

Aldryngton Primary School					
Policy	S12	Behaviour, discipline and exclusion			
Approved	Sept 2026		Signed		
Website	Yes		Chair, Curriculum and Safeguarding Committee		
Review	Biennial	Next review		July 2028	

The approach chosen to manage behaviour at Aldryngton makes use of approaches from Paul Dix as well as ideas from the Therapeutic Thinking Approach. We follow national DfE guidance from 'Behaviour and Discipline in Schools' and 'Mental Health and Behaviour in Schools'.

This policy should be read in conjunction with the anti-bullying and physical intervention policies, which provides the details about the approach used to manage incidents of bullying and reasonable force/ physical contact.

The aim of the approach is to ensure that the entire school community is aware of what standard of behaviour is expected; how we seek to encourage positive behaviour and how we manage unacceptable behaviour.

Aldryngton has 3 rules for behaviour:

- Be ready
- Be respectful
- Be safe

This provides a simple, clear and consistent approach to behaviour for the school, its pupils, their families and staff.

Children are expected to complete assigned work in the expected time frame; maintain respectful behaviour towards peers and adults alike; exercise self-discipline appropriate to the stage of development; avoid bullying and prejudiced behaviour of any kind.

In order to develop a safe, positive learning environment, members of staff follow the five pillars of adult behaviour:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- A restorative follow up

Our 'Behaviour Blueprint' is followed by all adults who work here. It clearly summarises our behaviour approach in action. Please see the next page for this:

Aldryngton Primary School Behaviour Blueprint

5 Pillars of Practice for All Staff

1. Consistent calm adult behaviour.
2. First attention for best conduct.
3. Relentless Routines.
4. Scripting difficult interventions.
5. Restorative follow up.

Rules

Be Ready
Be Respectful
Be Safe

Rewards

Positive reinforcement
Acknowledgement
Recognition board
House points
Private sincere verbal praise
Positive referral to SLT
Positive note home
Positive phone call home
Reward session
Quality time with an adult
Stickers/certificates

Stepped Sanctions

1. Reminder (remind of 3 rules. This can be done more than once. Use initiative).
2. Caution (clear verbal caution, outlining consequences if they continue).
3. Last Chance (final opportunity to engage, use scripted intervention).
4. Time Out (a SHORT time out of the room for the child to calm down. This may be with SLT if it was a major incident).
5. Sent to Another Class
6. Sent to Team Leader
7. Sent to Deputy Head/ Headteacher

Restorative Conversation

This should follow if a child reaches the time out or above stage, when the child is ready. SLT will support if it is a major incident.

1. What happened?
2. What were you thinking at the time?
3. Who has been affected? How?
4. What should we do to put things right?
5. How could we do things differently in the future?

If a child reaches Time Out, the behaviour incident must be recorded on CPOMS. Staff will also use professional judgement if any other sanctions are necessary e.g. losing break time. Some pupils may require a Behaviour Plan and personalised timetable to help them achieve individual targets. These will be distributed and communicated to relevant staff.

We also operate a red-card system where immediate help from SLT can be requested by sending a child with a red card to the office.

Class Charters

Our Class Charters are discussed and agreed by pupils at the start of each year with their teacher. Our three behaviour rules, Be Ready, Be Respectful, Be Safe are at the core of our Class Charters. Class Charters are displayed in the classrooms.

What we expect of parents and carers

All parents and carers are expected to:

- Support the school in its application of the Behaviour Policy;
- Talk to their children about the school's expectations of work and behaviour;
- Encourage children to discuss problems;
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

Equal Opportunities and Special Educational Needs

At all times teachers will consider factors that have contributed to the particular incident such as the child's level of Special Educational Need or their psychological and emotional circumstances.

Should any incidents happen repeatedly, a graduated approach will be followed and this may lead towards an Education Health Care Plan (EHCP) being applied for. The school could also decide to seek involvement from outside agencies. Parents will be fully involved in this process through discussion with the school team.

The school will take account of its duties under the Equality Act 2010 and the Children and Families Act 2014. Reasonable adjustments will be considered for pupils with disabilities and SEND before sanctions are imposed

Special Programmes

Some children have special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of intervention programmes such as social skills, anger management, mentoring and behaviour plans. An assessment of risk may be completed for pupils whose behaviour poses a risk to themselves or others. The school would require families to be supportive of this process.

Restrictive Intervention

Restrictive intervention should only be used within the strict safety guidelines laid out in our Restrictive Intervention Policy. All staff are required to be familiar with the contents of this policy and are to abide by it at all times.

