

Leigh St. John's C.E. Primary School

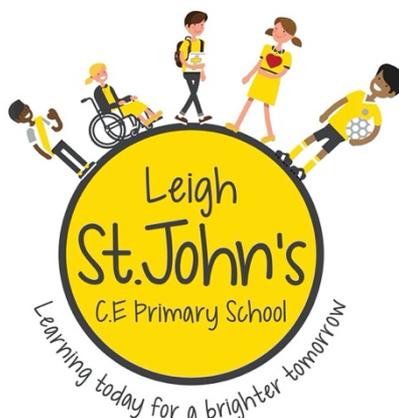
Kirkhall Lane

Leigh

WN7 1RY

Headteacher: Mrs E. Lightfoot

Behaviour & Relationships Policy



Developed in consultation/advisory role with:	Governing Body, SLT, Staff, Pupils, Parents, LA, external services
For use by:	Pupils, Staff, Parents, Governors, and external service providers/users.
Reviewed:	Full Governing Body –
Agreed by:	Full Governing Body
Next policy review date:	Spring Term 2024
Signed Chair of Governors:	<i>Mrs K Partington</i>
Date:	10.02.23

1. Vision

As a Church of England school, our Christian vision and values are central to all we do. Our vision is deeply rooted in a Christian narrative:

Micah 6:8

The Lord has told you what is good.
He has told you what he wants from you;
Do what is right to other people.
Love being kind to others.
And live humbly, trusting your God.

Our associated values underpin our teaching and learning and provide an environment which prepares our pupils as confident and happy citizens.

Our values are honesty, forgiveness, believe, kindness, friendship, love, togetherness and trust.

Our motto '*Learning today for a brighter tomorrow*' inspires us to live out our Christian values and to become the person that pleases God. Through the implementation of our curriculum and the relationships we develop with each member of our school family, we ensure that our children develop a full understanding of what it means to be a truly decent human being with the capacity and belief to make a positive change to the world.

2. Aim of the Policy

At Leigh St. John's CE Primary School, we aim to:

- Foster excellent relationships between all members of our LSJP family by displaying genuine care, trust and understanding, so that we can all work together to create the very best learning environment.
- Ensure that our Christian values underpin our nurturing and relationship-focused approach.
- Ensure that all members of our community are treated fairly and shown respect, so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure that all staff and pupils are aware of the very high standards of behaviour that are expected of them and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.
- Secure a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- Equip staff with the tools to enable them to support and provide children with strategies to manage their behaviour and build positive relationships with others.

3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the children and pupils at Leigh St. John's CofE Primary to enjoy a calm and caring environment which supports every child both emotionally and educationally to give them the best possible chance of success.

Our Positive Behaviour and Relationships Policy is not primarily concerned with rule enforcement, but it is a tool used to promote positive relationships with peers and adults with the common purpose of promoting learning in a nurturing, empathetic and respectful environment. Consistency and clear, calm adult behaviour underpins this.

4. Consistency of Approach

In implementing this positive Relationships and Behaviour Policy, Leigh St. John's CofE Primary acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **positive reinforcement**: reinforced rituals and routine procedures and language for reinforcing, encouraging and celebrating within classrooms and around the school.
- Consistent **respectful behaviour from all adults** even in the face of learners who display disrespectful behaviour.
- Consistent **consequences**: defined, agreed and understood by all, and applied consistently throughout the school at classroom level as well as for more serious behaviours overseen by senior leaders.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught – teachers as role models for learning.
- Consistent **environment code of conduct** evident of our values.

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority." Paul Dix

Regularly, staff will remind children of the school rules.

- Be ready
- Be Respectful
- Be Safe

Regularly, staff will repeat our mantra: '**you look good, you feel good, you do good**' to reiterate our high expectations for uniform and presentation.

In doing this, staff will encourage pupils to reflect on how we as a school community live well together.

