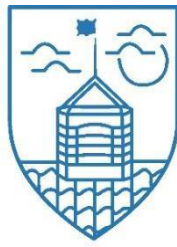


"Aspire to be your best self by living, learning, growing together with God's love"

Kindness **Truth & Forgiveness** **Respect** **Perseverance** **Co-operation** **Courage**



Butleigh

Church of England

Primary School

Behaviour and Relationships Policy (including exclusions arrangements)

2025-2026

This policy has been written in accordance with our school's Christian ethos

Galatians 5:22-23

'God's Spirit makes us loving, happy, peaceful, patient, kind, good, faithful, gentle, and self-controlled'

'Love thy neighbour as thy self'

Head Teacher: K.Moth

Chair of Governors: W.Jenner

Approved Date: September 2025

Review Date: September 2026

Contents
Aims
Section 1: Our behaviour ethos
Butleigh Brilliance and our Christian values
Section 2: Teaching children how to behave well
Promoting good behaviour: Clear expectations
Promoting good behaviour: Clear boundaries including our Butleigh Brilliance Matrix
Promoting good behaviour: The role of adults
What does positive behaviour management look like in action?
Rewarding good behaviour
Discipline and sanctions (not punishment and retribution)
Appropriate sanctions
Children with additional Needs
Section 3: Statutory Information
Supporting staff including inductions and training
Team teach: De-escalation and restraint
Suspensions and exclusions
Physical contact
Child on Child abuse: Harmful sexual behaviour, sexual harassment and sexual violence
Child on Child abuse: Bullying
Addressing prejudice related incidents

Aims

We believe every child has the capacity to improve through effort, reflection, and support. By cultivating a growth mindset, we encourage learners to embrace challenges, view mistakes as opportunities to grow, and meet high expectations with resilience and confidence. Our school firmly supports both academic and personal development, setting and sustaining ambitious standards for all.

Staff, pupils and Governors at Butleigh C of E Primary School are passionate about providing a safe, kind and respectful environment which encourages everyone to show their readiness for learning to achieve their full potential facilitated through excellent teaching and learning. We promote our Christian school values of kindness, respect, compassion, courage, cooperation and perseverance to support children's mental health and well-being. Our policy recognises that most children usually show their Butleigh Brilliance and can self-regulate their behaviour and follow our school values and never need to be reminded about being safe and ready to learn. Our policy ensures that they are recognised for this, and we encourage the children who are finding it difficult to behave safely to understand and manage their behaviour in a safer way.

Section 1: Our behaviour ethos

This policy is guidance for our whole school community: staff, pupils, parents & carers and governors. As a school we believe in the importance of building trusting relationships with our community based on respect where children feel safe and valued. Our School Christian Values are at the heart of our policy and practice, and we endeavour to build strong relationships and empathy with and between children, staff pupils, parents & carers and governors. We recognise the need to teach children how to behave rather than expecting them to have already developed this understanding and help to guide the children as they grow and become independent.

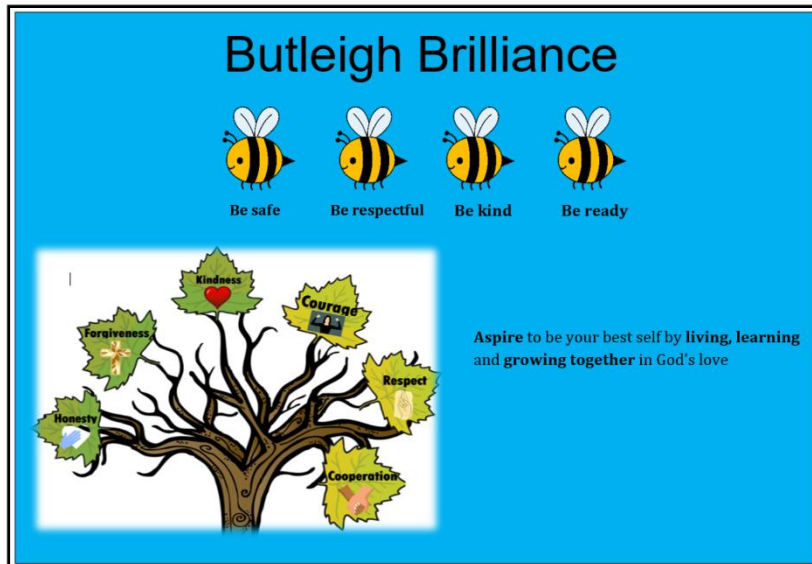
We use restorative practices and dialogue to develop children's understanding of themselves and their relationships with others which enables them to take responsibility for good and safe conduct and be ready and willing to engage fully in their learning. We consider restorative responses to be more challenging to wrong-doers and more productive than punishment.

