



# Cranleigh C of E Primary School

## Behaviour Policy

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1.	10.10.2025	Assistant Head and Thrive Practitioner		Updated to include policy aims, defined misbehaviour, review of consequences, review of roles, review of appendixes, add in Thrive

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## **Aims**

### **This policy aims to:**

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### **We aim to enable our pupils to:**

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution to our community
- Achieve economic well-being
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual
- To apply thinking between sensation, emotion, action and behaviour

## **Principles**

- To raise pupils' self esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community

## School Ethos

### *Nurturing belief and ensuring the highest standards of learning for all*

‘Encourage each other and build each other up’ – Thessalonians 5:11

*Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally (DfE 2021).*

At Cranleigh C of E Primary School, we shape the discussions about our children’s behaviour to ‘how can we maximise engagement and participation’. Our conversations are affirmative: what can **we** do as adults to promote the aforementioned. We are research focused and use what has been proven to work:

**Positive Reinforcement and Rewards:** Kazdin and Bootzin (1972); (Deci et al., 1999)  
Using tangible rewards and fostering autonomy and self-efficacy.

**Effective Communication and Clear Expectations:** Strain and Joseph (2004)  
Setting clear expectations/rules and communicating them in a developmentally/age-appropriate manner.

**Modelling and Social Learning:** Bandura (1963); Patterson et al. (1975)  
Modelling prosocial behaviours and providing opportunities for children to witness positive behaviours in action.

**Restorative Practices and Problem-Solving:** Bradshaw et al. (2019)  
Implementing restorative approaches to improve conflict resolution skills, increase empathy, and develop a greater sense of accountability among children.

**Individualized and Developmentally Appropriate Strategies:** Olson and Sameroff (2007)  
Tailoring strategies to individual characteristics and adopting an individualised approach.

The research suggests that a more holistic approach to discipline which begins and ends with the understanding of the child is what works. Gregory et al. (2016) emphasises the need for schools to adopt a more comprehensive framework that combines prevention, intervention, and restorative practices. A balanced approach can foster a sense of accountability, encourage personal growth, and promote positive behaviour by addressing both the immediate incident and its underlying causes.

## School Values

Committed to the Christian faith and our six core values which provide the foundation for all we do:  
Friendship, Hope, Thankfulness, Forgiveness, Compassion, Endurance

### Children demonstrate this in the following ways:

- Following instructions by school staff and agreed school values
- Showing respect for *everyone* in the school community
- Caring for their own and other people’s property
- Respecting the school learning environment both in and out of the classroom
- Behaving calmly when walking around the school and in the dining hall
- Attending school regularly, on time and correctly dressed in appropriate school uniform
- Carrying out learning tasks appropriately, in and out of school
- Showing self-discipline to enable themselves and other pupils to fulfil their potential at all times
- Using kind and appropriate language towards others at all times
- Acting as positive ambassadors for the school when off the school premises

## School Approach

At Cranleigh C of E Primary, the Thrive approach and ethos is embedded across our school. We recognize that behaviours can be learnt and be held withing our cognitive awareness, but can also be unconscious, patterned, non-problem solving defense or discharge responses. Our staff work attentively and observantly with our children and are required to recognise behaviours, identify underlying needs and respond in an appropriate way remembering behavior is an unmet need.

We work towards standards of behaviour based on the basic principles of being **READY, RESPECTFUL and SAFE**.

**READY** encompasses all aspects relating to promoting positive behaviour which allows us to maximise learning time and ensure that ALL children are engaged and proactive learners.

**RESPECTFUL** relates to how our community interacts and how we behave in order to allow every member of our school family to flourish.

**SAFE** focuses on behaviours that enable us to keep everyone in our community safe, secure and feeling supported.

Our **Positive Behaviour Matrix** (See Appendix 1) outlines the behaviours we expect to see from children to show they are Ready, Respectful and Safe.

