

WIDEY COURT PRIMARY SCHOOL

Behaviour Policy

WIDEY COURT



PRIMARY SCHOOL



CONNECT
ACADEMY TRUST

Policy reviewed:	September 2026
Date of next Review:	September 2027
Who reviewed this policy:	SLT / YrLs / Staff and Governors

Behaviour Policy

*The quality of teaching, learning and behaviour are inseparable and the responsibility of everyone.
(Steer report)*

Rationale

We believe that children need to feel happy, safe and secure in their school environment before they can be challenged to achieve their full potential. We want our children to show respect, understanding, kindness and a strong sense of citizenship in their school community. We want our children to take responsibility for their behaviour which will prepare them for the world beyond primary school.

Aims

- To create a calm, positive environment throughout the school day, sympathetic to each child's needs and emotional wellbeing.
- To model, encourage and reinforce positive behaviour.
- To promote courtesy and good manners.
- To be clear and consistent in our approaches to rewarding good behaviour and applying sanctions when appropriate.
- To enable children to develop a good self-image.
- To value the work, effort and behaviour of all children.
- To encourage parents and carers to work in partnership with the school, by supporting the home/school agreement.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Anti-Bullying Policy, SEND Policy, Attendance Policy, Online Safety Policy, Equality Information and Objectives, Complaints Policy and Keeping Children Safe in Education (KCSiE) DfE document 2026.

Legal framework and statutory guidance

This policy is intended to reflect the legal framework and Department for Education guidance applicable to schools in England in September 2026.

The key legislation and guidance include:

Legislation

- Education Act 1996, including the school's duties and powers relating to discipline.
- Education Act 2002, including the duty to promote pupils' wellbeing and the requirement for schools to have a behaviour policy.
- Education and Inspections Act 2006, including the duty to promote good behaviour and the statutory power to discipline pupils.
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, as amended.

- Equality Act 2010, including the duties to prevent discrimination, make reasonable adjustments and meet the public sector equality duty.
- Children and Families Act 2014, including duties relating to pupils with SEND and Education, Health and Care plans.
- Children Act 1989 and Children Act 2004, including safeguarding and child welfare duties.
- Human Rights Act 1998, including the protection of pupils' rights and dignity.
- Education and Skills Act 2008, where applicable to school attendance and education provision.
- Children's Wellbeing and Schools Act 2026 and associated legislation, where applicable to the school's legal status and duties.

Roles and responsibilities

Governing Board

The Governing Board will:

- Ensure that the school has a written behaviour policy and that it is published and made available to parents and carers.
- Hold the headteacher to account for the implementation and effectiveness of the policy.
- Ensure that the policy is consistent with equality, safeguarding and SEND duties.
- Review relevant behaviour data/information, including patterns of suspensions, exclusions, bullying and discriminatory incidents.
- Carry out its statutory responsibilities in relation to suspension and permanent exclusion reviews.

Headteacher

The headteacher will:

- Lead the development and implementation of the school's behaviour culture.
- Ensure that behaviour expectations and consequences are applied fairly and consistently.
- Support staff in managing behaviour and provide appropriate training.
- Oversee serious behaviour incidents, safeguarding concerns and decisions about suspension or permanent exclusion.
- Ensure that pupils with SEND receive appropriate support and reasonable adjustments.
- Work with parents and carers to address persistent or serious behaviour concerns.
- Review relevant behaviour data/information, including patterns of suspensions, exclusions, bullying and discriminatory incidents.

Teachers and all school staff

All staff are expected to:

- Model the school's values and demonstrate calm, respectful behaviour.
- Teach, reinforce and consistently apply the school's behaviour expectations.
- Recognise and celebrate positive behaviour.
- Respond promptly, fairly and proportionately to inappropriate behaviour.
- Follow safeguarding procedures and report concerns to the Designated Safeguarding Lead (DSL).
- Use reasonable adjustments and appropriate support strategies where required.
- Maintain accurate records of significant behaviour incidents and communicate concerns through the school's agreed procedures.

Pupils

Pupils are expected to:

- Follow the school's rules and routines.
- Treat others with kindness and respect.
- Take responsibility for their actions and choices.
- Listen to adults and follow reasonable instructions.
- Look after the school environment and other people's belongings.
- Seek help when they feel unsafe, worried or unable to manage a situation.

Parents and carers

Parents and carers are expected to:

- Support the school's behaviour expectations and values.
- Encourage their child to behave respectfully and responsibly.
- Work collaboratively with staff when behaviour concerns arise.
- Attend meetings where appropriate and support agreed strategies.
- Inform the school of relevant circumstances that may affect their child's behaviour, wellbeing or ability to regulate their emotions.