It is also recognised that for some pupils, variance in these procedures will be made to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this can be discussed with a member of SLT.

Christian Values and Butleigh Brilliance



Our policy is based around the following values and qualities that we believe – as a Church school - underpin our community. We are committed to helping all the young people in our care; grow in self-esteem and independence and in building a strong sense of fairness and social awareness through our vision to be your best self by living, learning and growing together in God's love.



Section 2: Teaching children how to behave well

Clear expectations

In addition to being safe, ready, kind, and respectful, we ask children to 'Be your best': Persist, persevere, and take pride in your effort, especially when learning is difficult. We teach children that mistakes are not failures but important opportunities for learning and improvement.

Across the school we use the same language when talking to the children about our expectations. We ask them to show their Butleigh Brilliance

- Be safe.**
- Be kind.**
- Be respectful.**
- Be ready.**

This approach was drawn up with the school community.

Clear boundaries

As well as knowing how we expect children to behave, adults within the school should have a clear idea of what we expect children to do.

This must be consistent and insisted on by all adults to avoid confusing our pupils and undermining other staff.

Together with the children, we have created our Butleigh Brilliance Matrix which explains how the children should behave in assembly, when they move around the school, on the playground and in their classroom.

Butleigh Brilliance Matrix						
	All settings	In the Corridors/between classes	In the playground	In the dining hall	In assembly	Library/Computer room/PE/FS
Be safe	Kind hands Kind feet Listen and following instructions Using an appropriate voice inside	Walking smartly: Be quiet Walking down the steps Stay behind the adult Keep up with the person in front one behind the other	Thinking of others Playing appropriate games (no rough play) Use the equipment appropriately	Walking with our trays Sitting on the benches Cleaning up our own mess Talking quietly to our friends on our tables	Sit still Listening Walking in and out in silence	Listen to instructions Stop when an adult asks Keep safe online Work safely with tools Follow instructions
Be respectful	Talking politely to everyone—adults and children Use our manners Treating others as we would like to be treated Listen and follow instructions from an adult Let others speak Take turns Respect other people's opinions Hats/hoodies off inside	Be patient and wait our turn Face the right way Keep our hands to ourselves Be silent when we are inside Keep up when walk	Listen to others Say sorry when we make a mistake Look after the equipment/belongings Look after the environment Stop when asked Line up straight away Tidy up give others space	Eat with our mouth close Clean up our mess/rubbish Tidy away Talk to others quietly Use our manners Keep our hands to ourself Be quiet and listen during the prayer	One voice Listen Support others Participate by putting up my hand or talking with my partner when asked Be quiet and listen during the prayer	Listen to others Teamwork Look after the school equipment Show sportsmanship by encouraging others Tidy up after Participate in the activity Try your best
Be Kind	Think of others Look for the good in others Think before you speak Patient Compassionate Helpful Appropriate responses	Holding the door Greet others Letting others passed Smile	Share Let others play Compromise-win/win Help others Inclusive Say kind words Supportive	Positive conversations Inclusive Patient when waiting Give others personal space Use our manners Help others	Listen Support Value others comments Encouraging Celebrating other people's successes	Partner work Inclusive Valuing everyone's efforts Supportive Patient Positive Accepting of adult decisions Kind comments to others especially online
Be ready	Be dressed for school—Wear the correct school uniform Positive attitude Try our best Participate Follow instructions Listen to instructions Aspire to do our best Have the correct equipment Be open to new ideas	Be patient and wait our turn Face the right way Keep our hands to our self Be silent when we are inside Walk smartly	Stopping when asked Line up Listening Taking our belongings back to class Go to the toilet in this time	Listen to be called Patient Tidy up Have our bands on our wrist Sensibly and quietly line up Stop when asked	Walk in Be quiet Sit down and look Listen Take part Sing	Listen Patient Looking Participate Wear appropriate clothing

This document outlines the behaviours we want to see as we are focusing on building respectful relationships and so we mainly spend the time focusing on what we DO want to see and what IS expected.

The role of the adults

Staff model a growth mindset by actively praising effort, resilience, and progress—not just outcomes. They support students in understanding that behaviour, learning, and relationships can always improve, reinforcing high expectations while offering support through challenges.

Adults have many important roles in promoting good behaviour through a relational approach.

- Staff must be fair and consistent with children (considering individual needs).
- They must teach and model what respectful relationships look like through the curriculum and through our everyday interactions and responses.
- To teach, practise, remind and challenge children to ensure they have shown their Butleigh Brilliance in all that they do. It should be discussed with each class at the beginning of the school year and referred to regularly- at least daily.
- To refer to it to reinforce good behaviour and when giving out rewards when they are demonstrating it and well as used when children are struggling.
- To communicate with colleagues to ensure that boundaries are clear and consistent.
- To ensure that children are actively and appropriately supervised to keep them safe.
- Be vigilant in monitoring and managing behaviour and be fair in both rewards and sanctions.
- To be proactive in seeking help when overcoming problems with behaviour management and helping colleagues where they are also experiencing difficulties.
- To follow this policy and ensure that their practice is consistent with relationship-based behaviour management.

