



Lyne and Longcross C of E (Aided) Primary School with Nursery

Relational Practice for Learning Policy 26-27

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Lyne and Longcross CofE (A) Primary School and Nursery is a welcoming Christian community where every child is valued, nurtured, and inspired to grow and flourish. Rooted in the Christian promise that all “may have life, and have it in all its fullness”, we celebrate diversity and ensure that each child – of every faith and none – finds respect, courage, and belonging. Guided by wisdom, strengthened in community, and sustained by love, we offer an education of creativity and compassion that inspires children’s confidence and enthusiasm to lead happy and fulfilling lives, and to contribute to the world with courage and kindness.

John 10:10

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Introduction

Rooted in our Christian vision and values, our policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and encourages the involvement of parents/carers in the development of their child.

Positive relationships are at the heart of our approach to behaviour and learning. We believe children are most likely to flourish when they feel known, valued, respected and a genuine sense of belonging within our school community. Through strong relationships, clear expectations and consistent support, we help children develop the attitudes, behaviours and self-regulation skills they need to succeed.

Legal Framework and National Guidance

This policy has regard to the current versions of the following legislation and national guidance. The hyperlinks lead to the official public source pages:

- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Human Rights Act 1998](#)
- [DfE Behaviour in Schools: advice for headteachers and school staff](#)
- [DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [DfE Searching, Screening and Confiscation: guidance for schools](#)
- [DfE Restrictive Interventions, including the use of reasonable force, in schools](#)
- [DfE Keeping Children Safe in Education](#)
- [SEND Code of Practice: 0 to 25 years](#)

The school will have regard to subsequent statutory or departmental guidance relevant to this policy.

Related School Policies

- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Equality Policy
- Restrictive Physical Intervention Policy

Aims

For our staff

- Establish high expectations
- Promote a calm, safe and purposeful learning environment
- Teach and model positive behaviour
- Support pupils to develop self-discipline, empathy and respect
- Ensure consistency, fairness and transparency
- Minimise the need for restrictive interventions
- Comply fully with relevant DfE statutory guidance
- Work in partnership with parents
- Ensure staff training

- Communicate policy clearly and effectively
- Use professional judgement to respond to behaviour in a fair, consistent and proportionate manner, taking account of the child's age, needs, circumstances and the impact on learning and safety.

For our children

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution to our community
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour, with praise, recognition, celebration and explicit and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual

Our Guiding Principles

We strive to:

- Recognise that positive relationships are the foundation of positive behaviour.
- Raise pupils' self-esteem
- Promote and develop empathy and respect for self and others
- Develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- Ensure regular attendance
- Develop an awareness of and adherence to appropriate behaviour
- Encourage pupils to value the school environment and its routines
- Ensure that pupils are confident of their right to be treated fairly
- Empower staff to determine and request appropriate behaviour from everyone
- Acknowledge that maintaining positive behaviour within the school is a shared responsibility
- Ensure that positive behaviour is always recognised
- Work within a positive, proactive and reflective approach to behaviour
- Ensure the policy is fully understood and consistently implemented throughout the school
- Ensure effective mechanisms are in place for monitoring and evaluation
- Ensure the rights and responsibilities of all members of the school community

As a school, we aim to be as positive as possible with children about their behaviour and take a restorative approach to helping children consider their actions and what can be done or changed following an incident. However, we also feel it is our responsibility to help our children grow up recognising that there are consequences to our actions.

We recognise that behaviour may communicate an unmet need, difficulty, emotion or barrier to learning. Adults should seek to understand and respond to underlying needs while maintaining high expectations. Understanding the reason behind a behaviour does not make every behaviour acceptable or remove accountability. We seek to understand behaviour, not excuse it.

Adults are expected to maintain positive professional relationships with all children, regardless of previous incidents or behavioural difficulties. Children should experience dignity, respect and a fresh start following incidents, alongside appropriate accountability for their actions.