All staff will:

1. Meet and greet children at key transition points.
2. Relentlessly refer ready, respectful, safe: the behaviours we expect to see linked to our Christian values.
3. Model positive behaviours and build healthy relationships.
4. Implement the curriculum in a way that engages, challenges and meets the needs of all learners.
5. Establish positive relationships with parents and carers from the outset – working in partnership with them to secure the best behaviour and healthy relationships.
6. Record incidents of behaviour on CPOMS.
7. Be calm and reinforce positive behaviour using the agreed stepped approach (detailed below) and prompt script.
8. Follow up every incident; retain ownership and engage in restorative, reflective dialogue with children and pupils.
9. Always address a child's unsafe and disrespectful choices.

Senior Leaders will:

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence across the school and especially at transition times.
3. Recognise and celebrate staff, leaders and children whose effort and attitude goes above and beyond expectations.
4. Regularly promote good practice.
5. Provide support and strategies for staff to manage more complex behaviour and relationships.
6. Continuously monitor behaviour and relationships across the school adapting policy and practice accordingly.
7. Regularly review the provision for learners in receipt of additional support or bespoke behaviour plans.

Pupils will:

1. Be ready.
2. Be respectful.
3. Be safe.

Parents / Carers will:

1. Support their child's learning and work in partnership with the school to promote positive outcomes.
2. Support the actions of the school following the implementation of a consequence to their child for poor behaviour choices.
3. Contact the school if a concern arises regarding behaviour or relationships, including the school's response to incidents, and communicate any concerns in a calm and respectful manner.
4. Reinforce ready, safe and respectful behaviour at home.

5. Visible Consistencies - Relentless Routines

Visible consistencies and relentless routines are what makes everyone feel safe; they are key to the success of the implementation of this policy and must be adhered to by all staff.

Meet and greet	On entering the classroom at the start of the day and after break times and lunchtimes, children are greeted at the classroom door by their name; this sets the tone from the outset. Teacher/Teaching Assistant will reiterate the routine relentlessly: "When we come in, this is learning time, so please get straight on with..."
High expectations for uniform are shared by all.	Each staff member upholds our high expectations for uniform and ensures that children adhere to these consistently. Regularly, staff will repeat our mantra: 'You look good; you feel good, you do good'.
School-wide routines for getting children to STOP what they are doing in the classroom.	<ol style="list-style-type: none"> 1. Stop what you are doing please. 2. Empty your hands please. 3. Look at me please.
School-wide routines for responding to children inappropriately getting out of their seat.	<ul style="list-style-type: none"> • If you need to leave your seat, please put your hand up and ask "may I leave my seat to..." • (Child's name) bottom. Thank you.
School-wide routine for addressing unwanted calling out.	<ul style="list-style-type: none"> • "We put our hand up when we want to speak." (Gesture hand up) • "Thank you (child's name). I'll come to you because your hand is up."
School-wide routine for responding to non-urgent, low-level interruptions: the power of maybe.	<ul style="list-style-type: none"> • Maybe he/she kept the rubber to themselves, and I will deal with that, but now I need you to..."
School-wide de-escalation: when and then.	"When you get down safely, we can..."
Breaktimes and lunchtimes.	Staff on duty to adhere to prompt timings to ensure the smooth running of the daily timetable.
In the corridor.	Children are expected to walk in the corridor. Staff relentlessly remind pupils of the expectations: "Walking please. Thank you."
Specific, descriptive and sincere praise.	Staff will ensure that pupils are recognised for their adherence to school routines and expectations. They will recognise this publicly using specific, descriptive and sincere praise: "(child's name), you emptied the equipment of your hands straight away and showed me you were ready. Thank you."
Classroom environment.	<ul style="list-style-type: none"> • Each classroom has a clock to facilitate robust timekeeping. • A timetable is clearly displayed and rigidly adhered to. • Classroom rules are visible, understood and repeated like a mantra:

	<p>Be ready Be respectful Be safe</p> <ul style="list-style-type: none"> • Recognition display board / ClassDojo board clearly shows pupils' efforts in displaying Ready, Respectful, Safe.
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6. Recognition for efforts