We use **Positive Noticing Threads** (Example in Appendix 2) to reinforce the desired behaviours. Each half-term, we focus on three positive behaviours and staff will praise children for demonstrating those behaviors.

Each classroom has a **Recognition Board** (See Appendix 3). This is used to acknowledge and praise children who are demonstrating positive behaviours.

## Rewards

We use a range of rewards to acknowledge positive behaviour. These include:

- Verbal and written praise.
- Sharing great learning.
- House points.
- Celebration assembly recognition.
- Individual, group and class rewards.

## Certificates

On a weekly basis, children are selected to receive certificates during our Celebration Assembly. A child from each class will receive a 'Star of the Week' award which recognises outstanding all-round achievement/effort. A second child from each class will receive a 'Headteacher's Award' certificate which recognises positive behaviours.

## House Points

House points are awarded by all members of staff. House points may be awarded for both learning and positive behaviour. House point totals are announced during celebration assembly and certificates issued. The house team with the most points at the end of a half term come into school on the last day of that half term in their own clothes which represent the colour of their house.

## Consequences

It is important that there is a graduated response to negative behaviour to ensure that children have the opportunity to learn and change negative behaviours. Our **Consequences Code** (See Appendix 4) is displayed prominently in classrooms and shared areas of the school so both children and adults are fully aware of the procedure. The aim is to de-escalate and change negative behaviours quietly and calmly with a consistent approach. If a child's negative behaviour choices escalate, they should be given time to calm and then a

**restorative conversation** (example in Appendix 5) should occur with the child being given the opportunity to repair the situation with the support of an adult if appropriate. Negative behaviour incidents and details of any restorative conversations should be recorded on Arbor and at times CPOMS.

There is a statutory need to address negative behaviours, but responses must be reasonable. In all instances, before deciding on the appropriate course of action, account must be taken of chronological age, developmental age, any SEN or disability, any religious requirements and any psychological well-being issues.

In addition, a consideration should be made as to whether the child is suffering from harm or unmet needs. If this is suspected, the Safeguarding or SEND policies would also be followed.

In all cases, equal opportunities must be applied.

**For serious offences or continually persistent behaviour, the following procedure may occur:**

- Referral to a senior leader
- Introducing a Behaviour Support Plan (see Appendix 6)
- A meeting between parents/carers and senior leaders
- A request for specialist help and advice from appropriate professionals e.g. the Inclusion Lead, STIPS
- Positive handling (please see our **Physical Restraint Policy**)

**At Cranleigh C of E we define behaviour of concern as:**

**Behaviour of concern:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Deliberately incorrect or untidy uniform (where it is the child's responsibility)

**Serious behaviour of concern is defined as:**

- Repeated breaches of the school values
- Any form of bullying
- Any unwanted behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or theft
- Fighting and intentional physical harm
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see our **Anti-bullying Policy** for our approach.

### Analysis of Behaviour Patterns

Senior Leaders will monitor CPOMS data regularly. It is important that behaviour patterns are identified, actions are applied and then monitored to have maximum impact. This would usually be through:

- Individual or group nurture/behaviour support including outside agencies where appropriate
- Parent workshops
- Adaptation of PSHE lessons to address behaviour identified
- Assemblies to address behaviour identified

### Inclusion

At Cranleigh C of E Primary School, we recognise the legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Therefore, it is a fundamental part of the Behaviour Policy that all staff and adults ensure fair treatment for all children, regardless of age, gender, race, religion, ability and disability. This includes safeguarding in respect to SEND children. SEND needs will always be considered and reference made to Surrey's Ordinarily Available Provision. **A differentiated behaviour consequence will be applied to cater to the needs of the pupil where appropriate to do so.** Children with Special Educational Needs and Disabilities may need specific support to follow the school values and strategies such as pre-teaching and practising of school expectations, modelling behaviour expectations, prompts, visual reminders and social stories, Learning Support Assistants (LSA) support or a designated safe space.