Responsibilities

The governing body and school leadership

- Promote a whole-school culture where calm, dignity and structure encompass every space and activity
- Monitor the implementation and effectiveness of this policy
- Ensure the policy is published and reviewed
- Consider behaviour data, equality duties, SEND and SEMH needs
- Ensure staff receive appropriate induction, support and training

The Headteacher and Senior Leadership Team

- Establish high expectations for pupils' conduct and behaviour
- Determine the school rules and proportionate consequences
- Support staff with behaviour, SEND and SEMH needs
- Monitor patterns, provision and the impact of this policy
- Engage pupils, parents and carers as appropriate

Teaching staff

- Plan and review support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, pupils
- Teach and model expected behaviour and positive relationships
- Plan lessons and provision to reduce barriers to learning
- Take proportionate action to restore acceptable standards of behaviour
- Maintain overall oversight of behaviour patterns within their class

All members of staff, including teaching staff, support staff, lunchtime supervisors, office and premises staff, and volunteers

- Adhere to this policy and apply it fairly
- Support pupils in meeting expectations
- Promote a supportive and high-quality learning environment
- Model high standards of behaviour and respectful relationships
- Set high expectations for every pupil
- Be aware of individual needs, agreed outcomes and support
- Have the authority and responsibility to recognise positive behaviour, address behaviour that falls below expectations, apply proportionate consequences and seek support where required
- Communicate relevant behaviour information promptly so that information follows the child throughout the school day
- Ensure significant or repeated concerns are shared with the class teacher, who retains overall oversight of behaviour patterns in the class

Pupils

- Take responsibility for their own behaviour inside school and in the wider community
- Show respect and kindness
- Follow reasonable instructions given by staff
- Report unacceptable behaviour to a member of staff

Parents and carers

- Support their child in adhering to school expectations and reinforce these at home
- Inform the school of circumstances that may affect their child's behaviour
- Work in partnership with school when concerns arise

- Maintain regular communication with school

There is no hierarchy of authority in applying this policy. Children are expected to respond positively and respectfully to reasonable instructions and guidance given by any member of staff.

Monitoring, Data Collection and Behaviour Evaluation

The Senior Leadership Team will regularly monitor behaviour through learning walks, observation at playtimes and lunchtimes, pupil voice and review of records.

The school will collect and review relevant data, including behaviour incidents recorded on CPOMS, removals from classrooms, attendance, suspension and permanent exclusion data, searching and confiscation incidents, restrictive interventions and stakeholder perceptions.

The data will be monitored and objectively analysed termly by the Headteacher and Senior Leadership Team. Analysis will seek to identify patterns, contributing factors, system issues, support needs and any disproportionate impact on pupils with protected characteristics.

Recognition and Celebration

At Lyne and Longcross CofE (A) Primary School and Nursery, we believe that positive behaviour, effort, achievement and acts of kindness should be recognised and celebrated. Through recognition, we help children understand the values, attitudes and behaviours that contribute positively to our school community and support them in developing confidence, responsibility and a sense of belonging.

Whilst praise and rewards play an important role in school life, we aim to develop children's intrinsic motivation so that they make positive choices because they are the right choices and reflect our Christian vision and values, rather than solely in pursuit of a reward.

Recognition may take many forms, including:

- Verbal praise and encouragement
- House Points
- Positive communication with parents and carers
- Sharing success within the classroom
- Star of the Week Awards
- Achievement Awards
- Opportunities to share success with members of the Senior Leadership Team

Children demonstrating exceptional effort, progress, attitudes to learning, behaviour, kindness, courage, resilience, achievement or service to others may be invited to share their success with a member of the Senior Leadership Team.

House Points

House Points are awarded to recognise positive behavioural choices, effort and achievement, helpfulness and positive contributions to the school. House Points are awarded one at a time and collected in each class using the school's token and jar system. House Captains collate weekly totals, which are celebrated in Friday Celebration Worship.

