



HORRABRIDGE PRIMARY and NURSERY SCHOOL

Policies & Procedures

TITLE: Pupil Behaviour Policy

DOCUMENT MANAGEMENT

This document constitutes version 13 of the **Pupil Behaviour Policy** and was **adopted in Nov 2024** by the **Governing Board**.

The document is subject to full **review in Nov 2026**.

The school conducted an Equality Impact Assessment on this policy in **October 2022**.

Purpose

This policy aims to implement measures to secure acceptable standards of behavior and create a safe environment in which all pupils can learn and reach their full potential. As such, the school's approach to behaviour is designed to meet the following national expectations:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully;
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

A whole-school approach to behaviour

Schools must ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour must be easily apparent to anyone joining or visiting the school. Everyone should treat one another with dignity, kindness and respect.

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a

predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

The school behaviour curriculum

We have identified the positive behaviours that we feel reflect the values of our school, readiness to learn and respect for others. Their purpose is to create an environment where good conduct is more likely and poor conduct less likely. This behaviour will be taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires positive reinforcement when expectations are met, while sanctions are required where rules are broken.

Our Code of Behaviour

In our school

1. I will come to learn and show pride in my work
2. I will care for everyone's safety and their belongings
3. I will look after the school and its equipment
4. I will use kind hands and friendly words
5. I will take my turn and listen to other people

Positive reinforcement and sanctions are both important and necessary to support our whole-school culture. It is centred on what successful behaviour looks like and defines it clearly for all parties. Our behaviour curriculum identifies the key habits and routines required in the school.

Routines are used to teach and reinforce the behaviours expected of all our pupils. Repeated practices promote the values of our school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

We have established the following routines which we feel are simple for everyone to understand and follow:

- Hang coats and bags up tidily and enter the classroom promptly.
- Place lunchboxes neatly into boxes where provided.
- Once usual morning routines are complete, settle to learning promptly.
- Follow the red and green cup system for not talking/talking in class (red denotes no talking/green denotes talking).
- Leave tables and chairs tidy and pick up objects from the floor when going out to break and at the end of the day.
- SHINE (see below*) line when exiting the classroom for break and at the end of the day.
- SHINE line at the end of break/lunchtime.
- Walk silently through school during lesson times.

- Sanitise hands before going into the dinner hall.
- SHINE line and walk when going into and exiting the dinner hall.
- Enter and exit assemblies silently.

**SHINE – Stand still, Hands by your sides, In your own space, No talking, Eyes forward.*

The role of school leaders

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them and will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. This will include identification of any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Refresher training on behaviour will be provided to all staff annually and more frequently if identified as required. New staff will meet with the headteacher to ensure their understanding of the school's behaviour policy as part of their induction. This will include sharing of behaviour approaches used for identified individual pupils with SEND.

School leaders will ensure that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams will be used to help to inform effective implementation, and design, of behaviour policies.

The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff are required to uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff are also required to challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff are expected to communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff receive clear guidance about school expectations of their own conduct at school.

In the Summer Term prior to transition to a new class teacher, the current class teacher will meet with the receiving class teacher to share behaviour information for the class, including for identified individual pupils. This sharing of information will be supported by the school SENDCo. A similar approach is adopted to ensure the effective sharing of information at the point of transitioning to secondary school or on moving school at any other time.

The Role of Parents/Carers

The role of parents/carers is crucial in helping to develop and maintain good behaviour. To support our school, parents/carers are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents/carers have an important role in supporting the school's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent/carer has a concern about management of behaviour, they should raise this directly with our school while continuing to work in partnership with us.

We will seek to build and maintain positive relationships with parents, for example, by keeping parents updated about their children's behavior and encouraging parents to celebrate pupils' successes.

Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behavior interventions in place.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Provision will be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction will be provided for pupils who arrive mid-year. Re-induction into behaviour systems, rules, and routines will be covered annually with all pupils at the start of a new school year or earlier on an individual basis if appropriate.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our school's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Our school aims to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- our school has duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by our school's policies or practices;

- under the Children and Families Act 2014, our school has a duty to use our 'best endeavors' to meet the needs of those with SEND; and
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and we must co-operate with the local authority and other bodies.

As part of meeting any of these duties, our school will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

We operate the 'It's Good To Be Green' scheme across the school

Each class has a chart with each pupil's name on and a set of cards for each pupil – Red, Orange and Green. If a pupil is not following our agreed school rules, they receive a verbal warning from the adult with them. A second warning results in their green card being placed at the back of their set of cards and the orange warning card is displayed.

This results in 15 minutes off their next playtime. If the pupil still does not follow school rules, the orange card is removed, and the red card shown. This results in missing their next lunchtime.

Verbal warnings re-set to zero at the start of morning break, again at lunch break, and at the end of the school day.

For more serious, intentional incidents (such as swearing, aggression, refusal to comply with instructions, behaving in a way that might cause harm to self or others), a pupil may be moved straight to red.

A move to red results in a visit to the headteacher to discuss behaviour. The child may then be placed in a different supervised location if appropriate until the next break (breaktime, lunchtime or the end of the school day) with their current work to complete or alternative work if this is not possible.

