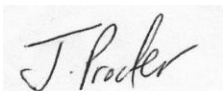




Achievement for All, Learning Together, Learning for Life

Behaviour Policy

Review cycle	1 / 2 / 3 years	
Approved/Adopted by	Full Governing Body / Executive Headteacher	Date: March 2026
Changes made in this review cycle	March 2025 Appendix 7 – East Hoathly Amendments Appendix 8 - Behaviour Stages at St Mary's explained January 2026- 'intent' reinforced within consequence decisions. March 2026 – suspension and exclusion procedure and communication updated	
Linked policies	Individualised Behaviour Plan Supporting Documents Attendance Policy Child Protection and Safeguarding Policy Anti-bullying Policy	
Signed		Date: April 2026
Position	Executive Headteacher	
Date of next Review	April 2027	

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This behaviour policy is in place for the majority of pupils in our schools. We are aspiring to be a neuro-affirming and neuro inclusive setting and a space of social and academic progress. We fully recognise the importance of adaptations in managing behaviour to ensure equity for all pupils. A small minority of pupils will need an individualised behaviour, social and emotional targeted (BEST) plan to support them in achieving their full potential.

1. Vision and Values

All of our schools' vision and values are aligned with the Therapeutic approach to behaviour management: 'an approach to behaviour that prioritises valued feelings of everyone within the dynamic'. This approach recognises the importance of equity: adapted measures to provide equal opportunities for all and a helping hand for those with additional needs.

This policy is intended to be read alongside the school's statutory obligations, including duties under the Education Act 2002, the Education and Inspections Act 2006, the Equality Act 2010, the Children and Families Act 2014, the Human Rights Act 1998, safeguarding legislation, and the Department for Education guidance on behaviour, suspension and permanent exclusion. Where there is any inconsistency, statutory requirements and current DfE guidance will take precedence. The school will apply this policy flexibly and proportionately, taking account of the pupil's age, any special educational needs and/or disability, safeguarding concerns, and the particular facts of the incident.

2. Everyday therapeutic approaches

Emotional Literacy

Emotional literacy is having the appropriate vocabulary to express feelings and emotions accurately, using language. Pioneer Federation schools actively teach and promote this through our ethos and whole-school approach, PSHE lessons and staff modelling this regularly.

Positive and scripted language

Staff will use positive phrasing, limited choice and scripted language as appropriate. Positive phrasing promotes the expected behaviour; limited choice and scripted language can deescalate a potential dangerous or difficult situation (see Appendix 1).

The Thrive Approach and Emotional Regulation

The schools all use strategies from The Thrive approach and Zones of Regulations. These are relational approaches and value the importance of relationships within any positive partnerships. We focus on how we are within our relationships rather than any specific activities. This includes the adults attuning, validating, containing and modelling soothing strategies for children. As well as using a playful, curious, empathic and coregulation approach. Zones of regulation uses colours and visuals to supply language to support self-awareness and the development of skills to support regulation.

Behaviour flow chart

We use the behaviour flow chart (see Appendix 2) to manage all behaviour in the school. The top section of the flow chart applies to the majority of children where the rewards and consequences cater to their needs. If Early Prognosis does not resolve any concerns, children will need individual behaviour plans incorporated into or additional to any SEND plan that is already in place (see section 5).

The terminology used in this policy is intended to support the school's therapeutic ethos, but it does not replace or limit the school's statutory powers or duties. In applying this policy, staff must focus on the nature, seriousness, frequency, context, impact, and any relevant underlying needs of the pupil's behaviour. The use of labels must not be a substitute for evidence-based decision-making or for considering individual circumstances.

3. **Valued, difficult and detrimental behaviour**

Valued behaviour is behaviour that is positive, helpful and intended to promote social acceptance; behaviour characterised by a concern for the rights, feelings and welfare of others and behaviour that benefits other people and society. Examples of the valued feelings we aim to promote in our dynamic are safe, liked, involved, supported, motivated, included and understood.

Behaviour will be considered in context. Quiet non-compliance, withdrawal, or reduced engagement may be a manifestation of unmet need, anxiety, trauma, SEND, or disability, and must be responded to appropriately and without assumptions about intent. Staff must consider whether additional support, reasonable adjustments, or safeguarding intervention are required

Difficult behaviour is quiet non-compliance behaviour that does not negatively affect other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance.

Detrimental behaviour is behaviour that causes harm to an individual, a community or the environment; behaviour that is likely to cause injury, harassment, alarm or distress and behaviour that violates the rights of others. Examples of detrimental feelings we aim to protect our dynamic from are ashamed, humiliated, isolated, lonely, powerless and scared.

The policy will promote purposeful responses to behaviour, which include opportunities for learning and rehearsing how to behave pro-socially (see section 4).

4. **Rewards and Consequences**

The behaviour **support strategies** below are a whole school approach for the majority of children however, we also utilise bespoke individualised behaviour, **social and emotional targeted plans** for pupils if required (see section 5). All children are expected to follow the Golden Rules and these are displayed visually in all areas of the school. The Federation is proactive in ensuring that pupils are involved in the setting of the Golden Rules and other age-appropriate expectations. The children have ownership over the rules and understand that they are there for them, to keep them safe and achieve their full potential.

While pupils may be involved in setting age-appropriate expectations, the school retains full discretion to amend, interpret, or apply rules in order to maintain safety, order, and the efficient running of the school. No pupil expectation or classroom rule disappplies the headteacher's statutory responsibility to regulate behaviour.

Rewards

The reward for exceptional work is intrinsic in the child's pride of themselves and what they achieve. **External rewards are used to scaffold the movement to intrinsic motivation.** There are times when children show remarkable effort and this is reflected in the work that they produce. In these instances, it is important that this is recognised and celebrated. For some children, public praise has an adverse effect and they do not enjoy it. The schools will be mindful of child's feelings regarding public praise.

