

Behaviour and Discipline Policy



Adswood Primary School

Ratified by Governing Body on:	September 2024
<i>M. Smart</i> Head Teacher	<i>J. Dancy</i> Chair of Governors
Governing Body Review Date:	September 2025

Introduction:

“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”
(Education Observed D.E.S. 1987)

Positivity and praise is at the forefront of everything we do at Adswood Primary School. We believe children learn best when they feel happy and safe and through the implementation of this policy, we maintain a safe and caring environment in which the children can thrive.

Our Code of Conduct is:

- **Be Safe**
- **Be Responsible**
- **Be Respectful**

Our policy is based on the belief that:

- All staff have consistently high expectations of children's behaviour.
- Good behaviour is not automatically learned but needs to be taught and supported by parents and teachers.
- Classroom behaviour can change and we as teachers can assist children to manage their behaviour more effectively.
- We work as a team in order to support all children to behave appropriately and respectfully towards each other and adults.

Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and children with courtesy, consideration and respect.
- For staff to have a high standard of child expectation in all aspects of work.
- For staff to help children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of quality first teaching and learning styles to suit the needs of children
- To provide quality first teaching and an attractive learning environment where positive attitudes and behaviours are encouraged and rewarded.
- To track a child's progress, set challenging and achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and consequences systems in accordance with this policy.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

“We consider that the best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and consequences within a

positive community atmosphere.”
(Discipline in Schools - Elton Report)

Our purpose is:

- to maintain levels of good behaviour in order for all children to access the curriculum.
- to provide a consistent approach in rewarding good behaviour.
- to provide a consistent approach in responding to unacceptable behaviour.
- to ensure that behaviour does not inhibit learning or impede potential.

The Teacher's Role

Teachers need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise and reward are the key to successful classroom management. Children need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour and have respect modelled to them by the staff.

“Kids are like a mirror, what they see and hear they do. Be a good reflection for them.”
(K. Heath)

Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation and presentation) will impact positively on general classroom behaviour.

Rewarding Positive Behaviour

We maintain a consistent response throughout school in our approach to rewarding positive behaviour. On top of verbal praise and showcasing children's work, stickers are used for immediate acknowledgement of good work or good behaviour throughout the school day. Class Dojo is used in all classes to reward pupils who promote specific values that have been carefully selected based on our code of conduct, targeted termly 'Super Powers' and any areas we feel need developing through the behaviour data collected from CPOMS.

In KS1/KS2 dojo points are linked to the whole school code of conduct and focussed around being 'Responsible, Respectful, Safe'. Children are explicitly taught what these behaviours mean and are rewarded with Dojo points for displaying such behaviour. Dojos are cumulative and will be gathered over time allowing children to achieve their Bronze (100 points), Silver (200 points) and Gold (300 points) badges. In addition to this, each week class teams and children together will discuss a behaviour target for the week. Children will be rewarded with a pom pom for good team work throughout the week. Classes are also able to achieve termly 'Pom Pom Parties' by filling their pom pom jars.

Supporting Emotional Regulation

Adswood Primary School identifies emotional regulation as a key foundation for children to develop positive relationships and emotional coping strategies. If they can't express themselves or manage their feelings in age-appropriate ways, they risk social rejection, difficulties with their behaviours and low self-worth. Adswood Primary School have developed their strategy of supporting children in this key area through the use of 'Mindspace' and the 'Zones of Regulation'.

Mindspace



'Mindspace' areas are positioned outside every classroom and the Inclusion room. They offer a calm, safe place for children to access and seek support when they become distressed or enter crisis. Adswood Primary School recognises many children in the school have experienced trauma and Adverse Childhood Experiences (ACEs), providing safe, quiet places are paramount in aiding their development of emotional regulation and in reducing the risk of harmful behaviours. Mindspace areas give children access to calming activities, a quiet place away from stressors and peers. It is an area where children understand that teachers will listen, empathise, problem solve, complete restorative discussions and give them time and space.

