
		Positive Behaviour and Relationships Policy 2025-26	
Document Status	Statutory		
Category	Administration and Data		
Version	V1 (replaces Behaviour policy with Positive Behaviour and Relationships Policy)		
Approval level	Governing Body		
Author	Head Teacher		
Date ratified / adopted	05-12-2025		
Ratified / adopted by	Title	Chair of Governors	
	Signature		
Review Cycle	Annually		
Responsibility	Head Teacher		
Next review due	July 2026		
Associated guidance	<p>Section 175 of the <a href="#">Education Act 2002</a> <a href="#">Behaviour in schools guidance (publishing.service.gov.uk)</a> <a href="#">Behaviour and discipline in schools guidance for governing bodies.pdf (publishing.service.gov.uk)</a> Section 175 of the <a href="#">Education Act 2002</a> Sections 88 to 94 of the <a href="#">Education and Inspections Act 2006</a> <a href="#">Keeping children safe in education - GOV.UK 2025</a> <a href="#">Suspension and permanent exclusion guidance September 2023 (publishing.service.gov.uk)</a> <a href="https://www.legislation.gov.uk/uksi/2012/1033">https://www.legislation.gov.uk/uksi/2012/1033</a> <a href="https://www.legislation.gov.uk/uksi/2014/3216/contents/made">https://www.legislation.gov.uk/uksi/2014/3216/contents/made</a> <a href="https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information/inspection-information-for-state-funded-schools-for-use-from-november-2025#what-we-mean-by-off-rolling">https://www.gov.uk/government/publications/school-inspection-toolkit-operating-guide-and-information/inspection-information-for-state-funded-schools-for-use-from-november-2025#what-we-mean-by-off-rolling</a> <a href="#">Searching, Screening and Confiscation (publishing.service.gov.uk)</a> <a href="#">The Equality Act 2010</a> <a href="https://www.legislation.gov.uk/ukpga/2014/6/contents">https://www.legislation.gov.uk/ukpga/2014/6/contents</a> <a href="#">Consultation on the use of reasonable force and other restrictive interventions guidance</a> <a href="#">Supporting pupils with medical conditions at school</a> <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a> <a href="#">Sharing nudes and semi-nudes: advice for education settings working with children and young people</a></p>		
Related policies / documents	Safeguarding and Child Protection Policy   SEND Policy Admissions Policy   Supporting Pupils with medical Needs Policy Complaints Policy		
Document Change History			
Version	Date	Comments - reviewed/amended/approved	
V1	May 2025	New Policy Written by HT/Approved by FGB	
V2 (This version)	September 2025	Policy reviewed an updated by HT/Approved by FGB	



## Contents

1. Aims .....	2
2. Definitions .....	3
3. Bullying .....	4
4. Roles and Responsibilities .....	4
5. School Behaviour Curricular .....	6
6. Responding to behaviour .....	7
7. Serious Sanctions .....	13
8. Responding to misbehaviour of pupils with SEND .....	15
9. Supporting pupils following a sanction .....	16
10. Pupil Transition .....	16
11. Training .....	16
12. Monitoring Arrangements .....	17

## Appendix

1. Trekkenner Statement of Behaviour Principles .....	18
2. Trekkenner Behaviour Ladder .....	19
3.1 Trekkenner Individual Behaviour Plan .....	20
3.2 Record of Serious Misbehaviour .....	23
4.1 Trekkenner Anti-Bullying Policy .....	24
4.2 Record of Bullying Incidents .....	28
5.1 Trekkenner Positive Handling and Use of Reasonable Force Policy .....	29
5.2 Record of the Use of Reasonable Force .....	32
6. Suspensions and Exclusions Policy .....	39
7. Record of Staff Training .....	45
8. Letters re behaviour templates.....	46

---

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination



## 2. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Failure to follow the **school rules**:
  - ✓ **Be Kind** – Treat others with respect and as we would wish to be treated
  - ✓ **Be Responsible** – Follow instructions and take care of each other and our environment
  - ✓ **Be Resilient** – Try our best and make an effort, even when things are tricky
  - ✓ **Be Independent** – Engage with the opportunities at school, be active in and accountable for, our own learning.
- Failure to follow instructions given by a member of staff.
- Use of mobile phones while on the school site, both inside or outside the building

**Serious misbehaviour** is defined as:

- Repeated breaches of any of the above
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 3. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

The school's stance on bullying is further explained in the **Trekkenner Anti-bullying Policy (Appendix 4.1)**

### 4. Roles and responsibilities

#### 4.1 The governing board

The governing board is responsible for:

- Reviewing and approving the **Statement of Behaviour Principles (Appendix 1)**
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

#### 4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governors
- Giving due consideration to the school's **Statement of Behaviour Principles (Appendix 1)**
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

#### 4.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on MyConcern and the school's **Record of Serious Misbehaviour (Appendix 3.2)**
- Challenging pupils to meet the school's expectations

The headteacher will support staff in responding to behaviour incidents.

