



Behaviour and Relationship Policy

(Including Positive Behaviour Management)

Reviewed September 2026

Leigham Primary School
Relationship Policy (including Positive Behaviour Management)

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Introduction

The Leigham Primary School Relationship Policy embodies our culture and ethos developed through a Trauma Informed approach where relationships are at the heart of every interaction. This approach supports the whole school community including pupils, staff, parents/ carers and all other stakeholders and agencies.

Purpose

At Leigham Primary School we provide every child the opportunity to experience an outstanding education academically, emotionally and socially. We strongly believe that by identifying potential barriers to learning, we can provide an inspiring curriculum that is not only relevant to them but also supports them to achieve, develop and reach their true potential.

We are committed to adopting a Trauma Informed Approach to ensure that all of our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Our priority as a school is to ensure psychological and environmental safety first; it is the foundation on which everything else depends. This provides children with the ability to learn without fear, in order to relate to others and engage in learning. Through a Trauma Informed Approach our focus is not only the physical environment, but also the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can provide essential calming and containment of our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings. In some circumstances, this may involve non-restrictive and restrictive strategies to maximise safety and minimise harm.

In practical terms, it means that we try not to place the pupils in situations that they are unable to manage. It is vital that our response to their distress/behaviours that challenge is supportive and focusses on how best to help them to be able to relate to the world and each other in a healthier way, rather than employing punitive sanctions that are detrimental and inappropriate to the child's development. If we are truly to protect our pupils and each other, our school approach needs to reflect a differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents an unmet need, Adverse Childhood Experiences (ACE) and/or particular neurocognitive or neurochemical profile.

Whole School Approach

As a school, we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress. Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our school members and act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been affected by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

We have specially trained Trauma Informed Practitioners to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Children usually but do not always present through their behaviour when life is becoming difficult for them. Children may be referred by their class teacher or highlighted through a significant change in their behaviour in school or through a parental concern when behaviour changes at home or a significant life event impacts the family.

All staff are responsible for adhering to positive practise that promotes a pupil's ability to engage in and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Leigham Primary School that all staff, regardless of their role, act in this way.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We develop positive, non-judgemental working alliances with all our parents.

Therefore, our school is invested in supporting the very best relational health between:

- Parent(s)/carer and child
- Pupil and pupil
- Pupil and school staff

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- Parent/carer and school staff
- School staff
- School staff and senior leaders
- Pupils, parent(s)/carer(s) and other agencies
- School staff and external agencies

Our community adopts relational and educational practices which protect, relate, regulate and reflect as follows.

Protect

- Our school aims to increase safety in all aspects of the school day for our pupils and each other, for example designed and timetabled interventions that create opportunities for the emotionally available adults to be alongside our pupils across the school day.
- Open door policy for informal discussions with parents/ carers.
- Children are greeted at and dismissed from individual classroom doors by teachers/TAs each day so that personal and positive interactions can take place between parents, pupils and school staff,
- We take a proactive approach to increasing staff understanding in nurturing attachments and the PACE approach (Hughes, 2015). This means that our pupils are met with a warm, playful, accepting, curious and empathetic team that will enable them to move out of flight/fight or freeze and into relationship and trust.
- As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive.
- Punitive approaches are not being used in response to pupils' behaviour, challenging or otherwise such as the use of harsh voices, shouting, isolating, secluding, denying curriculum access, withholding food and shame evoking behaviours (which are proven to be damaging psychologically and neurologically).
- All members of our school aim to interactively reflect, repair and restore occasions when they themselves move into defensiveness.
- Our school staff adopt ways of developing relationships and understanding of our pupils, their families/carers and each other. Holding at the heart of our approach, relationship as the key to personal, social and emotional development, (as well as academic achievement for our pupils).
- Our school staff adjust their expectations for our pupils, their families and carers in accordance with their developmental capabilities and experience of traumatic stress. This sometimes involves removing vulnerable and traumatised pupils in a kind and nonjudgemental way from situations they are not managing well. As a staffing team we are also able to do this for each other.
- The use of a restorative conversation. Restorative conversations are available in several ways for staff and pupils to assist them in managing situations that have caused or may

cause distress. A restorative conversation assists people, particularly staff and pupils, to overcome the effects of an incident by:

- Talking about what happened
- Expressing how they feel, as a result of the incident
- Identifying any individual stress reactions (i.e. physical, emotional, thinking, behavioural)
- Identifying some ways of dealing with stress reactions
- If appropriate, independent referrals can then be made to outside agencies and professionals such as the Educational Psychologist or Learning Mentor.

Relate

- A whole school approach and commitment to enable our pupils, families/carers and staff to see themselves, their relationships and the world positively, rather than through the lens of threat, danger or self-blame.
- Our school provides everyone with repeated relational experiences (alongside emotionally available adults) to support everyone to move from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help-seeking'.

Regulate

- As a school, we use evidence-based interventions that aim to repair psychological damage and brain damage caused by traumatic experiences, through emotionally regulating, playful and enriched interactions.
- In our school the emotional well-being of and emotional regulation of staff is treated as highly important to prevent burn-out, stress –related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling blamed or under-valued.
 - Relational interventions are specifically designed to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe.

Reflect

- The adults in our school feel confident to develop relationships with pupils, their families and each other and to have the courageous conversations about their experiences so far. Our school promotes the exploration of conversations with our pupils that helps to make sense of their life, to develop a language for their emotions and a narrative that makes sense of their experiences and how they feel. Supporting our pupils to understand their thoughts, feelings, bodily sensations and reactions and in doing so enables them to identify and explore new options and strategies for ways forward with their challenges.
- A positive behaviour management policy based not on punishment and sanctions, but on resolution and interactive repair (e.g. restorative conversations).

- Within the context of an established and trusted relationship with a member of staff, pupils are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of 'working through' these experiences. Means include the provision of different modes of expression, e.g. art / play / music / sand / emotion worksheets / emotion cards.
- Staff training and development in the art of good listening, dialogue, empathy and understanding (instead of asking a series of questions/ giving lectures).

Links to other policies

- Child Protection and Safeguarding Policy
- Staff Code of Conduct

References

Creating Loving Attachments: Parenting with PACE to Nurture Confidence and Security in the Troubled Child (Daniel Hughes, 2015)

Appendices

- Appendix 1 – Definitions – Glossary
- Appendix 2 – Positive behaviour management
- Appendix 3 – Exclusions

Appendix 1 – Glossary of Terms

Relational environment	This kind of environment that can provide a safe place for young people to be transparent and vulnerable. As trust between adult and young person grows deeper, this kind of environment encourages accountability and spiritual growth. The aim is to develop close, nurturing individual relationships with the children and facilitate an emotionally safe and secure milieu that fosters an effective and challenging learning environment.
Behaviours that Challenge	Any behaviours that interfere with learning. These behaviours may include non-compliance, passivity, task avoidance, aggression or stereotyped behaviours.
Toxic stress	Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.
Tolerable stress	Tolerable stress activates the body's alert system to a greater degree and generally occurs within a time-limited period. If it is buffered by supportive caregivers/relationships that assist the person to adapt, this gives the brain an opportunity to recover from potentially damaging effects.
Traumatic stress	Traumatic stress is a normal reaction to a traumatic event such as a natural disaster, motor vehicle accident, plane crash, violent crime, or terrorist attack.
Emotional Literacy	Emotional Literacy is the term used to describe the ability to understand and express feelings. Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt.
Self - Regulation	Self-regulation involves controlling one's behaviour, emotions, and thoughts in the pursuit of long-term goals. More specifically, emotional self- regulation refers to the ability to manage disruptive emotions and impulses.