Positive Behaviour

At Widey Court we believe in a positive behaviour policy which reflects our seven school values: Achievement, Creativity, Determination, Kindness, Respect, Responsibility and Teamwork. We use 'Positive Phrasing'; setting clear expectations and modelling respect and good manners. E.g. name, positive instruction, thank you, good morning, good afternoon. We also use precision praising, Name, specific praise, thank you. E.g. Jonny, well done for walking sensibly, thank you.

At the beginning of the school year each class sets up its own set of expectations of behaviours for a happy and positive classroom which are displayed in the room.

Class Rules reflect our Values and three key principles of everyone being safe, happy and learning.

Expectations for behaviour are reinforced regularly during class time and in assemblies.

Positive behaviour is rewarded with Class Dojo points which are linked to our seven school values and shared with parents who can access the Class Dojo App (Year 1-6). EYFS use Class Dojo in class but use Tapestry as a platform to share learning and positive behaviour.

Consistent good behaviour leads to the award of stickers, praise pad notes, certificates and nominations for the weekly Courtesy Cup. Consistent politeness and good manners may lead to a nomination for the Headteacher's termly Good Manners Tea Party.

Positive and successful learning behaviours, including effort and achievement are rewarded with being nominated for the weekly Progress Cup.

Behaviour expectations across the school

All pupils are expected to demonstrate behaviour that supports their own learning and the learning, safety and wellbeing of others.

In the classroom

Pupils should:

- Enter the classroom calmly and follow the agreed routines.
- Listen carefully when others are speaking.
- Follow instructions and begin tasks promptly.
- Participate positively in learning and allow others to learn without disruption.
- Use equipment and resources appropriately.
- Show determination when learning becomes challenging.
- Speak respectfully to adults and other pupils.
- Ask for help when they need it.

Around the school

Pupils should:

- Walk sensibly and safely in corridors and shared spaces.
- Keep hands, feet and objects to themselves.
- Respect displays, property and the school environment.
- Use polite language and show consideration for others.
- Follow adult instructions promptly.

In the playground

Pupils should:

- Play safely and include others.
- Use playground equipment appropriately.
- Follow playground rules and adult instructions.

- Resolve disagreements respectfully, with adult support when needed.
- Report unsafe behaviour, bullying or concerns to an adult.
- Respect the decision of adults when games or activities need to stop.

At lunchtime and during transitions

Pupils should:

- Follow routines for lining up, entering and leaving the dining hall.
- Use good manners and speak respectfully to others.
- Respect the needs of other children and adults.
- Move safely between activities and learning spaces.
- Follow the expectations of lunchtime supervisors and other staff.

Positive Behaviours ~ BE A ROLE MODEL**'Gold Standard' behaviour!**

Behaviour	Example
Achieve	...trying your best, not giving up, learning from mistakes and making progress with your learning
Creativity	...being imaginative ...working things out in different way, finding solutions
Determination	...to be the best you can be, to find the answers, to reach your targets/goals with your learning
Teamwork	...to work together in the classroom and on the playground, including everyone, listening to others and helping each other
Responsibility	...looking after your own belongings, putting equipment where it belongs ... for your actions
Respect	doing as you're told, not answering back, not calling out
Kindness	doing something nice for someone; sharing and letting others join in
Helpfulness	being ready to learn; following instructions; tidying away after an activity
Consideration	thinking about how your actions affect other people, choosing your words carefully
Politeness	saying 'please', 'thank you' and 'excuse me', having good manners at the lunch table
Courtesy	holding doors open for people, letting other go first
Friendship	keeping your promises, saying nice things, sharing things
Caring	...for our school environment e.g. picking up coats and litter, ...for each other and ourselves
Honesty	telling the truth (even when it's a bit uncomfortable)
Thoughtful	putting others before yourself, taking and waiting your turn
Supportive	listening to others ideas, helping children when they are 'stuck'
Encouraging	give advice, be positive and praise each other
Lead learner	helping others, perseverance and not giving up, setting a challenge
Calm	moving sensibly and slowly, talking quietly
Motivated	engaged and focused on your learning, trying your hardest to achieve

Sensible	making good choices, looking smart, using kind hands
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Rewards at Widey Court

Verbal Praise	Actioned throughout the school: individually, whole class, groups
Class Dojo Points	All children gain Dojo Points for displaying any of our seven school values: Achievement, Creativity, Determination, Kindness, Respect, Responsibility and Teamwork. Parents from Y1-6 have access to Class Dojo so positive behaviour rewards and messages can be shared instantly. Classes work towards a target of '1000' class points to earn a class reward chosen by the class.
Courtesy Cup	Nomination from each class for good behaviour and courtesy. The Courtesy Cup will be awarded to a child in each class child during the weekly Friday assembly. Courtesy Cup nominations are awarded to all children and sent home with a certificate. Names/photographs of winners to be displayed on classroom doors and updated weekly.
Progress Cup	Nomination from each class for good effort and perseverance in their learning. The Progress Cup will be awarded to a child in each class child during the weekly Friday assembly. Progress Cup nominations are awarded to all children and sent home with a certificate. Names/photographs of winners to be displayed on classroom doors and updated weekly.
Head Teacher's Good Manners Tea Party.	The tea party will be held at the beginning of each term, following the nominations from the end of the previous term. Invitees from each class are nominated to attend the Head Teacher's Good Manners Tea Party by their teaching staff at the end of each term. Names/photographs to be displayed on classroom doors.
Informing Parents	Special award notes can be sent home with child and signed by teacher (praise pads and postcards).
In addition to the above, teachers/TAs may wish to use their own reward systems within the class/year group e.g. Table Points, Star of the Day/Week and individual behaviour charts etc according to the needs of their pupils and in line with our school values.	