Zones of Regulation



Adswood Primary School recognises that emotions and feelings are complicated for the children at our school. They come in different sizes, intensities, and levels of energy that are unique within their brains and bodies. To make them easier to talk about, think about, and regulate, The 'Zones of Regulation' organises our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of The 'Zones of Regulation' helps make the complex skill of regulation more concrete for children and those who support them. At Adswood Primary School we educate and support children to regulate their Zones to meet their goals and task demands, as well as to support their overall well-being.

Restorative Approaches

Restorative Approaches are used in many areas of practice in Adswood Primary School and they are particularly valuable when supporting children with their emotions and behaviour. The approach and processes, such as Restorative Meetings, develop the children's ability to maintain healthy relationships, understand the cause of conflict/difficulties, develop emotional literacy, understand the impact of their behaviour and problem solve solutions. Restorative Approaches are used at every opportunity and this prevents an escalation of problems and prevents further incidents arising. Children at Adswood Primary School learn to take ownership of Restorative Meetings and to identify when they are needed to maintain their relationships with others.

Additional Responsibilities

Children who maintain high levels of positive behaviours are recognised and celebrated. We do this by entrusting children with greater responsibilities within school, such as Play Leaders, Restorative Captains, Sports Captains, Inclusion Leaders, Digital Leaders, Librarians and Head Boy and Head Girl. These positions are held termly and pupils wishing to be considered for the next phase must apply in writing to the headteacher, explaining why they feel they are eligible for the role.

We have an 'Always Award' for children who make the right choices consistently in our school.

Sanctions and Consequences:

Behaviour Responsibilities

The Headteacher, Senior Leadership Team and all staff are responsible for the implementation and day-to-day management of behaviour policies and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Headteacher and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Headteacher, for creating a high-quality learning environment which fosters a positive ethos and atmosphere for all children within both lessons and the School itself.

Parents and carers are expected to take responsibility for the behaviour of their child/children both inside and outside of the school. Parents and carers are to work in partnership with the school in maintaining high standards and expectations of behaviour in line with this policy and the signed Home School Agreement. They will have the opportunity to raise any issues arising from the policy with the school at any point deemed necessary.

Children are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations at regular points over the course of the academic year. Children are expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The school will investigate, as appropriate, reported incidents of child misbehaviour. All incidents will be logged on CPOM's and kept on the child's individual record.

KS1 / KS2 Sanctions and Consequences

Behaviour for Learning

C1 – Child will be warned that their behaviour requires improvement

C2 - If the child chooses to ignore this warning, and does not modify their attitude/behaviour, the teacher will issue a C2. This is the child's final warning.

C3 - Should the child continue to behave in a way that the teacher feels is unacceptable and disruptive to learning, the teacher will issue a C3. (The third consequence, a result of continued negative behaviour, despite two chances to modify their actions). This will mean that the child will now automatically be issued with a 'behaviour reflection' session. This will take place under the supervision of a rota of staff during the next break/lunch time.

If children display negative behaviour during the behaviour reflection session, they will be issued with a warning. Should they fail to modify their behaviour they will spend the following break time in 'behaviour reflection'.

The school reserves the right to issue sanctions according to the severity of the incident. For serious misbehaviours, no prior sanction may be issued.

In the event of a C3 sanction, parents will be contacted by the class teacher through the Seesaw app at the end of the day and a conversation would be had between school and parent.

Following 3x C3 incidents, parents will be invited into school for a meeting with the class teacher to discuss behaviour.

If the child receives an additional 3x C3, parents will be invited into school to attend a meeting with the class teacher and member of the inclusion team. This will be when the child is issued a behaviour contract with personalised targets set.

In some circumstances a behaviour contract may be issued prior to this if it is deemed it will support the child to make good behaviour choices.

C4 - Should the child fail to fulfil the expectations set out in the behaviour contract, they will spend a day in Behaviour Reflection led by a member of staff.

