

Chapel End Primary School  
Positive Behaviour Policy

## 'Mission Statement.'

We aim to provide our children with the highest possible standard of education, through quality teaching and learning, in a happy caring environment.

We will do the best WE can to enable our children to do the best THEY can.

This policy was approved by:	Full Governors
Date	Summer 2025 2026
Review Date	Summer 2027 2028

## **Overview**

Billinge Chapel End Primary School is an inclusive school. We expect positive behaviour for learning, and we are committed to supporting the emotional health and wellbeing of the school community. We promote restorative and emotion coaching principles, along with trauma informed and neurodiverse aware approaches, which encourage the development of emotional regulation through supportive relationships. We believe praise is the most powerful form of influencing a child's behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning (Appendix A). At this school we promote high expectations and clear boundaries to create a safe environment for all (Appendix B).

## **Equal opportunities and inclusion**

At Billinge Chapel End Primary School, leaders and staff aim to create a safe, calm, orderly and positive environment so pupils can feel safe and learn. We ensure that our clearly defined behaviour and attendance policies are applied consistently and fairly by all staff, so that pupils attend well and develop positive attitudes towards school life and their learning. This policy applies to all children, however, modifications can be made at the discretion to the Headteacher for children with special educational needs and disabilities that have written documentation to support any changes or amendments. We are committed to meeting the needs of each individual, especially those identified in the 2010 Equality Act.

## **INTENT**

- That every member of the school community feels valued and respected. We are a caring, inclusive community, whose values are built on mutual trust and respect for all.
- To promote an inclusive environment in which everyone feels happy, safe and secure.
- To support good mental health, putting wellbeing at the heart of our school community.
- To foster good relationships, so that we can work together in an effective and considerate way, with the common purpose of helping everyone to learn, both in and out of the classroom.
- To help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- To work in partnership with parents and families to support and model appropriate relationships and behaviours.
- To equip children with the knowledge understanding and skills to thrive in social environments and future learning into secondary school and beyond.
- To equip children with strategies of emotional self-regulation.

## **Values**

- The school values will be promoted by staff and learners. Values are celebrated half-termly with families via class assemblies.
  - Kindness
  - Honesty
  - Resilience
  - Love
  - Hope
  - Tolerance

## Language

- Adults will allow time for children to regulate before using language to support them.
- Adults will use consistent language to create connection before correction.
- Adults will speak in a calm and respectful manner.
- Children will be taught to recognise and name emotions using emojis as vehicles to achieve this.
- Adults will use consistent emotional literacy language.
  - Enabling a child to name their feelings
  - Validating the child's feeling
  - Setting boundaries
  - Supporting the child in making a plan
- Adults will use consistent restorative language in the event of an escalation in behavioural actions.

Restorative questions	Choice questions	Timeline questions
<ul style="list-style-type: none"><li>➢ What happened?</li><li>➢ What were you thinking/feeling at the time?</li><li>➢ What do you think/ feel about it now?</li><li>➢ Who has been affected and how?</li><li>➢ What has been the hardest thing for you?</li><li>➢ What needs to happen to put this right?</li><li>➢ What will you do differently last time.</li></ul>	<ul style="list-style-type: none"><li>➢ What choices did you have at that moment?</li><li>➢ What choice did you make?</li><li>➢ What other choice could you have made?</li><li>➢ If you had made the other choice, how would things be different now?</li></ul>	<ul style="list-style-type: none"><li>➢ What happened?</li><li>➢ Where did this happen?</li><li>➢ Who was there?</li><li>➢ What was happening just before this happened?</li><li>➢ This is the timeline that I have. Do you agree?</li></ul>

## The Golden Rules

The Billinge Chapel End Golden Rules are:

Treat others the way you want to be treated

Kind hands–Kind words

Listen to each other

Do your best.

These are intrinsic rules that thread through all classes.

