

Sutton in Craven Community Primary School

(Statutory Policy)

Approval - can be delegated by the headteacher

Annual review



Relationships & Behaviour Policy

**We are an aspirational place where learners grow.
Our school is kind and happy and we respect and
celebrate the differences in ourselves, our community
and our world.
Our children become responsible, determined and
independent citizens.**

Approved by:	Pupil Outcomes / HT	Date: January 2023
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Relationship & Behaviour Policy – ‘this is how we do it here’.

Ethos

Here at Sutton CP School, we strive to equip all our children with all the skills and knowledge they need to be the very best version of themselves in today’s society. This includes supporting all children to understand that wellbeing is key to living a happy and successful life. We aim to give pupils the information they need to make good decisions about their mental health. Our children will grow to work in industries we cannot even imagine as yet and it is a privilege as part of our role to open their eyes to all possibilities that lie ahead, and provide them with a variety of experiences to build their cultural capital, ask questions confidently and make informed choices as part of a wider community. We recognise the level of change that is required in our world today to improve our children’s life chances but remain hopeful that through providing many opportunities and exploring the world in the safety of our classrooms, visits, visitors and experiences, that our children will go on to be successful, independent members of our society with happy memories rooted here at Sutton CP.

Rationale

To provide a calm, orderly and friendly school environment in which effective learning can take place, allowing all pupils to realise their full potential - personally, educationally and socially.

Our five pillars of practice are;

- consistent, calm adult behaviour
- first attention for best conduct
- relentless routines
- scripting difficult interventions
- restorative follow ups

Legal framework

This policy is based on legislation and guidance including:

- Section 89 of the Education and Inspections Act 2006, which requires schools to have a behaviour policy
- The Department for Education's statutory guidance "Behaviour in schools" (September 2024)
- The Equality Act 2010
- The Education Act 2011 (which includes provisions on teachers' powers to discipline and search)
- Keeping Children Safe in Education (KCSIE) 2024
- Use of reasonable force in schools (DfE, 2013)
- Searching, screening and confiscation at school (DfE, 2022)
- The Special Educational Needs and Disability (SEND) Code of Practice 0-25 years (2015)

This policy complies with our funding agreement and articles of association.

Roles and responsibilities

2.1 The governing board

The governing board is responsible for:

- Approving this behaviour policy and the Behaviour Principles Written Statement
- Reviewing the policy annually in conjunction with the headteacher
- Monitoring the effectiveness of the policy through data on behaviour incidents, suspensions and exclusions
- Ensuring the policy is implemented fairly and consistently
- Ensuring appropriate staff training is in place

The link governor for behaviour is **Stuart Barrick**.

2.2 The headteacher

The headteacher is responsible for:

- Implementing this policy consistently throughout the school
- Ensuring all staff understand and apply the policy
- Publishing the policy on the school website
- Reporting to governors on the effectiveness of the policy
- Ensuring appropriate staff training and support
- Making decisions about suspensions and permanent exclusions
- Ensuring the safety and wellbeing of all pupils and staff

The headteacher may delegate day-to-day responsibility for behaviour management to the Deputy Headteacher and SENCO, but retains overall accountability.

2.3 All staff

All staff are responsible for:

- Implementing this policy consistently and fairly
- Modelling positive behaviour and building relationships with pupils
- Creating a calm, safe and supportive environment
- Using the school's approach to rewards and sanctions
- Recording behaviour incidents on CPOMs
- Communicating with parents about behaviour concerns
- Identifying underlying causes of poor behaviour
- Following the school's safeguarding procedures

2.4 Parents and carers

Parents and carers are expected to:

- Support the school's approach to behaviour
- Reinforce the school rules at home
- Communicate with the school about any concerns or changes that may affect their child's behaviour
- Work in partnership with the school to address behaviour concerns
- Attend meetings when requested
- Treat staff with respect

2.5 Pupils

Pupils are expected to:

- Follow the school rules: Ready, Respectful, Safe

- Treat others with kindness and respect
- Follow instructions from staff
- Take responsibility for their own behaviour
- Report concerns about behaviour to staff
- Support their peers to make positive choices

Scope of the policy

This policy applies to:

- All pupils when on the school premises
- All pupils when travelling to and from school (when wearing school uniform or identifiable as a pupil of the school)
- All pupils when on school-organised trips and activities
- All pupils when representing the school (e.g., at sporting events, performances)
- Pupil behaviour outside school that could have repercussions for the orderly running of the school, pose a threat to another pupil or member of the public, or adversely affect the reputation of the school
- Online behaviour and cyberbullying (including when pupils are not on school premises)

The headteacher may discipline pupils for misbehaviour outside school in accordance with the Education and Inspections Act 2006.

