



Behaviour Policy Including suspension and exclusion arrangements

Reviewed September 2025
Next review due September 2026

Middlezoy & Othery Schools

Behaviour Policy including exclusion arrangements

RATIONALE

We seek to ensure that all our children learn and thrive in an environment completely free from the fear of intimidation by others. Values such as honesty, compassion, respect and tolerance are key to our Schools.

As a school, we feel it is important to promote a caring and supportive environment to enable all members of the schools within the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of the schools within the school supported by curriculum content such as Personal, Social, Health and Citizenship Education. All children will at some point make wrong choices, but it is our intention that through this policy our pupils can be given clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

AIMS

We aim:

- to ensure care and consistency
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to provide planned activities which motivate all to learn academically and socially.

Middlezoy & Othery Schools - Rules

The Rules are a teaching and learning tool which need to be constantly re-enforced and highlighted by all members of the school community.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

INCENTIVES TO POSITIVE BEHAVIOUR

We believe the ideal rewards are the intrinsic rewards offered by:

good relationships

a stimulating curriculum

positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success

The Reward System and the Incentives towards Good Behaviour

Non-verbal praise: a smile, pat on the back, thumbs up, applause

Verbal praise: we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Othery & Middlezoy Rules and can be given to and by everyone. It may be private or public.

Marking Policy and Display

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

Sharing

In recognition of a particular task or behaviour the pupil may share success with others:

- i the class
- ii the neighbouring class or teacher
- iii an adult chosen by the child
- iv the Head teacher
- v Parents/ wider community

Stickers and Team Points

Each child is placed in one of the four teams when they start their time with us across the school, children work towards gaining team points or stickers for good work or behaviour. A celebration assembly takes place weekly to encourage and celebrate good work and behaviour. During this assembly, the weekly team points totals are presented by the House Captains. Team points are accrued weekly and half termly.

Individual children's achievements and successes are further celebrated through weekly certificates. These are awarded to individuals for academic achievements as well as for showing exceptional levels of behaviour, displays of thoughtfulness and kindness to those in our school community.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:

- Understanding of what was wrong
- Understanding feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

NB It is always important to address the behaviour and not the child.

Sanctions - The Three “Strike” Rule

For unacceptable behaviour, the following sequence will be used.

Praise - given to the children who are showing appropriate behaviour at all times.

Non-verbal - signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive first opportunity to do the right thing)

Verbal - a reminder of the school’s rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. (Second opportunity to do the right thing). Name written on board.

Time out (Break/Lunchtime) this is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.)

If a child continues to misbehave, she/he will be referred to a senior member of staff/appropriate Phase leader who will decide which of various sanctions should be applied.

The parents of a child who frequently misbehaves will be notified by a conversation or a letter signed by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate)

For Serious incidents/persistent misbehaviour

Referral to the Head teacher.

Fast Track with involvement of the SENCo and outside agencies who will ensure all alternatives solutions have been explored, including off-site direction or managed moves

However, some behaviour may be so serious that a senior member of staff/ and parents are immediately involved. Behaviour such as:

- i bullying
- ii defiance/ use of bad language
- iii damaging school or others’ property
- iv assaulting a member of staff - verbal or physical
- v fighting
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/ Health and Safety issue

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted as a suspension, or an exclusion may be necessary. Children may be excluded from planned visits due to their behaviour.

The Head teacher may decide upon an internal exclusion where the child works away from the class for a day. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a suspension or permanent exclusion.

SUSPENSION & EXCLUSION ARRANGEMENTS

PUPIL EXCLUSION FROM SCHOOL – ADMINISTERING THE PROCESS

Our suspension and exclusion arrangements are conducted in full accordance with the Equality Act 2010 and the Children and Families Act 2014.

If the Head Teacher is satisfied that a pupil has committed a disciplinary offence, and the pupil is being removed from the school site for that reason, the formal suspension and exclusion process comes into operation.

Only the Head teacher (or in their absence the acting Head teacher) can suspend or exclude a pupil and the decision should always be done after careful consideration of all the relevant facts and circumstances.

The Suspension and Exclusion Process

- The child is removed from any area where he/she could harm him/herself or others
- No decision will be made until the Head Teacher interviews the child to hear their versions of events and consider their views. The headteacher will inform the child of how their views were taken into account when making the decision.
- If the decision is to suspend or exclude, the Head Teacher will contact the child's Parents or Guardians without delay, to give a brief explanation of the difficulties and notify that they must collect their child from school either

immediately or at a fixed time. The length of the intended suspension or exclusion is clearly stated verbally to the Parents or Guardians.

- On behalf of the Head Teacher, the School Office will prepare and send, without delay, the formal suspension or exclusion letter to parents.
- The Head Teacher will, without delay, inform the Local Governing body (LGB) of
 - any exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
 - Any suspension or exclusion which would result in the pupil being suspended or excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
 - Any suspension or exclusion which would result in the pupil missing a National Curriculum test or public exam
- If the child has a social worker or is a child looked after, the Head Teacher will, without delay, inform the pupil's social worker or the Virtual School Head (VSH) as appropriate.
- The Head Teacher will, without delay, inform the local authority of any suspension or exclusion regardless of the length of the suspension or exclusion
- The School has a duty to provide education during the first 5 days of a suspension. Work will be prepared and sent home by the child's Class Teacher.
*Where a child is given a suspension of a duration of six days or longer, the School has a duty to arrange suitable full-time educational provision from and including the sixth school day of exclusion. This will happen in consultation with the Support Services

Cancelling suspensions and permanent exclusions

The Head Teacher may cancel a suspension or exclusions that has already begun but this may only be done where it has not yet been reviewed by the local governing body.