Rewards are discretionary and may be adapted or withheld where appropriate, including where public recognition would be distressing, discriminatory, or unsuitable for a pupil's needs. Any reward system must be applied fairly and without unlawful discrimination.

Celebration/Star Award/Skills Builders and Values awards

If, as a result of the child's engagement and focus in a lesson, a child produces an outstanding piece of work, they will be given one of the above awards. In consultation with the child, the child may be invited to share the work with another teacher and given a sticker. This piece of work will also go on display in their classroom on the Wow board, Celebration Work or curriculum focus display. Children who achieve an award will also be celebrated in Friday's celebration assembly if they wish.

Headteachers' Award

If a child has gone above and beyond in their behaviour, effort or progress, they will be awarded with the 'Headteachers' award'. The child will be invited to meet with the Executive Headteacher or Head of School, where they will discuss their learning, and be given a 'Headteacher's Award' badge. Their work will be shared in the next Friday's celebration assembly, where they will also be presented with a certificate. The child's name will also go in the newsletter to share with parents. It is hoped that each child will be awarded this once per academic year.

Learning and reflective opportunities

Consequences under this policy are not intended to be punitive for their own sake. They are intended to support safety, learning, and the maintenance of standards. Staff must exercise professional judgment and consider the pupil's age, SEND, disability, vulnerability, previous patterns of behaviour, and the circumstances of the incident before deciding what response is reasonable and proportionate.

All children are supported in their learning in the way that suits them best – this includes how to manage their behaviour if they are feeling negative. If a child displays behaviour that goes against the Golden Rules the following stages will be adhered to, consistently, by all staff. The symbols for these stages are displayed in all areas of the school to provide clarity for all children and staff:



Expectation



Helping hand



Consequence



Repair

Expectation

The staff member will give a verbal reminder of the expectation of the Golden Rules. They will use language that is valued, explaining the impact of the behaviour and modelling appropriate behaviour where necessary.

Helping Hand

If the challenging behaviour continues, in discussion with the child, the staff member will explore other methods of support and changes that can be put in place to allow the child to succeed. The Thrive language of 'I notice, I imagine, I wonder if it would help if ...' can support considering options and the impact of the current behaviour.

Learning and protective Consequence

If the above two stages do not help to resolve the situation and deescalate behaviour, there are two steps of consequence that will happen. If a child is in a situation where their behaviour may be a danger to themselves or others, a protective and educational intervention may be put in place (see below - Protective and Educational Intervention).

The context of the behaviour will be considered, including whether the conduct was deliberate, reckless, reactive, impulsive, linked to unmet need, or caused by disability or SEND. However, the absence of intent does not prevent a consequence or other intervention where that response is reasonable and necessary.

Reflection: Step 1

Step 1 and Step 2 responses are internal behaviour management measures and do not amount to statutory suspensions or exclusions. They may be modified, delayed, omitted, or escalated depending on the facts, safeguarding needs, disability, SEND, or the seriousness of the incident. No pupil should be removed from education without lawful authority.

If the child continues to break the Golden Rules after stages 1 and 2 (**Expectation** and **Helping Hand**), a conversation between the child and adult will take place. This will be recorded on a reflection sheet. (see Appendix 3- **Repair**). Examples of behaviour that warrant this step are calling out, chatting, time wasting, lack of respect for other people or property, preventing themselves or others from learning etc.

The reflection sheet will be completed at the most appropriate time as deemed by the **adult supporting the child**. This will only happen when the child is able to regulate, relate and reason. A record of these conversations will be kept in a class folder with the class teacher. If the frequency of reflection conversations becomes a concern, the class teacher will arrange to meet with the parents or carers to discuss further support that may be needed. We encourage parents and carers to familiarise themselves with this policy and invite parents to be involved in areas of school life and the community.

Reflection 2: Reflection, repair and strategy planning conversation

The behaviours listed below are examples only and do not limit the school's discretion to respond to other serious conduct. Where a pupil's behaviour presents an immediate risk, staff may move directly to a more serious response, including safeguarding action, parental contact, or referral to senior leadership.

Reflection, repair and strategy planning conversations: (**Consequence**) will take place following:

- Behaviour (verbal or physical) that is intentionally dangerous to others
- Swearing and any offensive language
- Repeated disruptive behaviour despite stages 1 and 2 (**Expectation** and **Helping Hand**)

The child will have a reflection, repair and strategy planning conversation (see Appendix 4- **Repair**) with a member of the **Senior Leadership team**, at the most appropriate time for the child. The record of the conversation could be scribed by the adult and it would not be done in front of other children. It may be in the form of a comic strip conversation and will reference emotional regulation strategies and alternative actions that could provide a more positive outcome in future situations. The member of SLT will call parents once the reflection sheet has been completed to inform them and a copy of the notes will be sent home with an accompanying letter (see Appendix 5). A record of the Step 2 reflection sheets will be kept in a folder within the headteacher's office.

If repeated reflection time is not impacting positively on behaviour, staff will need to consider whether a more regular learning intervention is required.

Along with the SLT, teachers will regularly review the behaviour records to monitor any potential patterns or trends in behaviour linked to SEN or bullying – see Anti-Bullying Policy on the website.

Protective and Educational intervention

The school will distinguish clearly between:

- (a) ordinary behaviour management consequences;*
- (b) temporary safety measures;*

(c) restrictive physical intervention;

(d) internal isolation or internal suspension where used; and

(e) statutory suspension or permanent exclusion.

Each must be used only where lawful, necessary, proportionate, recorded, and applied in accordance with the relevant policy and statutory guidance.

Protective and Educational interventions are measures that are taken to protect the child and others from the situation they are in. A protective intervention must be followed by an educational/learning intervention to **support the development of valued behaviours**. Both interventions require an adult's support and supervision to be successful.

Protective interventions are **strategies** to reduce access to the situation that is escalating the harm in order to reduce and to manage harm (both physical and disruption to education). They are solely actions to ensure no further harm occurs in the short term.