Levels of Behaviour

We recognise there are differing levels of behaviour which require different levels of sanctions. The lists below have been compiled with the help of the children and are a guide only and are not an exhaustive list. Teachers must use their discretion and the age and needs of a child as well. The context will need to be taken into consideration when applying a sanction.

Low Level	Amber Level	Red Level Highest Level
Engaging in distractions /distracting others Wasting time Fiddling Unhelpful talk Silly noises Calling out Pulling faces Not listening Rocking on a chair Being too loud Running inside school Being unkind Littering Picking plants without permission	Refusing to do something Shouting aggressively Pushing and shoving Swearing Leaving the classroom without permission Insulting behaviour Telling lies Rough play Persistent low-level behaviour Answering back to teacher Being rude Being disrespectful	Leaving the school without permission Stealing Swearing (high level) Fighting – punching, kicking Vandalism /graffiti Bullying Racism Theft Ringing the fire bell unnecessarily Using an object as a weapon Discrimination Biting Spitting Damaging school property Threatening others Dangerous behaviour Inappropriate behaviour - peer on peer

Consequences

*For **Low Level** behaviours, these will be dealt with at the Teacher's/TA's/MTA's/HLTA's discretion.

*For **Amber** behaviours, children will be given **one verbal warning** with a clear reminder of the expected behaviour at Widey. If the Amber behaviours continue after a verbal warning, the children will be given a **'Widget Warning Card'** on their desk. **EYFS children will be shown the warning card***

If these behaviours do not improve, a 'Time to Reflect' action will happen. This will be indicated by the member of staff, verbally or with a visual/concrete resource (phase appropriate) or involve relocation within or outside the classroom setting. This offers the opportunity to calm down and reflect on the incident/situation where the child has become disruptive, unsafe, disrespectful or unkind.

*A restorative conversation takes place between the member of staff and the child as soon as is reasonably practicable after the 'Time to Reflect' has finished.

*If a child is still unable to recover and regulate and continues to demonstrate **Amber** behaviours or **Red** behaviours, then a suitable **'Consequence'** conversation will take place and actioned. The **consequence** will focus on restorative follow up actions and shared with the parent/carers either face to face, via Class Dojo or with a telephone call.

*The **Warning Widget** will be removed if the child's behaviour improves following this second warning at the next available 'break in the timetable' eg. at breaktime, lunchtime or at the end of the day.

The 'Warning' card produced by Widget:

[BEHAVIOUR POLICY Warning Widget symbols .docx](#)



All **Amber** and **Red** Behaviours to be logged on CPOMS.

Consequences are actioned in a timely manner. For example, if the behaviour is reported during the morning or at the end of a breaktime, the consequence will happen during lunchtime. If the behaviour is reported in the afternoon or at the end of a lunchtime, the consequence will be the following playtime or lunchtime depending on level of **Amber** or **Red** behaviour (**on a Monday if this happens on a Friday lunchtime or afternoon**).

If a child is absent when they are due to have their consequence at playtime or lunchtime, this will take place on the day of their return.

The above are just examples and are to be used at the teacher's discretion based on the age and needs of the individual child.

A consequence of repeated **Amber** or **Red** Level behaviours may require closer monitoring through a 'Check In Report' which will involve a regular check in with a member of SLT at different times of the day for a period of time. There is no set format for this document and is age and stage appropriate for the child. An example of this document is: [Check in and Check out grid.docx](#)

Consequences and Sanctions

Consequences are intended to help pupils understand the impact of their behaviour and take responsibility for making positive changes.

Depending on the circumstances, consequences may include:

- A verbal reminder or warning.
- A change of seating or working arrangement.
- A short, supervised period away from an activity or learning space.
- A restorative conversation or reflection activity eg. writing a sorry letter.
- Repairing or making amends for damage, where appropriate and safe.
- Temporary loss of a relevant privilege.
- Completion of missed learning under appropriate supervision.
- Communication with parents or carers.
- A behaviour support plan or individual risk assessment.
- Referral to a senior leader.
- Suspension or permanent exclusion, where the statutory threshold and legal requirements are met.