Whole-class recognition

Classes may use a shared recognition system, such as a marble jar, to acknowledge collaborative effort, positive learning and helpfulness. When the agreed target is reached, the class may receive an appropriate shared treat or experience.

Friday Celebration Worship

The school community gathers each Friday for Celebration Worship, where children's achievements and successes are recognised and celebrated.

- House Point achievements
- 99 Club achievements
- Star of the Week Awards linked to the school's vision and values
- Achievement Awards
- Recognition of children who have been nominated by staff to share exceptional work, behaviour, attitudes, effort or achievements with members of the Senior Leadership Team

At the end of each half term, curriculum awards celebrate excellence, progress, effort and enthusiasm, including Wonderful Writer, Remarkable Reader, Super Scientist, Marvellous Mathematician, Amazing Artist and Reflective RE.

Whole-School Relational Practice Approach: Steps to Success

At Lyne and Longcross CofE (A) Primary School and Nursery, we believe that positive relationships are the foundation of positive behaviour. We maintain high expectations while responding to children in a fair, consistent and proportionate manner.

The Steps to Success provide a consistent framework for supporting positive behaviour and responding when behaviour falls below expectations. Their purpose is to help children make positive choices, take responsibility for their actions and successfully re-engage with learning.

The steps will typically be followed in order. Staff use professional judgement and discretion, taking account of age, development, individual needs, context, previous support, impact on learning and safety, and the nature of the behaviour. Consistency means maintaining the same high expectations while responding fairly, proportionately and appropriately to individual circumstances.

Step 1: Reminder and Redirect

The adult gives a calm reminder of the expected behaviour and supports the child to make a successful choice. This may include a non-verbal prompt, proximity, specific praise, restating expectations, a brief check-in or redirection towards learning. More than one reminder may be appropriate where it is reasonable and effective.

Reminder and Redirect should normally be delivered calmly, positively and, wherever possible, privately. The purpose is to help the child return to successful behaviour, not to reprimand or shame publicly. Adults should maintain a respectful tone, keep language clear and brief, allow processing time, restate the expectation and provide a genuine opportunity to reset and re-engage. Practical examples are provided in Appendix 9.

Step 2: Warning

Where behaviour continues, the adult gives a clear warning. The adult identifies the behaviour that needs to change, reinforces the expectation, explains the likely consequence if it continues and provides an opportunity to reset. Warnings should be calm, respectful, focused on the behaviour rather than the child, meaningful and capable of being followed through.

Step 3: Proportionate Consequence

If the behaviour continues, the member of staff may apply a reasonable and proportionate consequence. Wherever possible, the consequence should be related to the behaviour, preserve dignity, protect learning or safety, and support better choices in future. Consequences are not intended to shame or humiliate.

A consequence is not necessarily a sanction. It may be a solution-focused response, including a restorative conversation or supported problem-solving, that helps the child understand impact, repair

harm and navigate a similar situation more successfully next time. Further examples are provided in Appendix 9.

- Changing a seat or working space
- Completing unfinished work at another appropriate time
- Temporary removal from a distraction or activity
- Restoring or repairing damage, mess or disruption
- Temporary loss of access to misused equipment or an associated privilege
- A short period of supervised time away from peers or learning
- Completing part of a break or lunchtime with the supervising member of staff

Step 4: Support and Intervention

Where behaviour persists, escalates or significantly affects learning, wellbeing or safety, additional support or intervention may be required. This may involve another member of staff, the class teacher, Senior Leadership Team, the SENDCo, parents/carers, an individual support plan, reasonable adjustments or appropriate external advice. Seeking support is part of the school's agreed response and is not a failure by the member of staff.

Serious Incidents

Some behaviour may require immediate intervention and may bypass earlier steps. This includes deliberate physical aggression, discriminatory or seriously offensive language, serious damage to property, behaviour creating an immediate risk of harm, leaving or attempting to leave a supervised area, significant disruption or defiance affecting safety, and safeguarding concerns. Staff should seek appropriate support and follow relevant procedures elsewhere in this policy.

