



Relationships, Belonging and Behaviour Policy

Approved by:	Great Steeping Primary School Full Governing Board
Date:	December 2025
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Last Reviewed:	March 2026 (in line with updates to guidance)

Introduction

Our school is committed to creating a safe, respectful, and inclusive environment where every child feels valued and pupils and adults can flourish. This Relationships, Belonging and Behaviour Policy is rooted in the principles of Positive Regard, ensuring that behaviour is addressed without judgment of the child. We use restorative conversations and logical consequences to promote responsibility, empathy and positive relationships.

Aim

Our aim is to foster a culture where excellent behaviour is the norm - supporting learning, strengthening the community and preparing learners for life. This involves building a restorative environment rooted in collaboration and fairness, where everyone is treated with respect and positive relationships are prioritised.

Rather than rewarding poor conduct with unnecessary attention, the focus is on recognising positive behaviour publicly and addressing issues privately. Learners are encouraged to take ownership of their actions encouraging self-regulation and accountability, to repair harm, rebuild relationships and grow from their mistakes through logical consequences and opportunities to renew relationships.

The school strives to embody our values: gratitude, resilience, empathy, a positive attitude, teamwork and promoting strong cohesion through healthy relationships.

Inclusivity and trauma-informed practise is central, ensuring that all learners, including those with special educational needs or disabilities, are treated with dignity, supported toward independence wherever possible and given the opportunity to play an active, valued role in the school community.

Our approach recognises that some behaviours may be linked to adverse experiences or trauma. Staff will respond with empathy and understanding, prioritising emotional regulation before addressing behaviour. We aim to avoid punitive measures that may re-traumatise and instead provide predictable routines, restorative practices and logical consequences.

Our Great Mantra

Our mantra 'Respect, Ready, Renew' encompasses our approach at Great Steeping and forms the **core expectations** of our school.

Each part of our mantra is underpinned by our GREAT values (gratitude, resilience, empathy, attitude and teamwork).

Respect for everyone – underpinned by gratitude, empathy and teamwork

- Be kind and gentle
- Use kind words
- Listen to others

Ready to learn – underpinned by gratitude, resilience, attitude and teamwork

- Try our best
- Respectfully work with others
- Respect property

Renew when things go wrong – underpinned by resilience, teamwork and empathy

- Be honest
- Reflect upon mistakes
- Accept advice
- Repair relationships

This mantra lies at the heart of the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum and learning, e.g. how they learn

In order to foster a positive learning environment, these relationships must be developed and supported holistically.

The role of staff

All staff will:

- consistently use the **Respect, Ready, Renew** mantra to guide their approach to behaviour
- model positive conduct
- nurture strong relationships
- prioritise celebrating success
- have high expectations for behaviour for every child

- will remain calm while guiding learners through behaviour steps
- will always follow up, take responsibility, and engage learners in restorative conversations
- no member of staff will ignore or walk past learners who are making unhelpful behaviour choices or finding things difficult
- support their colleagues in a collaborative whole-school approach including using a change of face whenever needed to support regulation for both children and adults
- Record serious incidents of misbehaviour on Cpoms

The role of SLT

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 pupils.

SLT will:

- Regularly share good practice
- Support all staff in managing pupils with more complex needs
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for pupils
- Regularly review and monitor behaviour across the school

The role of the headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher and SLT support the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The role of parents and carers

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We expect parents and carers to support their child's learning and to cooperate with the school, as set out in the parental code of conduct. We try to build a supportive dialogue between the home and the school and we inform parents and carers if we have concerns about their child's welfare or certain incidents of behaviour or patterns of behaviour (see below).

If the school applies logical consequences to a child in line with our behavioural policy, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern cannot be resolved with the class teacher, they should then contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be made. (See Complaints Policy)

If a child is being suspended or permanently excluded, parents will be required to collect their child from school.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of relationships, belonging and behaviour and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on relationships, belonging and behaviour, but governors may give advice to the headteacher about particular issues. The headteacher must take this into account when making decisions about matters of behaviour.