Breaktime and lunchtime consequences

A pupil may be required to spend a proportionate period of break or lunchtime completing a reflection activity or repairing harm, provided that:

- The consequence is appropriate to the behaviour.

- The pupil has access to food, drink and toilet facilities.
- The pupil is supervised appropriately.
- The consequence does not create an unreasonable barrier to physical activity, wellbeing or SEND-related needs.

Bullying, Discrimination and Harmful Behaviour

Widey Court Primary School is committed to ensuring that all pupils feel safe, included and respected.

Bullying, discrimination, harassment and abusive behaviour are not tolerated and viewed as 'Red' Level behaviour.

Bullying

Bullying is behaviour that is intended to hurt, intimidate or undermine another person and is repeated over time, or involves an imbalance of power that makes it difficult for the targeted pupil to defend themselves.

Bullying may be:

- Physical, including hitting, kicking or damaging belongings.
- Verbal, including name-calling, threats or repeated insults.
- Social or relational, including deliberate exclusion, spreading rumours or encouraging others to isolate a pupil.
- Online, including harmful messages, sharing images without permission or targeted harassment.
- Prejudice-related, including behaviour linked to disability, race, religion, sex, sexual orientation or other protected characteristics.

A single serious incident may not meet the definition of bullying but will still be addressed appropriately.

How the school responds

When bullying is reported, the school will:

- Listen to the pupil and take their concerns seriously.
- Take immediate steps to ensure safety and prevent further harm.
- Investigate the incident fairly and sensitively.
- Speak to pupils and relevant witnesses separately where appropriate.
- Inform parents or carers where necessary.
- Apply proportionate consequences.
- Provide support to the pupil who has experienced harm.
- Address the behaviour of the pupil responsible and provide support to prevent recurrence.

- Monitor the situation and review the effectiveness of actions taken.

The school will follow its Anti-Bullying Policy and safeguarding procedures when responding to serious incidents.

Discriminatory and Prejudicial Behaviour

The school will take all reports of discriminatory language or behaviour seriously, including racist, sexist, homophobic, biphobic, transphobic, ableist or religiously prejudiced abuse.

Staff must challenge discriminatory behaviour, record incidents in accordance with school procedures and refer serious or repeated incidents to a senior leader.

The school will consider the impact on the pupil affected, the context of the incident, the pupil's age and understanding, and any relevant SEND or safeguarding needs.

The school will not dismiss discriminatory behaviour as banter, joking or a normal part of growing up.

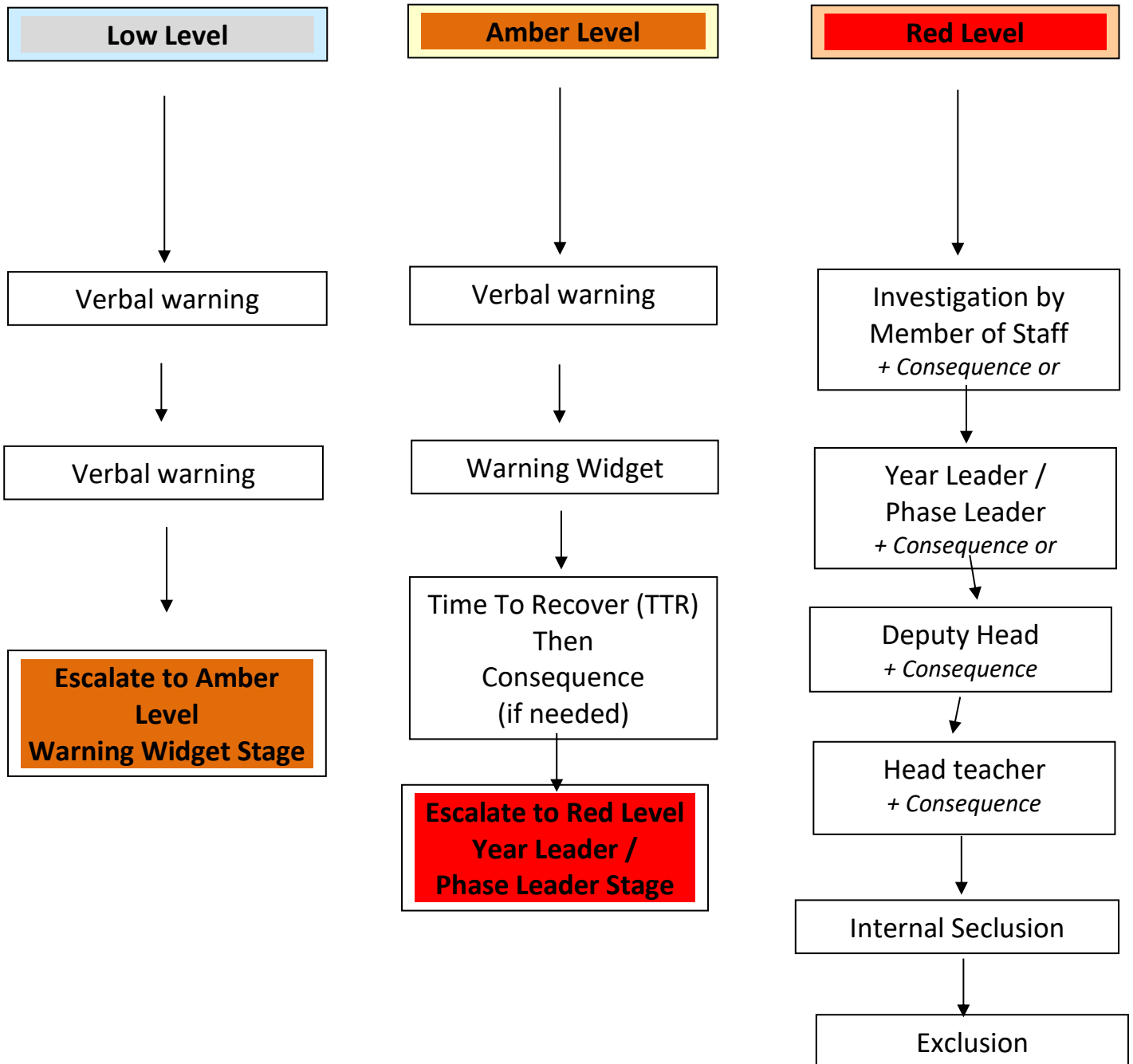
Sexualised Behaviour and Peer-on-Peer Abuse