### SEND approach to ensure acceptable standards of behaviour for all children

1. Consider the behaviour - could this have been avoided if SEND needs had been considered?
2. Graduated approach needs to be in place - what extra support might be needed to identify and address the needs of pupils from vulnerable groups in order to reduce their risk of exclusion as well as to engage proactively with parents to support these.
3. Does a meeting need to take place - an Early/Interim Annual Review or child in need meeting for example?

## **Roles and Responsibilities**

All members of our school community play an important role in positive behaviour management and discipline.

### **The Local Committee has overall responsibility for:**

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

### **The Headteacher is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of unexpected behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school values and any disciplinary sanctions for breaking the values.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

### **The SENDCO is responsible for:**

- Collaborating with the Local Committee, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Keeping all staff up to date about vulnerable children, especially children with SEND, and advising on suitable strategies to promote positive behaviour.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Arranging training for teachers and support staff e.g., Positive Touch training
- Advising on strategies such as class management, visual prompts and social stories to promote positive behaviour
- Seeking advice from STIPS or Freemantles Outreach specialist teachers
- Overseeing Pupil Pathway Plans including outcomes for positive behaviour
- Co-ordinating behaviour plans and risk assessments
- Supporting staff with the implementation of social, emotional and mental health outcomes from Education, Health and Care Plans
- Supporting staff in meetings with parents/carers
- Applying for Education and Health Care Plans where appropriate
- Updating school behaviour policies

### **The senior mental health lead is responsible for:**

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

### **Teaching staff are responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

**All members of staff, including teaching and support staff, and volunteers are responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Be aware of the needs, outcomes sought, support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SENCO, Head Teacher, Subject Leader
- As authorised by the Headteacher, sanctioning pupils who display unexpected behaviour.

**Pupils are responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Families (Parents and guardians)**

Families have a vital role to play in their child's education and strong links and good communication, between home and school, is important.

- To support the school in the implementation of the Behaviour policy
- To support staff when consequences are applied; discuss with their child the reasons for them; and make it clear what changes in behaviour are required to avoid future consequences.
- Make sure their child is ready to learn each day by: being on time, wearing school uniform, providing a healthy breakfast and ensuring sufficient sleep.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Praise their child if they receive positive verbal or written feedback from staff, a sticker or a certificate.
- Make complaints or share concerns through official school channels rather than posting them on social networking sites or messaging groups.
- Supporting their child in adhering to the school values and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Behave and model appropriate adult behaviour when on school grounds.
- Communicate with staff in a constructive and respectful manner.
- Discuss any behavioural concerns with the class teacher promptly.

## Suspension and permanent exclusions

### 1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help local committee members, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

### A note on off-rolling

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

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension
- Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.
- Any suspension or exclusion will be made on disciplinary grounds, and will not be made:
- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting
- If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

### 2. Legislation and statutory guidance

These procedures are based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the procedures are based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [The School Inspection Handbook](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

### 3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is

sometimes referred to as an 'exclusion'.

Off-site direction – when the local committee requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

## **4. Roles and responsibilities**

### **4.1 The headteacher**

#### **Deciding whether to suspend or exclude**

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion
- Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.
- A decision to exclude a pupil will be taken only:
- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- Before deciding whether to suspend or exclude a pupil, the headteacher will:
- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
- For suspensions, detentions or other sanctions provided for in this behaviour policy
- For exclusions, off-site direction or managed moves

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

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

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

#### **Informing parents/carers**

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

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

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the local committee and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made

- Where there is a legal requirement for the local committee to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request
- If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this
- If alternative provision is being arranged, the following information will be included, if possible:
  - The start date for any provision of full-time education that has been arranged
  - The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
  - The address at which the provision will take place
  - Any information the pupil needs in order to identify the person they should report to on the first day

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

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

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

### **Informing the local committee**

The headteacher will, without delay, notify the local committee of:

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

### **Informing the local authority (LA)**

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

The notification will include:

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

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

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

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

If a:

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

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

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

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

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

### **Cancelling suspensions and permanent exclusions**

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

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

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

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

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **4.2 The local committee**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding suspensions and permanent exclusions are delegated to the discipline panel of the local committee consisting of at least 3 local committee members.

