, RESILIENCE

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the pupil's SEN or disability.

Where a pupil has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the pupil.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
 - There is no reasonable alternative that would allow all pupils to remain on site
- When considering temporary removal from the school site for safeguarding reasons, the school will have due regard to its duties under the Equality Act 2010 and Human Rights Act 1998 and will ensure that decisions are proportionate, necessary and made in the best interests of all pupils involved

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g. children's social care or the police).

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing body without delay
- Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so

Informing parents/carers

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

RESPECT, HONESTY, COMPASSION, TEAMWORK, KINDNESS, RESILIENCE

If the headteacher decides to suspend or permanently exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the governing body and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing body to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend (and, where appropriate, more than 1, subject to reasonable limits set by the governing body)
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged to improve behaviour, the written notification will include:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the pupil should report to on arrival
- The duration of the placement
- The reasons for, and objectives of, the placement • The start and finish times of any such provision
- Where 2 sessions per day are provided: ○ What time the morning sessions starts ○ What time the afternoon session ends ○ What time the break between them starts and ends
- Where a single session per day is provided: ○ What time the session starts and ends

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

RESPECT, HONESTY, COMPASSION, TEAMWORK, KINDNESS, RESILIENCE

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay and provide a reason for the cancellation.

Informing the governing body

The headteacher will, without delay, notify the governing body of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is so they can work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

RESPECT, HONESTY, COMPASSION, TEAMWORK, KINDNESS, RESILIENCE

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Pupil Premium Plus

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing body about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing body. Where there is a cancellation:

- The parents/carers, governing body and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing body's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or exclusion

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If the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. If the pupil has a special educational need or disability (SEND), the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion.

Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

B. The Governing Body

The governing body is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing body will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

Monitoring and analysing suspensions and exclusions data

The governing body will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves. The governing body will:

- Closely scrutinise patterns of all pupil movement, including suspensions, permanent exclusions, off-site direction and managed moves
 - Ensure these measures are only used as a last resort
 - Review any use of separation from site for safeguarding purposes
 - Challenge the school's leadership team to identify and address emerging trends
- The governing body will consider:
- How effectively and consistently the school's behaviour policy is being implemented
 - The school register and absence codes
 - Instances where pupils receive repeat suspensions
 - Interventions in place to support pupils at risk of suspension or permanent exclusion
 - Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
 - The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
 - The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or permanently excluded more than others
 - Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
 - The cost implications of directing pupils off-site

C. The Local Authority

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For permanent exclusions, the LA will arrange suitable full time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full time education to begin from the first day of the exclusion.

D. School Staff

School staff will ensure their best endeavours to identify needs and remove barriers as early as possible, in order to best meet the needs of all children. They will ensure that the school behaviour policy is being followed and individual provision, behaviour plans and strategies are being implemented and adhered to.

E. Parents

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher.

F. Pupils

All pupils of the school are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

CCTV, Witness Evidence and Pupil Views

The school uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any Governor review meeting. Please see the schools CCTV policy and privacy notices for more information.

Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

Reintegration Strategy Meetings following Suspension, Off-Site Direction or separation for safeguarding purposes

Following suspension, period of off-site direction, separation for safeguarding purposes, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully

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into school life and full time education. Where necessary, the school will work with external agencies to identify whether the pupil has any unmet special education and/or health needs.

Part time timetables will not be used as a tool to manage behaviour and if used will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process.

Upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them how to meet the high expectations of behaviour in line with the school culture; • foster a renewed sense of belonging within the school community; and
- build engagement with learning.

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

The school uses various measures to support a pupil's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

Whilst reintegration meetings are highly encouraged by the school and the Trust, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

Cancelling a suspension or exclusion

A suspension or exclusion can be cancelled by the Headteacher, as long as the suspension or exclusion has not been considered by the governing body. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

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Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Headteacher in accordance with the Statutory Guidance on Suspensions and Exclusions.

Suspensions before a Permanent Exclusion

In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where for example, further evidence has come to light, a further investigation has revealed that the behaviour is more serious than first thought or where the incident was serious and time is required to fully investigate the circumstance and consider alternatives.

Directing Off-Site and Managed Moves

Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options. The requirements in relation to any off-site direction will be followed. The school will review off-site direction placements regularly to ensure that the placement remains appropriate, continues to meet its objects and remains in the pupil's best interests.

For a managed move to take place there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off site, but any managed move will need to comply with the School Admissions Code and the receiving school's admission arrangements. The school will share relevant information with the new school and check that they have an integration strategy. At the end of this offsite direction period, the relevant parties (including parents) will review how it has gone before a decision is taken about whether it becomes a permanent managed move. A managed move will only be agreed to where it is in the pupil's best interests.

Independent review panels (IRPs)

Our school and/or the Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Headteacher within 15 school days.

Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

Reconsideration by the Governing Body

Where an IRP either recommends reconsideration or quashes the initial decision of the governing body, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the governing body members and the Governance Professional present.

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Remote Meetings

Any governor meeting and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it is not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire and an outbreak of an infectious disease.

In addition, where a child's social worker or the virtual school head are due to attend a meeting, they may join an in person meeting remotely, as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints policy. If the concern relates to an exclusion or suspension decision, or matters relating to it, the statutory procedure set out in the statutory guidance on exclusions and suspensions will be followed.

Equality impact

The school does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

Monitoring arrangements

Our Local Governing Body and the Trustees of the Trust review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the school to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion;
- the processes in place for determining and reviewing directions off-site such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it;
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular, checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND;
 - there is a process in place to monitor the pupil's attendance and behaviour at the provision;
 - the correct attendance code is being used;
 - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible;
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils;

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- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves;
- whether the school register and absence codes have been recorded correctly;
- how the behaviour policy is applied and specifically its consistency;
- the circumstances in which pupils receive repeat suspensions;
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.

Monitoring and Review of this Policy

This policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annual.