- When resolving conflicts, staff will use a relational approach and always give both parties a chance to speak before deciding on any actions.

What does positive behaviour management look like in action?

Step 1 Classroom language

Let's see how many house points/dojos we can give out today/this lesson for showing...

It is great to see so many children showing their Butleigh Brilliance/for being safe.

I can see so many children showing ... e.g., respect.

I can see George is sitting ready for his learning.

I am really pleased that so many children kept going in their learning today, who is feeling proud?

It's ok to make a mistake, that is how we learn. What would you do differently next time?

Step 2 Divert

Let me look and see who is ready for the next bit of the lesson- it is important, and I don't want any more to miss out

Thank you for putting your hand up. It makes it easy for me to hear so many great ideas.

It is great to see working quietly on their learning.

Thanks for

Are you OK? Can I do anything to help?

Do you want to come and sit over here? I would really like to help you to get you back on track.

Step 3: Follow through (Name, feeling, behaviour)

Bob, I can see you are feeling. This is making you call out and I am not able to teach. I would really like it if you could come and sit with me, and we can go through the problems together.

Freya, I wonder if you are feeling angry during football today. When you were angry you kicked Sid and he was upset. Come and stand/sit with me until you have calmed down and we will have a think about how we can show Sid that you are sorry and would like to be his friend.

Rex, I can see you're feeling you are (behaviour). Would you like me to...

Step 4 Restoration

Earlier on, I could see that you were angry, but I was impressed how you calmed yourself. How did you manage that, is there anything we need to do to put things right?

Make limitations (like losing playtime or not being allowed to play football) realistic, meaningful and used with a clear motive for success-not to punish.

It can sometimes be helpful to ignore the secondary behaviour. If you have achieved your primary directive-get the children to stop playing roughly for example=but they are a bit huffy about it, then it can sometimes be best to ignore this.

Rewarding positive behaviour to promote Butleigh Brilliance

Recognition will highlight resilience, improvement, and determination, encouraging children to value effort and personal growth as much as results. We believe intrinsic motivation is the most powerful reward — for example, being proud of your learning, discovering something new, building good friendships, and making progress.

Meaningful praise and acknowledgement are at the heart of the rewards we give children and form part of our everyday practice. We are specific with our praise, ensuring that children know exactly what we are proud of in their achievements.

We acknowledge children in many different ways, with the most common being verbal and non-verbal praise. In addition, our house point system on ClassDojo is linked to our vision, our Christian values, and our Butleigh Brilliance expectations.

Constant rewards

- Non-verbal praise e.g. a smile, thumbs up, applause.
- Verbal praise as simple as 'I really like the way you share with your friends or it can be linked to our vision, values and Butleigh Brilliance e.g. I can see you have aspired to try your best.
- House points relating to the vision, values and Butleigh Brilliance
- Acknowledgement to others

Frequent rewards

- Stickers
- Sharing their learning with other adults in the school including the headteacher
- Display work on the WOW wall
- Message home to parents
- Picture in the newsletter
- Getting a token for reading regularly at home for the treasure chest. Children will be drawn out each week and get to choose a book.

Occasional Rewards

- Headteachers stickers
- Value/Butleigh Brilliance certificates
- Word millionaire certificates and spelling certificates.
- Invitation to the Butleigh Brilliance Tea Party each half term.
- Value Champion Award
- Class rewards e.g. after reaching their class house point target- this must be a whole class team reward for all.

Children with additional needs

Where children need personalised and additional support to manage their behaviour, it might be appropriate for them to have a pastoral support plan based on the zones of regulation with adjustments made to the behaviour and relationships policy e.g., sticker charts, now and next, time with staff. This must be put in place with the knowledge and agreement with the SENDCo.

Sanction and reconciliation (not punishment or retribution)

The aim of this policy is that most behaviour can be positively managed through communication and turned around without sanctions. Having clear guidelines and teaching children how to follow them, we can ensure the calmest and most purposeful learning environment for all children. We understand that sometimes children behave inappropriately.

We know that behaviour can be a form of communication. Most of the time, problematic behaviour is more usefully viewed as a communication of feelings and needs.

In this instance the behaviour will be acknowledged, and the child will be spoken to in a calm manner. The behaviour will be discussed privately with the child, and we will discuss how it could be addressed or changed. Children will learn to take responsibility for their behaviour and an appropriate consequence will be discussed and implemented using our restorative justice approach and our sanctions guidance. Adults will use their professional judgement to decide on an approach consequence.