Recognition

Recognition for positive behaviour choices which reflect our mantra and values will be given in a variety of ways:

- Verbal recognition which is instant and specific to our mantra and / or values
- Each week, every class presents a GREAT Values certificate in recognition of embodying the school values and / or mantra
- Each week, every class presents a Star of the Week certificate in recognition of exceptional effort or contributions
- We have a weekly celebration assembly

- The school acknowledges all the efforts and achievements of children, both in and out of school. Children's achievements outside of school are recognised and shared in celebration assembly.
- All classes award dojo points to track on-task learning behaviours. Weekly prizes are given out for passing point milestones (points reset each Monday).
- All children who have stayed below step 3 of the Steps for Repeated Incidents of Disruption to Learning (see below) in the final two weeks of a half term get a half termly treat on penultimate day or thereabouts. e.g. film and popcorn, tea party etc, rounders and ice cream.

Supporting children who are struggling or making mistakes in their behaviour

Children, like adults, will sometimes get things wrong. As a school rooted in restorative practice, we do not ignore or accept inappropriate behaviour; instead, our focus at Great Steeping is to help every child understand their mistake and make a better choice next time. We do not use embarrassment, humiliation, punishment or unnecessary consequences. Our approach is collaborative and supportive.

- **Proactive support and de-escalation**

At Great Steeping, we intervene gently and quietly, using subtle strategies to guide children back toward expected behaviours. We recognise that raising our voice escalates situations. We remain calm and invite children into that calm, rather than being pulled into their chaos.

- **Mistakes and restorative practice**

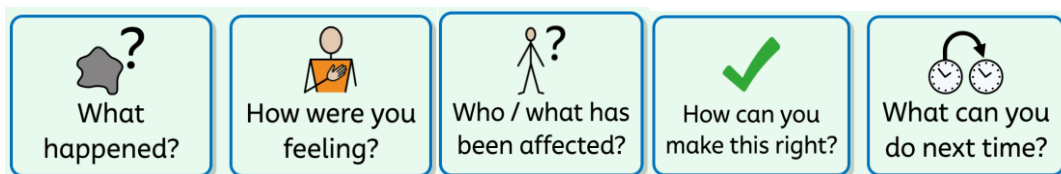
When children make a mistake, it is addressed through restorative approaches. Wherever possible, the adult involved in the incident will lead the restorative conversation. These conversations only happen once the child is settled, calm and emotionally regulated.

- **Techniques and logical consequences**

To help children make positive choices and stay engaged, we use a range of supportive strategies - humour, distraction, calming resources, Team Teach approaches, sensory circuits and more. Our goal is always to help children return to "good," not to punish. After a child is calm and regulated, a restorative conversation must take place, which may also involve a logical consequence where appropriate.

Great Restorative Conversations

As adults we will support children in finding a way to learn from their mistakes in line with our **respect, ready, renew** mantra. Restorative conversations follow the following structure and are used alongside widgets to support understanding:



Throughout this process, adults will reinforce that they care about the child but that it is the behaviour that needs improving.

Logical consequences:

When using logical consequences, the school will make it clear to the pupil why this logical consequence has been put in place.

Behaviour	Possible logical consequence	Record on Cpoms	Inform SLT / Headteacher (if no, may be a yes if the behaviour becomes a pattern)	Inform parents (if no, may be a yes if the behaviour becomes a pattern)
Disruption to learning (self and or others) after a reminder	Restorative conversation at break time with class teacher* *See Steps below for continued disruption.	Yes	No (Yes, if leads to Steps)	No
Refusal to work	To complete the learning during break time.	Yes	No	No
Inappropriate language / swearing	Restorative conversation at break time with class teacher. Possible letter of apology.	Yes	No	No
Absconding from class	Restorative conversation at break time with class teacher	Yes	No	No
Damage to property	If children have made a mess, it should be their responsibility to make sure it is fit for use again. If damage has been caused parents and SLT should be informed and a logical consequence will be discussed.	Yes Yes	No Yes	No Yes