Reflect and Restore

Reflect and Restore applies following any step and is not a further escalation stage or additional consequence. After behaviour has been addressed, children should be supported, at an appropriate time, to understand what happened, consider the impact, repair relationships or learning where appropriate, identify a better choice and move forward positively.

Reflection may take the form of a brief conversation, a restorative discussion or an age-appropriate reflection sheet. Reflection sheets are tools for learning and restoration; they must not be used as punitive documents.

Once an incident has been addressed and any consequence completed, the child should be welcomed back positively. A fresh start does not mean patterns are ignored: recurring concerns will continue to be monitored, recorded and supported.

Recording Behaviour on CPOMS

CPOMS supports the identification of patterns, appropriate intervention and an accurate record of significant concerns. It does not replace timely professional conversations between staff.

General principles

- Significant behaviour incidents should be recorded on CPOMS
- Information should be communicated to relevant staff at the earliest opportunity and should not come as a surprise when viewed on CPOMS
- Entries must be factual, objective, professional and focused on what was seen, heard and done
- Staff should follow the school's agreed expectations for effective CPOMS recording

Behaviour that would not normally require a CPOMS entry

- Low-level disruption or incidental calling out

- Occasional off-task behaviour
- A single reminder or warning
- A minor playground disagreement that is quickly resolved
- An isolated incident where behaviour improves following staff intervention

Professional judgement remains important. Recording may become necessary because of repetition, frequency, impact or wider concerns.

Behaviour that should normally be recorded on CPOMS

- Behaviour requiring Step 4 support or intervention
- Persistent or repeated behaviour
- A significant disruption to learning
- Aggression towards another person
- Discriminatory, prejudicial or seriously offensive language or behaviour
- Bullying concerns
- Behaviour resulting in parental communication
- Any potential safeguarding concern
- An incident requiring Senior Leadership Team involvement
- A significant consequence, suspension or permanent exclusion
- An emerging pattern of concern

Communication and oversight

- Relevant information must be shared with the class teacher as soon as possible
- Supervising staff must communicate behaviour from classroom to playground and from playground to classroom where it may affect support, fairness or safety
- All staff may respond to behaviour; the class teacher retains overall oversight of patterns within the class
- Where reflection sheets or restorative conversations are used after a significant incident, these may be referenced in the CPOMS record

If behaviour is becoming a pattern, record it. If behaviour presents a safeguarding concern, record it. If in doubt, seek advice from a member of the Senior Leadership Team.

Consequences and Reflective Measures

There is an expectation that all children behave in an acceptable manner towards staff, one another and visitors. Standards of behaviour should remain high throughout the school so that behaviour does not detract from learning, safety or belonging.

Consequences should be proportionate, reasonable and, wherever possible, related to the behaviour. Their purpose is to protect learning, maintain safety, promote accountability and support children in making positive choices in future.

- It must be clear why the consequence is being applied
- It must be clear what change in behaviour is required
- Whole-group consequences should be avoided where they penalise children who were not involved
- There should be a clear distinction between minor and serious incidents
- The response should focus on the behaviour, not stigmatise the child
- The most significant consequences should be reserved for serious or persistent behaviour
- Consequences should be calm, controlled and never humiliating or degrading
- Where appropriate, a consequence should help put right the harm caused

How Children Can Resolve Difficulties

Children should be encouraged to take responsibility for resolving conflict. Adults must teach and model appropriate strategies and support children to reach a successful conclusion. Children should be encouraged to be assertive, express their views appropriately and resolve conflict without harmful behaviour or abuse. These strategies are taught through the school's RSE and PSHE curriculum. Further guidance is provided in Appendix 5.

Restorative Discussions

Following a disagreement or breach of expectations, the people involved may take part in a restorative discussion. Sufficient time should be allowed for regulation before the discussion. The discussion should be fair, respectful and held in a calm, private space. Depending on age and the seriousness of the incident, children may conduct parts of the discussion themselves or be supported by an adult. Guidance is provided in Appendix 5.

