

Western Primary School

Behaviour and Relationships Policy

Date: September 2025

Responsibility Person: Assistant Headteacher for Pupil Support and Wellbeing

Review Date: September 2026

The behaviour of all children is the responsibility of all staff.

Visions and Values

We are child-centred. We make decisions based on what is right for our children and their life chances. Every child is everyone's responsibility.

We are inclusive. We believe that every child can be successful regardless of background or ability.

We are ambitious. We aim for excellence in all that we do.

We act with integrity.

We promote respect and trust; we value different points of view and beliefs – we actively reject discrimination, racism, bullying, deceit and dishonesty.

We are collaborative. We work in partnership with all stakeholders including parents, carers and the wider community ensuring a sense of togetherness.

We act with resilience and we promote resilience with all of our children.

We build, maintain and when needed repair relationships.

We pride ourselves on connection, belonging and our sense of community.

We expect everyone to be ready, safe and respectful.

Implementation

We are committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Praising and rewarding good behaviour choices.
- Challenging and sanctioning poor behaviour choices.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Incorporating a nurturing environment that develops relationships with our children to enable early intervention.
- Promoting a culture of praise and encouragement in which all children can achieve.
- For all staff to treat children fairly and consistently in line with the child's individual needs.
- For children to develop emotional language and staff to encourage their emotional development and self-regulation through emotion coaching.
- Enabling a shared reflective and restorative approach.

Key Roles and Responsibilities

The Governing Body

- The governing body has overall responsibility for the implementation of this policy and the procedures of Western Primary School.
- The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- The governing body has responsibility for handling complaints regarding this policy, as outlined in the Western Primary School's Complaints Policy.

Senior Leadership

- The Assistant Headteacher for Pupil Support and Wellbeing will be responsible for the day-to-day implementation and management of this policy and the procedures of Western Primary School.
- Senior Leadership monitor how staff apply the policy to ensure celebrations, rewards and sanctions are applied consistently.
- It is the responsibility of the Headteacher to ensure the health, safety and welfare of students and other school users. For repeated or very serious acts of poor behaviour, the Headteacher holds responsibility for making the decision to suspend or ultimately exclude students.

All Staff

- Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring children do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently in line with the child's individual needs.
- Staff, including teachers, support staff and volunteers, will create a supportive and high-quality learning environment, teaching positive behaviour for learning and implementing this policy.
- Staff, including teachers, support staff and volunteers will ensure that accurate accounts of all incidents of misbehaviour are recorded on CPOMs.

Parents and Carers

- Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour on the school grounds.
- Parents support the school by ensuring that their child is ready to learn. They do this by making sure that their child:
 - Arrives on time prepared to learn
 - Brings appropriate equipment such as PE kit and reading books and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day
 - Wears the school uniform correctly. Make-up is not allowed. Jewellery, other than a watch and one pair of stud earrings, is not allowed. Smart watches are not allowed. Earrings must be removed for PE.
- Parents have a responsibility to inform the school of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required.

Children

- Children are responsible for their own behaviour both inside school and out in the wider community.
- Are aware of the need to be polite, courteous, respectful to everyone on the school site and that they must comply with reasonable requests or instructions made by staff on the first time of asking.

Staff Expectations for Positive Behaviour.

In all classrooms we aim for praise to outweigh sanctions. We need to concentrate on positive aspects of behaviour.

Staff Will Be Positive Role Models

Staff will support this policy by:

- Greeting the children with a smile.
- Being enthusiastic about working with the children and about the content/context of the lesson. Discussing how successful learners deal with the frustrations and create a calm atmosphere.
- Using their manners “please” and “thank you” a lot and expecting children to do the same.
- Using celebrations and praise – be sure to explain why a child has received the achievement or praise for example: ‘Well done for being ready to learn.’
- Every day is a fresh start in the classroom.
- Being consistent.
- Giving clear instructions, then applying stated sanctions. Protecting children from the consequences of their behaviour choices means that we assume responsibility and the child has no opportunity to learn from the situation.
- Ensuring poor choices are explained, e.g. ‘Do not shout out, it is disturbing the learning of yourself and others.’ Whenever possible, routing back to the learning.
- Staying calm: speak quietly but firmly and act rather than react. The child’s misbehaviour is his/her business and yours; keep interventions as private as possible; avoid shouting.
- Praise in public and sanction in private.
- Above all staff should show the child that his/her success is important to them and that they want the child to make wise choices in the way that he/she behaves. The child must know that staff want him/her to be happy and successful in school.
- Provision within all areas of the school must be carefully planned and delivered to ensure that it supports children’s needs. This should be differentiated appropriately and reviewed if children are presenting with a high level of need.
- All staff will model and encourage children to have a resilient attitude to challenging situations.