Level of Recognition	Example
Termly - Over and Above School Level	Mystery Guest Celebration – Parent Assembly Invite parent to a special end of term worship. This is the highest-level recognition for a child who has consistently demonstrated school rules to an exceptional level in all that they do for the duration of the full term.
Less Frequent - Over and Above School Level	SLT visit Headteacher awards
Weekly - Over and Above School Level	Terrific Tuesday Superstars Celebration (Positive mindsets and effort recognition) Phone call home (Teacher/pastoral/deputy) Special Photo/Video Tapestry Message/One positive postcard home, each week, every adult. Lunch in the classroom/Magic bag gifts/class decision/special chair/special cape/special ID badge/ etc
Weekly - Over and Above Class Level DOJOs received for Ready, Respectful and Safe.	Weekly class dojo award for achieving the weekly DOJO 20. Friday DOJO Note home - "I have achieved my DOJO 20"
Daily Class Level Class Dojos	Class dojos are used to reward adherence to the school rules: Ready, Respectful and Safe. Dojos are used simply with positive points being awarded to pupils.

	<p>If the class are working for a particular focus this maybe added under the correct heading. For example, Line up safely for worship. This would be the focus for SAFE for that week or day.</p> <p>See examples in the appendix.</p>
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Stages of Behaviour.

Re-directing children back to their learning is always the primary aim when pupils display inappropriate choices. For the vast majority of pupils, a gentle, clear reminder is all that is needed to re-direct the child back to the task in hand. Staff at all levels will always consistently and publicly praise the behaviour they wish to see. Where a pupil displays an undesired behaviour, the stages below will be followed – allowing appropriate time and space between for pupils to reset their behaviour. Pupils are held account for their behaviour, and staff will always try to support pupils to make the right choices.

	Y2 to Y6	Rec & Y1	SEMH
<u>Reminder:</u>	<p>"I have noticed that you are (...).</p> <p>I need you to be ready/respectful/safe."</p> <p>Thank you</p>	<p>"I have noticed that you are (...).</p> <p>I need you to be ready/respectful/safe."</p> <p>Thank you</p>	<p>"I have noticed that you are (...).</p> <p>I need you to be ready/respectful/safe."</p> <p>Thank you</p> <p>OR</p> <p>We may be referring to the child's bespoke IBP</p>
<u>Warning:</u>	<p>Emoji card 🧑 Plus</p> <p>"I have noticed that you are continuing (...)</p> <p>I need you to be ready/respectful/safe plus a description of what you want them to do.</p> <p>Think carefully about what you do next."</p>	<p>Emoji card 🧑 Plus</p> <p>"I have noticed that you are continuing (...)</p> <p>I need you to be ready/respectful/safe plus a description of what you want them to do.</p> <p>Think carefully about what you do next."</p>	<p>Emoji card 🧑 Plus</p> <p>"I have noticed that you are continuing (...)</p> <p>I need you to be ready/respectful/safe plus a description of what you want them to do.</p> <p>Think carefully about what you do next."</p> <p>We may be referring to the child's bespoke IBP</p>

<p><u>Time owed:</u></p>	<p>“You now owe back 2 mins.” Thank you.” I need you to be ready/respectful/safe” and a description of what you want them to do.</p> <p>OR</p> <p>“You now have a consequence of a behaviour review. I need you to be ready/respectful/safe.” plus a description of what you want them to do.</p> <p>“Thank you.”</p>	<p>“You now owe back 2 mins.” Thank you.” I need you to be ready/respectful/safe” and a description of what you want them to do.</p> <p>OR</p> <p>“You now have a consequence of a behaviour review. I need you to be ready/respectful/safe.” plus a description of what you want them to do.</p> <p>“Thank you.”</p>	<p>“You now owe back 2 mins.” Thank you.” I need you to be ready/respectful/safe” and a description of what you want them to do.</p> <p>OR</p> <p>“You now have a consequence of a behaviour review. I need you to be ready/respectful/safe.” plus a description of what you want them to do.</p> <p>“Thank you.”</p> <p>We may be referring to the child’s bespoke IBP</p>
<p><u>Behaviour Reviews</u></p>	<p>Behaviour reviews are implemented as a direct result of</p> <ul style="list-style-type: none"> - Continued disruption - Physical violence - Bullying - Significant unacceptable behaviour <p>A behaviour review is a restorative discussion through which a child is guided to recognise how their actions have impacted themselves and others. The review is led by a senior teacher or senior leader and is focused on restoring and repairing the affected relationships. The number of behaviour reviews issued will be reflective of the nature of the behaviour choice. During a behaviour review, the child will complete a ‘review’ form which will be emailed home to parents/carers.</p> <p>The frequency of behaviour reviews issued to pupils is closely monitored by senior leaders, who will decide to initiate parent meetings and more individualised behaviour plans on a case-by-case basis.</p>		
<p><u>Reflection Time</u></p>	<p>To promote the safety and the wellness of a child who is dysregulated, school opt to implement REFLECTION TIME with a key adult/s. This allows a child who is in crisis to de-escalate, re-balance their emotions and become ready to discuss their behaviour and choices and the reasons behind them. During times of crisis, staff will use empathetic responses, promote soothing strategies and follow scripted crisis support.</p> <p>As with all other approaches, school will act lawfully, reasonably and proportionately in all cases. A child will only spend time away from their class and peers in a separate room or area when it is in the best interests of that child and others. Any use of restriction</p>		