It is the role of all staff to promote the understanding that some children require more help to learn how to build positive relationships and develop positive relationships with adults and children. We do not tolerate unsafe and disruptive behaviour, but we acknowledge that the methods needed for some children may not be the same.

Challenging or frequent behaviour, considering the child's age, stage and need, is reported on the school system, and when sanctions are regularly being used, this will be raised with the Headteacher so that we can look closely at the situation. It may be that a child needs additional support during a particular activity or that there are issues to access their learning. At this point the SENDCo is made aware, and it may be appropriate for a pastoral support plan to ensure their needs are being met.

Children with additional needs-sanctions

We understand that children learn in different ways and with the support and guidance of our Special Education Needs and Disability Coordinator (SENDCO), our staff adapt the learning to support all children in their care to ensure all children succeed. We will consider children's needs regardless of a diagnosis. It can be that their behaviour is linked to behavioural, social and emotional needs. In this case, it would be closely monitored. If this was the case the child's parents would be informed and involved, and a pastoral support plan will be in place. The strategies within this will be consistently implemented for as long as needed.

Our staff are trained to have a working knowledge of common additional needs. We provide additional support to implement children's Education Health and Care (EHC) plans and a personalised school support for children with additional needs but without an EHC plan.

Stages	Actions/behaviour	Consequences/sanctions
1	<p>Actions include:</p> <ul style="list-style-type: none"> ● Being inattentive ● Swinging on chairs ● Distracting others ● Shouting out ● Talking at the wrong time ● Unkind remarks/bickering ● Telling lies ● Not looking after equipment ● Pushing 	<p>Sanctions</p> <ul style="list-style-type: none"> ● Private verbal reminder <ul style="list-style-type: none"> ○ Explain the expectation which is fair and consistent following these stages. ○ Use of positive praise (Class dojo) when making good choices to repair. <ul style="list-style-type: none"> ■ Look for ways to prevent e.g., moving children or having a time out. ■ Making sure they are in the right place to learn. <p>With the child</p> <ul style="list-style-type: none"> ● Every child is given help and guidance to turn their behaviour around, one mistake does not make a bad lesson. ● Opportunities for sincere praise ● Give the children an 'out'. ● Opportunities for reparation and making things right. <p>Adult actions</p> <ul style="list-style-type: none"> ● We model what we want to see. ● We use a firm voice and we do not shout at individual children. ● If the behaviour continues, with 3 incidents in a half term, parents will be invited in to speak to the Class teacher
2	<p>Actions including:</p> <ul style="list-style-type: none"> ● Repeated incidents at Stage 1 ● Fighting ● Stealing ● Being disrespectful towards staff ● Refusal to cooperate. ● Leave the room, running around the school. ● Answering back ● Bullying behaviour ● Inappropriate language ● Intentionally damaging property ● Swearing 	<p>Sanctions</p> <ul style="list-style-type: none"> ● The child may be asked to take time in order to calm down (if needed) and be able to reflect on their behaviour. This might be in a classroom or a quiet space. ● If the behaviour happens on the playground, the child will be asked to sit on the bench to miss a period of play. ● Will be asked to leave an area or situation for the adult to ensure safety and to investigate the incident. ● Send the child to another classroom with an adult to complete an apology and their work if directed too-Adult in the class to speak to the child once they are settled- restorative- what happened? How did that make you feel? What will you do when you return to your classroom? <p>With the child</p> <ul style="list-style-type: none"> ● Talk through the incident with an adult using the restorative questions (name, feeling, behaviour). Discuss ways forward. ● Limitations may be put in place to break behaviour patterns (e.g., not playing football for a period, reducing time on the playground or sitting in a designated class space) ● When calm, the child will be asked to show they are sorry by taking part in restorative activities-tidying an area they have disrupted, taking care of someone they have hurt etc. <p>Adult actions</p> <ul style="list-style-type: none"> ● Behaviour will be recorded on CPOMS using the ABC format-factual information. ● Behaviour to be shared with parents- at the end of the day/phone call. ● If appropriate, a personalised behaviour support plan/reward system will be considered. ● If behaviour continues when these sanctions have been enforced, it may be escalated to stage 3
3	<p>Actions including:</p> <ul style="list-style-type: none"> ● Repeated incidents at Stage 2 ● Serious assault ● Physical or verbal threats ● Discriminatory remarks ● Swearing AT an adult ● Leaving the school grounds without permission ● Repeated bullying ● Intentional discriminative comments/behaviour ● Child on child abuse 	<p>Sanctions</p> <ul style="list-style-type: none"> ● The child(ren) will be sent to the Headteacher who will discuss the unacceptability of the behaviour and make them reflect on the impact on others. They will be a serious toned conversation. ● Internal exclusion, or suspension will be considered when someone has been seriously hurt, threatened. ● In cases of repetition, then removal from the classroom for a set period will be considered. ● Limitations will be considered on a case-by-case basis with an aim to preventing recurrence of behaviour. <p>With the child</p> <ul style="list-style-type: none"> ● Restorative conversation/Reparation e.g., repairing areas that have been damaged. ● Reconciliation will be carefully looked at with relationship re-building in mind. <p>Adult actions</p> <ul style="list-style-type: none"> ● A meeting with be arranged with parents, class staff and the Headteacher. ● A behaviour plan will be drawn up-this may be for a set time