Efficient behaviour management should mean that sanctions are used rarely because pace, challenge and positive reinforcement should sustain children and enthuse them.

Celebrations and Rewards

Children are rewarded for behaviour that is above and beyond our expectations, not just expected behaviour. Children whose effort is particularly high are celebrated within the school through awards and events consistently across the school.

Other examples may include, but are not limited to:

- Staff verbally congratulating/praising children
- At the end of each lesson one child will be chosen to receive 1 dojo for their exceptional effort in that lesson. This will be added instantly.
- At the end of each day one child will be chosen to receive 5 dojos for their exceptional effort for that day. This will be added before the children go home that day.
- At the end of each week one child will be chosen to receive Star of the Week plus 10 dojos.
- Being given positions of responsibility such as: EYFS buddies; playground ambassadors. These will be decided by Senior Leadership.
- Postcards home from class teachers and the Headteacher to recognise outstanding effort.
- Each term one boy and one girl will be chosen to receive the Learning Power Champion of the Term (half termly).
- Book of Excellence - children are celebrated for high quality work in class. When a child has achieved an outstanding piece of work they are sent to the Deputy Headteacher with the piece of work. This piece of work is then added to the Book of Excellence and these children are celebrated in Good Work Assembly. This is a prestigious honour and children should have achieved something exceptional to be sent to add their work to the Book of Excellence.
- Texts and phone calls home from staff members and Senior Leaders.
- Celebrations on social media and Class Dojo.
- Celebration of work on display around the school.

High Expectations Around the School

Lining Up and Travelling Around the School

- Children should always line up quietly and sensibly.
- When children are moving around the school in groups accompanied by an adult, there are clear expectations around their behaviour.
 1. I walk quietly to join the end of the line.
 2. I leave a person space and look the way I am going.
 3. I try to make the line straight.
 4. I stand still until I am asked to move.
 5. I travel quietly around the school walking on the left-hand side.

Staff should always be able to see the line of children. They should walk at a reasonable pace and regularly check that children are with them. Lines should never disappear around corners.

At the beginning of the school day, teachers will meet their class on the playground at 8:45 am to escort them calmly into the school building. Teaching assistants will assist children in the corridors to ensure there is a prompt start to the school day.

At the end of the first session of the morning, children will be lined up and escorted to the playground. Children will be lined up at the end of playtime and escorted back to their classroom. The same will happen for the transition to lunchtime and also at the end of the school day.

Staff must promptly collect the children following break and lunchtime to give children a calm, structured start to the next session of the school day.

Responsibility for behaviour is shared and staff should issue reminders to children who are not travelling safely and quietly.

Assembly

Children entering the hall for assembly must always be greeted by an adult. It is therefore essential that the person leading the assembly arrives before the children. Children should always come into assembly quietly. If the children are unsettled, then please do not bring them into the assembly hall. If the assembly has already started when the class arrive, please take the children back to class. The assembly should not be interrupted. The children walk to the line position and remain standing until the whole line is asked to sit down. The children stand with their feet a shoulder width apart to make sure they are not squashed when they sit down. Assembly is a quiet, reflective time. Any behaviour management should be done as quietly and discreetly as possible.

Greetings and Communication

It is expected that the children respond in a positive and friendly manner when they are spoken to by members of staff, visitors, other adults and their peers.

For example:

- Adult – Good morning/Good afternoon how are you today?
- Expected child response – I am fine thank you, how are you?
- Expected adult response – Very well, thank you for asking.

If a child does not respond, then they are coached until they do so.