#### 4.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

#### 4.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 5. School behaviour curriculum

### Creating a Culture of Excellent Behaviour

At Trekkenner, we believe that excellent behaviour is fundamental to creating a safe, supportive and high-achieving learning environment. Our approach is rooted in high expectations, consistency, and a shared understanding of what successful behaviour looks like across the school community.

We aim to cultivate a culture where pupils are respectful, responsible and ready to learn. This is achieved through strong relationships, clear routines, and a curriculum that promotes character development and emotional literacy.

### Defining Expected Behaviours

We define successful behaviour as actions that contribute positively to the school community and support learning. Pupils are expected to:

- **Show kindness and respect** to all members of the school community, including peers, staff and visitors.
- **Follow instructions** the first time they are given.
- **Use kind and inclusive language**, avoiding any form of discriminatory or hurtful speech.
- **Take responsibility** for their actions and learning.
- **Stay safe**, both physically and emotionally, including online.
- **Be ready to learn**, arriving on time, equipped and focused.
- **Move calmly and quietly** around the school.
- **Take pride in their environment**, keeping shared spaces clean and tidy.

### Key Habits and Routines

We support pupils in developing the following habits and routines:

- **Greeting others politely** and using good manners.
- **Lining up and transitioning between activities** in an orderly way.
- **Using 'Zones of Regulation' or similar tools** to manage emotions and self-regulate.
- **Engaging positively in restorative conversations** when conflicts arise.
- **Participating in classroom routines**, such as responding to signals for attention and using agreed hand signals for help or contributions.
- **Reflecting on behaviour choices** through reflection time or journals.

This culture is reinforced through consistent adult modelling, positive reinforcement, and a behaviour curriculum that teaches pupils the value of empathy, resilience and responsibility.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear school uniform with pride
- Accept sanctions when given



- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 5.1 Mobile phones

Pupil's use of mobile phones (and other devices that can access the internet, potentially bypassing the schools filtering system) within the school site, either inside or outside the building, is not allowed.

If parents/carers would like their child to have access to a mobile phone (to contact them on the walk to and from school, for example) then the phone should be given to a member of staff on arrival at school so that it can be stored securely in the school office during the day. It will then be given to the pupil when they are ready to leave the premises. This should always be in consultation between the headteacher and the parent and by prior arrangement.

If a pupil is found to have a mobile phone /device in their possession while on the school site, the phone/device will be confiscated, stored securely in the school office and the head teacher/DSL/DDSL will be informed. Parents will be informed and asked to collect the phone/device at the end of the day.

If a child persists in bringing a phone/device into school without permission from the headteacher they will be deemed to be demonstrating **serious misbehaviour**, and the relevant sanctions will be applied.

## 6. Responding to behaviour

### 6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and school rules
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.



Please refer to our child protection and safeguarding policy for more information here: [Trekkenner Primary School – Safeguarding and Wellbeing](#)

### 6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies and weekly Celebration assemblies
- Positions of responsibility, such as house captains or being entrusted with a particular responsibility, decision or project
- Whole-class or year group rewards, such as a popular activity

### 6.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

At Trekkenner we use our **Trekkenner School Behaviour Ladders (Appendix 2)** to escalate sanctions in response to unacceptable behaviour.

If the ladder does not result in a pupil meeting the expected standard of behaviour the headteacher may instruct the class teacher to speak to the child's parents or may contact them to discuss the incident and offer support if the behaviour is becoming habitual.

This may result in:

- Investigation into possible SEND
- The development of a behaviour support plan
- Agreeing a behaviour contract
- Suspension
- Permanent exclusion, in the most serious of circumstances
- Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 6.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the circumstances laid out in **Trekener Positive Handling and Use of Reasonable Force Policy (Appendix 5.1)**.

## 6.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 6.6.1 Confiscation

Any prohibited items (listed in section 2) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### 6.6.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Wherever possible, parents/carers will be contacted and asked to attend any searches before they are carried out, and searches will only be carried out where there is another member of staff present as a witness to the search.

While waiting for parents/carers or a second member of staff to attend the search, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the school will contact the parent/carer and the pupil will be kept under supervision until they arrive. If they still refuse to agree to the search, then a period of suspension will be considered in line with the school's **Suspension and Permanent Exclusion Policy (Appendix 6)**.

