



Farnsfield St. Michael's CofE Primary School



Relationships

(Behaviour)

Policy

John 15:12: This is my commandment, that you love one another, even as I have loved you.

The church school **vision** is deeply **Christian**, with Jesus' promise of 'life in all its fullness' at its heart and the belief that the school community should enable people to **flourish** together. Therefore, at St Michael's Primary School, we strive to ensure that all of our children, staff and families have a positive experience whilst being a part of our school community; we promote positive relationships and creating a safe environment as key to successful learning. We have a culture here at St Michael's that consistently promotes high standards of behaviour which are enabled by creating and sustaining positive relationships with all.

Aims and vision

At Farnsfield St Michael's Primary School, we work towards positive relationships for the whole of our school community; for adults as well as children. Our school bible verse, John 15:12: 'This is **my commandment**, that you **love one another**, even as I have **loved** you.' encompasses our desire to love our children, families and our team; in doing so supporting them through their journey, as best we can.

Our vision is deeply rooted in love, unlocking potential and opening doors through our shared Christian faith. We pride ourselves on being a beacon in the wider community, guiding others and shining light on one another to live well together. Alongside our broad and balanced curriculum and wider opportunities we aim to create well-rounded individuals who flourish and celebrate life in all its fullness. At St Michael's, we treat each person as a unique individual, celebrating differences; showing dignity and respect for all. We aspire to join together on the same path, whatever the starting point, to guide one another to fulfil our full potential with hope and aspiration.

Key members of staff

Whilst all staff have a responsibility to create a positive and safe environment at school, staff with a specific, relevant remit include:

Behaviour and Attitudes Lead – Natalie Wilkinson

Mental Health and Wellbeing Lead – Helen Lewis

Designated Safeguarding Leads (DSL) – L Carpenter, R Fry, D Taylor, H Lewis & N Wilson

PSHE/RSHE Lead – Louise Carpenter

ELSA (Emotional Literacy support) TA – Jo Lloyd

Art Therapy Team – Cailin Taylor, Debbie Cargill and Ashleigh Blount

Bereavement Lead – Emma Turner

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How our values link to the way we build relationships at St Michaels

Through our schools' **key values**, we promote positive relationships for **every member** of the community

Honesty – I have a **voice** that matters—and **truly listening to me** will change how I learn

Acceptance – I am **loveable** – I long for relationships and value

Perseverance – I know things will go wrong, but tomorrow is a **new day** in everyone's eyes.

Forgiveness – I make **mistakes** every day – I know I am supported to move on.

Respect – I respect everyone's commitment for wanting to help me- I offer the same respect to others

Happiness – I am happy with myself- I am happy to be in this place.

Responsibility – I know I have an **equal role** to play- I can make a **positive** impact on our community

These key values are embedded in our new curriculum, alongside other values, such as hope, courage, determination, trust and many more. One of our school mottos is: '**This is a safe place to make mistakes**'; this mind-set allows pupils to ask difficult questions and explore their thoughts and feelings about the challenges they face.

We acknowledge that for many children we are the most consistent aspect of their lives, it is our calling to create a **safe space** for them to grow, to learn and to belong.

"We should never underestimate the benefit of a child having a place to belong - even one - where they can take off their armour. It can and often does change the trajectory of their life." Brene Brown

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Rainbow Rules:

We have recently introduced our Rainbow Rules that work hand in hand with our Rainbow Values. These three clear rules further enable us to promote a positive and safe environment for all. They enable all our school community to uphold our school's culture of having consistently high standards of behaviour. Our Rainbow Rules poster is visible throughout the whole of school to constantly remind all members of our school community.



Teaching and demonstrating positive relationships

At St. Michaels we believe that strong relationships are the key to positive behaviours and a sense of belonging. We believe that if we prioritise **our Rainbow Values, our Rainbow Rules** and **our relationships** that positive behaviours will follow. We also know that some children **will need support** with their behaviours for whatever reason. **It is the job of the adults** in school to support the children in this, we acknowledge that not every child will need the same response and we will work hard to support children individually. We prioritise **our Rainbow Values and our Rainbow Rules** in every incident and every interaction. On a yearly basis, the head teacher and behaviour lead will deliver collective worships sharing our relationships values with the whole school. Regular meetings will take place between the senior midday supervisor and the behaviour lead to support positive relationships and behaviours at playtime, too.


Pupils with SEND:

At St Michael's we consistently promote high standards of behaviour from all of our school community. However, we recognise that there sometimes needs to be more intensive support with behaviour for some pupils, including those with SEND. As a school, we acknowledge the need to remain flexible in our approach to behaviour, all while remaining consistent for all. We will make reasonable adjustments to ensure that all children are able to flourish here at St Michael's. Where adjustments have been made, we will share this with all stake holders to ensure consistency which in turn will lead to positive behaviours.