Dealing with Conflict

In order to help children manage relationships, staff will actively intervene in situations where conflict is a likely outcome. In order to manage such behaviour and avoid unnecessary sanctions for children, the following is a useful guide in supporting resolution:

- Step in calmly.
- Physically protect any child who may get hurt.
- Remove any contentious objects.
- If practical/necessary, move the children away to a quiet space.
- Briefly remind them about the expectations, so they know what to expect (e.g. “remember that everyone will get a chance to speak”).
- Model good communication skills by talking calmly, asking simple questions and listening carefully.
- Let each child have a turn to speak so you can piece together what happened (but try not to let them get too involved in the detail). Where possible, this should be done with individual children away from others who have been involved.
- Acknowledge everyone’s point of view and feelings.
- Don’t apportion blame or take sides.
- Once you feel you’ve got to the bottom of the incident, briefly summarise it and check that the children agree with your description.
- Ask them for ideas about how to resolve the situation (again, everyone gets a turn).
- Explore all of the ideas with the children (even the impractical ones) and agree on a solution
- Praise them for resolving their conflict.

The whole incident should be recorded on CPOMs by the member of staff who dealt with the incident including all sides of the story and the resolution that has been agreed and the actions that have been taken.

Even when children are angry/upset, it is our expectation that they treat other children and adults with respect and care. When dealing with conflict, adults should still expect children to address them in an appropriate tone. Failure to do so should be managed in exactly the same way as any other undesirable behaviours.

Staff Expectations for Positive Behaviour.

In all classrooms we aim for praise to outweigh sanctions. We need to concentrate on positive aspects of behaviour.

Classroom Expectations

All classrooms have the same rules. These rules are on display in the classroom where they can be seen by all children.

These rules are:

- I respond appropriately to adults.
- If I want to say something or share an idea I put up my hand.
- I show respect for others and school property.
- I work my hardest in all lessons.
- I stay in my seat with four chair legs on the floor.

Managing Disruptive Behaviour

General reminders can be given to the class for swinging on chairs, shouting out and general low - level disruptive behaviour. Expectations are displayed in all classrooms. This supports all children and adults in understanding the standard of behaviour that is expected. These behaviours need reminders not warnings.

Classroom behaviour is managed consistently throughout the school. Students are moved through a sequence with predetermined sanctions aimed at supporting them to make sensible choices about their behaviour. The aim is for children to be in the classroom and managed by the staff in those classrooms.

The school employs a five-stage classroom management system which is designed to give children choices. The five stages operate across each day and every day is a fresh start. There are times when some students, despite encouragement, struggle to make positive choices that threaten their own learning or that of others.

In outline, the systems are as follows:

Reminder of Expected Behaviour

Students are given a general reminder about expected behaviour every lesson. If a student chooses to disrupt the learning of others despite this reminder then the following sequence of sanctions begins:

Chance 1

First personal warning about expected behaviour. A child has been spoken to about a particular behaviour but it has still continued.

Chance 2

Step out conversation – the child will go outside of the classroom with a member of staff to have a chat about the behaviour they are displaying.

Consequence 1 - Step Out Reflection – Partner Class

EYFS - Step out reflection: the child will have five minutes thinking time in an area of the classroom and they will be given a five-minute timer to reflect on their behaviour choices. In EYFS, thinking time needs to be instant for there to be a working understanding for the child. Following this, the child will be expected to tell the adult why thinking time was given, in a developmentally appropriate way.

Whilst in reflection, children will be presented with cards demonstrating areas they need to reflect on. The cards will include: **Good Listening; Good Sitting; Kind Word; Take Turns; Kind Hands and Feet; Indoor voices.**

KS1

Children will be sent to their partner class for 10 minutes – they will be escorted and collected by the class TA. Following this, the child will be expected to tell the staff member why thinking time was given, in a developmentally appropriate way.

KS2

Children will be sent to their partner class for 10 minutes – they will be escorted and collected by the class TA. Following this, the child will be expected to tell the staff member why thinking time was given, in a developmentally appropriate way.

Partner Classes will be as follows:

Tigers	Civets
Jackals	Jaguars
Panthers	Leopards
Cougars	Cheetah

Any incidents which result in children reaching consequence will be logged on CPOMs and parents/carers will be informed at the end of the day. It is the responsibility of the staff member who issued the consequence to log this on CPOMs and inform the parent/carer at the end of the day.