Behaviour outside school:

The school may discipline pupils for misbehaviour outside school premises when they are:

- Travelling to and from school
- Wearing school uniform or otherwise identifiable as a pupil of the school
- Taking part in school-organised activities
- In any way representing the school

The school may also discipline pupils for misbehaviour outside school that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil, member of staff, or member of the public
- Could adversely affect the reputation of the school

This includes online behaviour and cyberbullying. Pupils are expected to uphold the school's values and behaviour expectations at all times, including outside school hours and off school premises.

Aims

To ensure that children's behaviour does not negatively impact our vision for the school:

We are an aspirational place where learners grow.

Our school is kind and happy and we respect and celebrate the differences in ourselves, our community and our world.

Our children become responsible, determined and independent citizens.

Approach – 'this is how we do it here'

We encourage and support our children to follow 3 simple rules:

Ready



Respectful



Safe



These rules are to be followed by all adults and children on our school site.

These rules will be displayed throughout our learning environment and communicated regularly to children.

Rewards

1. Classroom Recognition Board

Children who show high effort levels or are seen as being 'Ready Respectful Safe' will have their name added to the daily recognition board in their classrooms. Teachers will decide what they are looking for each day, to ensure all children are able to achieve a recognition.

2. Reward stamps

Children may receive an individual reward stamp for effort or being ready, respectful or safe in Key Stage 2.

Once 50 stamps have been collected, children will receive a bronze award. Children then go on to collect 50 stamps for silver award and a further 50 for gold award. These awards are presented and celebrated in weekly assemblies.

3. Learning Hero Awards

A Learning Hero certificate is awarded in weekly assemblies by the class teachers. There are two certificates awarded, per class, each week plus an additional two certificates from the Headteacher.

4. Postcards Home

Staff can nominate children to receive a 'You have been noticed' postcard home for demonstrating good values and behaviour in school.

5. Visiting other staff

If children have demonstrated high levels of effort in their work, a teacher may choose to send the child with their work to another member of staff for additional recognition. A comment in their book or on their work may be given or a nomination for a postcard home.

Sanctions

If children are not following our core rules of 'Ready Respectful Safe'

The following stepped approach will be followed by all staff. All incidents of notable poor behaviour will be logged and monitored electronically using **S.T.A.R.**

S - Setting

T - Trigger

A - Action (of the child presenting the unwanted behaviour)

R - Result (the child was looking for)

An action taken by the adult will always be logged for each incident.

Zones of Regulation

We use the Zones of Regulation framework to help pupils understand and manage their emotions and behaviour.

The four zones:

Blue Zone - low energy (sad, tired, bored, sick)

Green Zone - calm and ready to learn (happy, focused, content)

Yellow Zone - heightened emotions (frustrated, worried, excited, silly)

Red Zone - extremely heightened emotions (angry, terrified, out of control)

How we use it:

- All pupils are taught about the zones through PSHE and daily check-ins
- Pupils learn to identify which zone they are in
- Pupils learn strategies to regulate their emotions and move towards the green zone
- Staff use zones language to support pupils ("I can see you're in the yellow zone - what strategy could help you get back to green?")

- Staff use co-regulation techniques to help pupils who are dysregulated
- All staff have Zones of Regulation support cards with strategies for each zone

Sizing the problem:

We teach pupils to "size the problem" - to match their response to the size of the problem:

- Small problems (e.g., dropped pencil) = small reaction
- Medium problems (e.g., argument with friend) = medium reaction
- Big problems (e.g., serious injury) = big reaction

This helps pupils develop emotional regulation and problem-solving skills.

Restorative conversations include questions such as:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen to make things right?
- What can you do differently next time?

