Riseley Church of England Primary School

Respect Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

Author/Responsible Officer	**Leigh Pointon (Executive Headteacher)**
Board to be ratified	**Full Governing Body**
Approved by	**Loreen Shelford**
Date of ratification	**1st June 2026**
Date of next review	**September 2027**

Statement of intent

Riseley Church of England Primary School believes that, in order to facilitate high quality teaching and learning, acceptable courteous behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Encouraging a calm, purposeful and happy atmosphere within the school
- Fostering positive, caring attitudes towards everyone where every child's achievement, at all levels, are acknowledged and valued
- Promoting self-esteem, self-discipline, proper regard for authority and creating strong, positive and warm relationships based on mutual respect
- Promoting a culture of praise and encouragement in which all children can flourish
- Creating a fair and consistent approach to behaviour and discipline throughout the school based on Values, Education and positive behaviour reinforcement
- Providing an environment free from disruption, violence, discrimination, bullying and any form of harassment.

Our Ethos

At Riseley Church of England Primary School, we are committed to ensuring that our practice allows children to grow as individuals, feel confident when faced with challenges in all aspects of life, be respectful to themselves and of others and to learn patience and tolerance. We believe it to be vital that children are encouraged to become independent and resilient learners, who achieve to the very best of their abilities. The school's mission statement underlines our ethos:

'Flourishing fully in life and learning'

Aims for behaviour

We have a number of practices and procedures in place that enable us to:

- Support children to manage their own emotions and develop a positive sense of self
- Teach children to be respectful towards others
- Ensure a positive-choices-based approach to behaviour is maintained throughout all parts of the school day and at anywhere they are identifiable as a pupil of the school, including when off site or on school visits
- Celebrate achievements, good behaviour and attitudes
- Build children's self-esteem, resilience and capabilities in order to become confident and self-assured individuals
- Ensure that all children and members of the school community are treated fairly, consistently and sensitively
- Actively involve parents/carers and allow clear communication

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special educational needs and disability (SEND) code of practice
- Statutory Framework for the Early Years Foundation Stage (March 2021)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Teachers Standards

Roles and responsibilities

The Governing Body

The governing body will review this respect policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

Executive Headteacher

The Executive Headteacher, alongside the staff, is responsible for reviewing this Respect policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the respect policy consistently
- Modelling and scaffolding positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reviewing the policy alongside the Executive Headteacher

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pivotal Behaviour Management Strategies

At Riseley Church of England Primary School we use the principles of Pivotal Behaviour Management. These principles or pillars underpin everything else that we do. The five pillars are as follows:

1. Consistent, warm and calm adult behaviour
2. First attention for best conduct
3. Relentless routines used consistently throughout the school
4. Scripting difficult interventions
5. Restorative follow up

These underlying principles encourage a culture of positive behaviour reinforcement through the use of simple classroom rules that are easily understood and followed across the school. At Riseley we have 3 simple classroom rules: **Be ready, Be respectful, Be safe.** Respect in particular is the central theme of this policy.

1. Be ready

In order for children to meet the expectations of this rule they must:

- Come to school and all lessons dressed appropriately i.e., in correct uniform with shirt tucked in and tie on
- Come to school and all lessons with the correct equipment
- Come to all lessons ready to learn and know what is required to 'be ready to learn'.

2. Be respectful

In order for children to meet the expectations of this rule they must:

- Respect everyone they encounter each day
- Respect their own and other's belongings
- Respect other people's opinions, even if they differ from their own

3. Be safe

In order to meet the expectations of this rule they must:

- Act in a way that keeps themselves and others safe at all times
- Take responsibility for their own actions

At Riseley we do not highlight poor behaviour through public humiliation, use peer pressure or punitive punishments to ensure that the simple rules above are adhered to. Children replicate what they see from the adults in school so adult behaviour modelling is key to the success of our policy. Therefore, as adults we:

- DO NOT shout,
- DO NOT highlight poor behaviour in front of the class,
- DO NOT humiliate children,

- DO NOT physically remove children from a room unless there is an emergency that requires it (see the use of reasonable force),
- DO NOT use negative language e.g. label children as defiant, naughty, spoilt, badly behaved.