Restorative justice

Our school uses Restorative Justice approaches to solve disputes or concerns. **Restorative Justice is** a non-adversarial approach to conflict resolution where the person who has done something wrong in each situation becomes accountable to those s/he has harmed. This person is then given the opportunity to “make up” for their inappropriate behaviour through agreement and reparation. This approach involves leading the children involved through a set pattern of questions in order to help them arrive at a positive solution.

An intervention can be a simple conversation in a corridor or playground. Restorative Interventions work with all ages of young people, and the techniques can be used in parental meetings, can prevent exclusions and challenge poor behaviour.

We use this approach to create a positive learning environment where pupils have the necessary skills to self-regulate their own behaviour and learning. Restorative practice has been found most effective when implemented as a whole school approach by aiming to:

Develop – emotional literacy, truth telling, accountability, responsibility.

Improve – behaviour, attendance, learning environment, teaching;

Increase – empathy, happiness, social and communication skills; **Reduce** – bullying, exclusions, conflict, need for sanctions.

Process of Restorative Approach

Clear rules are explained before a restorative conversation can happen. If necessary, it can be completed with just one child before it happens in a group.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space.

Explain format:

- Only one person talks at a time.
- No interrupting.
- Be respectful of other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e., Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school’s child protection policy.
- If young people do not meet expectations or are still /become angry, stop mediation! Questions will be first asked to the person who has been harmed and then to the harmer.

What happened?

Allow telling the whole story from their point of view

What were you thinking?

At each point including in the lead up to the incident

How were you feeling?

At each point including in the lead up to the incident (thoughts influence feelings, feelings influence actions)

Who has been affected?
How?

What do you need to move forward?

If incidents are sustained or reoccur, a restorative conference may need to take place with all the affected people. Actions to repair the harm will be reasonable and meaningful and related to the incident and will be chosen and agreed between all participants involved. We ensure that a consequence is never associated with a curriculum area e.g., writing lines, reading, times tables.

Feedback to parents will be given when a child has been harmed. The parent of the harmer may also be informed of the incident. It should always be made clear to the parent 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.

Language points

Always label the behaviour not the child- the child has done an unkind thing; they are not an unkind child. The child has acted like a bully-they are not a bully.

Try to offer help- if the play is getting too rough- intervene 'I am worried that this game is getting too rough, and someone is about to get hurt. Is there a way some rules can be put in place to keep everyone safe?

Don't take it personally- sometimes it is necessary to get another person to support you if something has triggered you personally. Give yourself time and let them know the way they have spoken to you is not ok. Use change of face if you are finding this situation challenging.

Say thank at the end of instructions and not please- it is not a request- instead of please give the toy back-use pop that toy back on my desk, thanks.

Shouting AT children- this is a strategy to gain attention of many children or to warn of danger. We use a firm, controlled voice when addressing behaviour.

Parent involvement

We invite parents and carers to support the growth mindset approach by celebrating perseverance, encouraging effort in the face of difficulty, and reinforcing high expectations at home.

Family, carer and community engagement

We believe parents and carers are key partners in helping their children — and the wider school community — to achieve their aspirations. We maintain strong communication with families, providing regular opportunities to share expectations and celebrate progress. We inform parents and carers whenever there are significant or ongoing conduct concerns, and we work closely with them to guide and support their children in engaging positively with school life and learning. When appropriate, we may invite parents and carers to meetings or contact them by phone. We also work in partnership with external professionals from social, welfare, psychology, and mental health services to plan interventions and provide additional support if needed.

Home–school expectations

Each year we hold a Home–School Expectations meeting to set out our shared commitments. A written summary is then sent home to families for reference throughout the year. From time to time, the school may also invite parents to further discussions about expectations, to support their children’s progress and wellbeing both in school and at home.