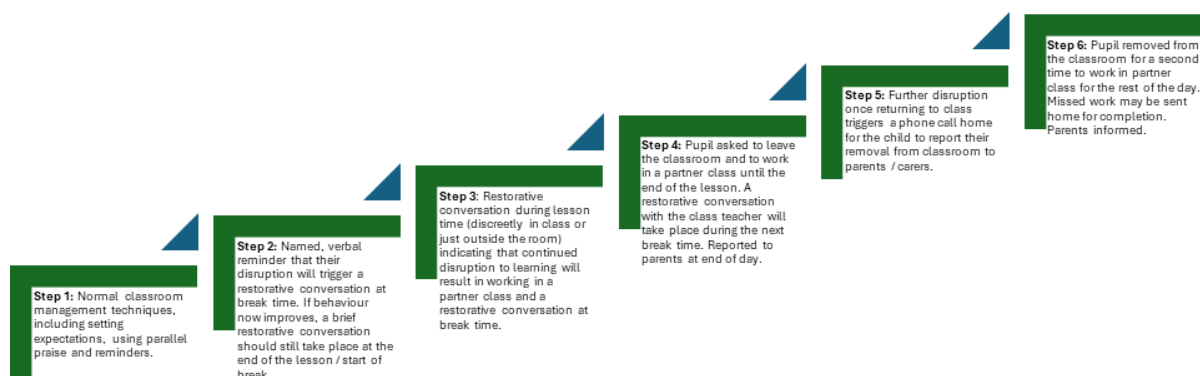
Threats of violence	Restorative conversation at break time, which may be supported by SLT. May lead to pupil engaging in Support Play Intervention (see below).	Yes	Yes	Yes
Harmful sexual behaviour	Case by case basis	Yes	Yes	Yes
Theft	The items should be returned. Restorative conversation at break time, which may be supported by SLT. Possible letter of apology.	Yes	Yes	Yes
Homophobic / racist incident / incident involving protected characteristic	Restorative conversation at break time, which may be supported by SLT. Possible letter of apology. Possible restorative PSHE.	Yes	Yes	Yes
Peer on peer	Case by case basis	Yes	Yes	Yes
Violent incident (including physical assault of a child or adult)	Possible use of reasonable force / Positive Handling / restrictive intervention and / or temporary seclusion to keep others safe. SLT to conduct a restorative conversation. Violent incidents may lead to pupil engaging in Support Play Intervention (see below). Possible suspension or permanent exclusion (see below)	Yes	Yes	Yes
Online / social media / gaming incidents	Case by case basis	Yes	Yes	Yes

Repeated incidents

Where repeated incidents continue despite restorative conversations and logical consequences, and these approaches have had no meaningful impact, the school may need to consider alternative or escalated actions. In every case, we consider the individual needs of the student, including their behaviour history, age, maturity, special educational needs and any wider circumstances that may be influencing their actions – see below. Pupils may also have a Pastoral Support Plan following the [Lincolnshire Ladder of Behaviour Intervention](#).

Steps for Repeated Incidents of Disruption to Learning

Most incidents of low-level disruption to learning will be dealt with in line with Step 1 - normal classroom management techniques. However, where pupils continue to disrupt the learning of others in lessons, continued disruption will be dealt with following the steps below:



Removal from classrooms (including working in Partner Class as outlined above)

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Removal can be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.

When dealing with individual removal cases, the headteacher and teachers will:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction;
- d) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, their social worker will be notified. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community. Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