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The four R's at St Michaels primary school

In order to support children's behaviour we will promote the 4 R's, these are some ways we will do this at St Michaels:



Relationships	Regulation
PACE model- see appendix Quality time Children's interest's known Communication- welcome Listening and talking Acceptance- school values lived out Playful Key worker- where needed One to one time set aside Teaching around feelings- The colour monster/Heart smart Adults show vulnerability Adults- aware of triggers Use emotion coaching techniques	Seating plan- discussed/agreed with child Areas for calm Fiddle toys- as appropriate Nurture/ELSA/wellbeing interventions Comfort- music/smells in room Clear routines Movement breaks Exercise Explanation for changes Space Check for hunger/sleep Zones of regulation- Nurture Timers- now/next cards Visual cues Anchor activity – what helps me? Pupil profiles and regulation plans
Reason	Repair (consequence)
Low and slow- sitting together Safe place with a safe person Time for reflection Wandering/curiosity modelled Naming feelings School values The best adult for the child Empathy Parental support- team approach Key learning from situation? Exploring together what has gone wrong	Every day is a new day Genuine forgiveness Support to scaffold repair Look for readiness to repair Sorry letter/card Restorative conversation with 'victim' Appropriate setting and timing for repair Fix- with an adult Do something meaningful Victim to feel sense of resolution

Restorative justice

We have a whole school reward system of House Points in school which all members of staff are encouraged to give to praise positive behaviour. We do also have procedures in place to follow up children making the wrong choices with their behaviour. At St Michael's we follow a Restorative Justice approach. Restorative conversations are continually held to find a reasons and to repair situations. Relationships and regulation are ongoing support methods and need to be considered throughout the school day, whether an incident has happened or not, **this is a way of being** not something that takes place after things have gone wrong. Strong relationships and supporting children to regulate can both help prevent challenging behaviours and tricky days at school, we aim to ensure we address these two important R's all day every day.

Consequences- (See also repair above)

- Should never be carried out alone
- May involve 'fixing' what has been broken
- A restorative conversation
- A change to break and lunchtimes- i.e. indoor/outdoor break timetables
- Some learning must take place -the child should be helped **to understand** what went wrong.
- Adjustments may need to be made to prevent further issues- loop back to the first two R's- can we improve relationships and regulation?
- Should never be associated with a curriculum area e.g. writing lines, reading, etc
- Adults refer back to regulation plan.

Consequences will be appropriate and will be chosen and agreed between all participants involved. For additional information on appropriate consequences and how this looks at St Michael's, see the behaviour flow chat in Appendix 4.

Recognition

It is important that we recognise when things are going well, these are some ways that we do this at St Michaels Primary School:

- Postcards sent home, all members of staff can send this home for individual moments linked to the school values.
- Emails/messages to parents with pictures of work or sharing the good.
- Constant praise for all children.
- Noticing the quiet ones (always children).
- Always begin and end the day with positives- reflect on the good.
- Collective house points for a house playtime, this will take place half termly. Year 6 House Point monitors to collect these every Friday and House Captains write up totals in Monday Worship.
- Whole school House Point goal total will be set during the first half term of a new academic year. All houses will work together to get an end of year treat afternoon.
- Mrs Carpenter's shop, tokens will be issued to a class by Mrs Carpenter, these tokens are for whole class recognition, such as worship, playtimes, trips etc. These tokens can be 'spent' on special items that will belong to the class.

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What to do- in the moment

- Model good regulation- remain outwardly calm
- Seek help if needed- **using purple card**, send a child.
- Give the child space, encourage use of oasis/calm corner.
- Wait- don't rush in/ choose the right moment
- Recall ways that child regulates (see regulation plan if applicable).
- Follow the last 2 R's WHEN the child appears ready- remember it can take 40mins to calm down.
- Remember we treat each child fairly, but not always the same.
- Refer to the flow chart in the appendix to help support how to handle challenging behaviours.

FAIR VS. EQUAL

- * Equal means the same.
- * I will not be treating you exactly the same way.
- * Being fair means that I will do my best to give each student what he or she needs to be successful.
- * What you need and what someone else needs may be very different.
- * I will always try to be FAIR, but this means things won't always feel EQUAL.

What to do later on

Share the incident with a colleague or member of the SLT to discuss and share any next steps.