Section 3: Statutory Information

Supporting staff including inductions and training

We provide training and professional development for staff so that they can apply this policy consistently and effectively as part of the whole school community. We support staff to nurture and develop positive relationships with children who do not have good relationship skills, find it hard to trust or talk to adults, or are very anxious and insecure. We will fully support staff who have adhered to this policy without negligence or recklessness, in the event of allegations being made against them, malicious or otherwise. and children need to understand that the staff member is always in control enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not there to punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

Team teach.

Team-Teach is a whole setting, holistic behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. However, this is incorporated with restrictive positive handling



techniques that are graded and gradual (up or down) as the situation requires. Restrictive Positive Handling techniques are never used in isolation.

We believe every child has the capacity to improve through effort, reflection, and support. By cultivating a growth mindset, we encourage learners to embrace challenges, view mistakes as opportunities to grow, and meet high expectations with resilience and confidence. Our school firmly supports both academic and personal development, setting and sustaining ambitious standards for all.

The Team-Teach approach will also:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in a crisis.
- Make staff groups aware of necessary interventions appropriate to the level of behaviour reached by the pupil.
- Provide staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offer post-incident structure to both the pupil and member of staff
- To provide an accredited training framework designed to reduce risk, and through working together, to safeguard people and services.

At Butleigh C or E Primary School, we ask all parents / carers to sign a 'Home School Agreement', this being the school's 'Restrictive Physical Intervention Consent Form', when their child joins the school. By signing the form, the Parent / Carer will be indicating their agreement with the school's 'Positive Behaviour Policy'. It is made clear to the parent / carer that, in signing the agreement, they are acknowledging the school's power to use reasonable force on their child in the circumstances described in the policy.

At Butleigh C or E Primary School, all restrictive holds are recorded in the bound and numbered book, held in the headteacher's office. The number of restraints are reported to the Governing body at each governor's meeting.

Only staff who have up-to-date Team Teach training should use a restrictive hold and then only as a last resort in order to prevent damage to self, property or others. The one exception to this is when a child is at significant risk of harm. Then any staff member may step in and use the minimum amount of intervention required to keep the child(ren) safe.

If it is likely that reporting an incident to a parent / carer will result in significant harm to the pupil, significant incidents should be reported to the local authority, after first seeking advice from a member of the senior management team.

Suspensions and Permanent Exclusions

For most pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then

suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments. <https://www.gov.uk/government/publications/school-exclusion> contains the full instructions that we will follow. However, the points below provide a summary of some of the main points.

The headteacher's powers to use exclusion.

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

Headteachers should also take the pupil's views into account, considering these considering their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

Suspensions

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods¹⁴ (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all

cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Examples of behaviours that can lead to a suspension at Butleigh C of E Primary School

At Butleigh, examples of behaviour that can lead to a suspension or exclusions are:

- Significant verbal abuse to staff or pupils
- Physical abuse to/attack on staff or pupils
- Sexual harassment or sexual violence
- Significant damage to property
- Misuse of drugs, alcohol or other substances
- Theft
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Breaking of a behaviour contract

Protocol for a suspension

The headteacher will discuss the matter with relevant staff before making the decision to suspend a child.

The parents will be notified as soon as possible about the situation and if the decision to suspend has not yet been made, that is a possibility.

Parents will be given a formal letter that explains:

- The behaviour that has led to the suspension.
- The period of the suspension.
- The rules that should be followed by the family during the suspension.
- Parents' right to make representations about the suspension or permanent exclusion to the governing board.
- The actions that will take place to reintegrate the child when they return to school.
- It will also contain details of where/ how work will be set for the child. Advice on available support (P29 Exclusions document)

At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head teacher informs the Local Authority of all suspensions via pupilsupport@somerset.gov.uk.

Information about suspension and the reason for it will be recorded on the school census.

The Headteacher will discuss any suspension with the Chair of Governors and all suspensions will be reported to the Governing body at each governor meeting. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Exclusion and children with SEND

Under the Equality Act 2010 (the Equality Act) and the Equality Act 2010: advice for schools - GOV.UK (www.gov.uk), schools must not discriminate against, harass, or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to any provision, criterion or practice, which puts them at a substantial disadvantage, and the provision of auxiliary aids and services.

These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion. For example, if reasonable adjustments have not been made for a pupil with a disability that can manifest itself in breaches of school rules if needs are not met, a decision to exclude may be discriminatory.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and (for all settings) having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Physical contact

At Butleigh C of E Primary School, we believe that physical contact between adults and children can play an important part of building relationships. However, this must be within clear boundaries in order to ensure the safety of children and adults.

Examples of acceptable touch:

- If a child seeks a hug from a trusted adult at school, then the adult will reciprocate the hug – letting go as soon as the child does, or tactfully ending the contact if it has gone past a comfortable point.
- If a child seeks to hold the hand of a trusted adult.
- If a child needs comfort, then the adult might put a hand on their shoulder to pat them on the head. To guide them or keep them safe – for example hand on the back of their shoulder or holding their hand crossing a road.
- Pulling them back from danger.
- Touching gently on the shoulder or arm to gain a child's attention.
- With consent, helping into position for fine or gross motor activities.