All amber or red cards revert to green at the beginning of the afternoon and/or the end of the school day or immediately after the consequence has been carried out.

At lunch and breaktimes a similar system operates. A second verbal warning results in 15 minutes away from the playground (or classroom in the event of wet weather). The child is escorted by an adult and placed under the supervision of a member of staff. Again, a serious incident (as listed above) will result in instant removal from the playground, to be supervised by a member of staff.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates our school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce our school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of our school's behaviour culture. Examples of rewards used at our school include:

- verbal praise;
- visiting the headteacher or deputy headteacher for positive acknowledgement
- communicating praise to parents via phone call, contact in person or written correspondence;
- team points and stickers;
- certificates awarded in celebration assemblies;
- positions or roles of responsibility being given;
- class rewards of additional break time;
- whole school team colour rewards of time on the school's bouncy castle;
- courtesy cup;
- tidy classroom award;
- MTA tokens.

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they are expected to respond predictably, promptly, and assertively in accordance with our school behaviour policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across our school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques should be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour will be to maintain the culture of the school and restore a calm and safe environment in which all pupils can learn and thrive and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These will include:

- deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education.

At times some pupils may test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via sanctions, reflective conversations, or targeted pastoral support.

Where appropriate, staff will take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Forms of sanction

In accordance with the law, in considering whether a sanction is reasonable in all circumstances, we will consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

At our school we have adopted a range of sanctions that may be used. These include:

- verbal reprimands and reminders of the expectations of behaviour;
- loss of privileges – for instance, the loss of a prized responsibility or attending a club/playground activity;
- loss of some or all of break or lunch time linked to the 'Good to be Green' scheme and any Amber/Red cards that have been given (ensuring that pupils have sufficient time to eat, drink and use the toilet);
- internal exclusion;
- suspension and;
- in the most serious of circumstances, permanent exclusion.

We will always consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on our knowledge of that pupil's personal circumstances. We will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, we will need to consider what the law requires:

- that we should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the Equality Act 2010 and schools guidance.
- whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

Supporting pupils following a sanction

Following a sanction, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These will include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person;
- if appropriate; a phone call with parents, and the Virtual School Head for looked after children;

- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy and supported by the school's Parent Support Advisor as appropriate; or
- considering whether the support for behaviour management being provided remains appropriate.

The use of reasonable force

Also see: Physical Intervention and Restraint Policy

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff in our school have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

The headteachers and deputy headteacher may use such force as is reasonable given the circumstances when conducting a search for PROHIBITED ITEMS (DfE Screening Searching Confiscation Advice - Key points) The 2022 DfE Screening Searching and Confiscation Advice identifies prohibited items as:

PROHIBITED ITEMS

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

UNAUTHORISED ITEMS

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons or 'adversely affect good order and discipline of the school community' (DfE Behaviour and Discipline in Schools (Jan 16)). The Governing Body considers that the following items are inappropriate and should not be brought into school:

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens

- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- E cigarettes
- Stink bombs
- Solvents
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs/medical policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium) •
Rope, cable ties

When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation

See guidance: [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/).

The headteacher can confiscate, retain, or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, staff will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment and;
- to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The length of time that it is appropriate for a pupil to be in removal will be the minimum time required to ensure that the pupil is able to return safely and without any anticipated further disruption. The removal location will be the headteacher, the school office or another appropriate area of the school stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. The reintegration of any pupil in removal into the classroom when appropriate and safe to do so will be overseen by the headteacher.

The headteacher will collect, monitor, and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Data-based decisions will be made to consider whether any frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs and Disability Co-ordinator (SENDCo), or whether staff may require more support.

The headteacher will analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and that the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, the headteacher and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with and;
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils will be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, our school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) will be the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and pupils whose behaviour falls below expectations will be sanctioned. Sexually abusive language or behaviour will not be normalized by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We

advocate strenuously high standards of conduct between pupils and staff and the modelling of manners, courtesy and dignified/respectful relationships.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

All victims will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises. Although the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect, and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture and we will therefore, as deemed appropriate, sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

Many pupils, especially as they get older, will have their own mobile phone. We are aware that some older pupils in particular sometimes bring their mobile phones to school to support their greater independence in travelling to and/or from school. In these circumstances, pupils will be required to pass their mobile phones into the school office on arrival and will receive them back when leaving school at the end of the day.

Bullying

Bullying may be distinguished from other unacceptable forms of aggression in that it involves dominance of one pupil by another, or a group of others, is predetermined and usually forms a pattern of behaviour rather than an isolated incident. For dealing with bullying incidents please refer to the school's Anti-Bullying Policy.

Exclusions

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. Therefore, the government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities. For the vast majority of 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. This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

If suspension, or permanent exclusion, is deemed necessary by the headteacher the school will follow the government's guidance here: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

Communicating the Behaviour Policy

Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. 13. For maintained schools. The school behaviour policy will be published in writing to parents, staff, and pupils at least once a year. The school's behavior policy will also be published on the school website.

Review

The Governing Board reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.