Examples of protective interventions could include increasing staff ratio; limited access to outside space; escorted in social situations; restricted off-site activities; differentiated teaching space and exclusion.

Sometimes a protective intervention is needed immediately until the child has had time to be successful in the educational intervention.

An **education/learning intervention** is the learning rehearsal or teaching so the protective strategy can be reduced over time. This is a longer-term consequence to establish pro-social skills to help the child to understand the impact of their behaviour so it starts to become part of their internal discipline.

Examples of educational interventions could include additional teaching sessions linked to zones of regulation, generating a Thrive action plan, more frequent check ins and conversations with a senior leader, alternative supported playtime sessions, rehearsing and practicing strategies, development of useful scripts; assisting with or planning repairs and conversations or explanations. There may also be the need to catch up on lost learning.

Where there is an immediate risk of serious harm to any pupil, member of staff, or other person, staff may use reasonable force where lawful and necessary to prevent injury, damage, or disorder, in accordance with the school's physical intervention policy and current statutory guidance. Any use of force must be reasonable in the circumstances, proportionate, and the minimum necessary.

An **education intervention** is the learning rehearsal or teaching so the freedom can be returned. This is a longer-term consequence to establish valued skills to help the child to understand the impact of their behaviour so it starts to become part of their internal discipline.

Examples of protective interventions could include increasing staff ratio; limited access to outside space; escorted in social situations; restricted off-site activities; differentiated teaching space and exclusion.

Examples of educational interventions could include completing tasks; rehearsing and practicing strategies, scripts and behaviours; assisting with or planning repairs and conversations or explanations.

Sometimes a protective intervention is needed immediately until the child has been successful in the educational intervention.

Repair

Once the child **has had the appropriate conversation with an adult**, the adult who issued the reflection will support the child to follow up the agreed actions to 'repair' the situation – e.g. apologising to others, tidying away equipment, completing missed work etc in order to be ready for the next learning sessions. This provides a clear end to the **reflection and learning consequence** and a 'fresh start'.

Repair work is educational and restorative in nature and must not be used in a way that is degrading, humiliating, unsafe, or contrary to the pupil's age, needs, or dignity. The school retains discretion as to the form and timing of repair activities.

5. Individual behaviour plans emotional and social targeted access, plan review and do plans (BEST)

Where behaviour concerns may be linked to SEND, disability, trauma, mental health, or safeguarding issues, the school will consider whether reasonable adjustments, SEND support, an EHCP review, outside agency involvement, or a safeguarding response is required. Behaviour plans must not be used to reduce or bypass statutory duties

A minority of children who may be at high risk of displaying repeated difficult or dangerous behaviours will require an individual behaviour , emotional and social targeted plan that aims to reduce unsafe and difficult behaviours and identify the barriers towards the acquisition of skills needed to reduce the risks going forward, and appropriate preventative and reactive strategies. A plan may be needed if:

- The behaviours score highly on the Therapeutic Thinking Risk calculator
- The behaviour policy (see section 4) is not impacting on their behaviour over time
- The behaviour they are displaying is not defined by the policy,

Some children who require these may have an underlying SEND or emotional need. . Staff have been given training to understand trauma, adverse childhood experiences (ACEs) and attachment issues. . Staff are aware these need to be taken into consideration when planning preventative and reactive strategies to support behaviour change.

An individualised behaviour plan may include:

- Summary of the current situation
- Identification of the positive outcomes/target and review date planned within 6 weeks
- Identification of strengths and what is going well to build on (prosocial behaviours)
- Identification of the key risk and preventative, de-escalation (helping hand) and reactive strategies to support
- Clear indication of parental engagement and discussion

These tools are optional diagnostic and planning aids only. They do not replace professional judgment, statutory assessment, or the need to consider relevant medical, psychological, or educational evidence.

For more information on these documents, please see Individualised Behaviour Plan Supporting Documents on our website.

6. Suspension and Exclusion

The decision to suspend or permanently exclude a pupil is a formal legal decision to be taken only by the headteacher, or in the headteacher's absence the acting headteacher, in accordance with current legislation and DfE statutory guidance. No other member of staff may purport to impose a suspension or permanent exclusion.

As part of a **Protective Interventions**, the SLT may decide that an **Internal Fixed Term Suspension** is required. See internal suspension record in Appendix 9.

The Pioneer Federation follows the *East Sussex Exclusion Guidance* for External Suspension or Permanent Exclusions – see embedded below and all Pioneer websites and refers to **External Suspension or Permanent Exclusions**.



escc-exclusions-guid
ance-November 2025

Extracted from ESCC Exclusion Guidance 2025- In this policy the word '**suspension**' is used to refer to what legislation calls an **exclusion for a fixed period**. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the word '**exclusion**' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

Suspension or permanent exclusion will only be used where the statutory threshold is met, namely as a response to serious or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. The headteacher must consider all relevant circumstances, including any SEND, disability, safeguarding, equality, and contextual factors, before deciding whether exclusion is justified. See ESCC Exclusion Guidance, 2025.

If a child's behaviour is deemed to be dangerous to themselves or others in the school community (with intent), under Health and Safety grounds and following a review of the situation by the Headteacher an exclusion will be used as a **protective intervention** in order **for the school to assess, review and plan for the child's safe return to the school**.

Where a pupil's behaviour presents a serious and immediate risk, the school may take urgent protective steps, including temporary removal, parental contact, emergency support, or, where the legal threshold is met, suspension or permanent exclusion. Any exclusion decision must be based on the statutory test and not solely on the fact that the conduct was labelled dangerous.

A protective measure must not be used in a way that amounts to an unlawful exclusion, unlawful restraint, or a punitive deprivation of access to education. Where a pupil is removed from a lesson or area, the school must ensure appropriate supervision, safeguarding, communication, and access to learning so far as reasonably practicable.