If a child displays high level disruptive behaviour/serious incident/non-compliant behaviour with school policies, they may receive a C4 Behaviour Reflection Day. Following the C4 behaviour reflection day, the child will be put onto a behaviour contract with personalised targets set.

Prior to their full day in reflection, parents will be required to attend a meeting with the Class teacher and member of SLT to discuss behaviour and expectations of the school.

If a child is absent on the day of their behaviour reflection session, he/she will attend the session on their next day in school.

C5 - Suspension

A C5 is issued if a child has displayed serious behaviours as listed later in the policy. The headteacher will make the final decision and in their absence, the Deputy headteacher.

Following a C5, the parent and child are invited into school to attend a reintegration meeting where targets on a behaviour report will be discussed and agreed.

Categories of Behaviour:

Low Level Disruption

Low-level disruption not only seriously affects the learning of the child disrupting the lesson/ learning environment but also directly affects the learning of other children and the teachers' ability to teach effectively. Low-level disruption or inappropriate behaviour can be identified in a variety of forms. Below are some examples of Low-Level Disruption, however, this is not an exhaustive list.

- A failure to follow instructions at the first time of asking.
- Displaying behaviour that prevents other children from learning.
- A refusal to engage in the learning process.
- Disrespectful responses to staff e.g., what? For? Etc.
- General defiance.

Mid-High Level Disruption

For disruption that has a significant effect on a child's learning and/or safety a C3 may be issued without a C1 or C2 warning being given. This is discretionary. Where this action is taken, it is to prevent a child's removal from lesson or for an incident where it is deemed appropriate to escalate the consequence.

High Level Disruption/Serious Incidents/Non-compliance with School Procedures.

For incidents that the school perceives to be of a serious nature, children will be issued with either a C4 Reflection Day or a Fixed Term suspension. . (All children who receive a Fixed Term suspension will be issued with a day in reflection on their return to school). Following the Fixed Term suspension and on reflection day, parents are required to attend a meeting with child, class teacher, member of inclusion team and member of SLT before reintegration back into class.

The school has the right to consider part-time reintegration at this point to ensure the return to school is a success. This is reviewed weekly and parents informed.

Behaviour Reflection Day (C4)

Children start their day in Reflection at 8:40am and finish at 3.10pm. They enter in to the school with parents by the school office and are collected by the lead member of staff

If the child displays uncooperative behaviour whilst completing their reflection day they will repeat a full day the following day however, if a child engages in a serious breach of reflection protocol they may be issued with a Fixed Term suspension. Parents will be informed of feedback from the day and next steps.

- The child gets exercise breaks outside, supervised by the lead member of staff.
- The child eats their lunch in the reflection room with the lead staff
- Opportunities are built into the day to discuss behaviours, strategies, consequences
- Consideration for a 1-1 intervention session with the inclusion team if required during the day
- Child is passed over to parents with feedback end of day

Suspension

A child will receive a suspension if:

- Targeted / premeditated violence towards another child
- Violence towards staff
- Drug or weapon related incidents
- Refusal to follow instructions given by the Headteacher
- They have seriously or persistently broken school rules.
- Allowing them to stay in school would seriously harm their education or wellbeing, or the education and wellbeing of other children (serious incident).

Serious incidents:

- Physical assault against a child, including fighting
- Physical assault against an adult
- Verbal abuse and threatening behaviour against a child
- Verbal abuse and threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Theft
- Damaging property
- Serious challenges to authority
- Persistent disruption of learning
- Misuse of fire alarm
- Misuse of electronic equipment
- Possession of a weapon, including replica weapons.
- Serious breaches of the school's ICT code of conduct
- Making malicious allegations against a member of staff

All the above incidents are highly damaging to the ethos of our school and to individuals within it. In such circumstances the normal referral procedures may be by-passed. Serious incidents such as these are referred immediately to the Head Teacher or any member of the Senior Leadership Team

Following a suspension, the child will be placed on a behaviour contract for a minimum of 5 days, the first day of which will be in reflective learning with a member of the SLT. (as detailed above)

The behaviour report will contain 3 targets which will be agreed upon by the child, parent, class teacher and headteacher in the reintegration meeting. The child will then be awarded points in relation to achieving their targets for each session of the day - (0 - no targets met, 1 - some targets met, 2 - all targets met) The total number of points accumulated after the 5 day period will influence the next steps.