## The Curriculum

The Curriculum at Billinge Chapel End Primary School is designed to align with our missions statement, aims, school values and to promote positive behaviours. Examples of how this is achieved through providing:

- Personal, social, health and economical education is taught weekly in line with the Coram SCARF programme of study.
- Religious Education is taught weekly covering a range of faiths, promoting tolerance and acceptance others beliefs.
- Billinge Chapel End Primary School is recognised by Barnardo's as a PATHS provider and are committed to promoting alternative thinking strategies.
- E-safety is taught through the computing curriculum and teaches children how to stay safe and respectful online.
- The literature spine in English ensures that children are exposed to texts from a range of authors and cultures.
- Half termly 'No Outsiders week' in which each class read a carefully selected text and discuss the protected characteristics relating to it.
- Weekly assemblies focusing upon themes including anti-bullying, neurodivergent awareness, road safety, religious festivals and protected characteristics.
- A Learning Lodge supporting children with SEND needs with a bespoke curriculum
- Whole school community events
- Visitors into school to promote healthy and positive relationships
- A SHINE week allowing children to explore and display their unique talents and abilities.
- Educational visits and cultural capital.

## **Teaching and Learning**

Teachers are dedicated to planning and delivering lessons that are:

- Inspiring
- Engaging
- Dynamic
- Memorable
- Well-resourced
- Well-paced
- Adapted to meet the needs of all learners
- Practical

## **Rewards**

Members of staff will praise good behaviour, completion of good work and celebrate all successes in a manner that is outlined in this policy. At Billinge Chapel End Primary people are named and famed for good behaviour. Each class has a 'pupil of the week' display where winners of this weekly award are displayed. The award is given out by the Headteacher in weekly assemblies. In addition to this, every child has a daily opportunity to be selected as 'pupil of the day' and receive compliments from their peers, class teacher and parents/guardians.

Rewards will be used by staff to encourage and promote good behaviour.

The rewards system at Billinge Chapel End Primary is as follows:

- a. Verbal praise.
- b. Teacher's own stickers and certificates in class.
- c. Communication to parents/carers by the class teacher via Dojo, telephone call or face to face at home time.
- d. Child given a certificate from the Headteacher.
- e. Child awarded pupil of the week; displayed in class and celebrated on Dojo.
- f. Pupil of the day is sent home to parents/ guardians on Dojo.
- g. Child given a house point which contributes to their designated house team. Winning houses are celebrated half termly and recorded on the house winners shield.
- h. On the last afternoon of each half term, each class has the opportunity to complete a celebration of learning, attitudes and behaviour. Children that have

been on stage 3 of the schools graduated approach will need to have shown positive steps towards their personalised targets in order to attend these events.

## **Sanctions**

Sanctions at Billinge Chapel End Primary school operate on a graduated approach.

### **Stage 1**

The child is asked by the teacher to modify their behaviour.

### **Stage 2**

The child is kept away from other children at the earliest possible breaktime, for a maximum of 5 minutes, and completes a restorative thinking activity supported by a school template for consistent language (Appendix F) and positive action plan with the Teacher/Learning Assistant.

### **Stage 3**

Following 3 restorative justice meetings in a week, the Class Teacher conducts a support meeting with the child's parents to discuss their behaviour, assess triggers, and produce an action plan with parents as partners.

### **Stage 4**

Class Teacher, Senior Leader, SENDCO and child's parents conduct a meeting to complete an Individual Behaviour Improvement Plan which will be monitored in the form of parent teacher meetings on a weekly basis for 3 weeks. (Appendix D)

### **Stage 5**

School Senior Leader issues an isolation from class based in school with parents/ trusted family member completing work set by the class teacher including restorative work based upon the individual needs of the child. Families not completing stage 6 with their child, will move to stage 7. Families who complete stage 6, will see their child returned to class following a fixed period and the child would return to stage 4.

### **Stage 6**

Headteacher issues a suspension following the procedures and guidelines detailed in the St Helens Exclusions guidance.

### **Stage 7**

Headteacher and the governing body issue a permanent exclusion following the procedures and guidelines detailed in the St Helens Exclusions guidance. (Appendix E)

[Information for parents and carers – St Helens Borough Council](#)

These stages are displayed in every classroom and explained to the children at an age appropriate level- (Appendix C)

At lunchtime, Midday Supervisors would conduct stage 1 of the graduated approach. If needed, the class teacher would be actioned to take the approach further from stage 2.

Sanctions operating through the graduated approach may be given for the following reasons:

- a. Child has been disruptive during a lesson.
- b. Child has refused to complete set work.
- c. Child been unkind or disrespectful to someone.
- d. Child has been in a place they shouldn't have been.
- e. Child has been verbally abusive to other children or a member of staff.
- f. Child swears.
- g. Child is untruthful about their actions.
- h. Child takes advantage of a member of the school community who has SEND for their own amusement or gain.
- i. Child uses a digital device to purposefully reference inappropriate material or cause offence to others.