An exclusion is a legal document and is an extreme measure, and one that is avoided wherever possible. Should this action be required, consideration will be given to the needs of the child and liaison between external agencies, parents, SLT and Governors will take place to ensure a reintegration into school. Please also see the Pioneer SEND Policy.

The exclusion documents will detail that something will be different and have changed for the child on their return. This information will be discussed at the **reintegration meeting**. See reintegration meeting template embedded below.



Reintegration
template portrait vers

The Pioneer schools will explore a wide range of strategies as part of **reintegration**.

Any reintegration plan will be individualised and may include a review of support, reasonable adjustments, pastoral measures, risk assessment, and the involvement of outside agencies. The school will not impose a blanket requirement that a pupil return only on changed terms unless this is justified, agreed, and lawful.

If a child is at risk of **Permanent Exclusion**, Pioneer schools will always ensure that they have explore a wide range of strategies and if appropriate will also make enquiries with the Local Authority regarding **dual registration** and a **managed school move**. The Head will ensure that **parents** are also informed of this communication with the Local Authority and **that the child is at risk of Permanent Exclusion**.

Exclusion and Suspension template letters are included in **Appendix 9**.

For full details of exclusion procedural elements (including decision making process, written notification requirements, review/representation rights, and time limits) please refer ***East Sussex Exclusion Guidance- embedded above and on Pioneer websites.***

7. Glossary of terms

Detrimental behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme valued to extreme detrimental behaviour. A behaviour policy should increase valued behaviour and reduce detrimental behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the valued feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour, through planned and sustained valued experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a valued or detrimental behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

Dangerous behaviour: That which is detrimental and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within the policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is detrimental, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to detrimental feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrinsic motivation: Motivated to perform an activity to earn a reward or avoid punishment.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to detrimental feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Intrinsic motivation: Motivated to perform an activity for its own sake and personal reward.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Valued behaviour: Relating to behaviour, which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of detrimental feelings.

8. Appendices

1. Positive phrasing and scripted language
2. Behaviour Flowchart
3. Step 1 reflection slip
4. Step 2 reflection sheet
5. Step 2 parent letter
6. Visual aids
7. Behaviour Stages at St Mary's explained
8. Suspension and exclusion templates

Appendix 1 - Positive phrasing and scripted language

Curious Thrive approach language

I notice...

I imagine...

I wonder if it could help if...

Negative to positive phrasing examples

Stop being silly- put the pen on the table

Stop running – we walk in the corridor

Calm down – stay seated in your chair

Sit down – here is your chair

Limited choice

Where shall we talk, here or in the library?

I am making a drink, orange or lemon?

Are you going to sit on your own or with the group?

Are you starting your work with the words or a picture?

Disempowering the behaviour

You can listen from there.

Come and find me when you come back.

Come back into the room when you are ready.

We will carry on when you are ready.

Scripted language

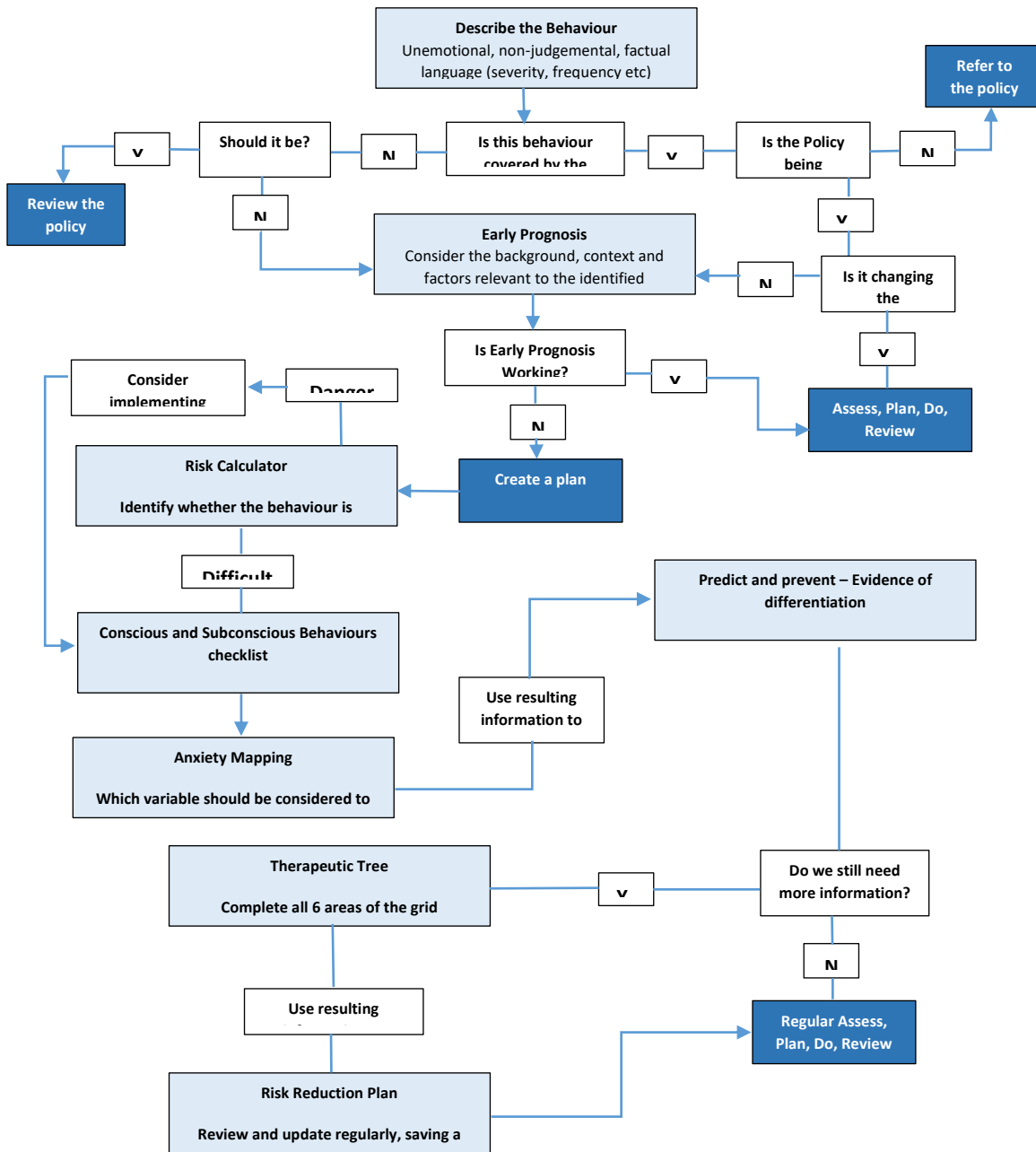
Child's name followed by...