0 - 25 points - Reflective Learning

25 - 35 points - Continue on behaviour report

35 - 40 points - Come off behaviour report

This process is designed to support the child with their engagement with learning and their understanding of the expectations the school has of behaviour. The targets set will be achievable, supportive and in the child's best interests.

Behaviour at Playtime

All children should enjoy playing outside in safety. Adults will be positive role models and children should respect each other and treat each other kindly. Children should be encouraged to play in a positive way and learn to resolve problems or conflicts in a non-physical way. We expect that all children show respect towards all adults in the playground. Children will be able to play freely unless it is judged that they are a danger to themselves or others. Children will look after equipment and play sensibly with it, tidying up at the end of playtimes.

How we promote positive behaviour in the playground:

Supervision: All children must feel safe and secure during playtime and high levels of supervision ensures this. Identified members of teaching and support staff 'on duty' at playtime. Always 2 or more members of staff to be on duty at any time. Mid-day support staff and play-leader roles are used to support children during lunchtime. Any adults 'on duty' are to be in the playground before the children. Senior Leaders are on duty each day at dinnertime on the playground.

Positive role models: Adults will play and talk with children modelling positive attitudes such as tolerance, resilience and fairness. Adults will use positive language when talking to children about problems or conflicts. Adults will give all parties the chance to speak before deciding if any sanctions are necessary. Play leaders will model good behaviour and assist children in finding friends to play with, tidying up and supporting adults on duty. At the end of playtime adults remind children to line up when the whistle is blown.

Sanctions at dinner/playtime for KS1/Ks2

C1 - Children will be given a verbal reminder when inappropriate behaviour is spotted and a chance to improve their behaviour.

C2 - If this behaviour continues they will be issued with a C2 consequence and asked to spend a short amount of time on the outdoor benches to 'cool off' and reflect with a member of staff.

C3 - The child will be asked to stand with the member of staff on the playground or inside in the mindspace area, with a supervising adult, for the remaining duration of the playtime. They will then spend their next break time session in 'Reflective Learning'.

C4 - A child will be removed from the playground immediately if: They act in a way that is a danger to themselves or others They demonstrate aggressive or violent behaviour, verbal or physical – eg kicking, hitting, spitting, swearing, throwing objects. Bullying behaviour - persistent incidences will be dealt with according to our bullying policy and procedures. Deliberate breaking of equipment.

If a child receives a C4 consequence during playtime parents will be contacted and a meeting with the class teacher, child, parent and member of SLT will take place. . They will then spend the following 3 break times in 'Reflective Learning'. These sessions will be spent in the inclusion room with the designated member of staff. The child will then be placed on break time report with personalised targets to support the child. The child must earn a tick at the end of their breaktime to earn their next break. Failure to meet their break time targets will result in further reflective learning sessions that will take place the following break time.

Playtime and Lunchtime incidents will be logged by staff teams on CPOMs. C4 and C5 incidents that occur during break times will be discussed with SLT and staff members involved to discuss appropriate sanctions.

Behaviour in Breakfast Club and ASC:

The School Policy and rules with regard to behaviour are followed during breakfast club and ASC to ensure consistency for the children at the club. If a child continually behaves inappropriately, the school reserves the right to withdraw the place.

After School Activities:

The school reserves the right to withdraw a child from after school activities; such as school football matches and/or after school extra curricular activities. There is an expectation that children must behave appropriately and in line with the schools policy during schooling hours and if this is not followed during school hours, can not therefore be a representative of the school outside of schooling hours. This excludes paid extra curricular clubs run by outside organisations.