Playground Behaviour

Children's behaviour is supported when they have purposeful opportunities and suitable equipment during breaktimes and lunchtimes. Children should use equipment for its intended purpose, return it appropriately and follow instructions given by supervising staff.

All supervising staff have the authority to recognise positive behaviour, give reminders and warnings, apply proportionate related consequences and seek further support in line with Steps to Success.

Effective communication is a non-negotiable part of safe and fair supervision. Relevant classroom information should be shared with supervising staff before break or lunchtime where appropriate. Incidents, repeated concerns, consequences, friendship or wellbeing concerns arising outside must be shared with the class teacher promptly when children return to class.

Minor incidents may be resolved by the supervising adult without a CPOMS entry. Significant or repeated incidents must be recorded in line with the CPOMS guidance in this policy. Where parents need to be informed, this will normally be led by the class teacher or the member of Senior Leadership Team dealing with the incident.

Serious incidents, including deliberate physical aggression, discriminatory language or immediate safety concerns, require prompt support and may bypass earlier Steps to Success. A relational response does not remove accountability.

Support Plans

Where necessary, and following consultation with the Senior Leadership Team, an Individual Behaviour Support Plan or Positive Behaviour Support Plan may be put in place. The plan will identify areas of need, preventative and supportive strategies, expected responses and appropriate consequences. It will be shared with the child, parents/carers and relevant staff so that agreed provision is understood and applied consistently.

Behaviour, SEND and Reasonable Adjustments

The school recognises that some pupils with SEND may require additional support, reasonable adjustments or alternative approaches in order to meet the same high expectations as their peers.

When responding to behaviour, staff will consider whether a pupil's SEND may have contributed to the behaviour, whether reasonable adjustments have been implemented effectively, and whether additional

support or assessment may be required. Understanding the reason behind behaviour does not remove accountability, but it helps the school respond fairly, proportionately and appropriately.

Where a pupil with SEND displays persistent or serious behaviour concerns, the school will work closely with parents/carers, the SENDCo and, where appropriate, external agencies to identify need, review provision and consider additional support strategies.

Before a suspension or permanent exclusion is considered, the school will review the circumstances of the incident, the support already provided, relevant SEND information, reasonable adjustments that have been implemented, and whether further support or alternative strategies may be appropriate. Any suspension or permanent exclusion will only be considered where it is lawful, proportionate and consistent with statutory guidance.

Support for Parents and Carers

The school has an open-door approach and parents and carers are encouraged to discuss relevant issues. Appointments should be made through the office where possible. If a child has been involved in a significant incident recorded on CPOMS, parents should be informed about what happened and how it was addressed, sharing only information relating to their own child. Ongoing concerns will initially be discussed by the class teacher, followed where appropriate by the SENDCo, Senior Leadership Team or external professionals.

Working with Parents and Carers

Positive relationships between school and home are integral to supporting children and encouraging positive outcomes.

When discussing behaviour challenges or other concerns, staff will:

- listen respectfully and seek to understand the concerns raised;
- communicate calmly, factually and professionally;
- focus on the child's needs, wellbeing and future success;
- protect the confidentiality of other children;
- work collaboratively with parents and carers to identify positive ways forward.

Where a conversation becomes challenging, cannot be resolved or is no longer constructive, it may be paused and continued with support from a member of the Senior Leadership Team.

The school recognises that discussions about behaviour can sometimes be difficult or emotional. Staff and families are expected to communicate respectfully and work together, wherever possible, in the best interests of the child.

Support for Staff

Staff requiring support with an individual, class or group should speak to the Senior Leadership Team. New staff will be inducted into the school's relational practice, expectations, routines, Steps to Success and recording requirements. Bespoke training and external advice may be provided where necessary.