Consequence 2 – Step Out Reflection – Partner Class for Rest of Session

If a child returns from their partner class and chooses to continue their behaviours, they will be sent back to the partner class for the remainder of the session. They will then miss their next break time to have a restorative conversation with their class teacher and catch up on the work that they have missed.

Consequence 3 – Isolation – Senior Leadership

Incidents of consequence 1 and 2 must always be logged on CPOMs. Any children who reach consequence 2 twice in one week will spend a period of time in isolation with a member of Senior Leadership. The period of time in isolation will be determined by the Senior Team as the situation demands.

The Headteacher will be informed of children who have received repeated periods of time in isolation during weekly SLT meetings. This will be followed up with a meeting between parents, the child and a member of Senior Leadership.

If, after this meeting, the child receives another period of time in isolation, the Headteacher will decide whether a suspension is warranted.

Managing Behaviour During Break Times and Lunch Times

At Western, we ensure that all students feel safe and happy during periods where they are not being taught. Children should feel safe to express themselves and engage in play with their peers without experiencing negativity.

Outdoor Expectations

These rules are displayed around the playground to be referred to when needed:

- I respond appropriately to adults.
- I keep my hands and feet to myself.
- I show respect to others.
- I only use appropriate language.
- I stand still on the first whistle.
- On the second whistle, I line up quickly, quietly and sensibly.

It is hoped that this would be sufficient and that further reminders/sanctions will not be required.

Incidents which occur at break times and lunch times will be recorded in the break time incident book, alongside the actions that were taken by the staff who dealt with the incidents. These will then be added to CPOMs and further actions will be taken if needed.

Behaviour guidelines

As with any system, this requires discretion. Children must be pre-warned and spoken to regarding what they are doing and the expectations for behaviour.

Staff should try to sort the problem. If children engage in dangerous behaviours, then they are immediately sent to the member of SLT who is on the rota. Children who consistently show low level behaviours during playtimes and lunchtimes may lose their lunch time the next day. Any child who has lost their lunch will instead spend this time with the member of SLT allocated for that day.

Reasonable Adjustments

A reasonable adjustment is not the same as lowering expectations; it means that some students need additional support to ensure that they meet the high expectations required of all students. Our school will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for students with special educational needs and disabilities where it is deemed appropriate.

Personalised Behaviour Plans

For a minority of children who find managing their behaviour difficult, we have a personalised behaviour plan that Senior Leaders may choose to put in place. Used for short periods of time, this can help children learn to manage their behaviour until they are able to transfer back on to the whole school behaviour system. Parents will be informed that their child has a personalised behaviour plan and these will be reviewed each half term.

Risk Assessments

A pupil behaviour risk assessment should be considered where a child's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of themselves or other members of the school community.

Confiscation and Searching Children

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of children's property as a disciplinary penalty, where reasonable to do so.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Staff should keep the confiscated item and it should be handed to, or collected by, a parent/carer. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal, e.g. drugs must be brought to the attention of a senior member of staff immediately.

The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.

Where the school finds other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'. Where staff suspect a substance may be controlled, they should treat them as controlled drugs as outlined above.

Where staff find stolen items, these must be delivered to the police as soon as reasonably practicable but may be returned to the owner (or retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (e.g. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the school carries out its own investigation.

Where an article that has been (or could be) used to commit an offence, to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.

List of prohibited items:

- Fire lighting equipment: matches, lighters, etc.
- Drugs and smoking equipment: cigarettes, tobacco, cigarette papers, electronic cigarettes (e-cigs), alcohol, solvents, any form of illegal drugs and vapes.
- Weapons and other dangerous implements or substances: knives, multi-tools, razors, catapults, guns (including replicas and BB guns), laser pens, knuckle dusters and studded arm bands, whips or similar items, pepper sprays and gas canisters, fireworks, dangerous chemicals.
- Other items: liquid correction fluid, chewing gum, caffeinated energy drinks, offensive materials (i.e. pornographic, homophobic, racist, etc.), aerosols including deodorant and hair spray, any toys which are deemed hazardous.

This list is merely illustrative of items that are currently prohibited. Headteachers have absolute discretion to ban any item from school premises.

Searching

Staff members may use common law to search children, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the child, provided that they have reasonable grounds for suspecting that the child is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff wherever possible, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a child to remove outer clothing, including hats, scarves, shoes, boots and coats.