However, we:

- DO use positive language,
- DO use an adaptive teaching methodology to ensure every child's needs are catered for,
- DO recognise the need to establish clear classroom routines and expectations,
- DO recognise that some children need time to calm before engaging in a conversation,
- DO arrive on time for lessons or the MUGA to ensure we are ready to receive the children,
- DO have high expectations at all times,
- DO show respect to others at all times,
- DO follow procedures as required by our policy,
- DO encourage children to take responsibility for their actions,
- DO build relationships with children and, where necessary, professional relationships with parents.

Absolute consistency is also key to the success of this policy. Children need to know that behaviour will be dealt with in the same way in every classroom and situation. Routines including how children enter the classroom, how they line up after break and lunch, how they are greeted at the door as they enter the classroom must also be consistent. Children must be taught how to complete these interactions and know that what they are experiencing is being experienced in every classroom and every lesson.

Members of staff must understand that their actions and reactions to behaviour incidents can be a catalyst for further negative behaviour and must be mindful of how they deal with incidents of unacceptable behaviour in both structured and unstructured times.

Staff understand that behaviour is the responsibility of all and that they all have a duty to correct pupils when school expectations have not been adhered to. For example, staff should make sure that every child:

- Is wearing their uniform correctly i.e., shirt tucked in and ties on
- Does not use their mobile phone in school or have it on their person during the school day
- Walks sensibly around school
- Requests permission to leave their seat in the classroom
- Follows instructions immediately and without complaint
- Speaks to everyone in the school community with respect
- Stays in class unless there is a clear plan that states a child requires calm time out of the class
- Lines up for lessons respectfully

However, staff must also understand that children replicate the behaviours they see from adults. Therefore, all adults are expected to:

- Wear appropriate clothing for their role
- Greet all in the school community with respect
- Keep their mobile phones out of sight during the school day (switch them off)
- Speak to children who have displayed unacceptable behaviour with respect and follow the agreed conversation protocol
- Take responsibility for the behaviour in their classrooms

Positive correction and consequences (Universal Approach)

Whilst the reward systems in place encourage children to make positive choices, it is recognised that there will be times when individuals will require further support to correct their behaviour. In these instances, the following procedures should be followed:

1. In the first instance where one of the classroom rules is not being followed children are given a private reminder. Children can be given up to 3 private reminders.
2. Should the reminders not have the desired effect, a child can be given time out in a calm space in the classroom.
3. Should this time out be required, a restorative conversation will take place with the member of staff who issued it at an appropriate time e.g., at the end of the lesson. Teachers should not be leaving the classroom to speak to children during a lesson.
4. It may be necessary in certain circumstances to remove the child from the classroom for a short period of time. In the first instance this would be the Hub. A restorative conversation will take place with the teacher or member of staff who removed the child and will be logged on CPOMS. A child should only be taken to the Deputy Headteacher or Executive Headteacher for serious behaviour issues e.g., physical violence against another child or physical violence against an adult.
5. If the class teacher/teaching assistant is facing significant challenges with a child's behaviour, they should request support from a member of the Senior Leadership Team to intervene. If this is needed, a restorative conversation should take place with both the member of SLT and class teacher/teaching assistant present.

Restorative conversations

The purpose of the restorative conversation is to ensure that the child(ren) who have not displayed acceptable behaviour understand the consequences of their actions and to teach them positive behaviours. This is done through a consistent set of questions that all staff have immediate access to:

1. What happened?
2. Who was affected?
3. How were they affected?
4. What can you do to put it right?

5. What will you do next time?

It is essential that the staff member who witnessed the behaviour or was directly affected by the behaviour has this conversation with the child.

Every new day is a fresh start for all members of our school community. After any behaviour incident has been addressed, we draw a line under it, allowing every child to begin again with a clean slate. Staff will not hold grudges and will welcome all children back into the classroom with positivity and renewed trust.

Pupils with Special Educational Needs

Pupils with Special Educational Needs, particularly Social, Emotional and Mental Health (SEMH) needs can sometimes display challenging behaviours. Class teachers and teaching assistants must remember that children with SEND often need:

- Reasonable adjustments to be demonstrated.
- Adaptive teaching to meet their needs
- Adults who take responsibility for their learning needs and offer support where needed.