Learning disability	A reduced intellectual ability which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.
Executive functions and skills	Executive function is responsible for a number of skills including: paying attention, organizing, planning, and prioritizing. Starting tasks and staying focused on them to emotions. Self-monitoring (keeping track of what you are doing).
Interventions	Interventions provide students with the support needed to acquire the skills being taught by the educational system and address functional skills, academic, cognitive, behavioural, and social skills that directly affect the child's ability to access an education.
Relational Interventions	Intervention that is designed for children who have experienced relationship-based trauma.
De – brief	Debriefing (reviewing an experience) through a structured process aids staff through reflection, by sharing experiences, gathering information, and developing ideas moving forward. Whether things went well or not all involved have likely learned from the experience. By debriefing we can capture lessons learned to ensure better outcomes.
Secondary Trauma	Secondary trauma can be incurred when an individual is exposed to people who have been traumatized themselves, disturbing descriptions of traumatic events by a survivor, or others inflicting cruelty on one another.
Adverse Childhood Experiences (ACE)	There are three direct and six indirect experiences that have an impact on childhood development. The more adversity a child experiences the more likely it is to impact upon their mental and physical health.

Appendix 2-Positive Behaviour Management

Rationale

“What if schools were committed to adopting behaviours that promoted consistency in building and managing all relationships? What if they insisted on behaviours that articulated explicitly that creating and strengthening human relationships was the basis of their practice? Everyone involved would be required to challenge and support each other using relational practice as a point of reference. There would need to be agreed processes to follow which strengthen relationships and seek to repair harm when those relationships break down” (Mark Finnis, Restorative Practice 2021)

Leigham Primary School is committed to creating an environment where building relationships is at the heart of managing behaviour. The school has 3 simple rules **‘Ready, Kind and Learn’** which can be applied to a variety of situations and are taught and modelled explicitly. This policy needs to be read alongside the Relationship Policy. We operate as a trauma informed school and we understand that for some children following behaviour expectations are beyond their developmental level. In this case, these children will have bespoke Inclusion Support Plans that identify their safe adult and the strategies they best respond to.

Aim of the policy

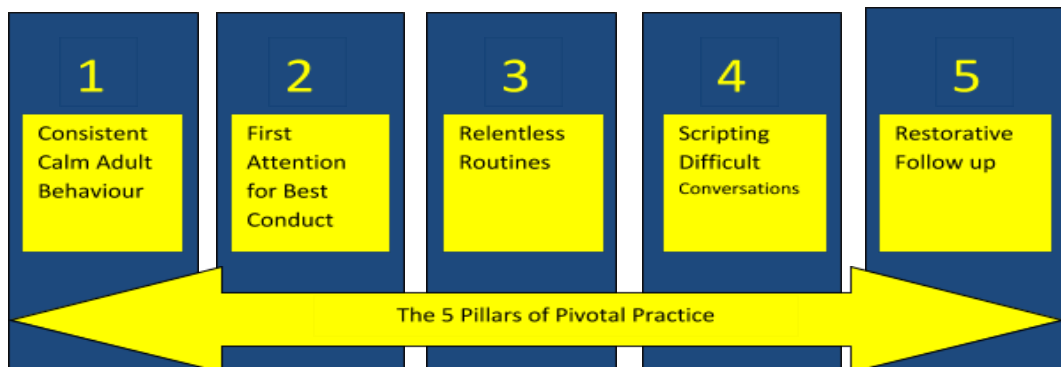
- To create a culture of good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To focus on positive behaviour.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, empathy and respect.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognises and celebrates positive behaviour
- Promotes self esteem
- Teaches appropriate behaviour through positive interventions.

Our behaviour policy is based on the five pillars of pivotal practice.