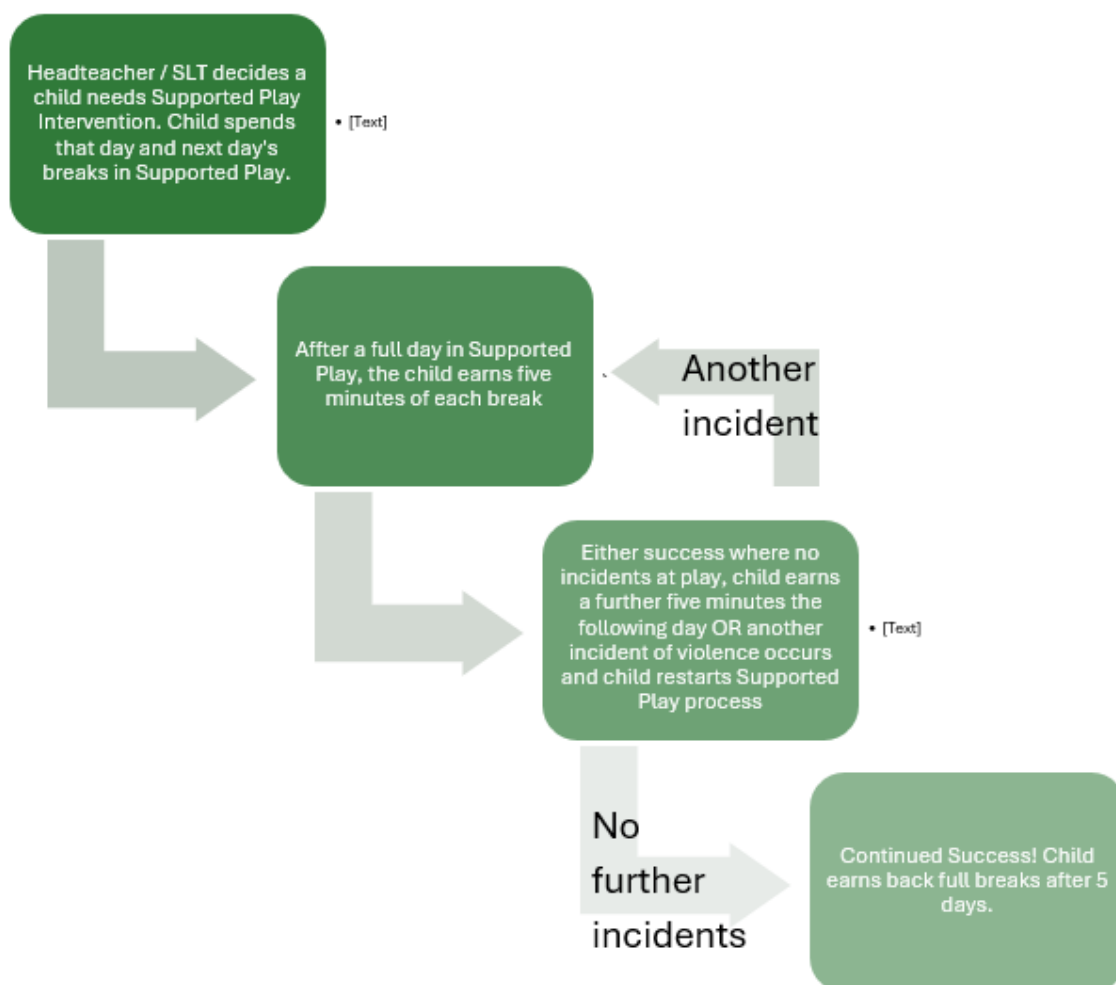
See [Behaviour in Schools](#).

Supported Play Intervention

Physically hurting another child or an adult may result in a child entering the Supported Play Intervention. [Note: Serious incidents may result in suspension or permanent exclusion (see below)].

Initially, a child may be removed from the site of the incident, if necessary, using de-escalation techniques or, as a last resort, using of reasonable force (see Use of Reasonable Force, below).

An investigation should take place through a restorative conversation, supported by the Headteacher and/or SLT, once children are regulated. If the Headteacher / SLT deems necessary, the child will enter Supported Play Intervention outlined below.



Supported Play Intervention consists of supervised breaktimes in the classroom away from other children not in Supported Play Intervention. Children are supported to play well with their peers or adults, practising (where applicable) skills of turn taking and negotiation and experiencing the success of positive interactions with peers in a closely supervised environment.