If a child displays the following behaviours, the graduated approach would begin immediately at stage 6 or above depending on the severity of the incident. Each situation will be investigated on a contextualised basis.

- a. Child has been physically abusive to other pupils or a member of staff in a way that isn't reactionary.
- b. Child has displayed aggression or violence, creating a safeguarding concern.
- c. Child uses inappropriate language including swearing and language that conflicts with the school's equal opportunities policy to cause upset.
- d. Child is in possession of materials that could cause a safeguarding concern.
- e. Child displays behaviours that are inappropriate, targeted and repeated towards another child and is considered to be bullying.

## **The positive behaviour approach**

Our policy on positive behaviour complies with guidance produced by the DFE April 2026: Restrictive interventions including use of reasonable force in schools , guidance for schools in England.

[Restrictive interventions including use of reasonable force in schools.pdf](#) (Please see the linked physical intervention policy)

## **Reporting**

Behaviour incidents at stages 1 and 2 do not need to be reported. Incidents from stage 3 onwards would be recorded on the school's CPOMS system in addition to reporting to SLT and parents.

All incidents which have required positive physical intervention must be recorded on CPOMS and in the bound and numbered book with the family of the child being contacted on the same day to explain the details of the incident.

Individual Behaviour Improvement Plans and support will be put in place for pupils who are at risk of misbehaving, or who have evidence of behavioural difficulties. These plans are stored on the school CPOMS system.

Staff will demonstrate professional understanding of vulnerable pupils or pupils with special needs including mental health needs. Billinge Chapel End Primary School reserve the right to alter the approaches in this policy to suit the needs of those children with SEND. These approaches will be planned by the class teacher, senior leadership team, the SENDCO, appropriate outside agencies, the child, and the child's parents/carers.

Any exclusions would be recorded in Governor meeting minutes and reported to OFSTED during an inspection.

### **Related policies**

This policy is linked to Billinge Chapel End Primary School's:

Safeguarding policy

Anti Bullying policy

Equal opportunities and inclusion policy

SEND policy

Physical Intervention Policy

EYFS Positive Behaviour Policy

### **Legal Framework**

This policy has due regard to all relevant and statutory guidance, including but not limited to:

Education Act 1996

Education act 2002

Equality Act 2010

Education and Inspections act 2006

Health Act 2006

DFE 2016 Behaviour and discipline in schools

DFE 2018 sexual violence and sexual harassment between children in schools

DFE 2018 Mental health and behaviour in schools

DFE 2015 Special educational needs and disability code of practice; 0 to 25 years

DFE 2026 Restrictive interventions including use of reasonable force in schools

## Appendix A

### **Inclusive Classroom Environment Checklist**

Predictable environments reduce anxiety and support executive functioning and independence.

**All classrooms are committed to:**

- ✓ Basic needs being met
- ✓ Classroom management systems are in place
- ✓ Well-being is at the heart

We do this by:

#### Establishing a calm, organised and tidy classroom

- ✓ Classroom is tidy, uncluttered and calm
- ✓ Resources are clearly labelled (words and pictures where appropriate)
- ✓ Children can independently access resources
- ✓ Clear pathways for movement around the room
- ✓ Tables and seating arranged to minimise distraction
- ✓ Teacher desk/workspace organised and not dominating the room
- ✓ No excessive piles, boxes or unused furniture
- ✓ Equipment stored in consistent locations
- ✓ Every child has their own labelled coat hook
- ✓ Every child having their own labelled tray
- ✓ Every child having their own chair/place
- ✓ All children are enabled to sit comfortably
- ✓ All children have adequate table and carpet space
- ✓ Managed carpet organisation in Key Stage 1

Wellbeing is supported by:

- ✓ Access to water
- ✓ Calm spaces available
- ✓ Wellbeing check-ins using the zones of regulation
- ✓ Daily morning welcome songs

## **Visual environment**

Neutral backgrounds + limited colours help children with sensory sensitivity and attention difficulties.