After School Club

After School Club Provision is facilitated in a designated classroom and the School Playground and currently accommodates approximately 10-15 children until closure at 6pm. The philosophies and practices used within After School Club to manage behaviours and emotions mirror that which is used during the school day (outlined below). The exception is C1s –C5s and loss of break/play. They are replaced with warnings, time outs and stopping of activities. This allows After School Club to replicate strategies that would be used in the family home, thus creating a family environment for the children out of school hours – ‘home from home’.

- Routines are used to ensure consistency for the children. Snack/breaks and different activities are scheduled at specific times, one variable is if they are playing in the hall or playground (weather dependent).
- Praised and positive reinforcement is used within After School Club to promote healthy relationships and positive social behaviours. Children are given stickers, certificates and dojos and Seesaw messages and pictures are sent to parents/carers to communicate these rewards.
- Supporting children to regulate their emotions is paramount and all children have access to a Mindspace area both when in the hall and playing outside. This is used in line with the Zones of Regulation to help children understand how they are feeling and what strategies they can use to help support them with difficult emotions.
- Restorative Approaches are used to resolve any difficulties within relationships or undesirable behaviours. This ensures children continue to understand the impact of their behaviour, how our emotions control our behaviour and positive ways of problem solving.
- Any incidents during After School club are reported via an Incident Sheet given to parents/carers at handover.

Children’s behaviours and attitudes in After School club are regularly reviewed with SLT to ensure that After School Club is successful for all.

Roles and responsibilities

<p><u>Class Teachers</u></p>	<ul style="list-style-type: none"> ● Read and follow behaviour policy. ● Arrange and attend Parent teacher meetings following policy procedures set out above. ● Arrange with KS behaviour leads for Behaviour Reflection Sessions. ● Arrange Reflective Day with relevant staff to ensure policy is followed and children can successfully engage with the session.
<p><u>KS1 Behaviour Lead -</u> Sarah Gee</p>	<ul style="list-style-type: none"> ● Hold meetings between class teams, parents and children regarding persistent concerning behaviours. ● Monitor Behaviour Contracts for KS1 children. ● Provide Certificates for children achieving their Bronze, Silver, Gold awards. ● Provide support and guidance to staff regarding the policy.
<p><u>LKS2 Behaviour Lead -</u> Karen Harvey (in absence Gemma Edwards)</p>	<ul style="list-style-type: none"> ● Lead behaviour reflection session for LKS2 in morning break times.
<p><u>UKS2 Behaviour Lead -</u> Mandy Lennon (in absence James Smith)</p>	<ul style="list-style-type: none"> ● Lead behaviour reflection session for UKS2 in morning break times.
<p><u>Inclusion Team -</u> Richard Clarke (Pastoral Manager)</p>	<ul style="list-style-type: none"> ● Attend second stage parent/teacher meeting. ● Monitor and gather CPOM's evidence. ● Set report targets in conjunction with child/teacher and parents. ● Offer support and advice to parents. ● Identify and support children through interventions.
<p><u>Inclusion Team -</u> Sarah Gee (SEND/CO)</p>	<ul style="list-style-type: none"> ● Support class teams in adapting behaviour policy to meet the needs of SEND. ● Attend second stage parent/teacher meetings of children on the SEND register. ● Set report targets in conjunction with the child/teacher and parents. ● Monitor and gather CPOMs evidence of children on the SEND register. ● Offer support/advice to parents in regards to behaviour strategies. ● Identify and support children through interventions.