Bullying

The school will take all reasonable measures to promote the safety and wellbeing of pupils and staff, including protection from bullying. Preventative work includes the active development of children's social, emotional and behavioural skills. Further information is contained within the school's Anti-Bullying Policy.

Child-on-Child Abuse

We recognise that children are capable of abusing other children and their peers. Concerns will be addressed under the school's Safeguarding Policy and in line with current statutory guidance. All child-on-child abuse is unacceptable and will be taken seriously.

Physical and Restrictive Intervention

Restrictive intervention should only be considered to avert injury or serious damage to self, others or property, or as part of an agreed risk assessment for a named pupil. Any restrictive intervention must be necessary, proportionate and use the least restrictive option for the least amount of time. It must never be used as punishment. Incidents must be recorded and reported in accordance with statutory requirements and the school's Restrictive Physical Intervention Policy. Further detail is provided in Appendix 3.

Confiscation of Items

Children are strongly discouraged from bringing items to school that may be inappropriate or unsafe. Confiscation, searching and disposal will be undertaken only where lawful, reasonable and in line with relevant guidance and school policy. Further detail is provided in Appendix 7.

Extra-Curricular Clubs, Trips and Visits

The school has high expectations of behaviour during clubs, trips and visits. Children must listen to supervising adults, remain with the group and behave in ways that protect safety and learning. Expectations will be explained and revisited. Persistent or serious concerns will be discussed with parents/carers and may result in reasonable adjustments, additional supervision or removal from an optional club. Further detail is provided in Appendix 8.

Appendix 1: Behaviour Expectations and Routines

We teach and model routines for:

- Movement around school
- Transitions
- Lining up
- The start and end of lessons
- Collective Worship
- Lunchtimes and playtimes

Curriculum and Teaching

- High-quality teaching reduces the likelihood of behaviour difficulties
- Staff plan proactively for SEND and SEMH needs
- Staff use structured feedback, differentiation and active engagement
- The curriculum teaches kindness, respectful language, relationships and responsible digital behaviour

Quick reference: Steps to Success

- Reminder and Redirect
- Warning
- Proportionate Consequence
- Support and Intervention

Reflect and Restore applies following any step. Serious incidents may bypass earlier steps.

Appendix 2: Support Systems for Staff

Staff requiring support with an individual, class or group should speak to the Senior Leadership Team. All new staff will be clearly inducted into the school's relational practice, rules, routines and approaches. Training will include factors that may affect behaviour, including SEND and mental health needs. Training needs will be reviewed annually and in response to serious or persistent concerns. Where necessary, the school will seek appropriate external advice and support.

Appendix 3: Restrictive Intervention

"Restrictive interventions" are ways in which authorised school staff may restrain or restrict a pupil. "Reasonable force" describes the amount of force that may be used in defined circumstances. Detailed practice must follow current statutory guidance and the school's Restrictive Physical Intervention Policy.

Who may use restrictive intervention, and when?

Members of staff may use reasonable force only in lawful circumstances to prevent injury, serious damage, a criminal offence or serious disorder. Staff must assess whether intervention is necessary and proportionate, consider the pupil's welfare, use the least restrictive option and preserve dignity. Staff must summon assistance where they feel compromised or at risk.

Unacceptable use

Force must never be threatened or used as punishment. Staff must not use an approach that restricts breathing or circulation, affects the airway, or is otherwise prohibited by current guidance. Any unintentionally ground-held pupil must be released or repositioned safely as soon as possible.

After an intervention

- Provide medical assessment, first aid or further treatment where appropriate
- Record and report the intervention as soon as possible
- Inform parents/carers in line with statutory requirements, without identifying other pupils
- Hold an appropriate follow-up conversation to understand events and repair relationships
- Review triggers, de-escalation, support plans, staff learning and future risk reduction
- Monitor the wellbeing of pupils and staff involved

Pupils with SEND and/or disabilities

Reasonable adjustments, risk assessment, prevention and de-escalation planning, staff training and behaviour support plans should be considered where a pupil's needs mean restrictive intervention may be more likely. Relevant staff must understand agreed strategies.