- ✓ Working walls are uncluttered, purposeful and current
- ✓ Displays are not overcrowded or overly stimulating
- ✓ Ceilings are clear and free from distraction e.g. hanging resources
- ✓ Key learning prompts are visible and accessible
- ✓ Important information displayed at child eye level
- ✓ Fonts are clear and dyslexia friendly (top marks)
- ✓ Colour is used purposefully (not excessively)
- ✓ Backgrounds on displays are calm and not overly patterned

## **Sensory Environment**

- ✓ Lighting is comfortable (not overly harsh where possible)
- ✓ Noise levels are managed (carpet, soft furnishings where possible)
- ✓ Calm areas or quiet spaces available where appropriate
- ✓ Visual clutter reduced around learning areas
- ✓ Sensory tools available if required and agreed (wobble cushions, fiddle tools etc.) see linked fidget tool policy.
- ✓ Teacher aware of noise triggers and sensory sensitivities

## **Accessibility & Inclusion**

- ✓ Visual timetable displayed and used daily
- ✓ Clear routines visible or reinforced
- ✓ Instructions supported with visuals where helpful
- ✓ Key vocabulary displayed
- ✓ Resources available at different levels
- ✓ Scaffold materials accessible (word banks, sentence starters etc.)
- ✓ Alternative recording options available if needed

### **Independence & Self-Regulation**

- ✓ Children know where to find and return resources
- ✓ Classroom systems encourage independent learning
- ✓ Clear expectations displayed
- ✓ Behaviour systems visible and understood
- ✓ Calm down/regulation strategies available if appropriate
- ✓ Opportunities for movement or flexible seating if needed

### **Literacy Friendly Environment**

- ✓ Reading area inviting and well organised
- ✓ Books front facing where possible (especially KSI)
- ✓ Range of diverse books and authors
- ✓ Phonics/reading prompts visible where relevant
- ✓ Writing supports available (word mats, phonics mats etc.)
- ✓ Displays celebrate children's work

### **Mathematical Environment**

- ✓ Maths resources accessible (number lines, manipulatives etc.)
- ✓ Mathematical vocabulary displayed
- ✓ Visual models or representations available
- ✓ Concrete resources accessible to children

### **Belonging & Representation**

- ✓ Classroom reflects diversity of society
- ✓ Images represent different cultures, families and abilities
- ✓ Children's work displayed and valued
- ✓ Classroom feels welcoming and safe

### **Teacher Use of Space**

- ✓ Teacher position allows clear visibility of all pupils
- ✓ Interactive board visible to all
- ✓ No children seated with backs to teaching area
- ✓ Support staff positioned strategically

### **Corridor & Shared Spaces**

- ✓ Displays celebrate learning and diversity
  - ✓ Areas kept tidy and clutter free
  - ✓ Clear signage around the school
  - ✓ Quiet and calm atmosphere maintained
- Classrooms are neuroaffirming by:

- Providing workstations for children who have been assessed on the special needs code of practice and deemed to require one.
- Noise cancelling headphones accessible for children who have been assessed on the special needs code of practice and deemed to require one.
- Chair bands accessible for children who have been assessed on the special needs code of practice and deemed to require one.
- Sensory tools accessible where needed.
- Mindful of light.
- Mindful of noise.
- Mindful of temperature.

## Appendix B

### Primary School Behavioural Expectations

#### Year 1 Behaviour Expectations

##### In the Classroom

###### Children will:

- Follow simple instructions the first time.
- Sit safely on their chair.
- Listen when the teacher or another child is speaking.
- Put their hand up to speak.
- Try their best even when learning feels tricky.
- Look after classroom equipment.

##### Around School

###### Children will:

- Walk calmly inside the school building – walking quietly in a line and at a steady pace
- Use polite language (please, thank you)
- Say good morning and good afternoon to adults
- Line up quietly when asked.
- Use kind words and kind hands.
- Tell an adult if they are worried or hurt.

##### Playtime

###### Children will:

- Take turns with games and equipment.
- Include others in their play.
- Stop when an adult asks.

##### Independence

###### Children will begin to:

- Pack away their belongings.
- Put their hand up if they need help.
- Take responsibility for simple tasks.

## **Year 2 Behaviour Expectations (in addition to previous year)**

### **In the Classroom**

#### **Children will:**

- Follow instructions promptly
- Listen carefully and respond appropriately.
- Raise their hand and wait their turn to speak.
- Stay focused on their work
- Take care of books and resources.
- Tidy own workspace

### **Around School**

#### **Children will:**

- Walk quietly in corridors.
- Line up sensibly and wait patiently.
- Hold the door open for others
- Use polite language (excuse me).
- Respect others' personal space.