Adult Behaviours *"When the adults change, everything changes"* (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Kind, Learn'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Class Dojos)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior leadership Team (Headteacher-Laura Pimlott, Assistant Head-Rachel Bellerby, Inclusion Lead- Cathy Dowsett, SENCO-Suzanne Perkin,)

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be calm and consistent
- Be just and fair

- Have a sense of humour

Recognition and rewards for effort

We recognise and reward learners who go ‘over and above’ our standards. Our staff understand that at Leigham Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. A learner will be moved to **LIGHT BLUE (My great choices have been celebrated in school (+ 2 dojos))**. It is the key to developing positive relationships, including with those learners who are hardest to reach. Positive rewards include positive messages home for behaviour that is ‘over and above’. This may take the form of a positive note home, a text message, a phone call or a face to-face chat. Children who demonstrate the three core rules will be acknowledged with achieving Dojos. A learner will be moved to **DARK BLUE (I have had a positive text/phone call home (+ 5 dojos))**. Other rewards and recognition of achievement include, stickers, postcards, receiving class of the week and earning rewards in our celebration assemblies.

Celebration Assembly

Each week one class from each key stage will be recognized for going over and above our expectations by collecting the most Dojos. The classes will have consistently gone “over and above” in our school rules and values during the week. The classes will be announced in assembly and then displayed on the board in the reception area, as well as going on the newsletter. The winning classes in each key stage will also earn some extra play time.

Managing Behaviour

Engagement with learning is always our primary aim at Leigham Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time; however, steps should always be taken with care and consideration, considering individual needs where necessary. Staff will praise the behaviour they want to see and not focus on negative behaviours. All learners must be given ‘take up time’ in between steps.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

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Steps	Actions
1. Reminder	A clear, verbal reminder of the expectations on the Class Charter (Ready, Kind, Learn). De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage GREEN on the behaviour chart. A move to YELLOW if the learner does not respond to the verbal reminders.
2. Further Reminder/Move in Class	A further reminder, making the learner aware of the rule on the Charter they are breaking and clearly outlining the consequences if they continue. (A move within the classroom to help the learner reengage with their learning.) A move to ORANGE .
3. Reflect at break/lunchtime	If the low-level disruption continues, a restorative conversation should take place in the learner's own time , in addition to the opportunity to catch up on any learning time missed with the class teacher. A text will be sent home on Arbor informing the parent, the learner will move to DARK ORANGE .
4. A move to another classroom to reset	If a move to another classroom is necessary for a learner to reset, the parent/guardian should be notified ASAP, the learner will move to RED . Once I have had my consequence (Steps 3 and 4) and I am ready to reset, I will be moved back to GREEN.
5. Formal Meeting	If there is not an improvement in the learner's behaviour, there will be a meeting with the teacher, learner, member of SLT recorded on CPOMS with agreed targets that can be monitored over the course of a week. Three moves will automatically prompt a formal meeting.
6. Extreme behaviour	Incidents where there is: • Physical abuse • Verbal Abuse (Swearing, racial, homophobic) • Sexual misconduct • Bullying (Online bullying) • Theft • Damage to property (graffiti) Straight to (5) On the playground the MTA should radio through for assistance from SLT. Moved to RED on the behaviour chart. Any poor behaviour will result in a review of playing for school teams/responsibilities in school and school clubs. An exclusion of four weeks to represent the school or be selected for additional activities/experiences, will be a consequence of a move to red. If a pupil has reached red three times or has had an incident of extreme behaviour, they will lose their leadership responsibility, due not following school values and being a good role model to others.
Break/Lunchtime behaviour	All poor or positive break/lunchtime behaviour to be reported to class teachers by MTA's for appropriate sanctions and the child moved on the behaviour chart.

*Learners with their own Individual Support Plan should refer to this for guidance.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language • Physically striking adults.

Appendix 3- Exclusions

Fixed Term Exclusions

Leigham Primary School believes that exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period in order to interrupt a cycle of behaviour. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Leigham Primary School agree and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Leigham Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

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Exclusions policy

Introduction

This policy should be read in conjunction with the 2012 DfE guidance, as well as the following school procedures and protocols: Behaviour Policy, Restraint Policy, Equalities Policy and scheme and Plymouth Fair Access Protocol.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school. The school is responsible for communicating to pupils, parents and staff, its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. Any decision of a school, including exclusion, must be made in line with the principles of administrative law, ie that it is lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights), rational, reasonable, fair, and proportionate.