The discipline panel has a duty to consider parents/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the local committee will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the local committee will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

### 4.3 The local authority (LA)

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

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

### 5. Considering the reinstatement of a pupil

The discipline panel of the local committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the discipline panel must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the local committee, the discipline panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the discipline panel will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the discipline panel may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the local committee and allowed to make representations or share information:

- Parents/carers (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

Local committee meetings can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

The local committee will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The local committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the discipline panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The discipline panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision,

without delay:

- The parents/carers
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the discipline panel has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local committee's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any 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

## **6. Independent review**

If parents/carers apply for an independent review within the legal timeframe, the Good Shepherd Trust will, at their own expense, arrange for an independent panel to review the decision of the local committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the local committee of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member/trustee director of The Good Shepherd Trust
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of The Good Shepherd Trust or of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with The Good Shepherd Trust, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the local committee's decision
- Recommend that the local committee reconsiders reinstatement
- Quash the local committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the local committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the local committee to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the local committee reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the local committee does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the local committee to place on the pupil's educational record

## **7. School registers**

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the local committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the local committee will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

### **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **8. Returning from a suspension**

### **8.1 Reintegration strategy**

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

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

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers, and other relevant parties.

### **8.2 Reintegration meetings**

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

### **9. Remote access to meetings**

Parents/carers can request that a local committee meeting, or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The local committee and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

### **10. Monitoring arrangements**

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, local committee and other stakeholders on their perceptions and experiences

The data will be analysed termly by the Headteacher. The Headteacher will report back to the local committee.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

The Good Shepherd Trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

### **Suspensions and Exclusions Appendix A: independent review panel training**

The Good Shepherd Trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

**Additional Information:**

**The Behaviour Policy links to the following school**

**policies :**

Anti-Bullying Policy  
Attendance Policy  
Child Protection Policy & Safeguarding Policy  
Online Safety Policy  
RSHE Policy  
SEND Policy  
Staff Code of Conduct  
Communication Protocol

**Other references:**

*DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England'* May 2023

DfE *'Use of Reasonable Force'* guidance Feb 2019.

DfE *'Searching, screening and confiscation'* guidance Jan 2018. DfE *'The Equality Act 2010 and Schools'* June 2018

DfE *'Keeping Children Safe in Education'* 2024

SCC Model letters for Suspension and Permanent Exclusion November 2021

SCC Inclusion Service Permanent exclusion of pupils Guidance for Surrey Schools November 2021