I can see something has happened

I am here to help

Talk and I will listen

Appendix 2 – Behaviour flowchart



Appendix 3 – Step 1 reflection slip

Step 1: Reflection & Repair Slip Name: _____ Date: _____		
		
Stop (Behaviour)	Start (Golden Rule)	Toolkit (Repair)

Appendix 4 – Step 2 reflection sheet

Step 2 Reflection Sheet

Name: _____

Class: _____

Date: _____

Discussed with: _____



What happened?

Why did it happen?

How does it affect you?

How does it affect others?

What can you do to fix it?

Which Golden Rule did you break?

Step 2 visual support for comic strip conversation

 What happened before?  		 What happened after?  
 What zone were you in? Red Yellow Blue Green 		 Which Golden Rules were broken?  How did it affect others? 
Repair  What could you do?   		Ready Respectful Safe    How will everyone feel?   



What



Who



When



Where



What doing

Appendix 5 – Step 2 Parent Letter

Date: _____

Dear Parent/Carer,

We are writing to inform you that your child, _____, completed a Step 2 Reflection sheet today during Playtime / Lunchtime / Classtime for:

As a result of this, they completed the attached reflection sheet and discussed their behaviour with a member of the Senior Leadership Team.

Our behaviour policy is built around encouraging valued behaviour: that which is positive, helpful, and benefits those around us. As a part of the reflection time, your child has discussed the impact of their behaviour on others and how to repair (stage 4 of our behaviour policy) any negative repercussions from their behaviour.

We would be grateful if you could follow this up at home and discuss the above behaviour with your child to help reinforce valued behaviour.

Please do not hesitate to contact us or your child's class teacher if you have any questions.

Thank you for your support.

Yours sincerely,

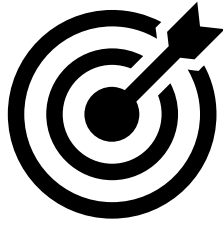


Mr J Procter

Executive Headteacher

Head of School

Appendix 6 – Visual aids



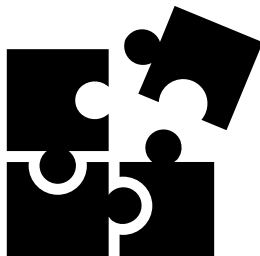
Expectation



Helping hand



Consequence



Repair

Appendix 7 – East Hoathly Amendments



Step 1 – Discussion at playtime to discuss behaviours

Step 2 – A step 2 means children in KS1 will lose 15 minutes. KS2 children will lose 30 minutes of lunch time. If behaviours persist:

Step 3 – Children will go to SLT and parents will be contacted. A step 3 will also be issued without following any of the other sanctions if a child is physical, dangerous or swears.

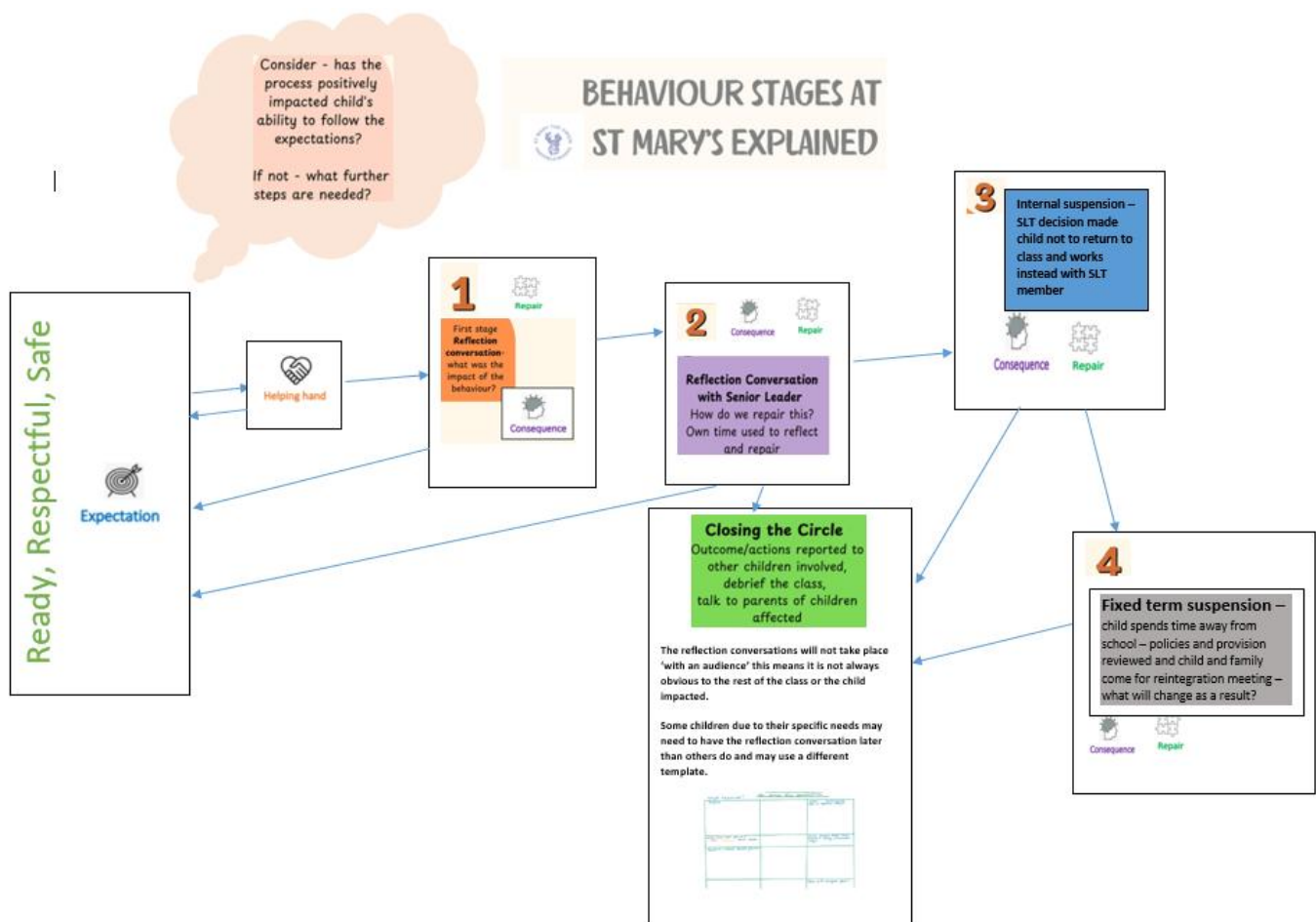
If behaviours persist:

Step 4 - Children will have an internal suspension or external suspension after a step 3.

If behaviours persist:

Step 5 - External suspension will also be given after an internal suspension has been given and educational consequences have not had the right impact. A reintegration meeting held with SLT and Parents.

Appendix 8 - Behaviour Stages at St Mary's explained



Appendix 9 – Suspension and Exclusion templates



Template 1 – internal suspension for a fixed period

Internal suspension record

School:		
Name:	Year group:	Date:
Incident summary:		
Internal suspension period:		
Outside agency support:		
Outside agencies informed?		
Parent/carers discussion:		
Agreed?		
Signed (SLT):	Signed (Parent/carers):	

Template 2 – external suspension for a fixed period

Dear [parent's name]

I am writing to inform you of my decision to suspend [child's name] for a fixed period between the dates [specify period] inclusive. This means that [child's name] will not be allowed in school during this period. The suspension begins/began on [date] and ends on [date]. [child's name] should return to school on [first school day following the end of the Suspension].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [child's name] has not been taken lightly. [Child's name] has been suspended for this period because [specify full reason(s) for exclusion].

[The following two paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that [child's name] is not present in a public place in school hours during the period of this suspension between [specify period] inclusive unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority or be prosecuted if [child's name] is present in a public place during school hours without reasonable justification on the specified dates. If so, it will be for you to demonstrate reasonable justification.

We will set work for [child's name] to complete on the days specified in the previous paragraph, i.e. the school days during the period of the suspension when you must ensure that they are not present in a public place without reasonable justification. [Detail the arrangements for this]. Please ensure that the work set is completed and returned promptly to us for marking.

You have the right to make representations about this exclusion to the Governors. If you wish to make representations please contact **[name of contact]** at **[contact details – to include address, telephone number, e-mail]**, as soon as possible. Please note that for this length of suspension the Governors do not have to meet with you, they also have no power to direct reinstatement. However, they must consider any representations you make and they may place a copy of their findings on **[child's name]**'s school record.

You should also be aware that if you think that discrimination has occurred under the Equalities Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which claims for disability discrimination should be sent is SENDIST, 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU (Tel: 0300 303 5857, Email address: send@justice.gov.uk) Making a claim would not affect your right to make representations to the Governors' Disciplinary Committee/Management Committee

[The following paragraph applies to all suspensions of primary-aged pupils and may be used for suspension of up to 5 days for secondary aged pupils if the head teacher/teacher in charge chooses to hold a reintegration interview].

You are requested to attend a reintegration interview with **[child's name]** at the school on **[date]** at **[time]**. If that is not convenient, please contact **[enter name of person to be contacted]** as soon as possible to arrange a suitable alternative date and time. The reintegration interview will be conducted by **[enter "me" or the name and position of the person who will conduct the reintegration interview]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be supported. Please note that failure to attend a reintegration interview may be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[child's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

[Child's name]'s suspension expires on **[date]** and we expect them to return to school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Head Teacher/Principal

Template 3 – suspension for a fixed period over 5 days including 6th day provision

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a fixed period between the dates **[specify period]** inclusive. This means that **[child's name]** will not be allowed in school during this period. The suspension begins/began on **[date]** and ends on **[date]**. **[child's name]** should return to school on **[first school day following the end of the fixed period exclusion]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this fixed period because **[specify full reason(s) for exclusion]**.

[The following three paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that **[child's name]** is not present in a public place in school hours during the first five days of suspension, in this case between **[specify period]** inclusive unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority or be prosecuted if **[child's name]** is present in a public place during school hours without reasonable justification on the specified dates. If so, it will be for you to demonstrate reasonable justification.

We will set work for **[child's name]** during the **[first 5, or specify other number as appropriate]** days of this suspension. **[Detail the arrangements for this]**. Please ensure that the work set is completed and returned promptly to us for marking.