All parties informed of the suspension must be notified, without delay, of this decision

Reintegration

- On the child's return to school, the Head teacher (or in their absence the acting Head teacher) will meet with the child and the Parents/Guardians to discuss the design of the reintegration strategy to offer the child a fresh start and to establish the need for appropriate behaviour in reference to the school's Behaviour Policy.

- A child will not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.
- Where necessary, the school will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the Child has any SEND and/or health needs.
- The reintegration strategy may include a Pastoral Support Plan (PSP). A PSP plan is for children who are at risk of further suspensions or permanent exclusion.

Responsibilities of the Local Governing Body

The Local governing body will monitor the number of suspensions and exclusions and the number of cancellations of suspensions and exclusions once per term.

The Trust Board has delegated authority to the Local Governing Board to consider and decide on the reinstatement of a suspended or permanently excluded child within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test.

The Local Governing Board is also delegated to hear parental representations in cases when a child has been suspended for more than five but less than 16 school days in a term. Where the child has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the Local Governing is delegated to consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the pupil.

Suspensions of 15+ days

The Clerk should secure from the Head teacher the following:

- PSP or IEP
- Log of incidents
- Copy of any professional reports
- Any other relevant information

- School assessment test results
- Most recent School report
- If KS1, Foundation Profile, School Entry Plan, Boxall Profile

The Clerk must then check the availability of the Head teacher, relevant governors, Parents/Guardians and the child's social worker, if they have one and the VSH, if the child is looked after for the review meeting. This must take place between the 6th and 15th school day following notification from the Head teacher. The meeting should be at a time and place convenient to all parties.

Witness Statements

The Head teacher should, where appropriate, keep written records of the actions taken, including any interview with the pupil concerned.

Permanent Exclusion

When a permanent exclusion is notified to the LGB, the Clerk must secure the following information from the Head teacher:

- Any information in support of the decision to exclude
- A summary of the strategies and interventions used to try to prevent permanent exclusion
- Copies of PSP and IEPs for the pupil over the past 12 months
- A log of incidents
- Attendance record
- Copies of reports from the Support Services
- Behaviour/Discipline Policy
- School assessment results
- Copy of the most recent School report
- If the pupil is in KS1, information from Foundation Profile, School Entry Plan, Boxall Profile
- Relevant information about the pupil's home circumstances
- Relevant information regarding SEN, disability or medical conditions
- Witness statements

The Clerk must then check the availability of the Head teacher, relevant governors, Parents/Guardians and the child's social worker, if they have one and the VSH, if the child is looked after for the review meeting. This must take place between the 6th and 15th school day following notification from the Head teacher. The meeting should be at a time and place convenient to all parties.

The Clerk will collate and forward the information to the LA where a Pupil Support Casework Officer will be allocated.

Governors Duty – Permanent Exclusion

The LGB will comply with the statutory time limits set out in the [statutory guidance](#). They may ask the LA Officer for advice but must make their decision alone. A note of the LGB's views on the exclusion will be placed on the Pupil's School Record with copies of the relevant papers. The Clerk will take detailed minutes, bearing in mind the parental right to appeal. A copy will be required if this goes to Independent Appeal.

The LGB will inform the Parent and Head teacher of its decision in writing no more than one day from the hearing, stating the reasons.

The LGB will not attach conditions to any direction it may give to the Head teacher to reinstate the pupil.

Where the LGB decides to uphold the permanent exclusion, its letter to the Parent/Guardian will include the following information:

- * The reason for the decision
- * Their right to appeal to an Independent Appeal Panel, together with the name and address of the person to whom any notice to appeal should be sent
- * The date by which the appeal should be lodged
- * That any notice of appeal must set out grounds on which the appeal is made
- * That any claim on grounds of disability discrimination can also be set out in the notice of appeal

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in the schools in the best possible way and for the good of all who work in the schools whether staff or pupils. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

APPENDICES

Procedures:

Appendix 1 Daily Routine

All children go to their classrooms on entry in the morning. Class teachers will be in their classrooms by 8:30 am, so that children are supervised.

Appendix 2 Procedures for Playtimes

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground area will be used for football games on a rota basis.

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks.

Lunchtime Supervisors will line up and take children to class after lunch.

1 whistle (or bell ringing in KS1) means stand still, the next, line up.

Appendix 3 Movement around the school

When moving around the school, classes will be supervised by an adult.

We expect all children to walk **quietly** along corridors and pathways.

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4 Middlezoy & Othery Schools Rules:

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

Appendix 5 Covid 19/Pandemic

All of the above procedures listed in appendix 1-4 will be modified should government guidelines be issued to change from normal procedures.

SAFETY RULES

For our safety:

1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into the car park.
6. We will not harm others

Appendix 6 Home School Agreement (see separate document)