A child's possessions will only be searched in the presence of the child and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member may refuse to conduct a search.

Following a search, a member of Senior Leadership will contact the parents/carers to advise them of the procedures which were undertaken. All searches will be logged on CPOMs.

Use of reasonable force

This should be read in conjunction with the DfE guidance 'Use of Reasonable Force'. All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Reasonable force should only be used if the child is a danger to themselves or others or is causing substantial destruction to property.

Staff must record incidents of restraint in accordance with this guidance.

Details must include:

- Name of child (ren)
- Staff member(s) involved and how they were involved.
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- Outcome of restraint
- Any other action taken in the management of the incident
- Parents/carers must be contacted as soon as possible and the incident explained to them. This action must also be recorded.

Bullying

Bullying is defined by the anti-bullying alliance as: *'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'*

Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence. It is characterised by persistent and repeated incidents where one person targets another. At Western, no form of bullying will be tolerated, whether children to children, adults to children or adults to adults. All incidents are treated seriously, and the appropriate actions taken for both the victim and the perpetrator. The role of parents is important in reducing any incidents of bullying and parents should always encourage their children to tell a member of staff. All incidents of bullying will be investigated and recorded on CPOMs.

The school's Safeguarding Policy and Anti Bullying policy should be read in line with this policy.

Sexual Violence and Sexual Abuse

Sexual violence and sexual harassment can occur between two children of any age and sex, or it can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child on child abuse guidance and [Keeping](#)

[Children Safe in Education](#) Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'.

All unacceptable behaviours that fall within this category will be robustly challenged and dealt with accordingly. In very serious incidents a child may be excluded from the school following appropriate investigations by the Senior Leadership Team. All incidents will be logged on CPOMS. Further information regarding child on child abuse can be found in the school's Safeguarding Policy. Police and Children's Services may be informed if deemed appropriate.

Racism

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. All potential racial incidents are followed up immediately to ensure that it is obvious that such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children involved. All racist incidents will be logged on CPOMS under the Racism category. We oppose all forms of racism by both adults and children.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, a member of Senior Leadership will meet with staff, parents and children involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a student being issued with a suspension or a permanent exclusion from the school.

Discipline Beyond the School Gate

Children are expected to wear their uniform correctly when travelling to and from the school and must not be involved in any behaviour that could adversely affect the reputation of the school or North East Lincolnshire Council.

Parents/carers are encouraged to report to the police as soon as possible any criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a child. If a member of the public, school staff, parent/carer or child reports criminal behaviour, anti-social behaviour or a serious bullying incident to the school, the Headteacher/Deputy Headteacher must be informed immediately. If they consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the school's safeguarding policy will be followed. For health and safety reasons, very high standards of behaviour are expected on school residential and day trips and visits. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site.

Police Involvement in Behavioural Incidents

We, as a school, will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, the school will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A child and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Complaints and allegations

Should there be any complaint or allegation following an incident, this will be dealt with in line with the school's Complaints Policy.

Suspension and Permanent Exclusion.

'The Government supports Headteachers in using suspension and exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained Academies, Academies and child referral units in England 2017').

A decision to permanently exclude a child can only be made in the following circumstances and after a conversation with the Headteacher in response to:

- (1) serious or
- (2) persistent breaches of a school's discipline policy and if allowing the student to remain in school would seriously harm the education or welfare of the student or of others in the school (DfE 'Exclusion from maintained Academies, Academies and child referral units in England 2017').

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to exclude a child for a first or 'one-off' offence.

Headteachers have the right to decide where poor behaviour warrants a suspension or in the most serious/persistent cases a permanent exclusion.

A decision to suspend a child for a fixed term can only be made by the Headteacher or Deputy Headteacher (whilst acting as Headteacher in their absence).

The following are examples of behaviours which may lead to suspension or permanent exclusion:

- Single or repeated incidents of behaviour which causes a danger to themselves or others.
- Refusing to hand over items which are not allowed in the school.
- Use of offensive language to staff.
- Possession of drugs and/or alcohol.
- Wilful damage to property (e.g. turning tables, ripping displays down, breaking technology).
- Incidents of homophobic/racist/sexist bullying.
- Theft.
- Persistent defiance or disruption.