The authorised member of staff will then decide, on a case-by-case basis, whether conducting the search is necessary to prevent the pupil harming themselves or others. If this is the case then the authorised member of staff can use **reasonable force** in line with the school's policy



(see **Appendix 5.1**) to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **6.6.3 Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including in:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, the search can be carried out by a single authorised member of staff.

### **6.6.4 Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **6.6.5 Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **6.6.6 Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **6.6.7 Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first, including contacting the pupil's parent/carer.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

#### **6.6.8 Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

#### **6.6.9 Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Where possible, be of the same sex as the pupil, or the pupil can specifically request an adult who they trust but is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### **6.6.10 Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.



Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

#### **6.6.11 Screening**

At the time of writing this policy it is not felt necessary to screen pupil's at Trekener. This will be reviewed on an annual basis or if circumstances change significantly, in line with the monitoring arrangements of this policy.

#### **6.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether-or-not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

#### **6.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

#### **6.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / DSL or DDSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

#### **6.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.



Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [Trekener Primary School - Safeguarding and Wellbeing](#)

## 6.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy at [Trekener Primary School - Safeguarding and Wellbeing](#) for more information on responding to allegations of abuse against staff or other pupils.

## 7. Serious sanctions

The following **serious sanctions** can only be authorised by the Headteacher or another teacher designated to deputise for the headteacher if they are unable to be at work.

### 7.1 Detention

Pupils can be issued with detentions during breaktimes in line with the **school's behaviour ladder (Appendix 2)**. In the event of a detention being issued, the headteacher will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider the pupil's welfare needs and ensure that they are given access to drinks, meals and snacks and the outdoors though this may be separate from the rest of their class.

## 7.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a trusted member of the teaching or learning support staff and will be removed for a maximum of 1 session at a time.

Pupils may be removed from classrooms for longer periods of time but only after a behaviour plan has been agreed with the pupil, their parents/carers and the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. This will be recorded in an **Individual Behaviour Plan IBP (Appendix 3.1)**

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Adaptations to the Curriculum or Timetable
- Small group behaviour interventions
- Meetings with our Thrive trained HLTA
- In class support from learning support assistants
- Short-term behaviour report cards
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on the school's My Concern platform and in the **Record of Serious Misbehaviour (Appendix 3.2)**, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

## 7.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information here: [Trekener Primary School - Behaviour and Relationships](#)

## 8. Responding to misbehaviour from pupils with SEND

### 8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

This may include:

- Short planned movement breaks for pupils who find it difficult to sit still for longer periods.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher/boards/screens
- Reasonable adjustments to uniform for a pupil with sensory issues or severe medical conditions eg. Eczema
- Use of separation spaces (sensory room/library/small group teaching room) where pupils can go to calm or regulate their emotions or deal with overwhelm, with adult support.
- Training for staff in understanding conditions such as autism, ADHD, PDA etc.

### 8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND



The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

#### **8.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The local authority can be contacted via email [statutorysen@cornwall.gov.uk](mailto:statutorysen@cornwall.gov.uk) or telephone 01872 324242

### **9. Supporting pupils following a sanction**

Following a sanction including removal from classroom, suspension or exclusion, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Reintegration meetings
- Daily check-ins with trusted adults
- Agreement of personalised behaviour goals / report cards
- Implementation of Individual Behaviour Plan [IBP]

### **10. Pupil transition**

#### **10.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

#### **10.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **11. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of reasonable force
- The needs of the pupils at the school



- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

The **Record of Staff Training (Appendix 7)** can be found in the Behaviour and Relationships File in the school office.

## 12. Monitoring arrangements

### 12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by L Mead [Headteacher/SENDCo/DSL] and by the governing body [as part of the Headteacher's report to governors]

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### 12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the GoG and FGB.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the FGB annually.

This policy was ratified by the FGB in Autumn 2025

Signed: \_\_\_\_\_ [headteacher] date: \_\_\_\_\_

Signed: \_\_\_\_\_ [chair of governors] date: \_\_\_\_\_

**To be reviewed September 2026**

## Appendix 1 Trekener Primary School Statement of Behaviour Principles

### Introduction

At our school, behaviour principles are rooted in our **CARE** values:  
**Connect** – fostering positive relationships and a sense of belonging.

**Achieve** – enabling every child to reach their full potential in a safe and supportive environment.

**Respect** – promoting mutual respect, dignity, and inclusion for all.

**Explore** – encouraging curiosity, resilience, and personal growth.



These principles guide our approach to behaviour, ensuring a nurturing and inclusive school culture where every pupil thrives.

### Core Behaviour Principles

#### Safety and Respect

Every pupil has the right to feel safe, valued, and respected. Pupils must be able to learn free from disruption, fear, or prejudice.