The school recognises that sexualised behaviour can occur between children and that, in some circumstances, such behaviour may constitute harmful sexual behaviour or peer-on-peer abuse. Any sexualised behaviour that is inappropriate for a child's age or stage of development, causes concern, involves coercion, pressure, intimidation, secrecy or an imbalance of power, or causes harm or distress will be taken seriously. Staff will respond promptly, calmly and sensitively, prioritising the safety and wellbeing of all children involved.

Behaviour will be considered in the context of the children's age, developmental stage and individual circumstances, and the school will distinguish between developmentally typical behaviour and behaviour that may indicate a safeguarding concern. Concerns will be recorded and reported in accordance with the school's safeguarding procedures and the Designated Safeguarding Lead will be consulted where appropriate. Where necessary, the school will work with parents/carers and relevant external agencies to ensure that children receive appropriate support, education and protection.

The school will seek to understand the circumstances, address underlying needs and teach children about appropriate boundaries, consent, respect, privacy and safe relationships.

Behaviour Flowchart



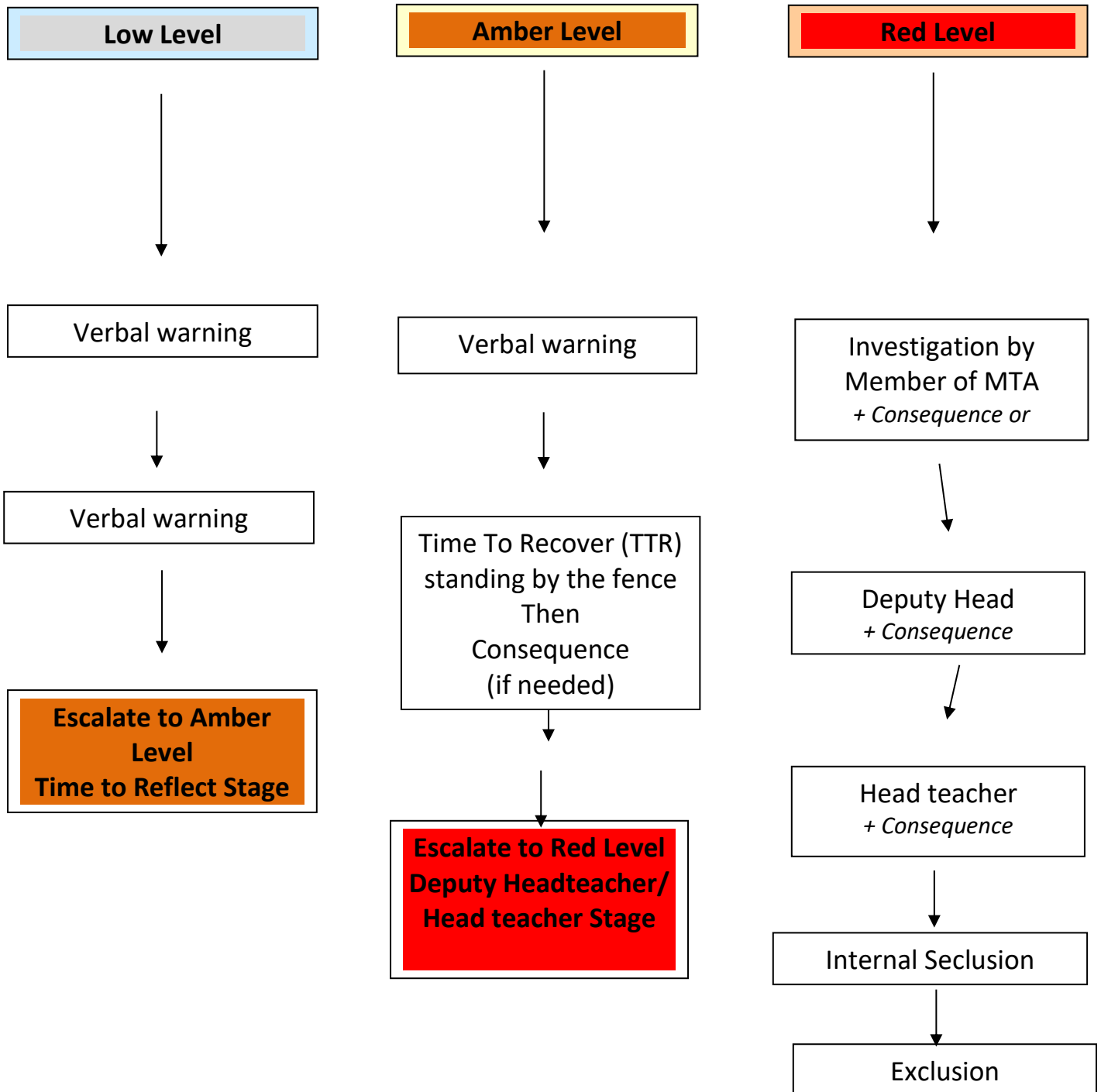
*All **Amber** and **Red** behaviours logged on CPOMS and share with parent /carer.