	<ul style="list-style-type: none"> ● Observe behaviours of identified children in and out of the classroom. ● Liaise with BSS for additional support.
<u>Inclusion Team -</u> Tracey Hester (Behaviour Mentor)	<ul style="list-style-type: none"> ● Help to de-escalate crises by supporting children in accessing the 'mindspace' area. ● Identify and support children through interventions. ● Lead lunchtime C3/C4 'Reflective Learning Sessions' for KS2.
<u>SLT -</u> Mandy Lennon, Richard Clarke, Sarah Gee, Emma Hulmes , Lucy Hammond	<ul style="list-style-type: none"> ● Lead Parent/Teacher meetings prior to C4 reflection Day. ● Outline school expectations. ● Lead reflection Day - if available.
Head Teacher	<ul style="list-style-type: none"> ● Lead C5 Suspension meetings. ● Lead Parent/carer meetings regarding behaviour

Support

We recognise the importance of adapting and amending the policy to support all children in their journey with behaviour through school. Some of the additional ways we strive to support children with behaviour is by offering them the use of a 'Task Sheet'. These task sheets help to 'chunk' the day visually and allow children to see how they are progressing. These task sheets are not designed as a consequence for poor behaviour, but are there to support some learners who may need visual reminders. In addition to this we also incorporate a variety of other visual aids, such as 'Now and Next' boards and classroom visual timetables. Fidget toys are made available to those who feel they may benefit from the tool. As well as this, movement breaks are also planned into the school timetable. This allows children to exert energy in a positive manner.

Throughout the above steps of sanctions, it may be appropriate for the child to have access to 'Mindspace'. A child should not be sent to Mindspace as a consequence but may be guided there if in crisis. It is encouraged as a de-escalation strategy for children, especially those who have it stated as a strategy on their SEND support plans.

Our school has a dedicated Inclusion Team that works closely with children who have identified Social, Emotional and Mental Health needs. They teach the children strategies tailored to their specific needs in order to support the children in receiving the best possible education. They are a highly trained team who are on hand to support children in crisis or in need of emotional support. Zone of Regulation is embedded across the school.

Every child who has identified Social, Emotional and Mental Health needs requiring SEND support has Support Plan written by the class teacher/team.

Children who experience regular crisis in school will have a 'My Plan'. This details specific behaviours, strategies and consequences to ensure a consistent and fair approach by all staff who interact with this child. The plan will be shared with all necessary staff, parents/carers and where appropriate the child, in order to support them.

In exceptional circumstances, a child may be placed on a part-time timetable to allow short successes to take place in the school day with the aim of increasing the hours to full time following a review meeting each week and in communication with the parents/carers.

The Pastoral Care Manager and Behaviour Mentor provide pupils with the opportunity to access a calm space to reflect on their behaviour whilst using restorative approaches to resolve incidents and prevent further ones. The Pastoral Care Manager is a highly skilled behaviour management practitioner, trained in restorative approaches and other useful strategies which he can implement with the children and support staff in delivering.

We work alongside Stockport Inclusion Service who come in to observe, work with and support pupils. They also offer support and advice to staff in terms of behaviour management approaches and strategies they feel may help that child to succeed with their behaviour.

Behaviour Guidelines Procedures

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground, for a child's safety or that of others etc.

No child should ever be 'sent to the Headteacher' as a consequence. There is no guarantee that the child will arrive or that the Headteacher will be available. Instead correct procedure should be followed as stated in the Sanctions section of this policy.

Physical intervention by staff in situations where a child is a risk to themselves or others, is an absolute last resort. If a situation arises where a child needs to be positively handled, staff who have been specifically trained and are timetabled for crisis management at that time should be sent for and a message also sent directly to the Headteacher or Deputy Headteacher. It is vital that any such intervention be reported and recorded. Staff are trained in 'Team Teach' for safe handling and de-escalation techniques.

If the child leaves the site, parents should be informed immediately and the police contacted.

***Suspensions**

We do not wish to suspend any child from school, but sometimes this may be necessary. The school has adopted guidance from 'Suspension and Permanent Exclusions from maintained schools' and works closely with the LA following its guidance on suspensions. We recognise the changes which take effect from 1 September 2023. We acknowledge the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an suspension, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period suspensions

Only the Headteacher (or DHT/AHT in their absence) has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may suspend a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspends a child, she/he informs the parents or carers immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any suspension, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a child or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors.

When an appeals panel meets to consider a suspension, they consider the circumstances under which the child was suspended, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