Sexual Harassment/ Violence

Sexual harassment or violence (including online abuse) is not tolerated at the school. Our PSHE including RSE policy stipulates our carefully sequenced curriculum to educate pupils. All staff are expected to log any suspected or confirmed cases of sexual harassment or violence on our online behaviour log (CPOMS) using the specific category. All cases will be investigated in full and sanctions put into place if appropriate to do so.

Confiscation of Inappropriate Items

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as mobile phones, toys, electric games, sweets and chewing gum are not allowed. Consumables will be disposed of or will be retained by staff to be collected from the school office by a responsible adult. Staff reserve the right to search pupils where they reasonably suspect that "prohibited items" may be in a child's position. These could be items which are stolen, illegal or dangerous e.g. drugs, weapons, cigarettes, fireworks or pornographic images.

Behaviour Outside School

Behaviour expectations outside school remain the same as in school. A risk assessment may be carried out on children who pose a risk of unsafe behaviour on school trips.

Internal Isolation/ Suspension and Permanent Exclusion

Only the Headteacher (or Acting Headteacher) may decide to suspend or permanently exclude a pupil. The governing board fulfils its statutory review functions in accordance with DfE guidance. The child will be provided work throughout internal isolation and suspension.

Internal isolation is a school behaviour sanction and is not recorded as a formal suspension under DfE exclusion legislation.

The following types of behaviour are some examples of what may result in an internal and/or external suspension:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter;
- Danger to themselves or others.

The length of the suspension is at the discretion of the school, who will operate within DfE guidelines. Before deciding to suspend or permanently exclude, the Headteacher will consider the facts of the incident, the pupil's age, SEND, disability, safeguarding needs, pastoral support available, and whether alternative approaches have been exhausted

Suspension

What constitutes serious behaviour?

- 1) Aggressive behaviour (e.g. hitting, pulling hair, kicking, pushing, using abusive language);
- 2) Physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils);
- 3) Socially disruptive behaviour (e.g. screaming, running away, absconding from school site);
- 4) Authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour);

The length of suspension will be decided by the Headteacher after an appropriate investigation, including any confidential information available, has taken place. If the Headteacher suspends a child, parents will receive:

- A suspension letter, outlining the reasons for suspension, the length of suspension and the child's expected date and time of return.
- Work for the pupil to complete.
- A date and time for a reintegration meeting, which the parent/carer is expected to be present.

Only the Headteacher or Acting Headteacher of the school has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

It is the school and Governing Body's duty to arrange education from the sixth consecutive day of a suspension.

Parents/carers will be invited to attend reintegration meetings and are strongly encouraged to do so.

If a child is deemed to be at risk of permanent exclusion, an individual programme will need to be put in place to support the child and their family. The individual programme will take into consideration the needs of the child and family.

Our school is committed to working very closely with every child and their family to bring about an improvement in the child's behaviour so that suspensions and permanent exclusions can be avoided.

Off-site Direction

An off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour.

The Headteacher may direct a pupil off-site for the purpose of improving behaviour in accordance with statutory guidance and local arrangements. Parents will be informed and review arrangements established as required by law. The governing board will fulfil its oversight responsibilities in accordance with DfE statutory guidance.

Managed Moves

The views of the pupil and parents will be considered before any managed move. Managed moves will comply with admissions law and DfE statutory guidance. Managed moves will not be used as trial placements.

Permanent Exclusion

A child may be at risk of permanent exclusion if there is:

- A serious breach, or persistent breaches of the school behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff and pupils in the school. (DfE Suspension and Permanent Exclusion Statutory Guidance July 2026)

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give his/her version of the events unless the child was in immediate danger.

Governors must be informed after exclusions in accordance with statutory timescales, but they are not necessarily consulted before a permanent exclusion decision.

Only the Headteacher has the power to permanently exclude. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher permanently excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, ask the governing body to review the decision. There is also the option to request an Independent Review Panel (IRP). The school informs parents of their rights to request a governing board review and, where applicable, an Independent Review Panel.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When either the governing body or an Independent Review Panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the local authority and consider whether the pupil should be reinstated.

The outcome of an Independent Review Panel will either uphold the exclusion, recommend reconsideration or quash the decision and ask the governing body to reconsider it. The governing body remains the body responsible for deciding whether to reinstate or not.

The school keeps a record of any pupil who is suspended, or who is permanently excluded. This data is collected by the governing body and also shared with the local authority.

The school will not engage in off-rolling and will comply with all statutory requirements relating to pupil removal from roll.