	which prevents a child from leaving a room of their own free will, is an absolute last resort, only to be used in exceptional circumstances. This approach will always involve a senior leader who will monitor the safety of the pupil and determine the next steps. The safeguarding of pupils and staff will remain the priority at all times.
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7. The Restorative Approach

When implementing a restorative approach, conflicts are resolved through communication and shared problem-solving. Everyone is accountable for their actions and the impact of those actions. When harm is caused, everyone involved has the opportunity to look at how to take things forward and repair relationships.

At Leigh St. John's CofE Primary, using restorative approaches means focusing on harm that has been caused between pupils and how it can be repaired.

For those who have been harmed, working in this way provides opportunities:

- For pupils to express themselves
- For pupils to be listened to
- For pupils to ask for an apology.

It provides those that cause harm with an opportunity:

- to reflect on what they have done
- to see the effect that they have had on others
- to make some kind of reparation.

Restorative approaches provide opportunities to learn skills in questioning, listening, reflecting and problem-solving and to develop empathy, responsibility and emotional awareness.

A restorative approach provides a framework for repairing or re-building relationships and embedding a school community where each member cares about and respects each other.

Restorative conversations are held for any child who receives a behaviour review, but reparation conversations are not exclusively used at behaviour review level.

Therefore, staff will use active listening skills throughout when dealing with a conflict.

Key questions utilised within restorative conversations are:

What happened ? Drawing out each child's story one at a time. The aim is not to come to a definitive conclusion on what has happened , but for each child to have their point of view listened to.

What do you think and feel about that ? What each child was thinking and feeling at the time, before and since.

Who has been affected and how ? Who has been harmed or affected emotionally?

What are the needs of those involved ? Repair harm, rebuild relationships, accept each other's differences .

What do you think need to happen next ? Pastoral Staff or a member of SLT facilitate the children in this process – to try and ensure the children form their own agreement when possible.

These questions allow all those affected to tell their story, to be listened to, to be understood and to be involved in identifying a way forward.

All restorative / reparation conversations are recorded on CPOMS.

8. Specific Learners (SEMH Support) and pupils with SEND

A pupil with a SEND need often displays behaviour as a form of communication, but the meaning underpinning the communication is not always clear. Children who display poor behaviour choices may not be doing so on purpose, and they might find it difficult to communicate their needs or feelings in a calmer or clearer way. This may be attributed to the child feeling anxious and seeking reassurance.

For pupils with an identified special educational need, the above stepped approach to a behaviour response may not be fully appropriate. Specifically, for this pupil group, this approach may even result in further upset and cause unintentional emotional harm.

In such cases school staff utilise trauma-informed practices including the zones of regulation approach – described below – which helps to identify the child's feelings, triggers and appropriate way to respond. Furthermore, for such pupils, the school-wide recognition and rewards system would also not be appropriate in meeting the behaviour needs; therefore, a more bespoke system will be established in consultation with senior leaders and class teams.