If incidents are sustained or reoccur, a restorative conversation may need to take place with all the appropriate and/or affected people, **SLT will support this.**

Incidents we must log:

- Incidents of a sexual nature and parents/head must be informed.
- Incidents involving protected characteristics and parents/head must be informed
- When another child has been harmed and parents/head informed.
- When property has been damaged and parents/head informed.

Above behaviours should be logged on ScholarPack in the Conduct tab (these should be brief and factual.) The behaviour lead, deputy head and head teacher are made aware of all behaviour logs on Scholarpack. ScholarPack conduct logs will be reviewed half termly by the behaviour lead. Additional intervention will be put in place for any pupils displaying ongoing behavioural concerns. A variety of which can be seen on the regulation part of the above table.

Feedback to parents should be given **when one of the above has happened and been logged.** The parents of all parties involved should be informed. It should always be made clear to parents that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Maintaining clear boundaries and expectations around behaviour.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help the children feel safe, their educational environment needs to be high in both nurture and structure with consistency adhered to by all members of staff. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

Supporting our families

Relationships can be best formed with the support of the whole family. Where possible, we hope to involve parents in this process and share with them the model of the 4 R's. We need to remember that if a child is challenging in school, it's likely they are at home too. When working with parents we aim to ensure:

- We share any incidents discreetly, out of ear shot of the child/ other families.
- We are supportive and look for ways to work together.
- We remember that this is their child, whom they love.

What about children who need more help?

Sometimes, children may need some extra support if they are finding things difficult at school. These children will have a one-page profile and also a regulation plan to support their needs. These are shared with all staff who work with the children and updated regularly. There may be occasions when we need to access additional support and we can make referrals to:

- The Primary Mental Health Team
- The Healthy Families Team
- Early Help Unit
- Educational psychologist
- SBAP

The SENDco is able to support families to make these referrals.

Statutory Responsibilities

In addition to our school Relationships Policy we have a Section B: MITRE approaches to managing behaviour in schools, to demonstrate how we will fulfill our statutory responsibilities in relation to more significant behavioral incidents. This is included below.

A final word

Above all that is written here, our key value of **love** is what underpins all that we do at St Michaels, as a church school, we remember that every child is made and loved by God.

John 15:12: This is my commandment, that you love one another, even as I have loved you.

This document was put together using the following materials and resources:

Department for Education Behaviour in Schools – Advice for headteachers and school staff
September 2022

The EEF Education Endowment Foundation | EEF

When the adults change, everything changes by Paul Dix Know me, to teach me by Michelle Louise Bomber

Barrowford Primary school policy- <http://barrowford.lancs.sch.uk/wp-content/uploads/2020/02/Behaviour-in-schools.pdf>

Lisa Cherry and Rachel Thomlinson interview- <https://www.lisacherry.co.uk/throwing-away-your-school-behaviour-policy/>

Leading better behaviour by Jarlath O'Brien

Low arousal approaches, webinar-Led by Gareth Morewood Dare to lead by Brene Brown

The church school vision for education

The pace model <https://ddpnetwork.org/about-ddp/meant-pace/>

<https://www.emotioncoachinguk.com/for-professionals>

<https://kirkleesbusinesssolutions.uk/Page/18278> - materials for class teachers

<https://youtu.be/7KJa32r07xk> -Emotions coaching explained



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The pace model <https://ddpnetwork.org/about-ddp/meant-pace/>



Appendix 2- models for restorative conversations (on SharePoint)

My Decision Board

Situation	
Choice 1:	Choice 2:
Consequence:	Consequence:
Will these people be happy or not?	Will these people be happy or not?
Family School Me	Family School Me

MICHAEL'S C OF E PRIMARY SCHOOL

Debrief Sheet

Incident/Outburst	What I did ☹️	How it was resolved ✓

What I should have done ☹️	How it could have been resolved

Name of pupil involved: _____
Name of staff involved: _____
Date and location of incident: _____

28/01/2016

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Appendix 3- reason and repair scripts

Reason/ repair scripts: -

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

What needs to happen in order to put things right and ensure that this never happens again?

