



Crawford Village
Primary School & Nursery

Small enough to care...big enough to inspire

Behaviour Policy

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1. Introduction

The primary aim of Crawford Village Primary School is that every member of the school community feels valued and respected and is treated fairly. The school promotes a caring, nurturing ethos, with values built on mutual trust and respect for all. The Behaviour for Learning policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school recognises that effective teaching and learning can only take place in an atmosphere where there is a clear understanding of expectations for acceptable behaviour.

High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will model high standards and children will be given clear guidance on what is expected of them. Partnerships with parents will be promoted to ensure that the school's values become central to the lives of all the children. All children and parents will be asked to sign our Home and School Agreement to show their support of the policy.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that all members of the school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2. Aims & Objectives of this policy

The Behaviour for Learning Policy aims to:

- Enable effective teaching and learning.
- Promote positive behaviour.

➤ Objectives

- To emphasise the importance of good behaviour and its relationship to learning.
- To provide a framework for the consistent management of all behaviour-related issues.
- To emphasise the value of partnerships between parents, children and the school in the achievement of high standards of behaviour within the whole school community.
- To encourage every member of Crawford Village Primary School to show care, courtesy and consideration to other members of the school and to the wider community.

3. Expectations and our School Promises

The school expects every member of the school community to behave in a considered way towards others.

All members of the school community should be treated fairly.

Children should be able to develop and grow in a safe and secure environment, and should be encouraged to be positive, responsible and increasingly independent members of the school community.

All members of the school community promote our six school values:

- kindness
- respect
- perseverance
- integrity
- happiness
- friendship

A set of three 'Promises' are displayed in each classroom. These underpin expectations for behaviour in the classroom, focussed on learning, feeling safe and empathy for others. These are as follows:

- I promise to let everyone learn
- I promise to help everyone feel safe
- I promise to care about the feelings of others

Behaviour management strategies at Crawford are underpinned by our shared values and our promises, with children encouraged to think about how their behaviour affects others. We uphold a restorative approach to behaviour management which promotes a harmonious ethos around school and constructive solutions to any conflict that may arise.

4. Behaviour Strategies

All adults working with children should model controlled, respectful, verbal and non-verbal behaviours. Learning activities are planned to be creative, engaging and appropriately challenging. Children are active partners in their learning with some choice over curriculum content. All children have opportunities to make choices as they learn in different ways – personalised learning is integral to teaching and learning at Crawford.

Children are made aware of what is expected of them through Success Criteria at the beginning of each lesson. Appropriate behaviours are taught and reinforced on a regular basis. Our approach to teaching and learning encourages children to develop and use creative thinking skills and feelings together to guide their behaviour using problem solving and restorative strategies. Positive behaviour is reinforced through a range of strategies.

These include:

- **Team Points**

All children will be allocated a team when they start in Reception:

Ravens Phoenix Owls Eagles

Children can earn team points for good work and good behaviour. Once a child has been allocated a team point it cannot be taken away. Team points are collected in boxes in the main corridor. The team points will be collected weekly by monitors and

the winning team announced in the assembly on Friday. At the end of each half term, the team with the most points is rewarded collectively, e.g. a non-uniform day, extra playtime, or any other reward deemed appropriate.

- **Star of the Week**

Each teacher will recommend a Star of the Week to be awarded in Headteacher's Assembly on Friday mornings. Star of the Week will be awarded to children promoting the school values and ethos or setting a good example generally with regard to behaviour and good manners.

Stars of the Week will receive a certificate from the Headteacher. The names of the Stars of the Week are also published in the fortnightly newsletter.

- **Writer of the Week**

Each teacher will also recommend a Writer of the Week to be awarded in Headteacher's Assembly on Friday mornings. Writer of the Week will be awarded to children who have shown great progress in their written work.

Writers of the Week will receive a certificate from the Headteacher. The names of the Writers of the Week are also published in the fortnightly newsletter.

- **Pride Award**

The Pride Award is a weekly award given to children who have shown great pride in their work, producing good quality work with high standards of presentation and handwriting.

- **Individual Class Rewards**

Individual class rewards will vary from class to class depending on the age of the children. They may include raffle tickets, a special comment from the teacher, stickers, showing work to another teacher or Headteacher, or praise postcards sent home to parents.

- **Behaviour Management Strategies**

Oak and Acorn Class rewards

- Oak and Acorn class have an age-appropriate whole class reward system.
- At the start of the year the children are presented with two pots, one full of clouds and one empty.
- Each time the children show positive behaviours they earn a 'cloud' which they then put in their jar.
- Once the jar is full, the children vote for a whole class reward.
- This encourages the children to work as a team.

The Traffic Light Approach

The Traffic Light approach is the agreed system for managing behaviour in Cedar Class, Maple Class and Willow Class.