9. The Zones of Regulation

At Leigh St. John's CE Primary School, we use the Zones of Regulation lessons both at whole class level and with individuals and small groups. The Zones of Regulation is a conceptual framework used to teach pupils self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. Specifically, it involves a pupil displaying their best state of alertness – both in their body and emotions – for any specific situation. The Zones of Regulation categorizes states of alertness, energy and emotions into four coloured zones:

The Blue Zone describes a pupil's low state of alertness and down feelings, such as when one feels sad, tired, sick, hurt, lonely or bored. This is when a child's body and/or brain is moving slowly or sluggishly.

The Green Zone describes a pupil's calm, alert state. A child may be described as calm, happy, focused or content when in the Green Zone. The nervous system feels safe, organised and connected in the Green Zone, helping pupils to be primed to learn. However, children can learn in other zones too.

The Yellow Zone is also used to describe a child's heightened state of alertness; however, a pupil has some control when in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, overwhelm and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy or sensory seeking). The Yellow Zone is starting to feel less in control.

The Red Zone is used to describe a state of extremely high energy and intense, overwhelming feelings that are harder to control. A pupil may feel elated, euphoric, anger, rage, devastated, panicked or terrified when in the Red Zone.

This type of system, which categorises the complex feelings and states children experience, improves their ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows pupils to gain strategies/tools to help them move between Zones. In addition to addressing self-regulation, pupils gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others feel, insight into events that trigger their feelings, calming and alerting strategies and problem-solving skills. Children are taught that every person experiences all of the Zones; they learn that it is okay and natural to experience such emotions. The Red and Yellow Zones are not the "bad" or "naughty" Zones. The Zones of Regulation is intended to be neutral and not communicate judgment.

10. Persistent inappropriate behaviour

Senior leaders, including the SENDCO, will be involved in managing persistent challenging behaviour. In such cases, an Individual Behaviour Plan (IBP) will be established and shared with parents & carers and the pupil. It is also likely that referrals will be made to outside agencies to seek advice and recommendations to best support the pupil in school. Similarly, pupils displaying persistently inappropriate behaviour are offered more bespoke school systems like those pupils with SEND: trauma-informed practices, personalised recognition and individualised rewards.

11. Bullying

Leigh St. John's CE Primary School has a separate anti-bullying policy which is followed if bullying is reported or suspected.

12. Peer on Peer Abuse

Leigh St. John's CE Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate response, support and intervention. Leigh St. John's CE Primary School has a separate Safeguarding and Child Protection Policy which details the school's response to peer-on-peer abuse.

13. The use of reasonable force and other physical contact

Our priority is to ensure the safety of every child at all times. Every child and young person has the right to be treated with respect and dignity and deserves to have their needs recognised and be given the right support. Wherever possible, our first approach to supporting children in distress or

crisis situations will always be proactive, preventative and non-restrictive in respect of the behaviour that challenges. Staff receive regular briefings on positive behaviour techniques, including de-escalation strategies, calming strategies and co-regulation tools. There will, however, be times when children place themselves and others in immediate danger and the only realistic response in such circumstances is to use restraint or restrictive intervention.

Restraint and restrictive intervention will only ever be used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of children and young people, and in proportion to the risks involved. Such intervention would be used to prevent pupils committing an offence, injuring themselves or others, or damaging property. At Leigh St. John's CE Primary School, we use restraint and restrictive intervention in accordance with the June 2019 DfE guidance 'Reducing the Need for Restraint and Restrictive Intervention':

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Any such use of restraint and restrictive intervention by staff at Leigh St. John's CE Primary School will be recorded on CPOMS and parents will also be informed on the day of the incident involving their child. All members of staff are aware of the regulations regarding the use of positive handling and physical intervention, as set out in the school discipline chapter of the Education and Inspection Act 2006 and the revised guidance 'Behaviour in schools Advice for headteachers and school staff' September 2022:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Staff follow DfE guidance: Use of reasonable force in schools (2013), and they will be updated of any revisions made to this as and when they are released:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Under no circumstances will physical force or restraint be used as a form of punishment.

At Leigh St. John's CE Primary School, there are a number of key staff members trained in the use of Team Teach – a certified approach for the use of positive handling, restraint and restrictive intervention.