Official guidance: [DfE Restrictive Interventions, including the use of reasonable force, in schools](#)

Appendix 4: Equality, Race, Religion, Culture, SEND and Vulnerability

- The policy must be applied without unlawful discrimination
- The school will monitor impact and disproportionality
- Staff should be informed about cultural differences and their implications
- Newly arrived pupils should be supported to understand expectations
- Reasonable adjustments must be made for disabled pupils
- The school should identify and plan proactively for vulnerable pupils
- Relevant staff should know agreed individual approaches and referral procedures
- Every vulnerable pupil should have access to a trusted adult who knows them well

Appendix 5: Restorative Conversations

Children are encouraged to explain when behaviour is upsetting them and to seek adult support when their own attempts to resolve a problem have not worked. An adult may facilitate a structured conversation in which each person can speak without interruption.

Suggested questions include:

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected, and how?
- What needs to happen now to put things right or repair the relationship?
- What support is needed?
- What could be done differently next time?

The purpose is not to force an apology or assign blame. The purpose is to listen, understand impact, agree appropriate repair and support future success.

Appendix 6: Suspension and Permanent Exclusion

Suspension and permanent exclusion are serious sanctions and will only be used where they are lawful, proportionate and necessary.

The school will follow the current [Department for Education statutory guidance on suspension and permanent exclusion](#), together with relevant [Surrey County Council information and procedures](#).

The school will normally seek to use relational approaches, restorative practice, reasonable adjustments, behaviour support plans, SEND support, parental partnership and other appropriate interventions before considering suspension.

A managed move may be considered where it is in the best interests of a pupil and where a fresh start in another setting may support improved engagement, behaviour, wellbeing or educational outcomes.

Managed moves are voluntary and require the agreement of parents or carers, the pupil (where appropriate), the current school and the receiving school. They will not be used as an alternative to the statutory permanent exclusion process and will be undertaken in accordance with current statutory guidance and local authority procedures.

Where a serious breach of this policy is alleged, the circumstances and context will be considered carefully. A serious incident does not automatically result in suspension or permanent exclusion.

An appropriate senior leader will investigate the incident and may consider:

- information provided by children and adults
- the seriousness and impact of the behaviour
- previous support and intervention
- safeguarding considerations
- identified or possible SEND
- reasonable adjustments
- the effect on the safety, welfare and education of the pupil and others

Parents and carers will be informed and involved appropriately throughout the process.

Behaviour that may result in suspension

Examples may include:

- serious actual or threatened violence towards another pupil or member of staff
- prejudice-related abuse
- sexual abuse or assault
- serious damage to or destruction of property
- theft
- persistent serious disruption or refusal to follow instructions where this places the pupil or others at risk
- leaving the school site without permission
- other behaviour that significantly compromises the safety, welfare or education of pupils or staff

These examples are not exhaustive. Each case will be considered individually, taking account of the circumstances, context and statutory guidance.

A suspension will always be for a specified period and cannot be for an unspecified duration. A pupil may be suspended for one or more fixed periods, up to the statutory maximum of 45 school days in a single academic year.

Permanent Exclusion

Permanent exclusion will only be considered:

- in response to a serious breach or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others.

Permanent exclusion will be used only as a last resort, except where the seriousness of a single incident makes it necessary.

Where a pupil has identified SEND, or there are concerns regarding possible SEND, the school will have regard to the Behaviour, SEND and Reasonable Adjustments section of this policy. Before reaching a decision, the school will review relevant SEND information, support already provided, reasonable adjustments, relevant professional advice and whether further or alternative strategies may be appropriate.