[If the individual exclusion to which this letter applies is for more than 5 days include the following paragraph]

From the **[6th school day of the pupil's exclusion - specify date]** until the expiry of this suspension we will arrange suitable alternative full-time education for **[child's name]**. Between the dates of **[dates between which suitable alternative full-time education has been arranged]** **[child's name]** should attend **[name and address of the alternative provider if not the home school]** between the hours of **[specify the start and finish times of the alternative provision, including the times for morning and afternoon sessions where relevant (this may not be identical to the start time of the home school)]** and report to **[staff member's name]**. **[If applicable, include information about transport arrangements from home to the alternative provider. If arrangements for provision from the sixth school day cannot not finalised by the time this letter is sent then say that the arrangements for suitable full time education will be notified shortly in a further letter.]**

You have the right to make representations about this exclusion to the Governors' Disciplinary Committee/Management Committee. If you wish you have the right to request a meeting of the Governors' Disciplinary Committee/Management Committee to consider reinstatement of **[child's name]** and make representations at that meeting as the period of this suspension brings **[child's name]**'s total number of days of suspension to more than 5 but fewer than or equal to 15 days in a term. If you request a meeting the latest date by which the Governors' Disciplinary Committee/Management Committee must meet is **[specify date, which must be no later than the 50th school day after the date on which the Governors' Disciplinary Committee/Management Committee was notified of the exclusion to which this letter relates]**. If you wish to make representations to the Governors' Disciplinary Committee/ Management Committee please contact **[name of contact]** at **[contact details – address, telephone number, e-mail]**, as soon as possible and within the deadline specified. You may be accompanied by a friend or representative, including a legal representative, if you wish. Please advise if you have a disability or any special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think that discrimination has occurred under the Equalities Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which claims for disability discrimination should be sent is SENDIST, 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU (Tel: 01325 289350, Email address: sendist@hmcts.gsi.gov.uk). Making a claim would not affect your right to make representations to the Governors' Disciplinary Committee/Management Committee

[The following paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions of up to 5 days for secondary aged pupils if the head teacher/teacher in charge chooses to hold a reintegration interview. The paragraph also applies to secondary age pupils where the exclusion to which this letter relates is for more than 5 days].

You are requested to attend a reintegration interview with **[child's name]** at the school on **[date]** at **[time]**. If that is not convenient, please contact **[enter name of person to be contacted]** as soon as possible to arrange a suitable alternative date and time. The reintegration interview will be conducted by **[enter "me" or the name and position of the person who will conduct the reintegration interview]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be supported. Please note that failure to attend a reintegration interview may be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[child's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm; or ACE Education who can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

[Child's name]'s exclusion expires on **[date]** and we expect them to return to school on **[date]** at **[time]**.

Yours sincerely,

[Name] Head Teacher/Principal

Template 4 – permanent exclusion letter

Dear **[name(s) of parent(s)]**

I am writing to inform you of my decision to permanently exclude **[child's name]** with effect from **[date]**. This means that **[child's name]** will not be allowed in this school unless they are reinstated by the Governors' Disciplinary Committee/Management Committee.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[child's name]** has not been taken lightly. **[Child's name]** has been permanently excluded because **[specify full reason(s) for exclusion]**.

[The following three paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that **[child's name]** is not present in a public place in school hours during the first five days of this exclusion, in this case between **[specify period]** inclusive unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority or be prosecuted if **[child's name]** is present in a public place during school hours without reasonable justification on the specified dates. If so, it will be for you to demonstrate reasonable justification.

Alternative arrangements for **[child's name]**'s education to continue will be made. We will set work for **[child's name]** during the first 5 days of this exclusion. **[Detail the arrangements for this]**. Please ensure that the work set is completed and returned promptly to us for marking.

From the sixth school day of the exclusion onwards, i.e. from **[specify the date]** the Local Authority will provide suitable full-time education. I have informed the Local Authority of your child's exclusion and you will shortly receive contact from the Inclusion and Alternative Provision (INCAP) team who will let you know the arrangements for **[child's name]**'s education from the sixth school day of exclusion.

As this is a permanent exclusion the Governors' Disciplinary Committee/Management Committee must meet to consider **[child's name]**'s reinstatement. You may attend the review meeting and make representations to the Governors' Disciplinary Committee/Management Committee and ask the panel to reinstate your child if you wish. The Governors' Disciplinary Committee/ Management Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, they may decide not to reinstate **[child's name]** in which case you may ask for the Governors' Disciplinary Committee/Management Committee's decision to be reviewed by an Independent Review Panel. The latest date by which the Governors' Disciplinary Committee/ Management Committee must meet is **[specify date, which must be no later than 15 school days after the date on which the Governors' Disciplinary**

Committee/Management Committee was notified of the exclusion to which this letter relates]. You will be notified by the Clerk to the Governors' Disciplinary Committee/Management Committee of the time, date and location of the meeting whether you choose to make representations or not. If you wish to make representations to the Governors' Disciplinary Committee/Management Committee please contact **[name of contact]** at **[contact details – address, telephone number, e-mail]**, as soon as possible after being notified of the date of the meeting. You may be accompanied by a friend or representative, including a legal representative, if you wish. Please advise if you have a disability or any special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think that discrimination has occurred under the Equalities Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which claims for disability discrimination should be sent is SENDIST, 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU (Tel: 01325 289350, Email address: sendist@hmcts.gsi.gov.uk

Making a claim would not affect your right to make representations to the Governors' Disciplinary Committee/Management Committee.

You also have the right to see a copy of **[child's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm; or ACE Education who can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

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Yours sincerely,

[Name]

Head Teacher/Principal

Template 5 – invite to Governors' Disciplinary Committee

Dear **[parent's name]**

I am writing to advise you that the meeting of the Governors' Disciplinary Committee/Management Committee to consider the reinstatement of **[child's name]** regarding their exclusion from school during the period **[start date and end date of the period of exclusion]** will take place at **[place]** on **[date]** at **[time]**. You have the right to make a request to hold the meeting via the use of remote access. Should you wish to do this please contact **[enter "me" or the name of contact]**

If you would like to attend the meeting of the Governors' Disciplinary Committee/Management Committee, please contact **[enter "me" or the name of contact]** at **[contact details – address, telephone number, e-mail]** as soon as possible. You will have the opportunity to make representations to the panel. **[Child's name]** may attend the hearing with you. You may also be accompanied by a friend or representative, including a legal representative, if you wish. If you intend to be accompanied, please let **[enter "me" or the name of contact]** know. Please advise if you have a disability or any additional? needs which would affect your ability to attend a meeting at the school. Also, please inform **[enter "me" or the name of contact]** if it would be helpful for you to have an interpreter present.