Acceptable touch also includes situations that support the duties of the staff member, for example administering first aid or helping into a swimming pool.

Examples of unacceptable touch:

- Where the adult is seeking a hug from a child or affectionate without consent.
- Where the child is unknown to the adult.
- Excessive or unnecessary force or 'rough handling' (see the section on Team Teach positive restraint).
- Any contact that causes concern with reference to our staff code of conduct and safeguarding policy.

As a rule of thumb, we respond to the needs of the individual child and in a like-for-like manner.

Child-on-child abuse: Harmful sexual behaviour, sexual harassment and sexual violence

With reference to Keeping Children Safe in Education.

All staff working with children are advised to maintain an attitude of 'it could happen here', and this is especially important when considering child-on-child abuse.

Sexual violence and sexual harassment can occur between two or more children of any age and sex, from primary through to secondary stage and into college. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable.

At Butleigh School, we have a zero-tolerance approach to sexual violence and sexual harassment. It is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst-case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Incidents of sexual harassment or sexual violence are fully investigated, recorded. We keep parents informed and consult with relevant external parties including the police.

Harmful Sexual Behaviour

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour" (HSB). HSB can occur online and/or face-to-face and can occur simultaneously between the two. HSB should be considered in a child protection context.

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

We use the Brook tool to help us understand the development of sexual behaviours in children. Incidents of HSB are investigated, recorded and parents of perpetrators and victims are notified.

If there are incidents that are developmentally concerning, or that cause harm to a child, we will follow County guidance and recommended resources including the Beyond Referrals toolkit. This may mean drawing up risk assessments in order to keep children safe.

As a school, Butleigh C of E regularly explicitly teach the PANTS principles devised by the NSPCC to ensure that children are aware of inappropriate behaviours and can keep themselves safe. Posters reminding children of the PANTS rules are displayed throughout the school.

Child-on-child abuse including bullying

At Butleigh we take all allegations of child-on-child abuse which could include bullying, cyber-bullying, 'upskirting' or sexual violence/harassment, seriously and seek to thoroughly investigate any allegations to take whatever remedial measures are necessary. The best way to counter incidents of bullying is to foster empathy with the feelings of others, with the feelings of those being bullied. As a school we promote a collective responsibility where children are encouraged to stand up for what is right to make bullying behaviour socially unacceptable within our community.

Whilst action must be taken against children who bully, negative measures alone are likely to promote resentment, and aggravate rather than solve the problem. Therefore, in addition to dealing appropriately with bullying incidents, our school seeks to help children understand the impact of bullying behaviour on others.

The school definition of bullying is:

Bullying is a repeated, deliberate act, which causes distress to another child. This includes cyber-bullying: bullying through social media or electronic devices.

What can parents do?

If you believe that your child is being bullied or child on child abuse is taking place, you should:

- Assure the child that you will do something to help.
- Contact the school.
- Please do not use social media to voice your concerns; please let the school investigate allegations. Normally the first point of contact should be the class teacher.
- Keep a diary of incidents with names, places and times.
- Be realistic in your expectations of what school can achieve. A situation that has existed for some time will take time to resolve.
- If you suspect your child of bullying, talk to them and try to find out why they are behaving in this way.
- If it is online, please report it to the school and the platform it has been taking place on.

How does the school deal with bullying/child on child abuse?

- We talk about bullying in class and in assembly. There are posters that were drawn up by our Student Voice group displayed in playground noticeboards.
- We always encourage children to tell a trusted adult.
- We regularly talk about bullying and what to do about it in assemblies and all children understand the language of 'trusted adult'.
- Initial meetings are held with both the bullied child and the child accused of bullying.
- A meeting with both children together might at this stage be appropriate.
- The investigation will be recorded on a CPOMS.
- Parents of both children will be informed.
- It may be appropriate for parents being asked to meet with relevant staff at school.
- We record all incidents of bullying on CPOMS.
- In addition to appropriate sanctions for bullying behaviour in line with the school behaviour policy, the reasons why a child is bullying are explored.
- A course of action is agreed to help both the child being bullied and the child who is bullying.

Addressing prejudice related incidents

With reference to our equalities policy.

This school is opposed to all forms of prejudice, and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We ensure that both our pupils and staff have an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we address them immediately. We ensure that parents are informed and that sanctions are imposed in line with our behaviour policy. These measures include suspension from school.