Serious incidents

The response to a situation will depend on the seriousness of the behaviour and / or whether similar behaviours have occurred before. There may be occasions when the consequences outlined above need to be adapted or removal from the classroom, reasonable use of force, restrictive interventions, temporary use of seclusion, internal suspension, suspension or permanent exclusion (see below) will be considered due to the severity of the incident or repeated occurrences or to keep staff or other pupils safe. Any decision to adjust the usual sequence of responses will always involve the headteacher to ensure that differentiated approach is both appropriate and fair.

Use of reasonable force

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. 'Restrictive interventions' is the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

As a school, our aim is proactively minimise the need to use restrictive interventions through early support, prevention and de-escalation strategies, and when necessary, to help school staff feel more confident in knowing how to use these interventions safely, appropriately and lawfully. However, there are times when the use of restrictive interventions will be lawful and necessary; for example, to keep individuals and the wider school community safe.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Before using reasonable force in a situation, each staff member will need to consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.¹⁴

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

This list of factors is not exhaustive, and staff should also take into account other relevant considerations especially whether de-escalation techniques could be used effectively.

Use of reasonable force to search pupils

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

A member of staff can use such force as is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only. Staff should refer to the [Searching, Screening and Confiscation in Schools](#) guidance document for detailed advice on searching a pupil.

Unacceptable uses of force

It is illegal to use force on a pupil for the purpose of punishment. Pupils should not be restrained in a way that affects their airway, breathing or circulation, for example, by covering the mouth and/or nose, or applying pressure to the neck region or abdomen.

Reporting of Behaviour

All behaviour incidents beyond those rectified through normal classroom management are recorded on Cpoms and the following types of behaviour are reported directly to SLT / Headteacher to ensure appropriate challenge and support is in place:

- Bullying
- Violence
- Any derogatory use of language relating to protected characteristics
- Harmful sexualised behaviour

Any of the above will also be reported to parents. Behaviour incidents are analysed by the headteacher and SLT to ensure proactive approaches to improving and supporting behaviour.

Leaders meet regularly to discuss behaviour, in conjunction with SENDCo and the DSL / DDSL and plan support to meet the needs of all children following the assess – plan – do – review cycle.

Recording the use of force

Incidents must be recorded in writing as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

As a minimum, records must include:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code

- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

A report of the incident made to parents should include the following details as a minimum:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable.

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

[Use of reasonable force in schools](#)

Seclusion

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Recording and reporting the use of seclusion and non-force related restraint

An incident involving the use of seclusion and / or an incident of restraint may occur with or without direct physical contact must be recorded in writing by the staff

member(s) involved practicable after the incident and reported to parents the same day. For restraint incidents that occur without direct physical contact, for example, the removal of a walking aid, these must also be recorded in writing as soon as practicable after the event and reported to parents the same day.

Governing bodies of schools maintained by local authorities must ensure there is a procedure for supplying a copy of the written record of the seclusion or restraint incident to parents.

Evaluating use of restrictive interventions

School will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future, for example by amending or introducing a behaviour support plan or updating child's risk assessment.

Repairing relationships afterwards

School will also hold a follow-up restorative conversation(s) to facilitate reflection, learning and to support pupil and staff wellbeing. This conversation should be framed as part of the overall debriefing process and look to understand what happened during the incident and why, based on separate reflections from both the staff and pupils involved, as well as to repair and rebuild relationships through dialogue. This process should ideally be facilitated by a staff member who was not involved in the incident and may also benefit from the presence of an additional person to ensure impartiality and support. By engaging in this process, school can foster a culture of continuous improvement.

Supporting pupils with SEND

At our school, we recognise that children with Special Educational Needs and Disabilities may need additional help to understand expectations and manage their behaviour.

We are committed to providing a supportive, nurturing environment where every child feels safe, respected, and valued. Our approach is flexible, child-centred and based on understanding individual needs. We use positive strategies, consistent routines and tailored support to help each child learn new skills, regulate their emotions and make good choices.