*If **Low-Level** behaviours continue also log on CPOMS and share with parent /carer.

****Teacher or SLT member to inform Parent/Carer by telephone, face to face or Class Dojo ASAP at each stage of the Red Level Behaviour Flow Chart depending on the severity****

LUNCHTIME Flow Chart:

MTAs will follow this flow chart:



*All Low Level, Amber and Red Level behaviours at lunchtime reported back to the Teacher/HLTA or TA at the end of lunchtime.

*All **Amber** and **Red** behaviours logged on CPOMS and share with parent /carer.

*If **Low-Level** behaviours continue also log on CPOMS and share with parent

****Teacher or SLT member to inform Parent/Carer by telephone, face to face or Class Dojo ASAP at each stage of the Red Level Behaviour**

Special educational needs, disability and reasonable adjustments

Widely Court is committed to an inclusive approach to behaviour management.

We recognise that pupils with SEND may experience difficulties with communication, emotional regulation, sensory processing, social interaction, transitions or understanding expectations.

The school will ensure that behaviour is considered in the context of each pupil's individual circumstances and needs.

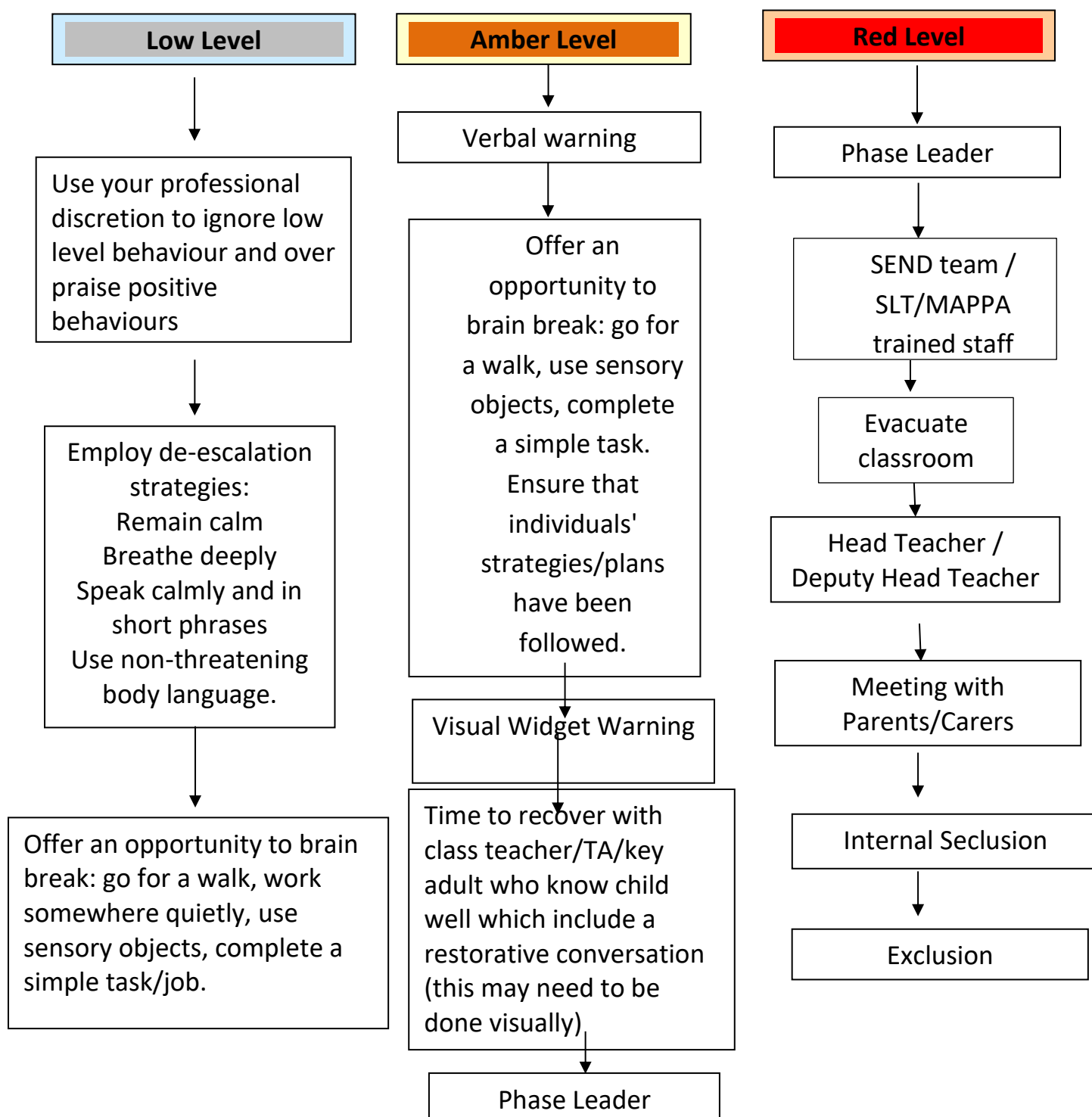
Supporting pupils with SEND

Where behaviour concerns arise, staff will consider:

- Whether the pupil understands the expectation or instruction.
- Whether communication, language or processing difficulties are contributing to the behaviour.
- Whether sensory needs, anxiety, changes in routine or environmental factors are affecting the pupil.
- Whether the pupil requires additional support with emotional regulation or social understanding.
- Whether the behaviour may be linked to an unmet special educational need or disability.
- Whether reasonable adjustments are required under the Equality Act 2010.
- Whether the pupil's SEN Support arrangements or Education, Health and Care (EHC) plan need to be reviewed.

SEND Behaviour Flowchart

Consequences for unacceptable behaviour can follow the behaviour policy, however, the individual needs of each SEND pupil should be considered and reasonable adjustments should be made taking into consideration the child's needs using a stage not age approach. Persistent poor behaviour should result in an Individual Behaviour Plan which understands the needs of the child remembering that many of our children will be using behaviour as a form of communication. Understanding this communication rather than punishing it is key to making meaningful change which prepares children for life.