Reintegration Meeting

Parents of any child in receipt of a suspension will be invited to a reintegration meeting before the child returns to class. The child cannot return to school until this meeting has been held. The purpose of the reintegration meeting is to ensure that the child, and the parents, fully understand the expectations of behaviour and agree to the expectations for behaviour before the child re-joins their class. The responsibility for behaviour is placed firmly with the child. Discussion also focuses upon appropriate behaviours and attitudes. The child is told that inappropriate behaviour will not be accepted and that he/she chooses, in the behaviour presented, whether he/she stays in class or the school. To increase the chances of a child being successful on their return, all parties will clearly identify their roles in supporting the child moving forward. It is also made clear that parents and teachers wish the child to be part of the school family. On completion of the reintegration meeting, the child is taken and settled into class by the staff member who has conducted the meeting.

Permanent Exclusion

If a child is at risk of permanent exclusion, advice and support from the Local Authority Inclusion Team will be sought. If needed, the school will make a referral to the Local Authority Referral for Alternative Provision team (RAP) with the intention of providing the child with a fixed term step out to an alternative provision.

Provision of Education for Students Suspended for a Period Exceeding 5 'School' Days

The school recognises the need to keep suspensions short wherever possible. It is therefore anticipated that in most cases, suspensions will not exceed 5 days. Where it is necessary to suspend a child for a longer period, the school will ensure that provision is offered from the 6th day.

Pupil Disciplinary Committee

In accordance with the DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2017), a meeting of the Pupil Disciplinary Committee (PDC) must be convened by the Clerk to the Governing Body when a:

- child has received more than 15 days suspension in one term or
- recommendation of permanent exclusion is made by the Headteacher.

A PDC comprises of 3 members of the governing body (where sufficient representatives cannot be drawn from the governing body, representatives from the Local Authority can be used) who can hear the case impartially.

Depending on the length of the suspension, the PDC committee has varying degrees of authority.

The Headteacher, and other members of the school team may be invited to present evidence to the committee. Following the meeting, a letter will be sent outlining the decision of the PDC and the rationale for that decision.

In the case of a permanent exclusion, where the committee decides to uphold the Headteacher's decision, there is no further right to internal appeal or review.

First Tier Tribunal

However, if parents believe that a permanent exclusion has been discriminatory, they can apply to the first-tier tribunal for disability discrimination, or the county court in the case of other forms of discrimination.

A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place, for example the day on which the child was suspended.

Alternatively, families can bring a claim for judicial review where they believe that the permanent exclusion has been in breach of one of the public law principles. This must be done promptly and not later than 3 months after the grounds to make the claim first arose.

Independent Review Panel

Where a child has been permanently excluded and the PDC have upheld the decision of the Headteacher to permanently exclude, parents may request, in writing, that an independent review panel (IRP) is convened to review the decision of the PDC.

An application for review must be in writing and set out the grounds of review and made within the specified deadline (15 school days after the day on which notice in writing was given of the PDC's decision). This is particularly important in the case of a permanent exclusion, where

parents have a strict 15 school days to request an independent review panel. Applications made after this deadline MUST be rejected.

The role of the independent review panel is to review the PDC's decision not to reinstate a permanently excluded student. In reviewing the decision, the panel must consider the interests and circumstances of the excluded child, including the circumstances in which the child was excluded, and have regard to the interests of other children and people working in the school. The IRP cannot force the reinstatement of a student.

It can however:

- uphold the original decision of the PDC.
- recommend that the PDC reconsiders its original decision
- quash the PDC's original decision and direct it to reconsider this decision.

Parents do not have the right of appeal against the decision of an IRP. The decision is binding on the parent, the PDC, the governing body, the Headteacher and the local authority. Once a decision has been made, it cannot be revisited.

If the IRP recommends or instructs the PDC to reconsider their original decision, then the meeting must be convened within 10 school days of being given written notice of the panel's decision. The decision of the PDC is final and there are no further grounds for internal appeal/ review. Parents do have the right to apply for a first-tier tribunal or for a judicial review if they feel their case meets the criteria outlined above.

Monitoring and Evaluation

This policy will be reviewed annually by The Governing Board of Western Primary School following recommendations from the Assistant Headteacher for Pupil Support and Wellbeing and the Headteacher.