**Behaviour Policy APPENDICES:**

Appendix 1: Positive Behaviour matrix

Appendix 2: Example of Positive Noticing Thread

Appendix 3: Recognition Board

Appendix 4: Consequences Code

Appendix 5: Example of Restorative Conversation

Appendix 6: Behaviour Support Plan

## Appendix 1 – Positive Behaviour Matrix

### Positive Behaviour Expectations

	Learning Space	Corridors	Toilet	Outside
<p>Ready</p> 	<p>I enter the classroom quietly</p> <p>I show good listening</p> <p>I try my best with all learning</p>	<p>I line up quietly and sensibly</p> <p>I do what I am asked the first time</p> <p>I walk down the corridor calmly and quietly</p>	<p>I ask for permission to use the toilet</p> <p>I go to the bathroom by myself</p> <p>I wash my hands with soap and water</p>	<p>I follow all instructions from adults</p> <p>I play appropriately</p> <p>I use the equipment safely</p> <p>I tidy up and line up when the whistle goes</p> <p>I ask permission and get a lanyard before I come inside</p>
<p>Respectful</p> 	<p>I do what I am asked the first time</p> <p>I look after all resources and belongings</p> <p>I use kind words</p>	<p>I look smart in my uniform</p> <p>I am polite</p> <p>I let teachers teach and students learn</p>	<p>I keep the toilets clean</p> <p>I care about the privacy of everyone</p> <p>I use the toilet during break times</p>	<p>I do what I am asked the first time</p> <p>I am inclusive and play fairly</p> <p>I care about the safety of everyone</p> <p>I use kind words</p>
<p>Safe</p> 	<p>I stay in the classroom unless I have permission to leave</p> <p>I stay in my seat unless I have permission to move</p> <p>I keep my hands, feet and objects to myself</p>	<p>I always walk</p> <p>I walk on the left</p> <p>I open and close doors carefully</p> <p>I follow <u>adults</u> instructions</p> <p>I keep my hands, feet and objects to myself</p>	<p>I ignore distractions from others</p> <p>I use all equipment appropriately</p> <p>I ask permission to use the toilet</p> <p>I keep my hands, feet and objects to myself</p>	<p>I keep my hands, feet and objects to myself</p> <p>I play appropriately</p> <p>I use the equipment safely</p> <p>I stay in the spaces agreed by adults</p>

## Appendix 2 – Example of Positive Noticing Thread

### Back

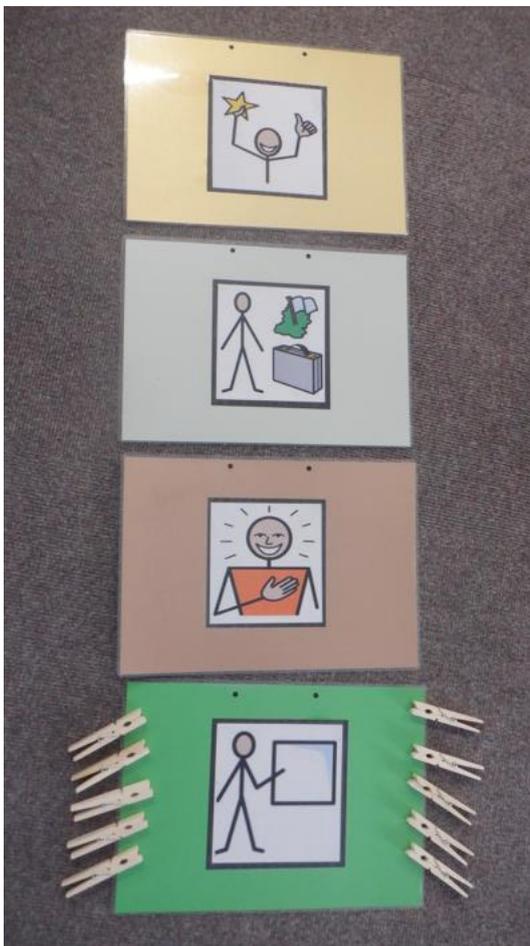
<p><b>Positive Behaviours</b></p> <p>Learning Space</p> <p><b>1</b></p>	<p><b>Positive Behaviours</b></p> <p>Learning Space</p> <p><b>2</b></p>	<p><b>Positive Behaviours</b></p> <p>Learning Space</p> <p><b>3</b></p>
<p><b>Positive Noticing</b></p> <p>I've noticed that... Great job... That's what I want to see today</p>	<p><b>Positive Noticing</b></p> <p>I really liked it when you... Fantastic effort... Good choice...</p>	<p><b>Positive Noticing</b></p> <p>Thank you for... You can do this! Well done for trying your best to...</p>
<p><b>Connect then Correct</b></p> <p>I've noticed that... I need you to... I really liked it when you... this is the child I want to see today</p>	<p><b>Connect then Correct</b></p> <p>I understand and yet... You did this so well earlier, I would like you to try again now. You can either do... or ...</p>	<p><b>Connect then Correct</b></p> <p>I understand you may find this hard, would it help if... This behaviour is unacceptable. I know you are better than this. I can see you are feeling... how can I help you feel better?</p>
<p><b>Adult Behaviour</b></p> <p>Calm, consistent and kind at all times</p>	<p><b>Adult Behaviour</b></p> <p>Correct in private</p>	<p><b>Adult Behaviour</b></p> <p>Give instruction then give time for take up (maybe walk away)</p>