### **Playtime**

#### **Children will:**

- Play fairly and follow game rules.
- Resolve small disagreements with words.
- Ask an adult for help if needed.

### **Independence**

#### **Children will:**

- Begin work quickly when asked.
- Pack away equipment properly.
- Take responsibility for their belongings.

## **Year 3 Behaviour Expectations (in addition to previous years)**

### **In the Classroom**

#### **Children will:**

- Listen attentively without interrupting.
- Stay on task during independent work.
- Contribute ideas respectfully during discussions.
- Follow classroom routines without reminders.

### **Around School**

#### **Children will:**

- Move calmly and sensibly around school.
- Be respectful to all adults and children.
- Show good manners at all times.

### **Playtime**

#### **Children will:**

- Play cooperatively with others.
- Solve minor disagreements respectfully.
- Include others who wish to join games.

### **Independence**

#### **Children will:**

- Organise their equipment for learning.
- Manage simple responsibilities such as classroom jobs.
- Persevere with challenging work before asking for help.

## **Year 4 Behaviour Expectations (in addition to previous years)**

### **In the Classroom**

#### **Children will:**

- Demonstrate focus and self-control during lessons.
- Listen respectfully to others' ideas.
- Work independently for sustained periods.
- Follow instructions without repeated reminders.

### **Around School**

#### **Children will:**

- Be role models for younger pupils.
- Speak politely to adults and peers.
- Take pride in the school environment.

### **Playtime**

#### **Children will:**

- Show fairness and respect in games.
- Resolve conflicts calmly where possible.
- Report problems appropriately to adults.

### **Independence**

#### **Children will:**

- Manage their learning equipment.
- Take increasing responsibility for their behaviour.
- Reflect on mistakes and learn from them.

## **Year 5 Behaviour Expectations (in addition to previous years)**

### **In the Classroom**

#### **Children will:**

- Show maturity and responsibility in their learning.
- Listen actively and respond thoughtfully.
- Support others during collaborative work.
- Maintain focus and complete tasks to a high standard.

### **Around School**

#### **Children will:**

- Act as positive role models for younger pupils.
- Demonstrate respect for the school community.
- Represent the school positively.

### **Playtime**

#### **Children will:**

- Show leadership and fairness in games.
- Help resolve minor disagreements.
- Include and support others.

### **Independence**

#### **Children will:**

- Manage their time and learning effectively.
- Take responsibility for their actions
- Show resilience when faced with challenges.

## **Year 6 Behaviour Expectations**

### **In the Classroom**

#### **Children will:**

- Demonstrate excellent listening and concentration.
- Contribute thoughtfully to discussions.
- Take ownership of their learning.
- Support and encourage their peers.
- Begin to remember to bring equipment to school

### **Around School**

#### **Children will:**

- Be outstanding role models for younger pupils.
- Represent the school with pride and responsibility.
- Show leadership within the school community.

### **Playtime**

#### **Children will:**

- Demonstrate fairness, maturity and respect.
- Help younger children where appropriate.
- Resolve conflicts calmly and responsibly.

### **Independence**

#### **Children will:**








- Show high levels of self-management.
- Reflect on their behaviour and make positive choices.
- Prepare themselves for transition to secondary school

In addition to the above, all children are expected to adhere to our uniform policy.

Children are also expected to behave respectfully outside of school – remember when you are wearing your school uniform you are representing the school community and you should behave responsibly and respectfully.

## Appendix C

### Behaviour stages

<p><u>Stage 1</u></p> <p>My Teacher will ask me to change my behaviour</p>	
<p><u>Stage 2</u></p> <p>At breaktime, my teacher will help me to think about my actions for 5 minutes.</p>	
<p><u>Stage 3</u></p> <p>My teacher meets with my parent or carer</p>	
<p><u>Stage 4</u></p> <p>I have a behaviour improvement plan made with my parents at a meeting.</p>	
<p><u>Stage 5</u></p> <p>I will spend time away from my class in school with a family member</p>	
<p><u>Stage 6</u></p> <p>I am sent home for several days</p>	
<p><u>Stage 7</u></p> <p>I am asked to leave school and not come back</p>	

Appendix D	BC- if attending	Morning lesson 1	Morning lesson 2	Break	Morning lesson 3	Lunch	Afternoon lesson 1	Afternoon lesson 2	ASC – if attending
Monday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Thursday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
		1 – unacceptable behaviour 2 – acceptable behaviour with reminders and support 3 – acceptable behaviour							A minimum score of 2 is required for ASC – if lower scores are being consistently achieved the offer will need to be reviewed

## Appendix E

### What is exclusion?

The removal of a child from their existing educational establishment due to their behaviour.