- All children start the day on Green.
- Children may be moved to the star at the top of the traffic light for exceptional behaviour / achievement.
- If a child displays unacceptable behaviour, they will be warned about moving to Amber. A child may be moved straight to Amber if deemed appropriate.
- Continued unacceptable behaviour will result in their name being put on Amber (if not already done so).
- This results in them missing 5 minutes of their next playtime to reflect on their behaviour.
- If the child continues to display unacceptable behaviour, their name will be placed on Red. This results in them missing 10 minutes of the next playtime.
- Children return to Green at start of new day
- Children cannot move back up the traffic light during the day.
- Further misbehaviour – if a child continues to display unacceptable behaviour after being on Red, they will then work away from the class with the Headteacher for the next session. Parents will be informed at this stage.
- Continued misbehaviour will result in appropriate restorative sanctions, discussed with parents, and the introduction of a behaviour log.
- Serious behaviour incidents should be reported to Headteacher immediately.
- A child may be moved straight to Red for serious incidents – fighting, swearing, aggressive behaviour, walking away or refusing to follow instruction from a member of staff.
- Incidents of serious behaviour will always be recorded in the school behaviour log.

➤ Behaviour Management Strategies - The Class Points and Team Gems Approach

The Class Points and Team Gems approach is the agreed system for managing behaviour in Willow Class.

- Children earn Class Points for good behaviour/ achievement
- When they reach 5 class points, they will receive a raffle ticket and a team gem. When they reach 10 class points, they will receive an extra two raffle tickets and two more gems. When they reach 15 class points, they will receive an extra three raffle tickets and three more gems. When they reach 20 class points, they will receive an extra four raffle tickets and four more gems.
- Raffle tickets are entered into a draw to win a treat. The winning tickets will be drawn on Friday afternoons.

5. Roles and Responsibilities

➤ The Role of the Class teacher

It is the responsibility of the class teacher to ensure that the school rules are applied in their classroom, and that children are encouraged to behave in a responsible manner at all times. All the teachers in our school have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and applies the Behaviour for Learning policy. The teacher treats all children in their class with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher must also contact a parent if there are concerns about the behaviour of a child.

➤ The Role of the Headteacher

It is the responsibility of the Headteacher, to implement the Behaviour for Learning policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. The Headteacher reports to the Full Governing Body each term, outlining any incidents recorded in the Behaviour Log regarded as 'serious incidents'. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour. When there is a serious problem with a child's behaviour, the Headteacher will, where appropriate, involve outside agencies.

The Headteacher monitors all reported incidents of misbehaviour in each of the class Behaviour Logs.

In extreme cases, a child's inappropriate behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the Headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

The Headteacher has the responsibility for giving fixed-term exclusions 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. Both these actions are only taken after the Governing Body has been notified.

➤ The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents are expected to support their child's learning and to co-operate with the school, as set out in the Home-School agreement. We aim to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If parents have any concern about the way that their child has been treated, they should **initially contact the class teacher**, followed by the Headteacher, should their concerns remain. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as laid out in the Complaints Procedure Policy.

➤ The Role of Governors

The Governing Body has the responsibility for ensuring the school has general guidelines on standards of discipline and behaviour and for reviewing their effectiveness.

The Headteacher has the day-to-day authority to implement the school Behaviour for Learning policy but Governors may give advice to the Headteacher about particular issues. The Headteacher should take this into account when making decisions about matters of behaviour.

6. Playtimes and Lunchtimes

Staff on duty during playtimes may place a child on Amber for incidents of negative behaviour.

The behaviour procedures followed at lunchtime were suggested by members of the School Council:

All children's names begin the lunchtime on the 'sunshine'. Instances of exceptional behaviour will be rewarded with the child being moved up onto the rainbow at which point they will receive a special reward from the Headteacher. Lunchtime staff will refer any incidents of negative behaviour to the member of staff on duty (teacher or teaching assistant) who will decide whether the child's name will move to the 'cloud' on the lunchtime chart. At this point, the child will miss 5 minutes of lunchtime play. If the negative behaviour continues, the child's name may be moved on to the 'lightning'. Any children who appear on the lightning will miss 10 minutes of their lunchtime play. Any children involved in serious incidents during the playtime or lunchtime period will be sent into school to the Headteacher.

If a child persistently demonstrates poor or disruptive behaviour, it may be appropriate for the child to have a Behaviour Management Plan or an Individual Behaviour Plan. The class teacher, SENDCO/Headteacher, parents and child will meet to discuss the behaviours and to draw up the plan together. Advice and assessment from outside agencies could also be used to support the plan.

If a child needs to come back into the building to use the bathroom, collect their belongings or find a member of staff, they must collect a coloured band to show that they have permission to be inside. If children are coming back into school without permission staff are to follow the behaviour sanctions if necessary.