Our restorative approach includes:

- **Restorative conversations** between staff and pupils following incidents
- **Restorative meetings** between pupils involved in conflicts (with staff support)
- **Restorative circles** in classrooms to address issues affecting the whole class
- **Repair time** built into the behaviour system (step 5 of our stepped approach)

Principles:

- Focus on repairing harm rather than simply punishing

- Help pupils understand the impact of their behaviour on others
- Give pupils the opportunity to make amends
- Rebuild relationships and reintegrate pupils into the school community
- Teach conflict resolution and problem-solving skills

Restorative approaches are used alongside, not instead of, consequences. Pupils will still face appropriate sanctions, but the focus is on learning and growth.

Stepped approach

1. **Reminder** - A reminder of the three simple rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary.
2. **Caution** - A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Staff will use the phrase 'Think carefully about your next step'.
3. **Last chance** - Speak to the child privately and give them a final opportunity to engage. offer a positive choice to do so and refer to previous examples of good behaviour (see script below for 30 second intervention). A two minute inconvenience will be given at this point. It cannot be removed. An option to work in the HIVE may be considered at this point for children who are becoming dysregulated and require a low sensory environment to support regulation.
4. **Time Out** - Time out might be a short time outside the classroom, side of the playground etc. It is a few minutes for the child to calm, breathe, look from a different perspective and compose themselves.
5. **Repair** - Quick chat to repair the relationship with the child and move forward.

30 second intervention - example

- *I notice you are...having trouble getting started / wandering around the classroom*

- *It was the rule about...lining up / staying on task...* that you broke
- *You have chosen to...catch up with your work at breaktime, move to the back*
- *Do you remember last week when you...got a postcard / got a learning hero*
- That is who I need to see today...
- Thank you for listening. (then give child some 'take up' time)

Non negotiables (immediate consequence)

Deliberate hitting, pushing, hurting of another child or an adult, swearing, stealing, deliberate damaging of property. This may result in a child being 'parked'*. This means they are removed to another classroom to complete their work.

***Being "parked" in another classroom:**

If a pupil's behaviour meets the "non-negotiables" criteria (deliberate hitting, pushing, hurting, swearing, stealing, deliberate damage), they will be immediately removed to another classroom to complete their work.

Process:

- The pupil is calmly escorted to another classroom (usually the next year group up)

Parents will be informed if there are persistent occurrences of poor behaviour or a serious incident. A tailored individual behaviour plan may be implemented.

The SENCO, Deputy Headteacher and Headteacher are informed of all behaviour incidents.

The final sanction could be an **internal suspension***, suspension or permanent exclusion. This will be reported to the LA and Governors in accordance with our Suspension and Permanent Exclusion Policy and DfE statutory guidance. This will be reported to LA and Governors.

***Internal suspension:**

An internal suspension means the pupil is removed from their normal classes and spends the day working in isolation under supervision (e.g., in the headteacher's office or another designated space). This is used for serious behaviour incidents where the pupil needs to be removed from lessons but a formal suspension is not yet appropriate.

During an internal suspension:

- The pupil will complete work set by their teachers
- The pupil will not have social time with peers
- The pupil will have limited breaks under supervision
- Parents will be informed

Special Educational Needs and Disabilities (SEND)

We recognise that some pupils may require additional support to meet behaviour expectations due to special educational needs, disabilities, mental health needs, or other individual circumstances.

Our approach includes:

- Early identification of pupils who may need additional support
- Reasonable adjustments in line with the Equality Act 2010 to remove barriers to meeting behaviour expectations
- Individual behaviour support plans for pupils who need them, developed in partnership with parents, the SENCO, and external agencies where appropriate
- Provision maps and classroom passports that outline specific strategies and approaches for individual pupils
- Staff training to understand the link between SEND and behaviour, including autism, ADHD, attachment difficulties, trauma, and mental health needs
- Consideration of underlying causes - we will always ask "what is this behaviour communicating?" rather than simply applying sanctions
- Adapted approaches that may include:

- Additional processing time before expecting a response
- Visual supports and social stories
- Sensory breaks and regulation strategies
- Access to the HIVE or other low-sensory spaces
- Modified expectations for specific situations
- Alternative reward systems
- Reduced or modified sanctions where appropriate

Important principles:

- SEND may help us understand behaviour, but we maintain high expectations for all pupils
- We will not lower our expectations, but we will adapt our approach
- Sanctions will be applied fairly and proportionately, taking individual circumstances into account
- We will work closely with parents and external agencies (e.g., educational psychologists, CAMHS, social care) to support pupils with complex needs
- We will ensure staff have the knowledge and skills to support pupils with SEND effectively

Where behaviour is related to SEND:

- We will conduct a functional behaviour assessment to understand the triggers, purpose and patterns of behaviour
- We will put in place proactive strategies to prevent behaviour escalating
- We will teach alternative behaviours and coping strategies
- We will review and update support plans regularly
- We will consider whether an Education, Health and Care Plan (EHCP) assessment is needed

Safeguarding

We recognise that changes in behaviour may be an indicator of abuse, neglect, or other safeguarding concerns. All staff are trained to recognise potential

safeguarding issues and to respond in accordance with our Child Protection and Safeguarding Policy.

Staff will be alert to:

- Sudden changes in behaviour or attendance
- Withdrawal or aggression
- Self-harm or risk-taking behaviour
- Concerning comments or disclosures
- Signs of physical, emotional, or sexual abuse
- Signs of neglect
- Peer-on-peer abuse, including bullying, sexual harassment, and sexual violence

If staff have concerns, they will:

- Report immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL
- Record concerns on CPOMS
- Follow the school's safeguarding procedures

We will not:

- Dismiss concerns about behaviour as "just behaviour"
- Apply sanctions for behaviour that is a manifestation of abuse or trauma
- Use isolation or seclusion for pupils who are distressed or dysregulated

Where behaviour is related to safeguarding concerns, we will work with external agencies (e.g., social care, early help, CAMHS) to provide appropriate support.

Malicious allegations:

The school takes all allegations against staff seriously and will investigate them in accordance with our safeguarding procedures and the statutory guidance "Keeping Children Safe in Education."

However, if an allegation is found to be deliberately invented or malicious, the school will consider whether disciplinary action is appropriate against the pupil who made it. This may include:

- A formal meeting with parents
- Sanctions in line with this policy
- Referral to external agencies if appropriate

We recognise that some allegations may be made by pupils who are themselves victims of abuse or who have SEND, and we will consider individual circumstances carefully before taking action.

Use of reasonable force

In line with the Education Act 2011 and DfE guidance "Use of reasonable force in schools" (2013), staff are authorised to use reasonable force to prevent pupils from:

- Committing an offence
- Causing personal injury to themselves or others
- Damaging property
- Prejudicing the maintenance of good order and discipline

Reasonable force means:

- Using the minimum force necessary for the minimum time
- Using force that is proportionate to the circumstances and the seriousness of the behaviour
- Using force that is reasonable in the circumstances

Our approach:

- Staff will always attempt to de-escalate situations using verbal and non-verbal strategies before considering physical intervention
- Staff will only use reasonable force as a last resort when other strategies have failed or in emergency situations
- Specific staff are trained in positive handling techniques (Team Teach)

- All incidents involving the use of force are recorded on CPOMs and reported to the headteacher and parents
- Incidents are reviewed to identify learning and prevent recurrence

Staff will not:

- Use force as a punishment
- Use force to make a pupil comply with instructions when there is no immediate risk
- Use any form of corporal punishment

Further details are set out in our Use of Reasonable Force Policy.

Searching, screening and confiscation

In line with the Education Act 2011 and DfE guidance "Searching, screening and confiscation" (2022), staff are authorised to search pupils and confiscate items in certain circumstances.

Prohibited items:

The following items are prohibited at our school:

- Knives or weapons
- Alcohol, illegal drugs, or substances that could be harmful
- Stolen items
- Tobacco, cigarette papers, vapes, or e-cigarettes
- Fireworks or explosive materials
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury, or damage property
- Any item banned by the school rules (e.g. chewing gum, energy drinks)

Searching with consent:

- Staff may search pupils with their consent for any item
- If a pupil refuses to be searched, sanctions may be applied

Searching without consent:

- The headteacher and staff authorised by the headteacher may search pupils without consent if they have reasonable grounds to suspect a pupil is in possession of a prohibited item
- Searches without consent will be conducted by a staff member of the same sex as the pupil, with another staff member present as a witness (except in emergency situations)
- Staff may search outer clothing, pockets, bags, desks, and lockers

Confiscation:

- Staff may confiscate any item that is prohibited, banned by school rules, or likely to cause harm or disruption
- Confiscated items will be stored securely and returned to the pupil or parent at an appropriate time (or disposed of/handed to police for illegal items)
- Parents will be informed if prohibited items are found

All searches are recorded on CPOMs and reported to the headteacher.