If a pupil is not allowed to attend school for any period of time then they **must** be formally excluded.

### Who can exclude a pupil?

Only the Headteacher of a school can exclude a pupil and it can only be on disciplinary grounds

Can only be in response to serious breaches or the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the welfare or education of the pupils or others in school

The decision to exclude must be rational, reasonable, fair and proportionate.

### Types of exclusion

#### Fixed term (termed as a suspension)

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 period (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.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

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 ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

### **Permanent Exclusion**

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. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. 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

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

### **This Should be an absolute last resort**

The pupil is permanently removed from the school roll

The Headteacher must inform the GB and the Local Authority immediately of any permanent exclusion

The Local Authority must arrange full-time education from the sixth school day

### **The decision to exclude**

A decision to exclude 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 in school

The decision must be **lawful, rational, reasonable, fair** and **proportionate**

Only the Headteacher can make the decision to exclude.

### **The exclusion process**

The Headteacher makes the decision to exclude.

The Headteacher writes to the parents notifying them of the exclusion telling them how long the pupil is excluded for and why.

For the first five days of an exclusion, the parents have the responsibility to make sure the pupil is not in a public place during school hours, unless there is good reason.

### **Notification**

The Headteacher must without delay inform Governors/the Chair of Governors and the LA about:

Any permanent exclusion

Any exclusion which results in the pupil being excluded for more than 5 school days in a term (or 10 lunchtimes)

Any exclusion which would result in the pupil missing a public exam or national curriculum test

All other exclusions once a term

### Challenging a fixed term suspension

Parents can write asking for the school's Governing Body to overturn the suspension if either:

The pupil has been excluded for more than 5 days

The exclusion means the pupil will miss a public exam or a national curriculum test

If the exclusion is for 5 days or fewer, parents can still ask the Governing Body to hear their views, but Governors cannot overturn the Headteacher's decision

If a pupil has been excluded for more than 15 days in a term, the Governing Body **must** review the decision

### Challenging permanent exclusions

Parents must be invited to a review meeting with the Governing Body if their child has been permanently excluded. This must happen within 15 school days.

If the Governing Body does not overturn the exclusion, the parents can ask for an Independent Review by their Local Authority (or Academy Trust if the school is an academy)

If the pupil is still excluded the parents can ask the Local Government Ombudsman (or the Education Funding Agency if the school is an academy) to review whether the case was handled correctly. However, they cannot overturn the exclusion.

#### The Governors panel

At Chapel End Primary school 3 Governors will sit on an exclusion panel. These Governors must not be parent Governors or Governors who are also staff members within the school.

The panel must meet within 15 school days to consider an exclusion if:

The exclusion is permanent

The exclusion would result in the pupil being excluded for more than 15 days in a term

The pupil would miss a public exam or test

For exclusions between 5-15 days in a term the Panel must meet if requested by the parents

For exclusions of less than 5 days in a term the panel must consider representations from the parents but are not required to meet with them

#### Panel decisions

Uphold the Headteacher's decision; or reinstate the pupil (immediately or by a specific date

Decisions should always be in the best interests of the pupils

The decision is made by majority vote, and all members of the Panel must uphold the majority decision

### Appeals

A permanent exclusion must be reported to an Independent Review Panel within 15 school days from receiving the decision of the Governors

The Independent Review panel will review the GB's decision not to reinstate the pupil

The Independent Review panel can decide to uphold the exclusion, **recommend** the GB reconsider the decision, or **direct** the GB to reconsider the exclusion.

## Restorative Conversation structure

- Why- Adult explains to the child why the conversation is taking place.
- How- To child is told how their actions are affecting the learning of others and/or not in line with the golden rules.
- What- Adult and child agree what steps can be put into place to change the behaviour.