### Front

<p><b>Positive Behaviours</b></p> <p>Learning Space</p> <p><b>1</b></p>	<p><b>Positive Behaviours</b></p> <p>Learning Space</p> <p><b>2</b></p>	<p><b>Positive Behaviours</b></p> <p>Learning Space</p> <p><b>3</b></p>
<p><b>Ready</b></p> <p>I enter the room quietly</p> 	<p><b>Ready</b></p> <p>I show good listening</p> 	<p><b>Ready</b></p> <p>I try my best with all learning</p> 
<p><b>Respectful</b></p> <p>I do what I am asked the first time</p> 	<p><b>Respectful</b></p> <p>I look after all resources and belongings</p> 	<p><b>Respectful</b></p> <p>I only use kind words</p> 
<p><b>Safe</b></p> <p>I keep my hands, feet and objects to myself</p> 	<p><b>Safe</b></p> <p>I stay in the room unless I have permission to leave</p> 	<p><b>Safe</b></p> <p>I stay in my seat unless I have permission to leave</p> 

### Appendix 3 – Example of Recognition Board

<b>Recognition Board</b>	
<b>Gold</b>  <b>Excellence</b>	Feel Fabulous Positive Note Home
<b>Silver</b>  <b>Role Model</b>	Feeling Great Star Sticker
<b>Bronze</b>  <b>Try my best</b>	Feeling Good House points
<b>Green</b>  <b>Ready to learn</b>	Feeling Good Praise

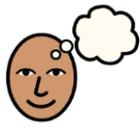
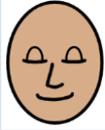
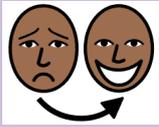
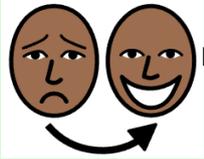


## Appendix 4 – Consequences Code- Version for adults

	<b>Steps</b>	<b>Actions</b> – delivered <b>privately</b> when possible
1	<b>Reminder</b>	<ul style="list-style-type: none"> <li>- A simple reminder of Ready, Respectful, Safe</li> <li>- A reminder of the positive behaviour required</li> <li>- After a short time, repeat reminder if reasonable adjustments are necessary (with visuals, Makaton/SALT gestures)</li> <li>- Take the initiative to keep things at this stage.</li> <li>- Use script “Thank you for....”</li> </ul> <p>Refer to Zones of Regulation, giving them time to identify how they are feeling.</p>
2	<b>Caution</b>	<ul style="list-style-type: none"> <li>- A clear verbal caution – try the “Connect then Correct” phrases</li> <li>- Use the phrase, “Think carefully about your next step”</li> <li>- Give take up time</li> </ul> <p>Refer to Zones of Regulation, giving them time to identify what they need to move zones and be in a green space, ready to learn</p>
3	<b>Calm Time</b>	<ul style="list-style-type: none"> <li>- Give time for the child to breathe, calm, and compose themselves.</li> <li>- Do they need a break from the immediate environment- Give them the choice “Of removing themselves to another room for a short period” (with a egg timer)</li> </ul>
4	<b>Last Chance</b>	<ul style="list-style-type: none"> <li>- Privately, give a final opportunity to engage.</li> <li>- Use a “30 second script”</li> <li>- Give them two choices “you can do the work now, or you can do the work....”</li> <li>- Try a change of face: A short time outside the classroom (in another class or with an adult) or Sitting on a playground bench or with an adult</li> </ul>
5	<b>Restorative Conversation</b>	<p>Refer to Thrive approach, and use Zones of Regulation tools. Discuss what we can do better the next time.</p> <p>Give them the opportunity to reflect and grow.</p>