7. Bullying

➤ Statement of intent

At Crawford Village we are committed to providing a caring, friendly and safe environment for all pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. Staff, pupils and parents have a responsibility to ensure that bullying does not happen.

If bullying does occur, all pupils should be able to tell a suitable person and know that incidents will be dealt with promptly and efficiently.

➤ What is Bullying?

Bullying is a behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. At Crawford Village Primary School, we aim to prevent bullying by teaching the importance of value and respect during lessons and assemblies. Children are actively encouraged to talk about problems and worries and staff will always listen carefully to all involved.

Bullying can occur through several types of anti-social behaviour. It can be:

- a) Physical: A child can be physically punched, kicked, hit, spat at, or injured in any other physical way.
- b) Verbal: This can take the form of name calling. It may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- c) Emotional: A child can be bullied simply by being excluded from discussions/activities.
- d) Damage to Property or Theft: Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hand over property to them.
- e) Cyber-bullying: Through email, texting or social networking sites. Cyber-bullying is extremely dangerous as victims are often targeted when they are at their most vulnerable or alone at home. Peer pressure to become involved in social networking/texting makes the victims of bullying increasingly at risk.
- f) Prejudiced-based bullying: Targeting children based on protected characteristics like race, religion, disability, special educational needs (SEN), or homophobic/biphobic/transphobic (HBT) behaviour.

Please refer to school's Anti-bullying policy for additional information.

8. Pupils with Special Needs

We recognise that there are likely to be some pupils who lack the skills or awareness needed to co-operate with school rules and teachers' expectations. Where such concerns arise, parents will be contacted to discuss ways of supporting their child. This may result in the pupil being placed on a behaviour support plan giving details of the strategies the school will use to try to support the child whilst they acquire the skills and habits needed to co-operate with the school's behaviour systems. Parents and teachers will need to consider ways in which home and school can work together to promote good behaviour. Staff need to be aware that some children with behaviour difficulties can be 'labelled' by other children and often get blamed for things they haven't done - the 'whole picture' is required.

9. Working with Other Local Agencies

In cases of persistent disruptive behaviour, after consultation with the class teacher and parents, the Headteacher may call upon the expert advice of outside agencies to assess the specific needs of an individual pupil. This may include monitoring observations by

support agency staff and the development of behaviour plans. More serious situations may require a referral to a behaviour unit.

Managing transitions between school and referral units, or school and high school will ensure the least possible disruption for the child's learning. This will involve information sharing between all concerned in order that every opportunity is taken to promote a positive and 'new' start, whilst recognising the child's specific behavioural issues and the concerns of both staff and parents.

10. Harassment

The school has a duty under the Equality Act 2010 to promote equality. This means that there is a duty to:

- Eliminate unlawful discrimination
- Promote equality of opportunity
- Promote good relations between people of different beliefs, faiths, race, culture, sexual orientation etc.

As a school, it is particularly important that we help children to understand each other and the wider world. In line with the Government's 2011 Prevent Strategy, schools are specifically required to actively promote fundamental British Values, which include mutual respect and tolerance of those of different faiths and beliefs. Racial abuse or harassment of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be. Where a child is proved to have been involved in a further racist incident, parents are contacted immediately and appropriate sanctions are imposed. The incident is recorded and any incidents are reported at governing body meetings.

11. Fixed-term and Permanent Exclusions

Only the Headteacher (or an Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, parents must be informed immediately, giving reasons for the exclusion. The parent must also be informed that it is their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

Since 2007, schools are required to arrange full-time education (off site) from and including the sixth day of any period of fixed exclusion of six days and longer.

The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

In the case of any exclusions, the Governing Body would convene a discipline committee made up of between three and five members. This committee would consider any exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

12. Child-on-Child Abuse

Child-on-Child abuse is defined as abuse that occurs between children who are under 18 years of age.

All staff should be aware that children can abuse other children of any age and gender, (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college, home and online. As part of this, schools should also try to be alert to when children might be at highest risk around the school day (for example immediately after school). All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports (whether these concerns are thought to have taken place on or off-site). All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between children and young people and will not tolerate abuse as "just banter", "just having a laugh" or "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviour, misogyny, and an unsafe environment for children and a culture that normalises abuse leading to children accepting and not coming forward to report it.

All staff should be aware that child-on-child abuse is a safeguarding issue for all children involved. This includes both the child who has experienced harm and the child whose behaviour has caused concern. A safeguarding response will be required for each child involved in an incident.