Exclusion

Only the Headteacher, (or, in the absence of- the Deputy Headteacher) can exclude a pupil.

Other exclusion-related activities do not have to be undertaken by the head teacher personally but may be delegated. (DfE §1)

The head teacher has the right to withdraw an exclusion that has not been reviewed by the governing body. (DfE §4)

Head teachers must take account of their legal duty of care when sending a pupil home following an exclusion. (DfE §6)

The threat of exclusion should not be used to influence parents to remove their child from school (DfE §14)

Reason for Exclusion

All exclusions must be on disciplinary grounds (DfE §1) for serious breach of the school's rules or policies which harms the education or welfare of the pupil or others in the school. Pupil's behaviour outside school, on school business, e.g. school trips, at sports fixtures, is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school.

- Physical assault against pupils (e.g. fighting violent behaviour, wounding, obstruction and jostling)
- Physical assault against adults (e.g. violent behaviour, wounding, obstructions and jostling)
- Verbal abuse/ threatening behaviour against a pupil or adult (e.g. threatening violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon)
- Bullying (e.g. verbal bullying, physical bullying, homophobic bullying, racist bullying)
- Racist abuse (e.g. racist taunting and harassment, derogatory statements, Swearing, that can be attributed to racist characteristics, racist bullying, racist graffiti)

- Sexual misconduct (e.g. sexual abuse, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti)
- Drug and alcohol related incident (e.g. possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse)
- Damage (e.g. to school or personal property, vandalism, arson, graffiti)
- Theft (e.g. stealing school property, stealing personal property, stealing from local shops on school outing, selling and dealing in stolen property)
- Persistent disruptive behaviour (e.g. challenging behaviour, disobedience, persistent violation of school rules)

The behaviour of the pupil outside school may also be considered as grounds for exclusion and this will be determined by the Headteacher's judgement in accordance with the Behaviour Policy.

Exclusion will not be used for minor incidents such as academic performance or lateness. Breaches of uniform rules when persistent or defiant may result in exclusion. A pupil may be sent home for the shortest time possible to address uniform infringements, but this is not recorded as exclusion.

Persistent or Cumulative Problems

Exclusion for a period of time for persistent or cumulative problems would be imposed only when the school has already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil.
- Mentoring (pupil mentoring).
- Discussions with parents.
- Target setting.
- Checking on any possible provocation.
- Detention (missed playtimes).
- Mediation.
- Internal exclusion.
- Referral to Behaviour Support Team.
- Pastoral Support Programme
- Referral to Educational Psychologist
- Investigation of possible SEN through a range of agencies

Single Incident

Exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases, the Headteacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary,

the Headteacher will consult someone who will not later be asked to review the Headteacher's decision. This could be the exclusion team.

Fixed Term Exclusion

A fixed term exclusion is for a set number of days and should be for the shortest time necessary; Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Fixed term exclusions may not exceed 45 school days in any one academic year for any one pupil. Lunch-time exclusions are counted as half a day and are included in the 45 days.

In exceptional circumstances, usually where further evidence has come to light or investigations are still continuing, fixed term exclusions may be extended or converted to permanent exclusions. In these circumstances parents will be kept informed and a new exclusion letter will be sent.

Permanent Exclusion

A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences where a wide range of other strategies, including multi agency involvement, have been tried without success

Permanent exclusion is a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff.
 - Possession or use of an illegal drug or alcohol on school premises.
 - Carrying an offensive weapon.
 - Persistent bullying.
 - Racial harassment.
 - On-going, persistent defiance and refusal to comply with school policies over a period of time
- The Headteacher will inform the Chair of Governors before enforcing a permanent exclusion.