14. The Power to discipline beyond the school gate

At Leigh St. John's CofE Primary, we endeavour to ensure that our children understand what it means to be a decent human being and responsible citizen. We promote the positive behaviour we expect to see when pupils are off the school site, including their use of media and their digital footprint. Children are encouraged to:

- Maintain good order on transport and on educational visits.
- Ensure their behaviour does not threaten the health and safety of pupils, staff, or the general public.
- Conduct themselves in a manner that protects the reputation of the school.

To discipline children for their behaviour outside of the school gates is at the headteacher's discretion (or at the discretion of staff authorised by the headteacher) in conjunction with DfE guidance.

All members of staff in school may sanction/discipline a pupil for misbehaviour which:

- Takes place in any school-organised or school-related activity.
- Takes place whilst travelling to and from school.
- Takes place whilst the child is wearing school uniform or is in some way identifiable as a pupil of the school.
- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

If sanctions are deemed necessary, they will be applied in line with this Behaviour and Relationships Policy. School will act upon any information received and pass this onto the correct external agencies if deemed necessary and ensure parents/ carers are fully informed.

The Governing Body strongly believes, however, that it is fundamentally a parent/carer's responsibility to ensure that their primary aged child is well-behaved and makes safe choices outside of school hours, including on their way to and from school.

15. Screening and searching pupils

When information has been received or there is a well-founded belief that a pupil has brought into school inappropriate material, the school may carry out searches of pupils and/or their possessions. Items which may be searched for include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Items banned under the rules of Leigh St. John's CE Primary School
- Any item that a member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause personal injury to, or damage to property of; any person (including the pupil).

Only the Head teacher and authorised members of staff may conduct a 'without consent' search of a pupil and/or their possessions. The school does not conduct intimate searches and only outer clothing will be required to be removed. The consent of the pupil will usually be obtained before conducting a search unless the Head teacher and authorised members of staff reasonably suspects that an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

All personal searches will be conducted by a member of staff of the same gender as the pupil and in the presence of another member of staff. A search may also be conducted off school premises where the pupil is in the lawful control of the school. Parents will be informed of any

search conducted of their pupil and/or their pupil's possessions. The school will keep records of all searches carried out within CPOMS, including the results of the search and any follow up action taken.

Pupils at Leigh St. John's CE Primary are not permitted to bring mobile phones or similar devices to school. Any mobile phones used during travel by Y6 pupils are permitted as long as they are handed in to the staff (switched off) at the start of the school day. Pupils found to be in possession of a mobile phone during the school day will have the phone confiscated and returned at the end of the following school day. If the pupil continues to bring in a mobile phone it will be confiscated until parents/ carers are able to collect it from the school.

Please see guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

16. Exclusion

As in the cases of the most serious incidents, school may need to discharge its power of exclusion, but this would only ever be considered as an absolute last resort after all other strategies have failed, or in situations where allowing a child to remain in school would be seriously detrimental to the education or welfare of the pupil or to that of others within the school. There are two types of exclusion: fixed term, which is a temporary exclusion and permanent exclusion, which is unending.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The headteacher may choose to exclude a child for one or more fixed periods, but these must not exceed 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion if circumstances warrant this. In all cases, a school must balance the interests of the pupils against the mental and physical health of the whole school community.

If the headteacher excludes a child, they must inform parents/carers immediately giving them the reasons for the exclusion. At this time, the headteacher will make it clear to the parents / carers that they can, if they so wish, appeal against the decision to the governing body. The school will inform the parents / carers how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion or fixed-term exclusions that span beyond five days (10 lunchtimes) in any one term. The headteacher must also inform the LA and governing body should the exclusion mean that the pupil will miss a public examination.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, the circumstances in which the child was excluded and any representation by parents and the LA is considered.

17. Links and associated policies

This policy is based on advice from the DFE on;

Behaviour and Discipline in schools

Use of reasonable force in schools

The Equality Act 2010

Keeping Children Safe in Education (KCSIE 2022)

SEND code of practice

This policy will be reviewed annually. It such be read in conjunction with the following policies and with "Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying".

Safeguarding and Child Protection Policy – Sept 2022

Anti-bullying Policy

RHSE Policy

Well-being Policy

SEND Policy

Equality & Inclusion Policy