The overall aim when managing children with SEND, is to reduce the risk of escalation. Children with SEMH needs will have a Behaviour Learning Support Plan which will outline risk factors and strategies for individual children. It is important for teachers to remember that children with SEND require more support and that quality first teaching and adaptations should be in place to limit challenging behaviour.
For those children with significant SEMH needs, teachers will be involved in identifying effective strategies to support them effectively in lessons. A collaborative approach is key to effective behaviour and needs management under these circumstances.
It is important to note that children with special educational needs do not have permission to present challenging behaviour and are not exempt from the consequences of their actions. However, reasonable adjustments and understanding must be administered on a case-by-case basis.

Pastoral support and parental involvement

As outlined above, we recognise that there is not a 'one size fits all' approach that will be effective for all children. Therefore, we operate a tiered approach to behaviour management that will ensure that children with the highest needs will receive effective support to be able to flourish fully in our school.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Universal approach

This is outlined above and will serve to meet the needs of the majority of pupils. A consistent approach to classroom management, focusing initially on positive reinforcement, is essential to ensure that children recognise the boundaries within the classroom and potential consequences.

Tier 2 approach

For children who struggle to work within the school's recognised boundaries, the class teacher should follow the agreed strategies from the child's behaviour learning support plan (BLSP). This BLSP will be agreed by the class teacher, SENDCo, senior leaders and parents. In some cases, this may also be agreed with the child.

Tier 1 approach

For children with the highest level of need, it may be necessary to create an individualised timetable or curriculum which may involve time out of the classroom and being supported in the Hub for an appropriate period of time alongside their BLSP. This will almost certainly be part of an Educational Health Care Plan or high-level risk assessment. Any strategies or decisions in relation to this approach will be made with parents, outside agencies, the school's SENDCO and the Executive Headteacher.

Behaviour Learning Support Plans

Children who require additional support with managing their behaviour will have a Behaviour Learning Support Plan with a risk assessment attached to it. This plan is the responsibility of the class teacher and must be agreed by the parents. In order for this to be completed, a meeting must be arranged between the parents and class teacher. The child's class teacher and SENDCo will be involved to support the writing and agreement of the plan. Reward systems that support the child's behaviour may also need to be created by the teacher, alongside the child and shared with parents and all relevant staff.

Behaviour Learning Support Plans must:

- Be reviewed at agreed points (half termly or termly). This length can be flexible depending on the needs of the child and success of the plan
- Be agreed by the parents
- Be clear, specific and aim to support the child managing their behaviour.

The Hub

The Hub is a classroom that teachers can send children to if they need a quieter environment to complete their work, need time to calm down, need time to have work explained to them or need additional support with their work outside of the classroom. There will always be at least two members of staff in the Hub to work one to one with children that need this support, or to work in small groups with children.

Children can ask for their teacher's permission if they feel they would benefit from some time in the Hub. Children who need to spend time in the Hub with an adult must return to the classroom to show their teacher their completed work. The class teacher remains responsible for the learning of the child even if they work elsewhere for a short period of time.

The Nest

Children that have completed the work set by their teacher can have some reward time in the Nest, if this is something that their teacher has agreed that they need. Here children can choose to have some quiet, calming time, solve puzzles or read books with a one-to-one member of staff. The Nest can also be used if a child is finding it difficult to access their work in the classroom or in the Hub and needs some time to regulate.

.

Lunchtimes and playtimes

To ensure that a positive-choices-based approach is maintained through the lunchtime period, staff that carry out a lunchtime or playtime duty, are responsible for rewarding positive behaviour. Values leaves can be awarded to children who have demonstrated any of the Christian Values during playtime or lunchtime.

However, in the event of the need to correct behaviour, there is a line of referral to be adhered to by midday supervisors:

- A verbal private reminder
- A second verbal private reminder
- Referral to the class teacher/senior leader in school. The pupil will be brought in off the playground/MUGA and sat outside the main school office to have a restorative discussion with the member of staff who sent them in (if possible). The class teacher will be informed, and this will be logged on CPOMS.
- In the event of a serious incident, Mrs McGuire or another member of SLT will be informed, and appropriate action taken. The same protocol will be followed for lunchtimes as it is during lessons.