Steps for De-escalation of Negative Behaviours:

- Recognise the triggers
- Listen
- Acknowledge: “Yes that could cause angry feelings.”
- Agree: “I agree, spellings can be frustrating.”
- Apologise: “I am sorry that has made you feel angry.”
- Clarification: “So what you are saying is...” “Tell me more about...”
- Offer limited choices and consequences
- Reparation: opportunities to make amends

Behaviour Expectations at Breakfast Club and After School Club Provision

The behaviour expectations outlined within this policy apply to all children attending Widey Court Primary School, including those accessing our Breakfast Club and After School Club provision.

We expect children to demonstrate the same high standards of behaviour, respect and responsibility during wraparound care as they do throughout the school day. Children are expected to follow the school’s behaviour expectations, listen to adults, treat others with kindness and respect, use appropriate language, care for school property and make positive and responsible choices.

Breakfast Club and After School Club are an extension of the school’s provision, and therefore the same expectations and standards of behaviour apply. Staff will support children to understand these expectations and will address inappropriate behaviour in line with the school’s Behaviour Policy.

Where there are repeated concerns about a child’s behaviour choices during Breakfast Club or After School Club, these concerns will be discussed with the child and monitored by the relevant staff.

Parents/carers will be kept informed where behaviour continues to be a concern.

If a child continues to make poor behaviour choices, despite reminders and support, the following procedure will apply:

- A formal first warning letter will be sent to parents/carers outlining the concerns regarding their child’s behaviour and reminding them of the behaviour expectations for Breakfast Club/After School Club.
- The child’s behaviour will continue to be closely monitored following the first warning, with feedback shared with the relevant school staff.
- If the child’s behaviour does not improve, a second formal letter will be sent to parents/carers explaining that, due to continued concerns, the child will not be permitted to attend Breakfast Club/After School Club for the following week.

- Following the period away from the provision, the child may return with a clear expectation that behaviour must meet the standards outlined in this policy. Further concerns may result in additional action being taken in relation to their continued access to the provision.