Bullying

We have a zero-tolerance approach to bullying, including cyberbullying, prejudice-based bullying, and discriminatory behaviour.

Definition of bullying:

Bullying is behaviour that is:

- **Repeated** over time
- **Intentional** - designed to hurt, harm, or intimidate
- **Involves an imbalance of power** - the victim feels they cannot defend themselves

Bullying can take many forms, including:

- Physical (hitting, kicking, taking belongings)
- Verbal (name-calling, insults, threats)
- Relational (excluding, spreading rumours, damaging friendships)

- Cyberbullying (online harassment, sharing images, impersonation)
- Prejudice-based (related to race, religion, gender, sexual orientation, disability, or other protected characteristics)
- Sexual harassment and sexual violence

Our approach:

- All reports of bullying are taken seriously and investigated thoroughly
- Incidents are recorded on CPOMs and monitored for patterns
- Victims are supported and protected
- Perpetrators face appropriate consequences and are helped to change their behaviour
- Parents of both victims and perpetrators are informed and involved
- We work with external agencies where appropriate
- We teach pupils about bullying through PSHE, assemblies, and the curriculum
- We create a culture where pupils feel safe to report bullying

One-off incidents:

Not all unkind behaviour is bullying. One-off incidents of conflict, arguments, or unkindness will be addressed through our behaviour policy and restorative approaches, but will not be classified as bullying unless they are part of a repeated pattern.

Further details are set out in our Anti-Bullying Policy.

Recording and monitoring**Recording:**

All behaviour incidents are recorded on CPOMS, including:

- Date, time, and location of the incident
- Names of pupils involved
- Description of the behaviour using the S.T.A.R. framework (Setting, Trigger, Action, Result)
- Action taken by staff

- Outcome and any follow-up required

Monitoring:

Behaviour data is monitored regularly by:

- Class teachers - to identify patterns and support individual pupils
- SENCO - to identify pupils who may need additional support or SEND assessment
- Deputy Headteacher and Headteacher - to monitor whole-school trends and evaluate policy effectiveness
- Governors - to provide strategic oversight and challenge

We analyse data to identify:

- Individual pupils who may need additional support
- Patterns related to time of day, location, or specific activities
- Patterns related to protected characteristics (to ensure the policy is applied fairly and does not discriminate)
- The effectiveness of interventions and support strategies
- Training needs for staff

Reporting:

The headteacher reports to governors on:

- Behaviour incidents and trends
- Rewards given
- Sanctions applied
- Suspensions and permanent exclusions
- Effectiveness of the behaviour policy

This data informs policy review and improvement.

[Working with parents and carers](#)

We believe that positive behaviour is best achieved through strong partnerships between school and home.

Communication:

Parents will be informed about their child's behaviour through:

- **Positive communication** - postcards home, phone calls, messages about good behaviour
- **Concerns** - phone calls or meetings if there are persistent concerns or serious incidents
- **Behaviour support plans** - parents will be fully involved in creating and reviewing individual plans
- **Regular updates** - through parents' evenings, reports, and informal conversations

Expectations of parents:

We ask parents to:

- Support the school's behaviour policy and approach
- Reinforce the school rules (Ready, Respectful, Safe) at home
- Communicate with school about any changes or concerns that may affect their child's behaviour
- Attend meetings when requested
- Work in partnership with school to address behaviour concerns
- Model respectful behaviour towards staff and other members of the school community

Support for parents:

We offer parents:

- Information about the school's behaviour approach through the website, newsletters, and meetings
- Opportunities to discuss concerns with class teachers, SENCO, or senior leaders
- Signposting to external support services where appropriate (e.g., parenting programmes, family support)

If parents' behaviour is unacceptable:

We expect parents to treat staff with respect. If a parent's behaviour towards staff or other members of the school community is unacceptable (e.g.,

aggressive, threatening, abusive), the school will take action in accordance with our Complaints Policy and may:

- Issue a warning
- Request that contact is only in writing or through a designated member of staff
- Ban the parent from the school premises
- Report to the police if behaviour is criminal

Suspensions and permanent exclusions

Suspensions and permanent exclusions are the most serious sanctions available and will only be used as a last resort.