We support the victim to ensure that they feel listened to and cared for. We also work with the perpetrator to try and understand the reasons for the behaviour so that we can address these. This may require support from in school such as work with the PFSA or ELSA, or it may require external support including via Channel or the police.

We record any child-on-child incidents involving protracted characteristics internally and report any racist incidents to the LA using their materials.

Screening and searching pupils.

We do not have any screening equipment at the school.

Very occasionally, we may ask a child to let us look at the contents of their bag or pockets for a clear and specific reason. This action is done by the child with an adult present.

Any confiscated items will be routinely returned to parents at the end of the school day unless they represent the breaking of a law unless or include a banned item. In which case, the police will be contacted, and items will be handed over to them.

If we ever had a concern significant enough that it required the close searching of a child, then this would always be completed by a parent.

If an outside agency, for example the police, wished to search a child. We would immediately contact the parents of that child to ensure their presence in the school as an appropriate adult before any action took place.

More information about procedures that would be followed can be found at Child Law Advice.

Banned items at Butleigh C of E School:

- Weapons (including household items such as tools that may have been brought to school with the intention of being used as weapons).
- Drugs or drug paraphernalia
- Alcohol
- Stolen items

Discipline beyond the school gate

We recognise our responsibility for the conduct of our pupils does not always end at the school gate. We ask parents and carers to support the school in ensuring our children are good ambassadors for the school.

Where a pupil of Butleigh C of E Primary School behaves outside of the school in a way that is clearly not consistent with our expectations, and this is witnessed by a member of the school staff or reported to the school, we have a legal right to deal with the matter in a way consistent with our dealing with incidents within the school.

Examples where this would be appropriate would be where a pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school. ...and the pupil is behaving in a manner which:
- could have repercussions for the orderly running of the school/educational visit
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In these circumstances, the Headteacher would consider whether it would be appropriate to notify the police. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. Likewise, if the incident involves a child suffering harm, we will act in line with our Safeguarding Policy.

Malicious allegations

Malicious allegations are allegations that are knowingly, deliberately or recklessly inaccurate or misleading, which are made to gain some advantage or cause harm to a person or entity.

Child-to-child malicious allegations: These are managed within the remit of this policy – including the anti-bullying guidance.

Child-to-staff malicious allegations: All child-to staff allegations are managed in line with our Child Protection Policy. After investigation, if children are found to have made malicious allegations, then we will look into the possible causes of this and deal with the underlying issues and behaviour in line with the principles of this policy.

Staff inductions, development and support

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Our positive behaviour management approach
- How to record behaviour incidents
- How SEND and mental health needs impact behaviour
- Staff to staff support and the need for reflection

Roles and responsibilities

This policy was created with input from the Butleigh Student Voice and the school staff. The implementation and delivery of this policy is the responsibility of all staff at Butleigh C of E School. At Butleigh Primary we know that building positive relationships is everyone's responsibility and to implement our policy it must be amended to by every member of our school community. The school community comprises children and their families, the staff team including senior leaders, and the school's governing body.

The monitoring and review of this policy is the responsibility of the school SLT. As is the responsibility for ensuring staff training and confidence in delivering the policy. SLT will also complete reviews of behaviour records at least twice per-year, in order to analyse patterns or look for groups of children who may be being adversely affected by the policy.

The responsibility for approving the policy and holding the school to account for its implementation is the responsibility of the School Governing body. Parents have a responsibility to support the school by helping to celebrate pupils' successes and reinforce any sanctions as appropriate. We will include parents in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. If parents have any complaints about the application of this policy, they should follow the school complaints process.

Governors have approved this policy, which they review at least annually.

Before and After School childcare

Additional note: This policy is reflected in the practice of the school before and after school childcare club as well.

Record keeping

We will keep records of behaviour using a secure CPOMS system and it will be categorised depending on what happened and who was involved (in line with our Safeguarding policy). All DSL's and the specific teacher will be tagged in the incident and actions will be put in place. We will use this system to monitor any behaviour incidents and will use this to anonymously report these to Governors or use to support any referrals to outside agencies once we have parental permission.

E- Safety

Additional note: When reviewing this policy, e safety considerations per the E- safety policy have been considered.

Statute and scope

This policy complies with the Equality Act 2010, the School Standards and Framework Act 1988 and The Education and Inspections Act 2006 by describing for the whole school community how the school promotes self-discipline and proper regard for authority, encourages good behaviour and respect for others and prevents all forms of bullying. `

It applies to all the school's activities in conjunction with the aims and requirements of the following policies:

The Relationships Policy operates in conjunction with the following policies.

- Anti-Bullying Policy
- Special Educational Needs Policy
- Equal Opportunities Policy
- Attendance Policy

- Safeguarding and Child protection Policy
- E- Safety Policy
- Physical Restraint policy
- Suspensions and Exclusion policy