Appendix 7: Confiscation, Searching and Inappropriate Items

- Confiscation must be lawful, reasonable and proportionate
- Retention and disposal decisions must be reasonable
- Only authorised staff may carry out searches permitted by law and policy
- The pupil's dignity, safety and wellbeing must be considered throughout
- Parents/carers and, where appropriate, police or other agencies will be involved
- Mobile phones and technology are addressed through the school's relevant policy

Official guidance: [DfE Searching, Screening and Confiscation](#)

Appendix 8: Off-Site and Out-of-Hours Behavioural Expectations

The school may respond to behaviour beyond the premises where it is lawful and reasonable to do so, including on transport, educational visits, school clubs and where behaviour threatens safety, affects the orderly running or reputation of the school, or involves harmful conduct towards pupils or staff.

When responding, the school will consider the seriousness and context of the behaviour, whether the pupil was identifiable as belonging to the school, proximity to the school, impact on others and any individual needs. Adults supervising pupils off site must communicate relevant incidents to the class teacher. The Steps to Success and Reflect and Restore principles apply where appropriate.

Appendix 9: Practical Relational Strategies and Examples of Consequences

This appendix provides practical guidance rather than a rigid tariff. Staff should use professional judgement, taking account of age, development, SEND, context, impact, safety and previous support. Responses should be reasonable, proportionate, related where possible and focused on learning, repair and future success.

Reminder and Redirect in Practice

- Use proximity, a non-verbal or visual prompt, specific praise, a rule reminder or a brief private check-in.
- Keep language calm, positive, clear and brief. Allow processing time before repeating or escalating.
- Use an assertive direction that explains what successful behaviour looks like, for example: "I need you to put your book on the table, thank you."

- Where helpful, offer a directional choice in which both options are acceptable, for example: “You can sit on the carpet or on a chair so that you are ready to learn.”
- Focus first on the primary behaviour. Avoid becoming drawn into secondary behaviours such as huffing, muttering or eye-rolling unless these become harmful or significantly disruptive.

Reluctance, Refusal and Regulation

A child expressing reluctance, refusal or discomfort provides adults with useful information. Staff should acknowledge the child’s voice, seek to understand the barrier and work collaboratively towards a safe and successful next step. This does not mean expectations no longer apply or that a child may simply opt out. It means adults support regulation, autonomy, belonging and successful participation.

Examples of Proportionate and Solution-Focused Consequences

Situation	Possible response or consequence	Purpose
Unfinished work	Complete the work at an appropriate time, with support where needed.	Restore learning and responsibility.
Classroom disruption	Change seat or working space temporarily; complete missed learning; agree a successful re-entry.	Protect learning and support re-engagement.
Misuse of equipment	Temporarily remove access; revisit safe use before return.	Restore safety and responsible use.
Mess or damage	Tidy, repair or restore with appropriate support.	Put right the impact.
Unkind words or friendship conflict	Take part in a restorative conversation or supported problem-solving when ready.	Understand impact and repair relationships.
Unsafe playground behaviour	Pause or temporarily withdraw from the activity; agree safe participation before returning.	Restore safety and successful play.
Refusal or difficulty following an instruction	Use a solution-focused conversation to identify the barrier, restate the expectation and agree a workable next step.	Build regulation, autonomy and future success.
Repeated behaviour	Review patterns, reasonable adjustments and support; involve the class teacher, SENDCo, Senior Leadership Team and family as appropriate.	Address need and prevent recurrence.

Serious incident	Move directly to support and intervention, protect safety and follow recording and safeguarding procedures.	Respond proportionately to risk and harm.
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These examples are not exhaustive. A consequence must never be humiliating, degrading or designed simply to make a child suffer. Reflect and Restore may form part of the consequence where it helps the child put things right and make a more successful choice next time.

Helpful Language

- “I am reminding you that...”
- “The expectation is...”
- “Let’s reset and get back on track.”
- “You can choose... or... Both will help you be ready.”
- “I can see this is difficult. Tell me what is getting in the way.”
- “What happened, who was affected and what could help next time?”
- “This has been dealt with. You have a fresh start.”