Weekly Awards

Each week, during whole school celebration assembly, a range of awards are presented:

- Values Leaves – staff select a pupil or pupils to be rewarded for demonstrating a particular value consistently over the week. These leaves are then transferred to our Values Tree to be displayed for the remainder of the academic year. The staff at Riseley chose the following six behavioural values to be celebrated: **Respect, Gratitude, Perseverance, Friendship, Helpfulness, and Courage.**
- Star of the Week – each Friday, one child from each year group is selected by the class teacher to join Mr Pointon for Hot Chocolate/Ice Lolly Friday. Children will receive a Headteacher's Award in celebration assembly.
- Dojo points can be earned in class for good work, behaviour or attitudes. Children earn certificates for Dojo points and are awarded with the relevant certificate in the celebration assembly. The child in the school with the most Dojo points each month will also receive a special certificate.

- Class teachers may have their own reward systems in place in their classrooms that reward the whole class, such as class points or marbles in a jar. The teacher and children decide on their reward when the relevant number of points/marbles are earned.

Attendance

Achieving high levels of attendance and punctuality is an integral part of responsible learning and making good choices. To promote this, we have the following attendance awards:

- Class Attendance Award – the class with the highest attendance each week is announced in assembly. The class will receive the Attendance Trophy to keep in their classroom for the week.

The Family System

The children at Riseley are split into 4 family groups. The families are called:

- Oak
- Ash
- Beech
- Willow

Family points - these can be earned in class by individuals or groups of children. If a child receives a Dojo point, they also earn a point for their school family – each week points are awarded to the four families. The scores are totalled up and reported to the children. At the end of each half-term, the winning family is given a date where they can wear non-uniform as their reward. Each family then restarts from zero. Points are added up each half term to reveal the winner of the family competition.

Parents

Children are less likely to encounter difficulties if the behavioural expectations and boundaries are similar between home and school. Therefore, we aim to work in partnership with parents to encourage and develop positive behaviour. This may be through Behaviour Learning Support Plans or Early Help Assessments (EHAs) if a child's behaviour is an on-going cause for concern. Parents will be informed if their child has behaved in a way that has disrupted the learning of others, caused concern in relation to health and safety or caused harm to another child. They will be informed if their child is persistently disrespectful or repeatedly fails to respond to adult intervention.

If a parent is informed about their child's poor behaviour, the behaviour must be considered to be beyond the scope of that managed on a daily basis, either in terms of severity or frequency. All comments or discussions with parents about their child's behaviour will take place in privacy. Staff will seek parents' views and support in developing appropriate behaviours. The school will actively encourage positive images of all children and at all costs discourage any negative labelling by adults or children. Class teachers will keep a record of conversations with parents about pupils' behaviour and parents will be asked to initial the record at the time of discussion.

Equal opportunities

All children are entitled to a broad and balanced curriculum, irrespective of their age, gender, race, physical or intellectual ability. Each child will have the opportunity to develop at a level and rate appropriate to their needs. The class teacher is responsible for ensuring that an effective learning environment is maintained for all children through effective class management, appropriately planned activities and implementation of the school's policies. In respect of behaviour, the teacher must meet the needs of pupils, maintaining positive relationships and responses to all children and taking steps to avoid any labelling that may occur in and out of their classroom. The class teacher is responsible for ensuring all children are able to learn without persistent disruption due to pupil behaviour.

Confidentiality

Any concern about a child's well-being, behaviour or learning is a matter of confidentiality. All staff are aware of and respect the need for confidentiality for pupils and parents/carers. Information is shared between staff appropriately to meet needs for observation, support or to implement strategies. Information within a child's Behaviour Learning Support Plan or Early Help Assessment will only be shared with external agencies in agreement with the child's parents or if it is necessary to ensure the child's safety. Discussions with parents/carers about children's learning or behaviour will take place out of the hearing of others. Staff will be aware of other people in school, e.g., volunteer helpers, and respond to pupils' behaviour in such a way as to maintain confidentiality.

Incidents are managed sensitively, in a manner that protects the child's positive image in the eyes of his/ her peers. Steps are taken to avoid children becoming aware of any observation or recording that does not apply to the whole class. Strategies involving a pupil's peers/ friends to encourage appropriate behaviour will be presented positively and implemented with parents/carers agreement.