<b>Repair</b>	<p>Either: A quick restorative chat at break, lunch or at the end of the day Or A more formal restorative conversation where a restorative action is agreed.</p> <p>Agree an appropriate restorative action with the child. For example:</p> <ul style="list-style-type: none"> <li>- Apology verbal or note</li> <li>- Reflective activity – What does ready/respectful/safe look like?</li> <li>- Tidy up mess made</li> <li>- Time at learning break to continue any missed learning</li> </ul>
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## Consequences Code- Version for children

	<b>Steps</b>	<b>Actions</b> – delivered <b>privately</b> when possible
1	 <p><b>Reminder</b></p>	<ul style="list-style-type: none"> <li>- An adult will give me a reminder of what is expected</li> <li>- I need to think about my choices: What choice have I made? What could I do differently?</li> </ul> <p>I will reflect on my Zones of Regulation and change my behaviour so I am ready to learn.</p>
2	 <p><b>Caution</b></p>	<ul style="list-style-type: none"> <li>- An adult will give me a caution.</li> <li>- I will think carefully about my next step.</li> </ul> <p>I will reflect on my Zones of Regulation, to identify what I need to be able to get back to my ready to learn green zone</p>
3	 <p><b>Calm Time</b></p>	<ul style="list-style-type: none"> <li>- There will be a consequence if I continue with the choices I am making. I should consider stepping away, using my breathing techniques, sensory options, applying my tools from Zones of Regulation.</li> </ul>
4	 <p><b>Last Chance</b></p>	<ul style="list-style-type: none"> <li>- I will be given a final chance to make the right choices.</li> <li>- There will be a consequence if I continue with the choices I am making.</li> </ul>
5	 <p><b>Restorative Conversation</b></p>	<ul style="list-style-type: none"> <li>- I need to become calm and reflect: <ul style="list-style-type: none"> <li>- I will go to a space of an adult's choice</li> <li>- I will reflect on my choices</li> </ul> </li> <li>- An adult will talk with me about my choices.</li> <li>- I need to think about what I can say or do to make this better.</li> <li>- An adult can help me with this.</li> </ul>
	 <p><b>Repair</b></p>	<p>I need to say or do something to make this better. I need to agree what this is with an adult.</p> <p>I might need to...</p> <ul style="list-style-type: none"> <li>- Apologise for the choices I have made</li> <li>- Write an apology for the choices I have made</li> <li>- Use some of my learning break to think about what ready/respectful/safe looks like</li> <li>- Tidy up any mess made</li> <li>- Use some of my learning break to continue with any learning I missed</li> </ul>

### Appendix 5 – Example of Restorative Conversation

## Restorative Conversation

**What happened?**

**What were you thinking at the time?**

**How did this make people feel?**

**What are you thinking now?**

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence and how to repair the situation. It is important that any consequences are developmentally appropriate and are designed to support children to learn about how to regulate their emotions and how better to manage similar situations in the future.

### **Appendix 6 – Behaviour support plan (to be edited/adapted as required):**

This plan should be shared with family and compiled by all staff involved with the pupil.

The plan should be regularly reviewed and updated in light of new information.

<b><u>Behaviour Support Plan</u></b>		
<b>Name:</b>	<b>Date:</b>	<b>Plan developed by:</b>
<b>Shared with:</b>		
<i>This is a plan to collect all appropriate adults together to support a child. It is aimed to aid staff in finding a strategy to support and encourage positive behaviour that works and for all adults to consistently to use it. Once the strategy is found that works the BSP can be closed but the strategies should continue to be applied.</i>		
Behaviour concerns:		
Strengths:		
Dislikes and triggers:		
Likes (motivations, possible ways to deescalate/distract/motivate):		
Behaviour targets:		

In-class action/s:	
<b>Resources/support needed</b>	
Initial review date:	Further review date:
Attendees:	Attendees:
Outcome:	Outcome:

