MAYBURY PRIMARY SCHOOL

Positive Behaviour Policy

September 2026

engage enrich excel academies

Maybury Primary School

Behaviour Policy

Produced : Autumn 2011
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Next Review : September 2027

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision Phrase:
Believe. Achieve. Succeed.

1. Aims

The aim of this policy is to create a safe, happy and inclusive school environment in which all children feel valued, can learn effectively and are supported to reach their full potential. We are committed to promoting positive behaviour, fostering strong relationships and supporting the wellbeing of every member of our school community. Our Behaviour Policy provides a clear framework for all members of the school community, ensuring that expectations, approaches and responses to behaviour are applied consistently, fairly and equitably throughout the school. At Maybury Primary School, our approach to behaviour is underpinned by Values-Based Education. This is a long-term educational philosophy that promotes a positive school ethos, supports effective teaching and learning, and encourages children to develop positive attitudes and behaviours.

We aim to empower every child to ASPIRE to be the very best they can be. Through explicitly teaching, modelling and reinforcing our school values, we encourage children to demonstrate these values in their daily interactions, develop positive relationships and take responsibility for their actions. We recognise that positive behaviour is taught, learned and reinforced. Our approach seeks to ensure that every child has the opportunity to develop the social, emotional and behavioural skills needed to succeed, both in school and beyond.

2. Roles, responsibilities and expectations

At Maybury Primary School, we believe that positive behaviour is fostered through engaging, creative and purposeful learning experiences. We recognise that children are more likely to demonstrate positive learning behaviours when they feel safe, supported, motivated and successful.

Staff responsibilities

All staff have a responsibility to promote and maintain a positive school culture. They are expected to model the behaviour, attitudes and values that they wish to see in children and to establish clear, consistent and appropriate boundaries.

All adults working in or visiting the school play an important role in creating a calm, safe and respectful environment. Staff are expected to uphold the school's behaviour expectations by modelling high standards of conduct in their interactions with children, colleagues and the wider school community. Every member of staff is responsible for addressing inappropriate behaviour when they encounter it, regardless of where it occurs within

the school. This shared responsibility helps to ensure that expectations are applied consistently and that all children understand the importance of respectful behaviour.

Promoting positive behaviour

Staff use positive language, clear expectations and appropriate encouragement to help children understand their choices and the consequences of their actions. Through consistent modelling and reinforcement, children are supported to develop self-regulation, take responsibility for their behaviour and make positive choices.

All staff are expected to remain calm and respectful when responding to behaviour. They should listen carefully to children, provide opportunities for them to express their feelings and perspectives, and respond in a fair, supportive and proportionate manner. We recognise that understanding and managing emotions are important aspects of children's development. Staff should help children identify and communicate their feelings, understand the impact of their actions and develop strategies to manage challenging situations. Children should feel confident that they can approach adults for help and support when needed.

Promoting inclusion and respect

All members of the school community have a responsibility to challenge and address bullying, discrimination, prejudice, derogatory language and other forms of unacceptable behaviour, including name-calling. Such incidents must be dealt with promptly and in accordance with the school's relevant policies and procedures.

We are committed to fostering a strong sense of belonging and ensuring that every child feels accepted, respected and valued, regardless of their individual circumstances or needs. Where behaviour presents a risk to the safety or wellbeing of children or staff, the school will take appropriate and timely action to manage the situation, safeguard those involved and reduce the risk of further incidents. All responses to behaviour should take account of the individual circumstances of the child, including any additional needs or vulnerabilities, while maintaining the school's expectations for safe and respectful conduct.

3. Behaviour Curriculum

Our Behaviour Curriculum is designed to develop an inclusive, supportive and positive school culture in which every child is encouraged to become principled, respectful, responsible and globally aware.

Underpinned by our school values, the curriculum promotes high expectations and aspirations for all children. It supports their academic achievement, personal development and emotional wellbeing, helping them to develop the knowledge, skills and attitudes needed to succeed in school and throughout their lives.

We explicitly teach children how to behave positively, take responsibility for their actions and understand the impact their behaviour can have on others, both within our school community and in the wider world. Through planned activities, discussions, reflection and consistent reinforcement, children are supported to develop positive behaviours and establish habits that contribute to their personal growth.

Our Behaviour Curriculum is embedded throughout the school day and across the wider curriculum. Expectations are taught, modelled and reinforced in lessons, during social times and in all aspects of school life. We aim to nurture children who are caring, balanced, open-minded and respectful of others. By providing opportunities for reflection, positive relationships and personal development, we encourage every child to develop a love of learning and life, acquire essential life skills and ASPIRE to be the very best they can be.

Our half termly Values

These values are introduced explicitly at the beginning of each half term and will be a focus during weekly assemblies and class lessons. They are implicit inevery aspect of school life and are continually reinforced and referred to.

Autumn Half Term 1	Equality
Autumn Half Term 2	Resilience
Spring Half Term 1	Positivity
Spring Half Term 2	Kindness
Summer Half Term 1	Respect
Summer Half Term 2	Independence

There is a direct correlation between values education and behaviour:

Developing qualities that are pre-dispositions for learning	Creating a calm and purposeful environment in which everyone feels valued	Supporting the development of good quality relationships between all who are partof the school	Helping children to be in touch with their inner thoughts, feelings and emotions
Encouraging children to develop positive dispositions and attitudes	Developing emotional intelligence by: talking about their feelings, controlling theirbehaviour and empathising with others		Developing thinking skills, language skills, active listening and reflective thinking

In this way children gain a greater sense of purpose, have high self-esteem, and are more responsiblefor their behaviour, developing as responsible citizens.

Rights Respecting ethos

Alongside our values-based ethos, Maybury Primary promotes children's rights and responsibilities, placing the principles of the United Nations Convention on the Rights of the Child at the heart of our policies and practice. We encourage children to understand their own rights and respect the rights of others, fostering an inclusive community committed to global justice and sustainable living.

We recognise that children learn by example and promote positive communication and relationships throughout our school community. This approach underpins how we understand, address and respond to behaviour, recognising that behaviour communicates feelings and needs and can impact others. Our approach is rooted in our school values and Restorative Justice, helping children understand the consequences of their actions and take responsibility for their behaviour.

Working in partnership with parents and families, we empower children to make positive behaviour choices, resolve conflicts and repair or improve relationships where necessary. Clear expectations, effective communication and mutual respect are central to promoting positive behaviour and maintaining a safe, respectful school community.



School Rules: "The Maybury Way"

We have a list of child friendly rules agreed with children which govern the behaviour standards expected in our school. All children are clear about these rules and what they need to do. The rules are discussed and promoted within day to day interactions as well as focus assemblies. They are:

1. Be Ready
2. Be Safe
3. Be Respectful
4. Be Kind

At our school differences are celebrated for the rich diversity they bring, both to our school community and to the wider world.

Children Learn:

- There are no outsiders at Maybury
- Everyone is different
- We celebrate difference
- We are all equal in our difference

Achieving expected learning behaviours

All staff must have high expectations of children's behaviour and specific teaching of expected learning behaviours. Our communication with children is always built on respect, encouragement and kindness. Staff speak calmly to children about their behaviour and provide positive role models. Good behaviour is encouraged, rewarded and learned in relation to relevant values. Children are guided to consider what the actual or potential impact of their behaviour is for themselves and others. We also encourage them to take appropriate steps to rectify the outcomes of their behaviour. This is in line with our restorative justice approach.

Encouraging learning behaviours

Whenever possible, unacceptable behaviour must be dealt with quickly and quietly with reference to relevant values. To have a lot of attention for unacceptable behaviour often has the undesired effect of reinforcing that behaviour and draws other children off task. Staff must always be consistent, not ignoring a behaviour on one day and applying sanctions on another. Our school uses a graded approach to managing behaviour with clear and succinct steps to ensure that all children are aware of consequences and are given opportunity and support to change their behaviour when necessary. We recognise that it is important for the child's self- esteem that we disapprove of the **action** but not the **child.** We apply our behaviour policy fairly and consistently for all children.

Promoting and Managing Positive Behaviour

At Maybury Primary School, we provide clear, consistent expectations for behaviour. All staff use agreed approaches, including step-by-step responses and micro-scripts, to reinforce expectations, promote positive relationships and help children regulate their behaviour. The Senior Leadership Team (SLT) supports staff in managing challenging behaviour while encouraging the development of effective classroom behaviour management strategies.

Serious misbehaviour and bullying are addressed immediately by the Headteacher or Assistant Headteachers, and parents are informed (see **Anti-Bullying Policy**).

We recognise that behaviour can communicate underlying emotional or developmental needs. Our priority is to ensure that all children feel physically and emotionally safe. Where behaviour causes concern, incidents may be monitored and parents consulted to identify possible triggers and appropriate support. Behaviour reports may also help children recognise triggers and develop more positive responses. Wellbeing is further supported through our Learning for Life curriculum and targeted interventions where necessary.

Where behaviour incidents persist and parental meetings are required, teachers must record all meetings and outcomes promptly on CPOMS. These records help monitor the frequency and nature of incidents and inform appropriate action. Governors receive regular anonymised reports on behaviour trends and patterns. Unacceptable ICT use and online safety incidents are managed in accordance with the **Online Safety Policy**, including its sanctions.

Children who require additional support with behaviour due to emotional or developmental needs receive appropriate, individualised support in line with the **SEND and Inclusion Policy**. Teachers maintain records of relevant incidents and work with the Inclusion Leader to identify appropriate strategies. Individual Behaviour Plans may be developed where necessary. In more complex cases, the Inclusion Leader may seek advice from external professionals, working in partnership with the class teacher and the child's family to plan appropriate support.

Responding to Behaviour

At Maybury Primary School, we promote positive behaviour that reflects our school values and enables all children to engage successfully in learning. We recognise that children may sometimes make inappropriate behaviour choices and support them to understand the impact of their actions. Responses and consequences are fair, reasonable, proportionate and informed by the circumstances. We recognise that behaviour can be a form of communication and may indicate underlying emotional needs, trauma or harm. We monitor behaviour carefully to identify concerns, safeguard children and provide appropriate support.

Staff respond to behaviour promptly, consistently and fairly, using positive reinforcement and appropriate consequences. Our priority is to maintain the safety of children and staff, restore a calm learning environment and prevent further incidents. De-escalation strategies are used wherever appropriate and may be shared with staff and parents through behaviour plans, risk assessments and provision maps.

Our approach focuses on three key principles:

- **Promoting positive choices:** Expectations and consequences are communicated clearly through discussions, visual displays and child-friendly behaviour guidance.
- **Protection:** We have a duty to safeguard children and staff. Responses to inappropriate behaviour prioritise everyone's safety.
- **Improvement:** Children are supported to understand expectations, reflect on their behaviour and develop positive strategies for the future.

We teach children to manage emotions, resolve conflicts and repair relationships through our consistent approach to emotional regulation and restorative practice. Staff use agreed language and prepared micro-scripts to guide children during and after challenging situations, helping them to reflect, resolve conflict and make positive choices. These skills support children's wellbeing and prepare them for adulthood.

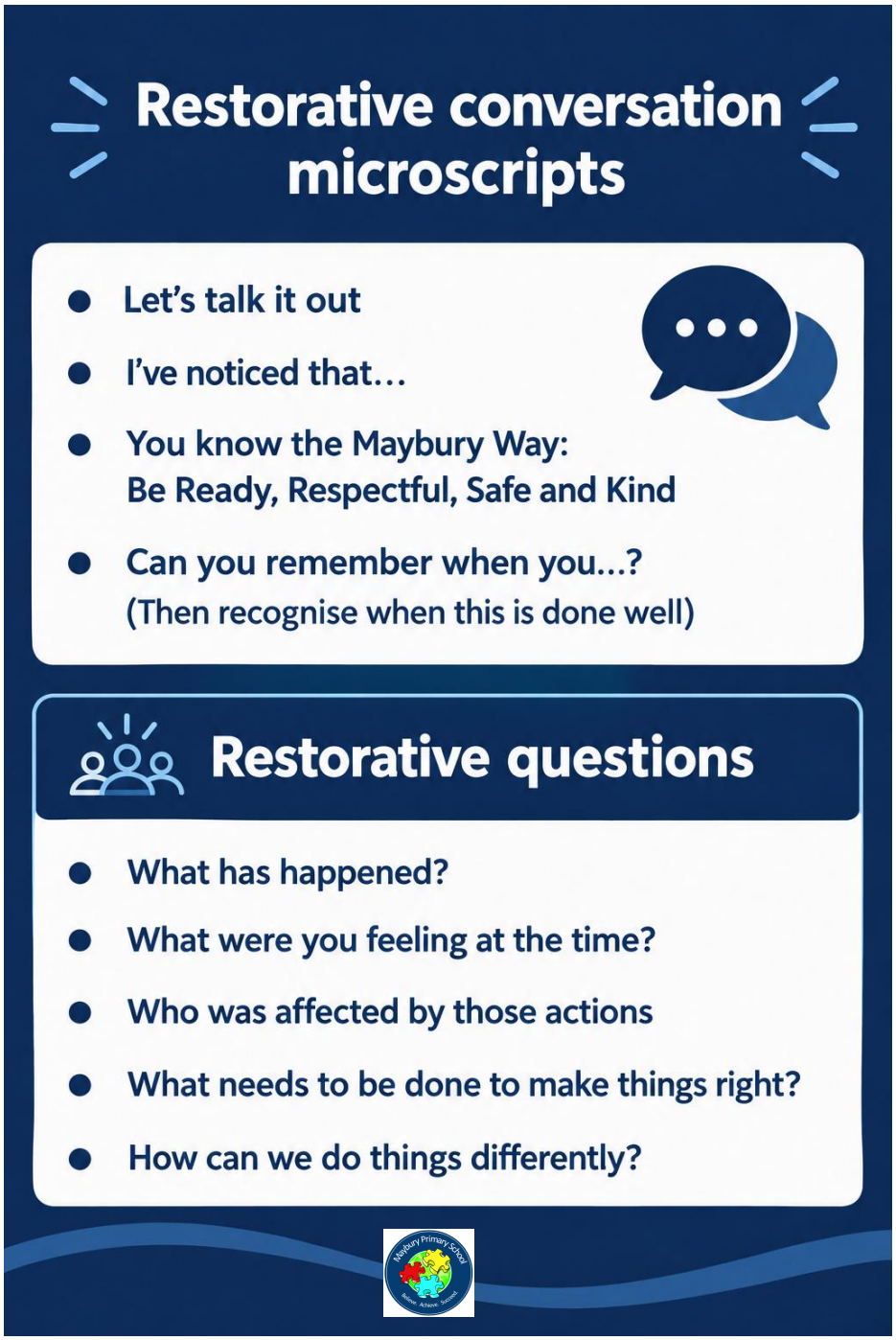
Zones of Regulation
The Zones of Regulation approach is used throughout the school to develop a shared language for recognising and understanding emotions. The four colour-coded zones (blue, green, yellow and red) help children identify their feelings, recognise triggers and understand how their behaviour affects others.

Through this approach, children develop emotional awareness, self-regulation, problem-solving skills and strategies to manage their emotions and behaviour appropriately.



Class Teacher Strategies
When a child displays inappropriate behaviour, the class teacher uses their knowledge of the child and appropriate de-escalation strategies to support them in making positive choices. Staff use calm, clear

and consistent language, focusing on the behaviour expected rather than simply highlighting what is unacceptable.
Teachers use proactive behaviour management strategies, including positive reinforcement and appropriate rewards, to encourage positive behaviour, prevent escalation and support children in meeting expectations.



Maybury Primary behaviour strategies that promote expected learning behaviours

Visible adult consistencies/ adult behaviour

1. Meet and greet
2. Calm, consistent and fair
3. Positive noticing – find the good/ model expectations
4. Caring relationships are built (tuning into the child's interests)

Escalating behaviour steps

1. Non-verbal signal
2. Describe preferred behaviour and first warning
3. Verbal reminder of the expected behaviour and second warning
4. Move seats
5. Remove dojo/ time out for reflection
6. Restorative justice conversation
7. Class teacher meeting
8. Inclusion Leader meeting 1
9. Inclusion Leader meeting 2

Relentless behaviour

1. modelling values
2. wonderful walking
3. terrific transitions
4. lovely listening

Over and beyond behaviour

1. Positive feedback (verbal, stamp, sticker, dojo)
2. Star of the week/ Headteacher award
3. Phonecall home/ catch at the end of the day

Alternatives to suspensions

- Internal exclusions
- Personalised timetables
- Short-term off-site support
- Managed moves

Support beyond the classroom

- Pastoral meetings
- Parent letters/ meetings
- Individual behaviour plans and strategies
- Multi-agency (EP/ Social care/ Mindworks)
- Designated safe space
- Trusted adults

Behaviours we like to encourage at Maybury Primary:

Showing respect	Using kind language, practice empathy and respect, where we build each other up, honour personal boundaries and resolve conflicts peacefully	Following our anti-bullying rules and policy	Following adults requests unless unreasonable to do so
Practice equal opportunities, that is fair, inclusive and unbiased	Respecting property that belongs to other people	Protect everyone's right to learn by establishing a safe, calm and predictable space. Practice self-regulation and respectful communication	

Behaviour flow chart and escalation of repeated unacceptable learning behaviours

Verbal prompts and warnings

1. **Non-verbal signal**
(for example a hand signal)

2. **Describe the preferred behaviour + first verbal warning**
(Child's name, I would really like to see you using your listening ears, this is your first verbal warning)

3. **Verbal reminder of expected behaviour + second verbal warning and consequence warning**
(Child's name, this is your second verbal warning, please remember to use your listening ears. Next time you speak, you will have to move seats)

Consequences and opportunities to restore justice

4. **Move seats/ swap seats with another child in the same class**

5. **Remove a dojo and have time out for reflection**
(about their behaviour and how it impacts others). Reflection materials may be used, depending on the age and ability of the child, for instance, Comic Strip Conversations, Restorative Approaches, drawing a picture of what happened, writing a letter of apology or a reflection sheet.

6. **Restorative justice conversation**
The staff member managing the behaviour must speak to the parent informally about this situation. Staff must explain and describe the child's unacceptable learning behaviour, the opportunities given to improve and the behaviour and request that a conversation is had with the child at home reinforcing expected learning behaviours.
This conversation must then be logged onto CPOMS.

Formal behaviour steps

7. **Class Teacher Meeting**
Class Teacher arranges a more formal meeting/ conversation with parent(s)/carers via telephone or in person, there will be class-based reward around child's specific targets and these are discussed in liaison with the Inclusion Leader.

8. **Inclusion Leader Meeting 1**
Inclusion Leader arranges formal discussion with class teacher and then parent/carer. The child may be placed on a Positive Behaviour Report and other strategies will be explored in discussion with parent, child and school staff.

9. **Inclusion Leader Meeting 2**
Inclusion Leader arranges a second formal discussion with class teacher and then parent/carer.
Other strategies that could be explored:
- external support
- risk assessment
- possible placement on the SEND register.

4. Managing Serious Behaviour Incidents

4.1 Serious and Severe Behaviour Incidents

Serious behaviour incidents will be considered individually and managed by the Headteacher, Inclusion Leader and, where appropriate, other members of the Senior Leadership Team (SLT).
Depending on the nature and severity of the incident, the school may impose an appropriate sanction, including removal from the classroom, internal exclusion, suspension or, where lawful and proportionate, permanent exclusion. Serious behaviour incidents may include, but are not limited to:

- Physical violence or assault.
- Serious threats or intimidation.
- Significant damage to property.
- Serious disruption to teaching and learning.
- Behaviour that places the child or others at risk of harm.
- Possession of prohibited items.
- Harmful sexual behaviour, including sexual violence and harassment.
- Persistent refusal to follow reasonable instructions.

The school will consider the circumstances of each incident, including the child's individual needs, any relevant SEND, safeguarding concerns and the impact of the behaviour on others. The response will be proportionate to the seriousness of the incident and consistent with the school's Behaviour Policy and statutory responsibilities.

4.2 Early Intervention and Support

Where concerns arise about a child's behaviour, attendance, welfare or engagement, the school will seek to identify any underlying causes and provide appropriate support at the earliest opportunity.
Depending on the child's individual circumstances, this may include:

- Pastoral support and mentoring.
- Individual behaviour support plans.
- Restorative approaches.
- Assessment and provision for special educational needs and disabilities (SEND).
- Reasonable adjustments for children with disabilities.
- Early help and multi-agency support.
- Involvement of parents/carers and external professionals, where appropriate.
- Alternative provision, where appropriate.

The school will work collaboratively with children, parents/carers and relevant professionals to identify appropriate strategies and monitor their effectiveness.

4.3 Safeguarding Separation

In exceptional circumstances, the school may need to temporarily separate a child from the school premises to manage a significant safeguarding risk. This may be necessary where there is a serious safeguarding concern, including an allegation of harm involving another child, and the risk cannot reasonably be managed safely while the children remain on the school premises.

Safeguarding separation is a protective measure, not a disciplinary sanction. It must not be used as a punishment for behaviour, as a consequence of past misconduct or as an informal alternative to suspension or permanent exclusion. Safeguarding separation will only be considered where a child's continued attendance on the school premises presents a significant safeguarding risk to other children or members of the school community and separation is necessary to manage that risk.

Decision-making

Any decision to implement safeguarding separation will be made by the Headteacher or an appropriate senior leader, in consultation with the Designated Safeguarding Lead (DSL) or Deputy DSL, as appropriate.
The school will consider:

- The circumstances of the incident and the safeguarding risks involved.
- The safety and welfare of all children concerned.
- The child's individual needs and circumstances.
- Any relevant SEND, disability or equality considerations.
- Whether the risk can be managed through alternative measures.

Safeguarding separation will only be used where necessary and proportionate.

Parental involvement and notification

Parents/carers will be informed without delay of the decision to implement safeguarding separation. They will receive clear information about the reasons for the arrangement and the arrangements for their child's education and support. The governing board will also be notified without delay.

Education and support

The school will consider the child's entitlement to education throughout the period of safeguarding separation. Where the school or parent/carer does not provide the required education, the Local Authority will be responsible for arranging suitable education in accordance with its statutory duties. The school will work with parents/carers, the DSL, the Local Authority and relevant professionals, where appropriate, to ensure that the child receives appropriate educational and pastoral support.

Review and reintegration

Safeguarding separation will be reviewed regularly and will continue only for as long as necessary to manage the identified safeguarding risk. The school will work with parents/carers and relevant professionals to develop a safe and appropriate plan for the child's return to school or other suitable educational arrangements. All decisions, including the reasons for separation, its duration and the arrangements for education and support, will be recorded and kept under regular review.

Safeguarding separation will be recorded separately from suspension and permanent exclusion and will not be recorded or described as either. All safeguarding separation arrangements will be managed in accordance with current DfE statutory guidance, safeguarding requirements and the school's safeguarding procedures.

4.4 Off-Site Direction

Off-site direction may be used as a temporary intervention to improve a child's future behaviour and engagement where this is considered appropriate and in the child's best interests. Off-site direction is intended to provide support and an opportunity for behavioural improvement. It must not be used as a punishment for past behaviour. Before considering off-site direction, the school will assess whether appropriate interventions and support have been provided and whether the proposed arrangement is necessary and proportionate.
The child's views will be sought and considered as part of the decision-making process.

Planning and implementation

Where off-site direction is agreed, the school will:

- Work with the receiving school and relevant professionals to ensure appropriate information is shared.
- Consider relevant information about the child, including attainment, academic potential, safeguarding concerns, current risks and existing support strategies.

- Share information about previous interventions and relevant multi-agency or statutory assessments, where appropriate.
- Establish a written placement plan setting out the purpose, expected outcomes, duration, support arrangements, monitoring and review process.
- Provide parents/carers with the required written notification and information about the arrangements.
- Ensure that the child continues to receive a broad and balanced education appropriate to their needs.
- Continue to meet its duties under the Equality Act 2010 and SEND legislation, including making reasonable adjustments where required.

The school will retain responsibility for the child's education, welfare and safeguarding throughout the placement.

Review arrangements

Off-site direction will be reviewed at appropriate intervals, taking account of the child's individual circumstances and needs.

Parents/carers and the child will have an appropriate opportunity to contribute to each review. Parents/carers will receive at least six days' written notice of a review meeting and will be given the opportunity to attend or submit their views in writing. Following each review, the school will provide parents/carers with written notification of the decision and the reasons for it within six days of the review meeting.
Reviews will consider:

- Whether the placement is achieving its intended purpose.
- Whether the child's behaviour and engagement are improving.
- Whether further support or intervention is required.
- Whether the placement should continue, be amended or come to an end.

Where appropriate, the school will establish clear arrangements for the child's reintegration.
All off-site direction arrangements will comply with current DfE statutory guidance, including requirements relating to parental involvement, child participation, education, review arrangements, SEND and equality duties.

4.5 Managed Moves

A managed move may be considered where a change of school placement is believed to be in the child's best interests and may prevent permanent exclusion.
A managed move will only proceed where:

- All parties agree that the arrangement is appropriate.
- Parents/carers are fully informed and involved in discussions.
- The child's views are sought and considered in accordance with their age and understanding.
- The schools involved have agreed clear written arrangements.
- The move complies with statutory guidance and relevant local procedures.

Managed moves must be voluntary and agreed by all parties. They must not be used as informal exclusions or imposed on a child or family.
Trial managed moves are not permitted.
Any transfer between schools must comply with the School Admissions Code and relevant child-registration requirements.

4.6 Physical Intervention and the Use of Reasonable Force

The school recognises that reasonable force may sometimes be necessary to prevent children from harming themselves or others, damaging property or causing serious disorder.
Reasonable force may be used in circumstances including:

- Removing a disruptive child from the classroom where they have refused to follow a reasonable instruction to leave.
- Preventing a child from disrupting a school event, educational visit or school trip.
- Preventing a child from leaving the classroom where doing so would place them or others at risk or seriously disrupt the learning of others.
- Preventing a child from physically attacking a member of staff or another child.
- Stopping a fight in the playground.
- Preventing a child from harming themselves through physical outbursts.

Any use of reasonable force must be necessary, proportionate and appropriate to the circumstances.
The individual needs of children, including any SEND or disabilities, must be taken into account when deciding whether reasonable force is appropriate. Reasonable force must never be threatened or used as a punishment.
Following any incident involving restraint or the use of reasonable force:

- The incident must be recorded in accordance with school procedures.
- Any injuries must be reported and recorded.
- The school will consider the need for further support for the child and staff involved.
- A risk assessment will be completed with relevant staff to identify measures to reduce ongoing risks and minimise the need for further physical intervention.

4.7 Children Who Leave the Classroom or School Premises Without Permission

Where a child leaves the classroom without permission, the Inclusion Leader, a member of the SLT and the school office must be informed immediately by telephone or walkie-talkie. The child should be monitored from a safe distance by the member of staff responsible for supervising children who leave the classroom. Staff should maintain visual contact where it is safe and practicable to do so and support the child's safe return to an appropriate supervised setting. Staff involved in monitoring the child must carry a walkie-talkie or mobile phone and maintain communication with the school office.

Where a child leaves the school premises, the school will contact the police and the child's parents/carers. Staff must consider whether pursuing an upset child could increase the risk to the child or others. A senior member of staff may follow the child if they consider it safe to do so. They should maintain a safe distance while keeping the child in view, where possible, and carry a walkie-talkie or mobile phone to maintain communication with the school. Following an incident in which a child leaves the school premises, the school will review the child's participation in future off-site activities where appropriate. A risk assessment will be completed to identify and manage any potential risks.

4.8 Challenging Behaviour

The school recognises the definition of challenging behaviour set out in DfE guidance on Fair Access Protocols. Challenging behaviour may include behaviour that is unlikely to respond to the usual range of interventions or is so severe, frequent or prolonged that it falls outside the normal range of behaviour that schools can reasonably manage. Such behaviour may significantly interfere with the child's education or the education of others, or jeopardise the right of children and staff to a safe and orderly school environment.

Where antisocial, disruptive or aggressive behaviour occurs frequently, the school may seek additional specialist advice and support from external agencies. Any referrals or requests for external support will be discussed with parents/carers by the Inclusion Leader or an appropriate member of the SLT.

4.9 Removal from the Classroom

In response to serious misbehaviour, a child may be required to leave the classroom for a specified period as a sanction, in accordance with the school's behaviour procedures. During this period, the child will remain under appropriate supervision and will continue to receive education. Education provided during removal may differ from the activities taking place in the child's usual classroom or from the mainstream curriculum. However, it

must remain meaningful and appropriate to the child's needs. The school will ensure that any removal from the classroom is properly supervised and that appropriate support is provided.

5. Responding to Harmful Sexual Behaviour

Sexual violence and sexual harassment, whether occurring online or offline, are not tolerated at Maybury Primary School. All reports of harmful sexual behaviour will be taken seriously and investigated in accordance with the school's safeguarding procedures and relevant statutory guidance. A member of the SLT will oversee the school's response, working closely with the DSL and other relevant professionals. The school's response may include the following measures.

Pastoral support

Children involved in incidents of sexual violence or harassment may require enhanced pastoral support to ensure they feel safe, listened to and supported. The school will consider the individual needs of all children involved and take appropriate steps to protect their welfare.

Sanctions

Where appropriate, the child responsible for harmful sexual behaviour may receive a sanction in accordance with the Behaviour Policy. This may include restrictions on their movement around the school site and increased supervision. Suspension or permanent exclusion will also be considered where appropriate and lawful.

Education and intervention

Where appropriate, the school will provide education and interventions to help the child understand safe, appropriate and acceptable behaviour. This will be informed by an assessment of the child's needs and the circumstances of the incident.

Risk assessment and ongoing monitoring

Where there is a risk that harmful behaviour may continue, the school will undertake an appropriate risk assessment and implement measures to safeguard all children involved. Risk assessments will be reviewed regularly to ensure that appropriate monitoring, supervision and support remain in place.

External support and referrals

The school may seek support from external agencies or make referrals to appropriate organisations in accordance with safeguarding procedures. All incidents will be recorded on CPOMS.

Parents/carers will be kept informed of the school's actions and responses, unless doing so would place a child at risk of harm or compromise safeguarding procedures. Where suspension or permanent exclusion is being considered, the school will follow the relevant DfE statutory guidance.

6. Online Behaviour Incidents

The same standards of behaviour apply online as they do offline. Inappropriate online behaviour will be addressed in accordance with the principles of the Behaviour Policy.
The school may take disciplinary action in response to online behaviour occurring outside school hours or off school premises where the behaviour:

- Poses a threat to or causes harm to another child.
- Has repercussions for the orderly running of the school.
- Involves a child who is identifiable as a member of the school.
- Adversely affects the reputation of the school.

Parents/carers will be informed where appropriate so that they can discuss the incident with their child and put suitable safety measures in place outside school.

7. Behaviour Outside School

The school has statutory powers to regulate the behaviour of children when they are off school premises and not under the supervision of school staff, where the relevant legal conditions are met.
The school may take action in response to inappropriate behaviour outside school, including:

- Offensive or inappropriate language.
- Malicious gossip.
- Derogatory or abusive comments about children, parents/carers, staff or the school on social media.
- Behaviour that threatens the safety or wellbeing of members of the school community.
- Behaviour that significantly disrupts the running of the school or damages its reputation.

This includes behaviour occurring during:

- Educational visits and sporting events.
- Journeys to and from school.
- Periods when children are wearing school uniform in public.
- Other activities connected with the school.

Any sanction will be proportionate and will take account of the seriousness of the behaviour and its impact on the school community.

7.1 Calling the Police

In certain circumstances, it may be necessary to contact the police. This may include incidents involving physical assault, weapons or prohibited items, or other suspected criminal offences. The school will consider the circumstances of each incident and follow the relevant guidance, including the National Police Chiefs' Council (NPCC) guidance on when schools and colleges should contact the police.

8.Suspensions and Permanent Exclusions

Suspension and permanent exclusion are serious disciplinary measures. They will only be used where lawful, reasonable, fair and proportionate.
Decisions will be made in accordance with current DfE statutory guidance, equality legislation, safeguarding duties and the principles of natural justice. Suspension may be necessary in response to serious behaviour incidents. Permanent exclusion will only be considered as a last resort, except where the seriousness of an incident justifies permanent exclusion for a first offence.

8.1 Authority to Suspend or Permanently Exclude

Only the Headteacher, or the Acting Headteacher in their absence, has the authority to suspend or permanently exclude a child on disciplinary grounds. A serious breach of the school's Behaviour Policy may result in permanent exclusion, including in circumstances involving a first offence.

8.2 Grounds for Suspension or Permanent Exclusion

Suspension or permanent exclusion may be considered in response to:

- Serious breaches of the school's Behaviour Policy.
- Persistent disruptive behaviour.
- Behaviour that results in the need to evacuate a classroom or other learning area.
- Persistent refusal to follow reasonable instructions.
- Behaviour that places the child or others at risk of harm.

- Serious behaviour incidents where the school has exhausted appropriate strategies and interventions, including identified SEND support arrangements.

The school will consider the circumstances of each incident, the impact on the education and welfare of the child and others, and any relevant safeguarding, SEND or equality considerations.
Internal exclusion may also be used as a sanction for serious breaches of the Behaviour Policy, including:

- Fighting or deliberately attempting to hurt another child.
- Sexual harassment.
- Using prejudicial or discriminatory language.
- Intentionally taunting or provoking another child.
- Persistent swearing or verbal abuse.
- Deliberate destruction of property.
- Persistent refusal to follow reasonable instructions from staff, including members of the SLT.
- Behaviour that results in the evacuation of a learning area.
- Deliberately placing themselves or others in danger.

The school will ensure that any internal exclusion is supervised and that the child continues to receive appropriate education.

8.3 Procedures for Suspension and Permanent Exclusion

All suspensions and permanent exclusions will be managed in accordance with current DfE statutory guidance.

Informing parents/carers

Parents/carers will be informed without delay when a decision to suspend or permanently exclude a child has been made. Where appropriate, the Headteacher, Inclusion Leader or another member of the SLT will discuss the decision with parents/carers and the child. This discussion may take place by telephone, video call or face to face. Written notification will follow and will be based on the relevant statutory requirements and current Surrey Inclusion Team model letters.

The written notification will include all information required by current DfE guidance, including:

- The reason for the suspension or permanent exclusion.
- The duration of the suspension, where applicable.
- Parents'/carers' rights to make representations.
- Arrangements for education during the suspension.
- Relevant governing board review rights and procedures.

Reintegration following suspension

Following a suspension, the school will arrange a reintegration meeting with the child and their parents/carers on the child's first day back at school.
The meeting will be recorded using the Reintegration Form in Appendix 2.
The meeting may be held remotely where requested by the parent/carer or where an extraordinary event or unforeseen circumstance makes an in-person meeting not reasonably practicable.
The purpose of the meeting is to support the child's successful return to school, review the incident and identify any additional support required.
The meeting may include discussion of:

- The behaviour that led to the suspension.
- Strategies to support improved behaviour and engagement.
- Additional pastoral or SEND support.
- The potential risk of future permanent exclusion.
- Whether a managed move may be appropriate.

- Whether alternative provision should be considered with support from the Local Authority, subject to available resources and applicable requirements.

Notifications to the Local Authority and other professionals

The Local Authority will be notified without delay of every suspension and permanent exclusion.
The governing board will be notified without delay of:

- Every permanent exclusion.
- Any suspension that brings the child's total number of suspended school days to more than five in a term, or more than ten lunchtimes.
- Any suspension or permanent exclusion that would result in the child missing a public examination or National Curriculum test.

Where applicable, the school will also notify the child's social worker and the Virtual School Head for children who are looked after, previously looked after or subject to a Special Guardianship Order.
Supporting professionals, including social workers and family support workers, will be notified on the same day that parents/carers are informed, where appropriate.
Suspensions of five school days or fewer in a term will be reported to the governing board for monitoring purposes at least once each term.
Monitoring reports will include:

- The child's name.
- The length and reason for the suspension.
- The child's age, gender and ethnicity.
- SEND information.
- Looked-after status, where applicable.

Contact during suspension

During a suspension, members of the school's Inclusion Team will maintain regular contact with the child, as appropriate, to support their wellbeing and safety. The nature of this contact and any relevant actions will be recorded on CPOMS.

8.4 Governing Board Reviews and Parental Representations

Parents/carers have the right to make representations to the governing board or Local Advisory Committee (LAC), as applicable, regarding a suspension or permanent exclusion.
The governing board will consider representations and review exclusion decisions in accordance with current statutory requirements.
The governing board must consider reinstatement within 15 school days of receiving notice of:

- A permanent exclusion.
- A suspension which, alone or when combined with previous suspensions, means that the child will have been suspended for more than 15 school days in a term.
- A suspension or permanent exclusion that would result in the child missing a public examination or National Curriculum test.

Where reasonably practicable, the governing board will consider an exclusion before the date of the examination or test. Where a suspension results in a child being suspended for more than five but not more than 15 school days in a term, the governing board must consider any representations made by the parent/carer. If the parent/carer requests a meeting, the governing board must arrange one within the timescale specified in statutory guidance. Where a suspension results in a child being suspended for five school days or fewer in a term, the governing board must consider any representations made by the parent/carer. However, it does not have the power to direct reinstatement and is not required to arrange a meeting.

Parents/carers will be informed of their right to make representations, the relevant timescales and the procedure for submitting them. The child will also be given an appropriate opportunity to express their views. These views will be considered in accordance with the child's age and understanding. Where the governing board is required to consider reinstatement, it will consider the circumstances of the exclusion and the representations made by the relevant parties before reaching its decision.

Where a permanent exclusion is upheld, parents/carers will be informed of their right to request an Independent Review Panel and the relevant procedure and timescale. All governing board reviews and representations will be conducted in accordance with current DfE statutory guidance, including requirements relating to SEND, equality, reasonable adjustments and child participation.

Cancellation of a suspension or permanent exclusion

Where the Headteacher cancels or rescinds a suspension or permanent exclusion before it has been reviewed by the governing board, the school will notify the parents/carers, governing board and Local Authority without delay.

Where applicable, the child's social worker and Virtual School Head will also be informed.
A summary of the school's suspension and permanent exclusion procedures for parents/carers is provided in Appendix 1.

8.5 Monitoring Suspensions and Permanent Exclusions

The school will maintain accurate records of all suspensions and permanent exclusions and report information in accordance with current DfE statutory guidance.
The governing board will monitor and challenge the use of suspensions, permanent exclusions, off-site direction and managed moves.
Monitoring will consider:

- Patterns of repeated suspensions and permanent exclusions.
- The reasons for and timing of suspensions and exclusions.
- The support and interventions provided to children at risk of suspension or exclusion.
- Any patterns relating to particular groups of children.
- The use and effectiveness of alternative provision.
- Whether the Behaviour Policy is being applied fairly, consistently and effectively.

The governing board will use this information to hold school leaders to account and identify areas for improvement.

9. Supporting Children Following a Sanction

Following a sanction, staff will consider what support is necessary to help the child understand the behaviour that led to the sanction and how they can meet the school's behaviour expectations in the future. Support may include the following:

Discussion with the child

Staff will speak with the child privately, away from other children, to help them understand:

- Which behaviour expectation or rule was not followed.
- Why the rule is in place.
- The impact of their behaviour on themselves and others.
- What they can do differently in the future.
- What strategies or resources may help them meet expectations.
- What further action may be taken if their behaviour does not improve.
- How they can repair any harm caused, where appropriate, for example by offering an apology.

Communication with parents/carers
Parents/carers will be informed of significant behaviour incidents and any relevant sanctions or support arrangements. Where appropriate, the school will also contact the Virtual School Head for looked-after children.

Reasonable adjustments
Staff will consider whether any reasonable adjustments are required in response to the child's behaviour, taking account of any identified disability or SEND.

Staff consultation
Relevant members of staff who support the child will be involved in discussions about the incident and any additional strategies or interventions required.

Safeguarding and wider circumstances
Where appropriate, the school's Safeguarding Team will consider whether circumstances outside school, including those at home or in the wider community, may have contributed to the child's behaviour.

Positive behaviour plans
Where necessary, the school may develop or review an individual positive behaviour plan. This may include specific behaviour interventions, strategies, pastoral support and sessions with a member of the Inclusion Team. The effectiveness of any support plan will be monitored and reviewed regularly.

10. Supporting Children with Special Educational Needs and Disabilities (SEND): Inclusion and Equality
The school recognises that behaviour may be influenced by a range of individual circumstances and that some children may require additional support to meet the school's behaviour expectations.
When responding to a behaviour incident, staff will consider any relevant contributing factors, including:

- Bereavement or other significant loss.
- Abuse or neglect.
- Mental health needs.
- Bullying.
- Identified or unidentified SEND.
- Criminal exploitation.
- Significant difficulties or challenges at home.
- Provocation or other relevant circumstances surrounding the incident.

The school will consider whether these factors may have contributed to the behaviour and whether additional support or intervention is required.

10.1 Inclusion and Equality

The school recognises that children with SEND, social, emotional and mental health needs, and other vulnerabilities may require additional support. Before making decisions about suspension, permanent exclusion, off-site direction or managed moves, the school will consider its responsibilities under the Equality Act 2010, SEND legislation and safeguarding requirements. All decisions will be fair, consistent and proportionate, taking account of the individual circumstances and needs of the child.

The Inclusion Leader will regularly review the school's SEND register. Children identified as requiring SEND support will have an individual provision map. Where school-based strategies have not been effective, the school will consider implementing SEND Support Arrangements and additional interventions.

10.2 Person-Centred Support and Review

Where a child requires additional support, the school may arrange a meeting involving the parents/carers, Headteacher, Inclusion Leader, relevant members of the SLT and other professionals, as appropriate. The school will adopt a person-centred approach, ensuring that support plans take account of the child's views, needs and aspirations. Regular meetings with parents/carers will be arranged to review the effectiveness of support, evaluate progress and amend strategies where necessary. Meetings may be held remotely where requested by parents/carers or where an extraordinary event or unforeseen circumstance makes an in-person meeting not reasonably practicable.

10.3 Behaviour and SEND

The school aims to promote high standards of behaviour fairly and consistently for all children, providing additional support where necessary to help every child achieve and learn.
The school does not assume that a child's SEND automatically affects their behaviour. Each incident will be considered individually.
When responding to behaviour incidents involving a child with SEND, the school will:

- Consider whether the child's SEND may have contributed to the behaviour.
- Identify any underlying causes or unmet needs.
- Consider whether additional support or intervention is required.
- Consider whether reasonable adjustments are necessary in relation to any sanction.
- Ensure that any sanction is lawful and consistent with the Equality Act 2010 and relevant guidance.

Where a child's disability or recognised condition is associated with an increased likelihood of certain behaviours, the school will take this into account when deciding whether and how to apply a sanction.
This does not mean that a child with a disability is exempt from disciplinary sanctions. However, any decision must be made in accordance with the school's legal duties, including the duty to make reasonable adjustments where required.
The school will also consider how to protect other children from further disruption or harm, including through additional support, supervision or adjustments to provision.

11. Off-Rolling

The school will not engage in off-rolling.

Off-rolling is the practice of removing a child from the school roll, or encouraging a parent/carer to remove their child from the school roll, without a formal permanent exclusion or other lawful process, primarily in the interests of the school rather than the best interests of the child.

All decisions relating to suspension, permanent exclusion, managed moves, off-site direction, alternative provision, elective home education or any other change to a child's educational arrangements will be lawful, reasonable, fair and proportionate.

Such decisions will be made in accordance with statutory guidance and the school's legal responsibilities, including those relating to safeguarding, equality and SEND. The school will not pressure, encourage or induce parents/carers to remove their child from the school roll to avoid suspension or permanent exclusion, improve attendance figures, improve academic outcomes or for any other reason that is not demonstrably in the child's best interests. The school is committed to supporting all children to remain engaged in education and to succeed in a mainstream setting wherever possible. Before considering suspension or permanent exclusion, the school will consider appropriate support, interventions and alternative strategies to address behavioural concerns and remove barriers to successful participation in school life.

12. Searching, Screening and Confiscation

The school will conduct searches, screening and confiscation in accordance with current DfE guidance on Searching, Screening and Confiscation. All searches will be conducted lawfully, proportionately and with due regard to the child's dignity, safety and welfare.

12.1 When Can a Search Be Conducted?

A search may be considered where a member of staff has reasonable grounds to suspect that a child is carrying:

- A prohibited item.
- An item banned under the school's rules, where the rules identify that item as one that may be searched for.

Prohibited items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause injury or damage property.
- Fireworks.
- Tobacco products or cigarette papers.
- Pornographic images.

The school's additional banned items that may be searched for include:

- Vapes and vape accessories.
- Laser pointers.
- Aerosols.
- Large amounts of money, where there are reasonable grounds for concern.
- Any other item that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property.

12.2 Who Can Conduct a Search?

Only the Headteacher and staff authorised by the Headteacher may conduct searches.

A search of a child must be conducted by a member of staff of the same sex as the child, with another member of staff present as a witness, unless the statutory exceptions apply.

An exception may apply where the member of staff conducting the search reasonably believes that there is a risk of serious harm if the search is not carried out urgently and it is not reasonably practicable to use a member of staff of the same sex or have a witness present. Where an exception applies, the member of staff must report the circumstances immediately.

Only the police may conduct a strip search, and any such search must follow the applicable legal procedures. Staff may search a child with their consent for any item, provided the child understands the reason for the search and how it will be conducted.

The child's age, understanding, learning difficulties, individual needs and any relevant SEND must be taken into account.

The DSL must always be informed of searches for prohibited or banned items.
All searches for prohibited or banned items will be recorded on CPOMS.

The record will include:

- The date, time and location of the search.
- The child's name.
- The name of the person conducting the search and any other adults present.
- The item being searched for.
- The reason for the search.
- Any items found.
- Any action taken following the search.

12.3 Before a Search

Before conducting a search, the authorised member of staff must establish reasonable grounds for suspecting that the child is carrying a prohibited item or an item banned under the school's rules.
The member of staff must assess the urgency of the search and consider the risks to the child, other children and staff.

CCTV footage may be considered where appropriate to help determine whether a search is necessary.
Before the search begins, the member of staff should explain to the child:

- Why the search is necessary.
- What the search will involve.
- Where the search will take place.
- What items are being sought.

The child should be given an opportunity to ask questions.
Where a child refuses to cooperate, staff should consider whether the child understands the instruction and the purpose of the search, or whether they may have had a previous distressing experience that affects their response.

Refusal to cooperate may result in an appropriate sanction in accordance with the Behaviour Policy.
Where a search for prohibited items is necessary, the member of staff should consider, in consultation with the Headteacher, whether the use of reasonable force is lawful, necessary and proportionate.

Reasonable force must not be used to search for items that are prohibited only under the school's own rules.
Where a search is being considered, the child must be appropriately supervised and, where necessary, kept away from other children to ensure everyone's safety.

The member of staff should consider whether it is appropriate and practicable to inform the child's parents/carers before the search takes place.

12.4 Where a Search May Take Place

A search must take place in an appropriate location that provides privacy while ensuring the safety of the child and staff.
Searches may take place on school premises or in another location where the member of staff has lawful charge of the child, such as during a school trip.

12.5 The Extent of a Search

An authorised member of staff may search any possessions over which the child has, or appears to have, control. This includes bags, desks and lockers.
Staff may search a child's outer clothing, pockets and possessions.

Outer clothing means any item of clothing that is not worn wholly next to the skin or immediately over underwear.
Staff do not have the power to conduct strip searches. Only the police may conduct a strip search, subject to the applicable legal requirements.
A search of a child's possessions must take place in the child's presence and in the presence of another member of staff, except where the statutory exception relating to an immediate risk of serious harm applies.
A metal detector may be used to assist with a search.

12.6 Confiscation of Items

During a search conducted with the child's consent, authorised staff may confiscate items in accordance with the school's general disciplinary powers.
During a search conducted without consent, authorised staff may confiscate items where they have reasonable grounds to suspect that the items:

- Pose a risk to staff or children.
- Are prohibited items or items banned under the school's rules.
- Are electronic devices that may contain evidence relating to an offence or material that could harm another person or the child.
- May provide evidence of an offence.
- May be harmful or detrimental to school discipline.

Any confiscation must be lawful, necessary and proportionate.

12.7 Management of Confiscated Items

Confiscated items will be managed in accordance with current DfE guidance and the circumstances of each case.

Confiscated item	Action
Controlled drugs or substances suspected of being controlled drugs or harmful	Hand to the police or dispose of safely where there is a good reason to do so.
Alcohol	Retain or dispose of as appropriate.
Tobacco or cigarette papers	Retain or dispose of as appropriate
Fireworks	Retain or dispose of as appropriate.
Stolen items	Hand to the police, return to the owner or dispose of where there is a good reason to do so.
Weapons or items that may be evidence of a suspected offence	Hand to the police as soon as possible.
Items used, or likely to be used, to cause injury or property damage	Hand to the police, return to the owner or dispose of where there is a good reason to do so.
Pornographic material	Dispose of unless there are reasonable grounds to suspect that possession constitutes a specified offence.
Pornographic material suspected of constituting a specific offence, including indecent images of children or extreme pornography	Hand to the police as soon as possible.
Other suspicious items that may be used to commit an offence or cause injury	Retain, dispose of or hand to the police, as appropriate.
Items banned under the school's rules	Return, retain or dispose of as appropriate.

Where more than one course of action is available, the school will exercise its professional judgement, taking account of:

- The value of the item.
- Whether returning the item could place anyone at risk of harm or disrupt learning.
- Whether returning the item is appropriate.
- Whether the item can be disposed of safely and practically.

The school may confiscate, retain or dispose of a child's property where this is lawful and appropriate, including where necessary to maintain a safe learning environment and protect the rights of other children.
Staff will ensure that confiscation is necessary and proportionate.
In most cases, items confiscated to reinforce school rules will be returned at the end of the lesson, school session or school day, as appropriate.
Staff are protected from liability for loss or damage to confiscated items where they have acted lawfully.

12.8 Searching Electronic Devices

Electronic devices, including mobile phones, may contain information relating to an offence or material that could cause harm to another person or the child themselves.
This may include:

- Indecent images of children.
- Pornographic material.
- Abusive messages.
- Harmful images or videos.
- Evidence relating to suspected criminal behaviour.

Where a device is confiscated during a search, authorised staff may examine its data or files where there is a good reason to do so and the relevant legal requirements are met.
Staff must consider the appropriate safeguarding response if they discover material that may place a child or another person at risk.
Where a member of staff suspects that a device may contain an indecent image of a child, they must not intentionally view, copy, print, share, store or save the image.

Incidents involving indecent images of children

Where an incident may involve an indecent image or video of a child, staff must:

- Confiscate the device without intentionally viewing the imagery.
- Refer the matter to the DSL immediately.
- Put the device into flight mode or turn it off, if possible.
- Never download, copy or share the imagery or ask a child to do so.
- Never delete the imagery or ask a child to delete it.
- Inform the DSL if they have accidentally viewed the imagery.
- Avoid questioning the children involved about the imagery, as this is the responsibility of the DSL.
- Avoid sharing information about the incident with other staff, children or parents/carers, except where appropriate and authorised through safeguarding procedures.
- Avoid blaming or shaming any child involved.
- Reassure the child that the matter will be reported and that they will receive support from the DSL.

The DSL will arrange an initial review meeting with appropriate school staff and, where appropriate, conduct subsequent discussions with the children involved.

Parents/carers will be informed at an early stage and involved in the process unless there is a reason to believe that doing so would place a child at risk of harm. Where there is concern that a child has been harmed or is at risk of harm, a referral will be made to the Children's Single Point of Access (C-SPA) or the police, as appropriate.

12.9 After a Search

Parents/carers will be informed as soon as possible that a search has taken place and will be told the outcome.
The details of the search and any subsequent action will be recorded on CPOMS.
Any sanction imposed following a search will be consistent with the school's Behaviour Policy.
Where appropriate, the Inclusion Team will provide support to help the child manage their emotions and understand the consequences of their actions.

13. Mobile Phones and Smart Technology-Enabled Devices

In accordance with the Department for Education's guidance on mobile phones in schools, the use of mobile phones by children is prohibited throughout the school day.

Children are not permitted to bring mobile phones into school.

Exceptions will only be considered in exceptional circumstances and will require the express permission of the Headteacher.

Where a child is found in possession of or using a mobile phone during the school day, the phone will be placed immediately in the relevant class phone box or retained in the school office for collection at the end of the school day.
An appropriate sanction will be applied in accordance with the Behaviour Policy. Where a child brings a mobile phone to school for an activity or educational visit that extends beyond the normal school day, the same rules will apply. The phone will be returned to the child when they return to the school premises, as appropriate.

These requirements also apply to smartwatches and other devices with communication or smart technology functions similar to mobile phones. This includes devices capable of sending or receiving notifications or messages through mobile networks or recording audio or video.

14. Monitoring and Review

The Headteacher is responsible for monitoring the effectiveness and consistent implementation of the Behaviour Policy. The policy will be reviewed regularly, using behaviour information, feedback and other relevant evidence to identify areas for improvement. The Headteacher will report to the governing board on the effectiveness of the policy and make recommendations for any necessary changes.

14.1 Recording and Monitoring Behaviour Incidents

All significant behaviour incidents will be recorded on CPOMS.
Records will include incidents occurring:

- During lessons.
- At break and lunchtime.
- During educational visits and other school activities.

Records will include relevant information about the incident, actions taken, support provided and any required follow-up.
Behaviour information will be reviewed regularly to identify:

- Patterns of behaviour and repeated incidents.

- Children who may require additional support or intervention.
- The effectiveness of existing behaviour strategies.
- Any emerging safeguarding or welfare concerns.

14.2 Inclusion, Equality and Proportionality

The school will monitor behaviour information alongside attendance, safeguarding, SEND and wellbeing data to ensure that the Behaviour Policy is applied fairly, consistently and inclusively.
The school will monitor for patterns of disproportionality, including those relating to protected characteristics under the Equality Act 2010.
Where patterns or concerns are identified, the school will consider whether changes to practice, additional support or further intervention are required.
The governing board will use monitoring information to evaluate the effectiveness of the policy, challenge practice where necessary and support continuous improvement.

Appendix 1: Summary of the school's suspension and exclusion procedures for parents

School Suspensions & Exclusions : A Summary for Parents – July 2026

1

As a disciplinary measure, your child may be suspended from school for a fixed period of time or permanently excluded.

2

A decision to exclude a child will only be taken by the Headteacher or, in her absence, the Deputy Headteacher:

- in response to breaches of the school's behaviour policy (copy available on the school website), including persistent disruptive behaviour, behaviour which results in the need to evacuate the area, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour, including identified support through SEND Support Arrangements; or
- in response to behaviour which would cause harm to the education or welfare of the child or others in the school.

A serious breach of school's behaviour policy may result in a permanent exclusion for a first-time offence.

3

In most cases a range of alternative strategies to promote social inclusion will have been tried and failed, before a child is suspended or permanently excluded e.g. a pastoral/behaviour support plan, internal exclusion.

4

The Headteacher, or in her absence, the Deputy Headteacher will:

- Consider all relevant facts and firm evidence to support allegations.
- Allow the child to give their version of events.
- Check whether the child was provoked.
- If necessary consult others.

5

A suspension may be for a fixed number of days, after which your child must return to school;

6

In the event of a permanent exclusion, your child cannot return to school without approval of the school's governors' discipline committee.

7

If it becomes necessary to suspend or permanently exclude a child, the school will follow the Department for Education's guidance: https://www.gov.uk/government/publications/schoolexclusion.

8

The Department for Education provide further information you may find useful if your child has been suspended or permanently excluded: https://www.gov.uk/school-discipline-exclusions/exclusions.

9

For more information on the suspension/exclusion process, contact the Exclusion Business Support team:

exclusions@surreycc.gov.uk

Maybury Primary School
Believe. Achieve. Succeed.

Appendix 2:

MAYBURY PRIMARY SCHOOL

Suspension Reintegration Meeting

Confidential – complete, share and store in accordance with school procedures

1. Pupil and meeting details

Pupil name / preferred name	
Year group / class	
Date of birth (if required)	
Date(s) of suspension	
Number of school days	
Date and time of reintegration meeting	
Expected return date	
Meeting location	
Parent/carer(s) attending and relationship	
School staff attending / roles	
Other attendees / roles	
Person completing this record	

2. Purpose and approach

The meeting is to welcome the pupil back, hear their perspective, explain and reinforce expectations, consider any support or safeguarding needs, and agree practical steps to support a successful return. The discussion should be calm, respectful, age-appropriate and focused on moving forward. Record the pupil's and parent/carer's views fairly, including any disagreement.

A reintegration meeting is not a further disciplinary hearing. The school should follow its suspension procedures and applicable statutory guidance separately.

3. Review of the suspension and pupil's perspective

Brief, factual summary of the incident(s) and decision (refer to suspension letter / records; avoid unnecessary sensitive detail)	
Pupil's account, feelings and understanding of what happened	
Parent/carer's views, questions or information	
Pupil's understanding of the impact on others / learning / safety	
Any relevant context, triggers or unmet needs identified	
What has helped during the suspension or may help on return?	

4. Support, wellbeing and safeguarding

Consider whether any immediate safety, wellbeing, inclusion or safeguarding concerns have been identified. Share information only with those who need it and record safeguarding matters on the school's safeguarding system in line with procedures.

Pupil's wellbeing and readiness to return; pupil's views	
Any safeguarding concerns or action/referral required (record details on safeguarding system as appropriate)	
SEND, disability, medical, communication or other needs to consider; reasonable adjustments	
Possible triggers / early signs of escalation	
De-escalation, regulation or support strategies that may help	
Support or advice needed from SENCO / Inclusion Lead / pastoral team / external professionals	

5. Expectations and restorative steps

School expectations reviewed (including relevant rules and routines)	
Pupil's commitments / positive choices they will practise	

Restorative action or relationship repair, if appropriate and safe (not forced)	
How staff will support the pupil to succeed	
Any arrangements to support affected pupils or staff (without disclosing confidential information)	

6. Reintegration and support plan

Action / support	Who is responsible?	When / frequency	Review date	Outcome / notes

Possible areas to consider: named trusted adult; check-in/check-out; arrival, transition or break-time support; adjusted timetable or phased return only where appropriate and agreed; classroom strategies; behaviour or individual support plan; risk assessment; family communication; referral or multi-agency support. Any plan should be individualised, proportionate, time-limited where applicable, and reviewed.

7. Communication and review

How and when will school communicate with parent/carer?	
Pupil check-in arrangements	
Date of review meeting / check-in	
Who will monitor and evaluate the plan?	
How will success be recognised and concerns escalated?	

8. Agreed actions and summary

Key points agreed / outstanding questions:

_____

_____

_____

If agreement was not reached, record the differing views and any next steps:

_____

_____

9. Attendance and acknowledgement

Signatures confirm that the meeting took place and that this record has been shared; they do not necessarily indicate agreement with every point.

Pupil (where appropriate) / date	
Parent/carer / date	
School representative / role / date	
Copy provided to parent/carer on	
Record saved to school system by / date	

Before closing the meeting – checklist

- ☐ Welcome the pupil and explain the purpose of the meeting.
- ☐ Give the pupil and parent/carer a genuine opportunity to share their views.
- ☐ Confirm the return date, arrangements and the adult the pupil can approach.
- ☐ Agree clear, achievable expectations and support actions.
- ☐ Check whether safeguarding, SEND, reasonable-adjustment or risk-assessment follow-up is needed.
- ☐ Set a review date and explain how concerns can be raised.
- ☐ Share the record appropriately and store it securely.