Recording

Incidents may be recorded using CPOMS (a software application used primarily by schools to securely record and monitor child protection, safeguarding, and other pastoral and welfare issues concerning pupils), a child's home school communication book or in an individual record. When behaviour is persistently inappropriate or gives significant cause for concern, detailed records will be maintained.

Bullying

Anti-bullying statement drawn from preventing and tackling bullying (DFE March 2014):

As a Values school, we believe everyone has the right to be treated fairly and equally, therefore, bullying, in any form including bullying and discrimination as a result of gender, race, ability, sexual orientation or background and cyber bullying is absolutely unacceptable and will not be tolerated at Riseley Church of England Primary School. As such, all reports of bullying will be treated seriously, and all incidents will be

thoroughly investigated, and action taken accordingly. The school will also comply with the Equality Act 2010 ensuring that discrimination or bullying with regard to gender, race, ability, sexual orientation or background will not be tolerated.

Behaviour outside of school hours

In line with the Department for Education guidelines, the school will comply with the following:
Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any behaviour/bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where incidents outside school are reported to school staff, it should be investigated and acted on. The Executive Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Allegations against staff

The Governing Body expect the Executive Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff October 2012' guidance when setting out what school staff can expect if there is any allegation against them and what outcomes and sanctions there could be, including the outcomes for pupils making false allegations.

Use of reasonable force

In line with the Department for Education's policy "Use of Reasonable Force" March 2026 the school will comply with the following guidelines:

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
  Force is usually used either to control or restrain.
  This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (under Section 93 of Education and Inspections Act 2006)
- This power applies to any member of staff at the school.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves or others through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Communicating the school's approach to the use of force

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The Governing Body should notify the Executive Headteacher that it expects the school's respect policy to include the power to use reasonable force.

- There is no requirement to have a policy on the use of force, but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs and disabilities (SEND).
- Schools do not require parental consent to use force on a student.
- Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm. By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

Staff training

Schools need to take their own decisions about staff training. The Executive Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and to give first aid.
- To support those children that need a change of clothing. An example of this is: toileting accidents, wet play incidences. (Statutory Framework for EYFS 2021 3.61/ 3.65)

Physical Intervention log

Following an incident involving physical intervention or restraint by a member of staff, the Executive Headteacher must be informed and a full factual report on the events before, during and after the incident must be recorded on CPOMS. The following details should be recorded:

- Details of where and when the incident took place
- Circumstances and significant factors which led to the incident

- Duration and nature of any restraint used
- The names of pupils and staff involved/present
- A description of any injury sustained by pupils or staff
- A description of any action taken after the incident
- The report must be dated and signed by the member of staff concerned and the Executive Headteacher.

Suspension

The Executive Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour, in line with Local authority and Government policy. For repeated or very serious incidents the Executive Headteacher may permanently exclude a child. The Chair of Governors or his/her substitute will be informed immediately of this action and the Local Authority will be informed.

The decision to suspend a pupil needs to be robust, fair and defensible. The Executive Headteacher and Governing body will use DFE guidance 'Exclusion from maintained schools, academies and pupil referral units from July 2017' in decisions made. In most cases, it will be possible to inform the parents that the pupil is at risk of exclusion. Steps will be taken to avoid exclusion such as the implementation of a Behaviour Learning Support Plan, involvement of the Behavioural Support Service, Education Welfare Service, Schools' Inclusion Officer or another relevant organisation. All children identified as being at risk of exclusion will have an Early Help Assessment (EHA) plan.

In exceptional circumstances the Executive Headteacher may decide to permanently exclude a pupil following one serious incident. Such incidents may include significant harm to another individual, physical assault on an adult or behaviour that puts themselves, or others, at significant risk. Biting is considered seriously from a health and safety point of view. Incidents will be considered and evaluated individually. Reinstatement will be on the terms of a Behaviour Learning Support Plan if the pupil does not already have one. The pupil's behaviour will be closely monitored and regularly reviewed with the parents.

Permanent exclusion

If it becomes necessary to permanently exclude a pupil in order to ensure the safety and education of all children, the Local Authority procedure will be followed. Advice will be sought from the Education Welfare Officer and Senior Inclusion Officer.

In the case of any exclusion, the parents/carers have the right to appeal the decision in writing to the Local Authority.