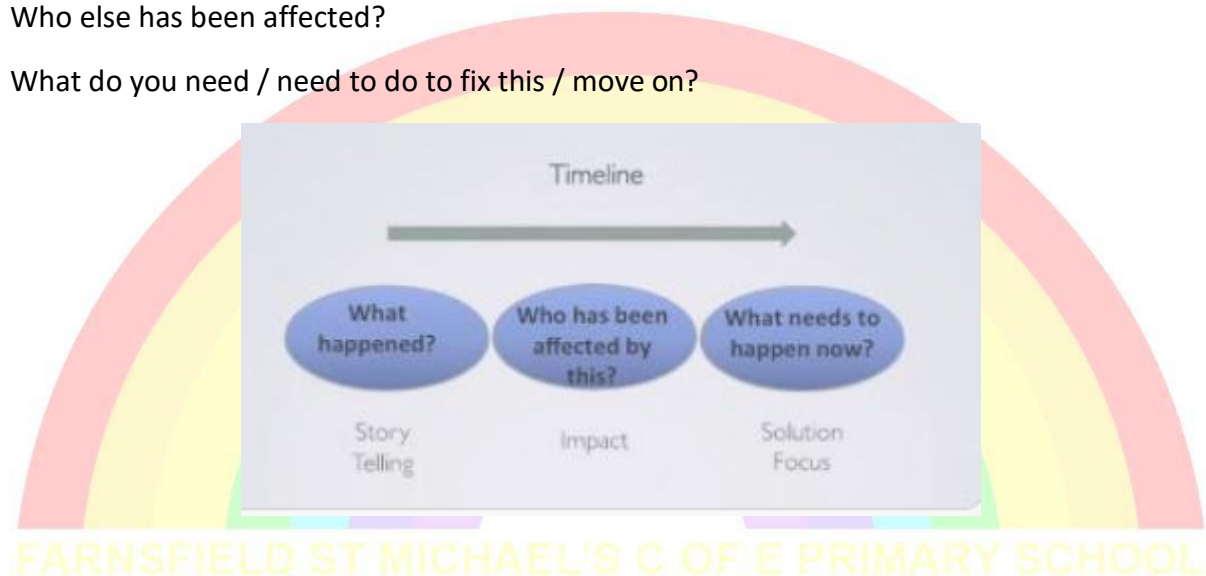
Tell me what happened?

What were you thinking? And now?

How did you feel? How do you feel now?

Who else has been affected?

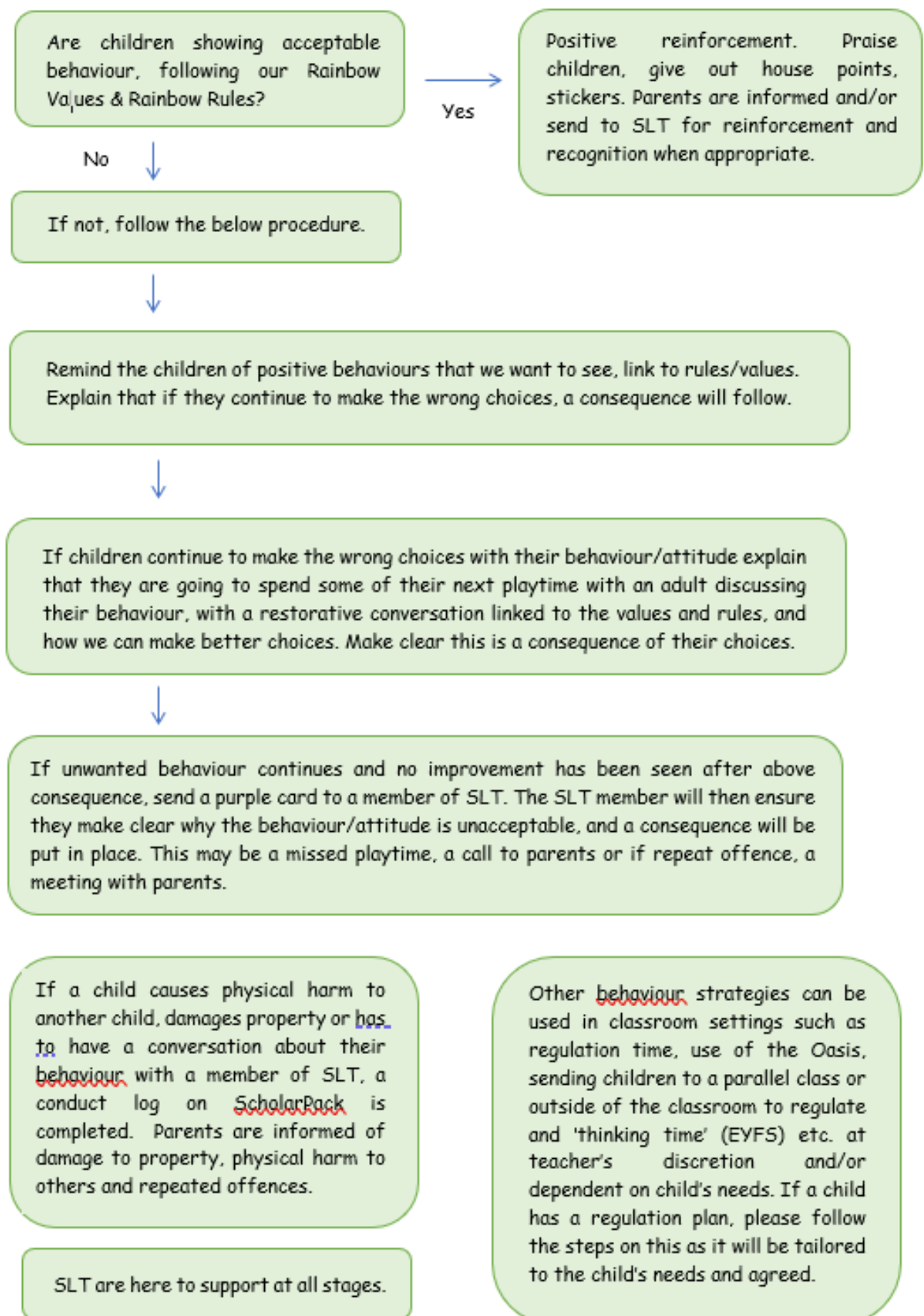
What do you need / need to do to fix this / move on?



Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

Appendix 4 – Behaviour Flow Chart



Behaviour Policy

Section B: MITRE approaches to managing behaviour in schools

1 Prohibited items

➤ Below is a list of items that are prohibited when in school. If pupils are found to have these, we will confiscate and keep in the school office. We will then contact parents/carers and ask them to collect. These are:

- Any items that are deemed unsafe and could be used as weapons.
- Electronics such as mobile phones and handheld games consoles.
- Medicines that are not agreed upon via a Health Care Plan/Illegal drugs
- Stolen items
- Alcohol/tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

2 Searching, Screening and Confiscation

Where there is a need for searching, screening and confiscation, they are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

2.1 Confiscation

Any prohibited items (listed in section A) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

2.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher or a Designated Safeguarding Lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots
- **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Trays
- Bags
- A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

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- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child
- **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

2.3 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

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If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

2.4 Screening

Farnsfield St Michael's does not screen pupils upon entry to school.

3 Child on child abuse, sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care

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- Report to the police

Please refer to section 7.7-7.10 of our Child Protection and Safeguarding Policy, and the Child on Child Abuse Policy, for more information.

4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

5 Suspensions and Exclusions

5.1 Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

5.2 Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

All MITRE schools aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, trustees, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

5.3 A note on off-rolling

All MITRE schools are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

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- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

5.4 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

5.5 Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort, and in agreement with the Chief Executive Officer.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable - e.g. the pupil has a social worker, or is a looked-after child (LAC)
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

5.6 Conducting suspensions and exclusions

John 15:12: This is my commandment, that you love one another, even as I have loved you.

The processes used by each MITRE school and the trust as a whole in suspension or exclusion of a pupil will follow the statutory guidance from the DfE: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

The statutory guidance relates to:

- Informing parties about a suspension or exclusion
- Providing or arranging education
- Monitoring suspensions and exclusions
- Considering reinstatement
- Independent review
- Amending registers
- Reintegration following suspension

6 Monitoring and evaluating behaviour policy and practice

6.1 School monitoring of behaviour

The school will collect data on the following:

- Behavioural incidents and types, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Referrals to outside agencies such as SBAP
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Natalie Wilkinson our Behaviour and Attitudes Lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

6.2 Monitoring this policy

Section A of the Behaviour Policy will be reviewed by the Head Teacher and the Local Governing Body at least every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 4.1).

Section B of the behaviour policy will be reviewed by the MITRE Standards and Effectiveness Committee every two years, or more frequently, if needed, to address findings from schools. At each review, the policy will be approved by the Board of Trustees.

7 Legal Duties

Each MITRE school and the trust as a whole recognise their legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs (SEN).

It therefore recognises that some pupils require a more sensitive and differentiated approach and that we must ensure that the behaviour policy does not unintentionally discriminate against certain groups.

John 15:12: This is my commandment, that you love one another, even as I have loved you.

The school will record and monitor behaviour incidents, looking for patterns, so that we can make sure particular groups are not more affected by the policy than other groups. If patterns are found, we will take further action to adjust approaches, systems and processes, to train staff and to work effectively with individual pupils and groups of pupils.

This policy complies with our funding agreement and articles of association.

Policy Review

This policy will be reviewed:	Every 2 years
It is due to be reviewed again on:	July 2025
It was approved by LGB on:	July 2023
Signed by Chair of Governors:	<i>K Weaver</i>