At the meeting the Chair will explain the order of proceedings and a copy is enclosed with this letter for your information.

If you wish to make a written representation this should be forwarded to me at the above address at least five school days before the meeting, i.e. by **[insert date]** so that it may be circulated in advance to the members of the Committee and to all parties including the Head Teacher.

The committee will consider the representations made by all parties and decide whether to reinstate **[child's name]**, either immediately or by a particular date.

If the Governors' Disciplinary Committee/Management Committee cannot direct reinstatement due to the period of exclusion having expired and your child having already returned to school they will place a copy of their findings on the child's school record.

As stated above, I would be grateful if you would let me know if you will be attending the meeting and if so, whether you will be accompanied.

Yours sincerely,

[Name]

Clerk to the Governors' Discipline Committee/Management Committee

Enc.

Template 6 –Governors' Disciplinary Committee outcome letter

Dear **[parent's name]**

I am writing to confirm the decision reached by the Governors' Disciplinary Committee/Management Committee at their meeting on **[date of Governors' Disciplinary Committee/Management Committee meeting]** to consider reinstatement of **[child's name]** from **[name of school]** School.

After careful consideration of all the evidence available and the representations made to the Governors' Disciplinary Committee/Management Committee, the committee has decided to

EITHER

not reinstate **[child's name]** for the following reason(s) **[inset reasons in as much detail as possible explaining how they were arrived at]**

OR

direct reinstatement from **[specify date]** for the following reason(s)

[insert reasons in as much detail as possible explaining how they were arrived at]

[Where reinstatement has been directed insert the next paragraph, omit the subsequent paragraphs and go to "Yours sincerely,"]

The Head Teacher or a senior member of staff will contact you shortly to discuss the arrangements to be made for **[child's name]** to return to school

[Where the child has not been reinstated insert the following paragraphs]

You have the right to ask for this decision to be reviewed by an Independent Review Panel. If you wish the decision to be reviewed by the Independent Review Panel please notify the Schools Appeals Manager on 01273 – 481583 **[or other body if Independent Review Panel hearings are not arranged for the Academy / School by the Local Authority]** in the first instance. You should then set out the reasons for requesting a review in writing and send this to: Schools Appeals Manager, East Sussex County Council, Room C3F, County Hall, St Anne's Crescent, Lewes, BN7 1UE **[or other body if Independent Review Panel hearings are**

not arranged for the Academy / School by the Local Authority] no later than **[specify the latest date by which a review may be requested, i.e. 15 school days from the date on which notice in writing of the Governing board's/College Central Management Committee's decision not to reinstate was sent to the parents (notice is deemed to have been given on the same day if it is delivered directly, or the second working day after posting if it is sent by first class mail)]**. If you feel that your child has special educational needs relevant to this exclusion you should refer to this in your written statement. If you have not requested that a review is held by **[repeat latest date]** you will lose your right to have the decision of the Governors' Disciplinary Committee/Management Committee reviewed.

An Independent Review Panel comprises one serving, or recently retired (within the last 5 years) Head Teacher, one serving, or recently serving, experienced governor and one lay member who will be the Chairman. The review panel will rehear all the facts of the case. If any party has fresh evidence to present to the panel they may do so.

If you ask for the Governors' Disciplinary Committee/Management Committee's decision to be reviewed by the Independent Review Panel you have the right to require that an expert in Special Educational Needs (SEN) attends the review at no cost to you. You may require that an SEN expert attends the hearing irrespective of whether the school believes your child has special educational needs or not. The SEN expert's role is analogous to an expert witness, providing impartial advice to the panel on how special educational needs may have been relevant to the exclusion. Should you request a review of the Governors' Disciplinary Committee's/Management Committee's decision and you wish an SEN expert to be appointed please let the Schools Appeals Manager **[or other body if Independent Review Panel hearings are not arranged for the Academy / school by the Local Authority]** know.

I should also inform you that if you request a review of the Governors' Disciplinary Committee's/ Management Committee's decision you may, at your own expense, appoint a representative, including a legal representative, to make written and/or oral representations to the Independent Review Panel and that you may also bring a friend or supporter to the review. If you intend to be accompanied please let the Schools Appeals Manager **[or other body if Independent Review Panel hearings are not arranged for the academy/school by the Local Authority]** know. Please also advise if you have a disability or any additional needs which would affect your ability to attend the meeting and if it would be helpful for you to have an interpreter present.

Where a representative of the Local Authority attended the Governors' Disciplinary Committee/Management Committee meeting and made representation, they or another representative will also **[in the case of an Academy, add "at your request"]** attend the review and submit a statement in advance.

In determining the outcome of a review the panel can make one of three decisions: they may uphold the decision not to reinstate your child; they may recommend that the Governors' Disciplinary Committee/Management Committee reconsiders its decision not to reinstate your child; or they may quash the decision and direct that the Governors' Disciplinary Committee/Management Committee considers reinstatement again. A panel should only quash a decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm; or ACE Education who can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

Yours sincerely,

[Name]

Clerk to the Governors' Discipline Committee/Management Committee

Template 7 –withdrawal of a suspension or permanent exclusion

Dear **[parent's name]**

Further to my letter of **[date of letter giving notification of exclusion]** I am writing to advise you that I am, on this occasion, withdrawing my earlier decision to

EITHER

suspend **[child's name]** for a fixed period between **[insert dates of start and end of suspension]**

OR

permanently exclude **[child's name]** from the school

I have decided to withdraw the exclusion on this occasion for the following reasons.

[insert reasons]

Yours sincerely,

[Name]

Head Teacher/Principal