Child-on-child abuse is most likely to include, but may not be limited to:

- **bullying**, including cyberbullying, prejudice-based and discriminatory bullying,
- **discriminatory behaviour**, including racism, faith-targeted abuse, and other prejudice-based incidents,
- **abuse in intimate personal relationships** between children (sometimes known as 'teenage relationship abuse'),
- **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse),

- **serious physical assault and harm**, or the threat of harm with a weapon,
- **sexual violence** such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence),
- **sexual harassment** such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual making or sharing of nudes and semi-nudes (this may also include AI generated images)
- **upskirting** which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- **initiation and hazing-type** violence and rituals, (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element)

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

Harmful Sexual Behaviour (HSB) is an umbrella term used to describe sexual behaviours displayed by children and young people that are developmentally inappropriate, problematic, abusive or violent. HSB can occur online, offline or in a combination of both. All concerns relating to HSB should be considered within a safeguarding and child protection context and responded to in accordance with the school's safeguarding procedures.

All staff will be clear about the school's policies and procedures relating to child-on-child abuse and the important role they play in preventing, identifying and responding to concerns. Staff will be alert to behaviours and indicators that may signal risk, recognising that early identification and timely, appropriate intervention can be crucial in preventing harmful behaviour from escalating and reducing the risk of abuse or violence occurring.

All staff should be aware that children may not always be able, or ready, to report abuse directly. Concerns may come to light through changes in behaviour, presentation, attendance, emotional wellbeing, online activity, disclosures made by peers, or through observations by staff. Any concerns about a child's welfare should be taken seriously and acted upon without delay.

The principle of a zero-tolerance approach

At Crawford Village Primary School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour policy. We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

We will not tolerate child on child abuse but we will not demonise any child. We will support and listen. The response to each incident should be proportionate. For example, we might address a 'lower-level' incident such as a sexist comment through education, our curriculum and the way our school promotes respect. The use of exclusion from school will only in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault.

13. Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1.) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment. Staff are protected against any liability for damage to, or loss of, any confiscated items.
- 2.) Power to search without consent for 'prohibited items' including:
 - a) Knives and weapons
 - b) Alcohol
 - c) Illegal drugs
 - d) Stolen items
 - e) Tobacco and cigarette papers
 - f) Pornographic images
 - g) Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h) Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives and other legally prohibited materials must be handed to the Police. Otherwise, it is for the headteacher to decide if and when to return an item, or whether to dispose of it.

Mobile Phones and Smart Devices

Pupils must not use or have access to mobile phones or any electronic device capable of communication, internet access, photography, or recording during the school day or on educational visits. This includes smartwatches and similar wearable technology.

Any such device brought into school must be handed in to the business manager's office after parents have signed a declaration. The will be returned at the end of the day. The school accepts no responsibility for devices that are brought to school without permission. More detailed information can be found in the school's mobile phone policy.

14. Use of Reasonable Force and Restrictive Interventions

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff working at the school.

The school is committed to a **preventative approach**, and staff will always seek to avoid the use of restrictive interventions wherever possible through de-escalation and positive behaviour strategies.

In **very rare circumstances**, reasonable force may be used as a last resort to prevent a pupil from:

- hurting themselves or others
- committing a criminal offence
- damaging property
- causing serious disruption to the learning of others

“Reasonable force” refers to the **minimum amount of force necessary**, used for the **shortest possible time**, and in a way that is **proportionate to the circumstances**.

Restrictive interventions include a range of actions that limit a pupil’s movement. This may include physical contact, such as guiding a pupil to safety, through to more serious situations such as separating pupils involved in a fight or preventing a pupil from causing harm.

Staff will always:

- use the **least restrictive option available**
- act in the **best interests of the child’s safety and welfare**
- take account of the pupil’s **age, understanding, SEND needs and individual circumstances**
- aim to **restore calm and return to de-escalation as quickly as possible**

The use of force must **never be used as a form of punishment**.

The school does not permit:

- any use of force that restricts a pupil’s **breathing or airway**
- prone (face-down) restraint
- the use of **excessive or disproportionate force**

Where possible, staff should attempt to use de-escalation strategies before considering the use of force. However, staff may need to act quickly in situations where there is an immediate risk of harm.

Any use of reasonable force or other restrictive intervention will be managed and recorded in line with the school’s **Restrictive Interventions and Reasonable Force Policy**, and parents will be informed as soon as practicable, normally on the same day.

The decision to use reasonable force rests with the professional judgement of the staff member involved and will depend on the individual circumstances at the time.

➤ Informing parents

In the event of a serious incident in which force has been used on a pupil, the Headteacher or other authorised member of staff will speak to the parents of the pupil about the incident.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

➤ Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

15. Monitoring & review of the policy

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The overall effectiveness of this policy will promote the nurturing ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress, promoting the high standards and high expectations set out in the school's aims and rules of conduct.

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

This policy should be read in conjunction with the following policies:

Anti-Bullying Policy
Child Protection & Safeguarding Policy
Online Safety Policy
SEND Policy
Use of Reasonable Force Policy

This policy will be reviewed every year. The Headteacher may, however, review the policy earlier than this if the Government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Written: 28/9/17

Reviewed : September 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026

Next review: September 2027