We work closely with families and professionals to ensure that every child can succeed socially, emotionally and academically. We follow the Assess- Plan – Do – Review process and, where appropriate, the Lincolnshire Ladder of Behaviour Intervention (see below) or support from other external agencies such as ASKSALL, Working Together Team (WTT), Specialist Teaching Team (STT) to identify and support any underlying needs.

Anti-bullying

Great Steeping recognises that bullying - whether physical, emotional, verbal, or online - is harmful, unacceptable and can deeply impact a child's wellbeing, learning and sense of safety.

Bullying may be motivated by prejudice, personal differences, or perceived differences and, if left unchallenged, can have serious consequences for mental health. Our commitment is to create a secure, inclusive environment where every child can thrive without fear. We work proactively to prevent bullying, respond consistently to any incidents and ensure that everyone in the school plays an active role in promoting respect, empathy and positive relationships. Full details of our definitions, responsibilities and procedures for preventing and responding to bullying can be found in our [Anti-Bullying Policy](#).

Support from External Agencies

In order to meet the needs of pupils whose behaviour is challenging and / or ongoing, we will seek external support in line with the Lincolnshire Ladder of Behaviour intervention:

<https://professionals.lincolnshire.gov.uk/ladder-of-behavioural-intervention>

This may include support from other professionals such as the Pupil Reintegration Team (PRT) and the Behaviour Outreach Support Service (BOSS).

Suspensions and permanent exclusions

We do not wish to suspend or permanently exclude any child from school, but sometimes this may be necessary. Suspension and permanent exclusion as a sanction may be used when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a

functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes or consequences within the school.

The school has therefore adopted the standard national list of reasons for suspension or permanent exclusion in line with [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement August 2024](#).

*A **suspension**, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.*

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension.

The parent(s) / carer(s) and pupil will be offered a reintegration meeting following a fixed-period suspension.

*A **permanent exclusion** is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:*

- *in response to a serious breach or persistent breaches of the school's behaviour policy; and*

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

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Permanent exclusions will be due to behaviour(s) that constitute a persistent breach and/or serious breach of the school's behaviour policy (a breach of our core expectations) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- *Physical assault against a pupil*
- *Physical assault against an adult*
- *Verbal abuse or threatening behaviour against a pupil*
- *Verbal abuse or threatening behaviour against an adult*
- *Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy*
- *Bullying*
- *Racist abuse*
- *Abuse against sexual orientation or gender reassignment*
- *Abuse relating to disability*

Local authorities have a duty to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion.

Only the headteacher (or the acting headteacher) has the power to suspend or permanently exclude a child from school.

If the headteacher suspends or permanently excludes a child, they inform the parents or carers without delay, giving reasons for the suspension or permanent exclusion. At the same time, the headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either suspend or permanently exclude a child or extend the suspension period made by the headteacher.

In cases of permanent exclusion, the governing body will convene a committee which will consider whether the permanent exclusion is lawful, fair and reasonable.

When the governors' committee meets to consider the permanent exclusion, they consider the circumstances under which the child was permanently excluded, consider any representation by parents/carers and the Local Authority, and consider whether the child should be reinstated.

If the governors' committee decides that a child should be reinstated, the headteacher must comply with this ruling. Parents have a legal right to appeal to an independent review panel.

Legislation and Guidance

The guidance and legislation that are relevant to this policy include:

[Behaviour in Schools](#)

[Education and Inspections Act 2006](#) (sections 88-94)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Searching, screening and confiscation at school](#)

[Use of reasonable force in schools](#)

Great Steeping Primary School recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

Monitoring and review

The headteacher and SLT monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records concerning behaviour. Significant / persistent behaviour issues are logged by the appropriate member of staff, often the class teacher, onto CPOMS and reviewed by the headteacher. The headteacher records on CPOMS serious/very serious incidents in which a child is sent to him/her on account their behaviour. Behavioural support may be recorded in behavioural logs or PSP (Pastoral Support Plans.)

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy annually or earlier if legislation changes.