Decision to Exclude

If the Headteacher decides to exclude a pupil, he/she will:

- Gather all available evidence, including asking the pupil to give their version of events. Ensure that there is sufficient recorded evidence to support the decision. The standard of proof is the civil standard – 'on the balance of probabilities' (DfE§5).
- Inform the Chair of Governors.
- Explain the decision to the pupil.
- Contact the parents, explain the decision and ask that the child be collected.
- Send a letter to the parents confirming the reasons for the exclusion and any terms or conditions agreed for the pupil's return (Appendix i).
- Ensure that appropriate work is set and that arrangements are in place for it to be marked.
- Plan how to address the pupil's needs on his/her return. Plan a meeting with parents and pupil on his/her return (a reintegration meeting).

Pupils with Special Educational Needs and Disabled Pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The school has a legal duty under the Equalities Act 2010 not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Headteacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability.

'Reasonable steps' could include:

- Differentiation in the school's Behaviour Policy.
- Developing strategies to prevent the pupil's behaviour.
- Requesting external help with the pupil.
- Staff training.

Where reasonable adjustments to policies and practices have been made to accommodate a pupil's needs and to avoid the necessity for exclusion as far as possible, exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the school may be such a reason.

Looked after children.

As far as possible, the school aims to avoid permanently excluding looked after children. When the school does have concerns about the behaviour of a looked after child, it will co-operate proactively with foster carers or children's home workers and the local authority that looks after the child, considering what additional support or alternative placement may be required.

Marking Attendance Registers following Exclusion

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Planned Move

The school has a right to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a managed move where this occurs with the consent of the parties involved, including the parents. (DfE §14)

A managed move is a 10-week trial placement agreed with another school. If the placement is successful, the child may stay at the other school. If the placement is not successful, the child will return to the original school.

Removal from the School for Other Reasons

In the vast majority of cases, a pupil will only be asked to leave the school when excluded. There are however three special sets of circumstances when a school can legally ask a pupil to leave the school site without imposing an exclusion:

1. A pupil is accused of a serious criminal offence, but the offence took place outside the school's jurisdiction.

In these circumstances the head teacher may decide that it is in the interests both of the pupil and the school for the pupil to be educated off site for a certain period, subject to review at regular intervals. This would not constitute an exclusion. It would be the school's responsibility to ensure the pupil's full-time education continues while off site, and arrangements would have to be in place before the absence began. The arrangements should be kept under periodic review involving the parents.

2. For medical reasons a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff.

Head teachers and teachers in charge may send a pupil home, after consultation with that pupil's parents and a health professional (for example, a school nurse) as appropriate, where because of a diagnosed illness such as a notifiable disease he or she poses an immediate and serious risk to the health and safety of other pupils and staff. This is not an exclusion, but it is an authorised absence and should be recorded as such in the attendance register. It should be for the shortest possible time. If difficulties persist, the head teacher should seek medical advice. Health and safety considerations, including a risk assessment, can contribute to a school's case for exclusion, but cannot in themselves be grounds for exclusion, which can only lawfully be for disciplinary reasons. Similarly, pupils cannot be sent home on health and safety grounds for their own protection because they are being bullied. It is not appropriate to send home children with special educational needs (SEN), with conditions such as attention deficit hyperactivity disorder (ADHD) and autism, purely for that reason and schools should arrange a statutory annual or interim/emergency review if they feel they are no longer able to meet a child's needs. The child should not be sent home in anticipation of such a review. (DfE §34)

3. The pupil is given permission to leave the school premises briefly to remedy breaches of the school's rules on behaviour or uniform.

This is not an exclusion but an authorised absence. If the pupil continues to breach uniform rules as a way to be sent home to avoid school, the pupil's absence can be recorded as an unauthorised absence.

Procedure for Appeal

If parents wish to appeal the decision to exclude, for temporary exclusions parents can contact the governors. If parents wish to appeal a decision regarding Permanent Exclusion, they can request a review from an Independent Review Panel. If parents perceive that their child has been excluded for reasons connected with a diagnosed or undiagnosed SEN, they may request the presence of an SEN expert to attend the Panel meeting. The contact number for the Local Authority Exclusions representative will be included in the initial letter informing parents of the exclusion. Parents can obtain further help and advice from the Exclusions Team.