When suspensions may be used:

A suspension may be used in response to:

- Serious breaches of the school's behaviour policy
- Behaviour that poses a risk to the safety of the pupil, other pupils, or staff
- Persistent disruptive behaviour that has not improved despite interventions and support

When permanent exclusion may be used:

A permanent exclusion may be used in response to:

- A serious breach or persistent breaches of the school's behaviour policy
- Behaviour that poses a serious risk to the education or welfare of the pupil or others in the school
- Where allowing the pupil to remain in school would seriously harm the education or welfare of others

Examples of behaviour that may result in suspension or permanent exclusion:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult

- Bullying, including cyberbullying
- Sexual misconduct or sexual harassment
- Possession or use of weapons, drugs, or alcohol
- Persistent disruption or defiance
- Theft or damage to property

Process:

The decision to suspend or permanently exclude a pupil will be made by the headteacher in accordance with:

- DfE statutory guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England" (September 2023)
- The school's Suspension and Permanent Exclusion Policy

Parents have the right to make representations to the governing board and, in the case of permanent exclusion, to request an independent review panel.

Support:

- Pupils returning from suspension will have a reintegration meeting with parents and school staff to agree support and expectations
- The school will work with the local authority and other agencies to support pupils at risk of permanent exclusion
- Managed moves to alternative provision may be considered where this is in the pupil's best interests

Further details are set out in our Suspension and Permanent Exclusion Policy.

[Staff training and wellbeing](#)**Training:**

All staff receive regular training in:

- The school's behaviour policy and approach
- De-escalation and positive behaviour management strategies
- Zones of Regulation and co-regulation techniques

- Restorative approaches
- Understanding the link between SEND, trauma, and behaviour
- Safeguarding and recognising signs of abuse or neglect
- Recording behaviour incidents on CPOMS

Specific staff receive additional training in:

- Positive handling techniques (Team Teach)
- Supporting pupils with complex behaviour needs
- Mental health awareness

Wellbeing:

We recognise that managing behaviour can be challenging and that staff wellbeing is essential for maintaining a positive behaviour culture.

The school supports staff by:

- Providing appropriate training and development
- Ensuring staff have access to support from senior leaders when dealing with challenging behaviour
- Taking reports of abuse or aggression towards staff seriously and taking appropriate action
- Providing opportunities for staff to debrief after difficult incidents
- Fostering a culture of mutual respect and support among staff
- Ensuring workload is manageable and staff have time to build positive relationships with pupils

Transition and reintegration

Starting at our school:

When pupils join our school, we:

- Share information about our behaviour expectations and approach with pupils and parents
- Request information from previous schools about behaviour and any support needs

- Provide additional support for pupils who may find transition challenging
- Ensure staff are aware of any behaviour support plans or SEND needs

Returning from suspension:

When pupils return from suspension, we:

- Hold a reintegration meeting with the pupil, parents, and relevant staff
- Agree expectations and support strategies
- Review and update behaviour support plans if needed
- Monitor the pupil closely and provide additional support as needed

Moving to secondary school:

When pupils transition to secondary school, we:

- Share relevant information about behaviour and support needs (with parental consent)
- Work with receiving schools to ensure smooth transitions
- Provide additional support for pupils who may find transition challenging

Equality and non-discrimination

We are committed to equality and to eliminating discrimination in line with the Equality Act 2010.

This policy will be applied fairly and consistently to all pupils, regardless of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We will:

- Make reasonable adjustments for pupils with disabilities or SEND
- Consider individual circumstances when applying sanctions
- Monitor behaviour data to identify any patterns related to protected characteristics
- Take action to address any discrimination or bias in how the policy is applied
- Challenge prejudice-based language and behaviour
- Promote understanding and respect for diversity

We will not tolerate:

- Discrimination, harassment, or victimisation
- Prejudice-based bullying or language
- Behaviour that marginalises or excludes pupils based on protected characteristics

Any incidents of discrimination will be taken seriously and addressed in accordance with this policy and our Equality Policy.