The purpose of this approach is to ensure that Breakfast Club and After School Club remain safe, welcoming and enjoyable environments for all children and staff. We will always seek to work in partnership with parents/carers to support children in making positive behaviour choices and meeting the expectations of the school.

Online behaviour and mobile phones

Pupils are expected to behave respectfully and responsibly when using technology, whether in school or in situations outside school that affect the school community.

Unacceptable online behaviour may include:

- Cyberbullying and harassment.
- Threatening, abusive or discriminatory messages.
- Sharing harmful images or videos.
- Filming or photographing another person without appropriate permission.
- Sharing another pupil's personal information.
- Using technology to intimidate, humiliate or threaten others.

The school may take disciplinary action in relation to behaviour outside school where it is lawful and has the required connection to the school or its pupils. This may include online behaviour that causes harm, threatens safety or seriously affects the school environment.

Mobile phones and personal devices

Widely Court will apply its mobile phone rules in accordance with the relevant Department for Education guidance and the school's online safety arrangements.

The school will:

- Communicate clear expectations about whether pupils may bring mobile phones or personal devices onto the premises.
- Require pupils to follow the school's rules on possession, storage and use of devices.
- Take appropriate action if a device is used inappropriately or in breach of school rules.
- Follow safeguarding and data protection procedures where images, recordings or personal information are involved.

Reasonable force and restrictive interventions

Widely Court is committed to preventing the use of physical intervention wherever possible through positive relationships, early intervention, de-escalation and appropriate support.

Where a member of staff has lawful authority to use reasonable force, it may only be used in accordance with the law and the Department for Education's guidance on restrictive interventions, effective from 1 April 2026.

Reasonable force may be used only where necessary and proportionate to the circumstances, including where required to prevent injury, protect a pupil or another person, prevent serious damage to property or respond to other circumstances permitted by law.

Principles governing physical intervention

Any physical intervention must:

- Be necessary and proportionate.
- Be the least restrictive response reasonably available in the circumstances.
- Take account of the pupil's age, disability, individual needs and vulnerability.
- Be used for the shortest time necessary.
- Never be used as punishment, to humiliate a pupil or simply because a pupil refuses to comply.
- Be followed by appropriate support, recording and review.

Staff should prioritise de-escalation and seek assistance where necessary.

Recording and reporting

Significant incidents involving reasonable force or restrictive intervention must be recorded and reported to parents in accordance with the applicable legal requirements and statutory guidance.

The school will ensure that:

- The incident is recorded promptly and accurately.
- The circumstances, actions taken and rationale are documented.
- Parents or carers are informed in accordance with the applicable requirements.
- Any injury or safeguarding concern is addressed.
- The incident is reviewed to identify learning and preventative measures.
- Any necessary changes to the pupil's support plan or risk assessment are considered.

Seclusion and isolation

The school will not use seclusion as a routine behaviour management strategy.

Any use of a restrictive intervention or arrangement that prevents a pupil from leaving a space must comply with the law and the relevant statutory guidance. Staff must not use locked rooms or other unlawful restrictive practices.

Suspension and permanent exclusion

Suspension and permanent exclusion are serious disciplinary measures and will only be considered in accordance with the law and statutory guidance.

The school will follow the Department for Education's Suspension and Permanent Exclusion Guidance, effective from 26 July 2026.

Suspension

A suspension may be considered where a pupil has seriously breached the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Suspension will only be imposed by the headteacher or acting headteacher in accordance with the statutory framework.

The school will:

- Consider the circumstances of the incident and the evidence available.
- Take account of the pupil's age, needs, SEND, disability and relevant safeguarding circumstances.
- Consider whether reasonable adjustments or alternative interventions are appropriate.
- Ensure the decision is lawful, reasonable and proportionate.
- Notify parents or carers and the relevant bodies in accordance with statutory requirements.
- Provide information about the reasons for the suspension and the arrangements for education during the suspension.
- Follow the statutory procedures for governing board consideration and review where applicable.

Permanent exclusion

Permanent exclusion will only be considered where the statutory requirements are met and the headteacher concludes that the pupil's continued presence would be incompatible with the provision of a safe and orderly school environment.

It is a serious decision and must be lawful, reasonable, proportionate and procedurally fair.

The school will consider the individual circumstances, including the pupil's needs and any reasonable adjustments, before making a decision.

Reintegration following suspension

Following a suspension, the school will arrange an appropriate reintegration process to support the pupil's return to school.

This may include:

- A reintegration meeting with parents or carers.
- A discussion with the pupil about expectations and support.
- A review of the behaviour support plan or risk assessment.
- Agreed strategies to prevent recurrence.
- Additional pastoral or SEND support where appropriate.

The aim is to support a successful return to school while maintaining the safety and wellbeing of the wider school community.