#### Equality and Inclusion

All pupils, staff, and visitors are protected from any form of discrimination, in accordance with the Equality Act 2010.

#### Role Modelling

Staff and volunteers consistently model exemplary behaviour, fostering a culture of respect and responsibility.

#### Consistency and Fairness

Rewards, sanctions, and the use of reasonable force are applied consistently and fairly, in line with the school's behaviour policy and current statutory guidance.

#### Clarity and Understanding

The behaviour policy is clearly communicated and understood by pupils, staff, and families.

#### Exclusions as a Last Resort

Exclusions are only used when absolutely necessary and as a last resort. The exclusions policy outlines the procedures for suspensions and permanent exclusions, ensuring transparency and fairness.

#### Responsibility and Reflection

Pupils are supported to take responsibility for their actions and to reflect on their behaviour through restorative approaches.

#### Family Engagement

Families and carers are actively involved in addressing behaviour incidents, promoting strong partnerships between home and school.

#### Zero Tolerance for Violence

The governing board emphasises that violence or threatening behaviour will not be tolerated under any circumstances.

**This written statement of behaviour principles is reviewed and approved by the full governing board annually**

## Appendix 2: Trekkenner Behaviour Ladder

**\*Sanctions from the headteacher may include:**

losing some part of the child's break or lunchtime play and/or having to complete unfinished learning tasks in this time.

Setting of written tasks such as an account of their behaviour

Expecting work to be completed at home.

Loss of privileges – for instance, the loss of a prized responsibility.

Letter or phone call home to parents/carers

**Note:** Children will always be given the opportunity to eat snacks or lunch, to go to the toilet and to have a drink if they are given the sanction of losing break times.

Pupils with SEND will also be given movement breaks outside of break times if necessary.

Children should always be moved off of the ladder at the end of each teaching session to start fresh and have the opportunity to meet the behaviour expectations.

### 4<sup>th</sup> Rung

The pupil will be sent to the headteacher who will speak with the child and they may spend a period of time with the headteacher,

The headteacher may also give the child a **sanction\*** as a consequence for their misbehaviour

### 3<sup>rd</sup> Rung

The pupil is moved to a different classroom to reflect/complete the task. This may be with an LSA for support.

### 2<sup>nd</sup> Rung

The pupil is moved to a different part of the class or table.

### 1<sup>st</sup> Rung

Final warning  
The child is placed on the first rung of the ladder.

### Stage 1:

- The pupil's misbehaviour is named, and they are redirected to the expected behaviour.
- The pupil is given a warning that their behaviour is not acceptable and that they can now choose to behave appropriately or move onto the ladder

## Appendix 3.1: Individual Behaviour Plan

INDIVIDUAL BEHAVIOUR PLAN (IBP)		
NAME:	CLASS:	YEAR:
<b>Date of birth:</b>  <b>Date plan starts:</b>  <b>Date of next review:</b>	<b>Medical conditions/needs:</b>  <b>Staff working with the pupil:</b>	
<b>Challenging behaviour</b> <b>What does it look like?</b>  <b>How often does it happen?</b>  <b>How long does it last?</b>	<b>Targets</b> <b>What are we working towards?</b>  <b>How do we get there?</b>	
<b>Reasons for the behaviour</b>	<b>Any special educational needs (SEN) that may affect behaviour</b>	
<b>Strategies for maintaining positive behaviour</b> <b>How do we maintain positive behaviour?</b>	<b>Triggers and warning signs</b>  <b>How do we prevent an incident?</b>  <b>How to respond:</b>	



INDIVIDUAL BEHAVIOUR PLAN (IBP)		
NAME:	CLASS:	YEAR:
<b>Reactive strategies</b> How do we diffuse the situation?   At what stage should another member of staff be informed? Who should this be?		<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident?
<b>Skills and Talents</b>		<b>Achievements</b>
<b>Likes</b>		<b>Dislikes</b>
<b>Agreement:</b> Parent/carer name: Parent/carer signature:  Date:		Staff name: Staff Role: Staff signature:  Date:
<b>Behaviour plan evaluation and next steps: <i>To be reviewed</i></b> How effective is the plan? <i>[Record suggestions to be considered when this plan is reviewed.]</i>		




### INDIVIDUAL BEHAVIOUR PLAN - CHRONOLOGY OF INCIDENTS

PUPIL NAME:		CLASS/YEAR:		PROTECTED CHARACTERISTICS:		
Date/Time/ Location of Incident	Description of Incident including names of witnesses/staff involved	Triggers	Action Taken	Signature of reporting member of staff	Any Follow- up	Monitoring



## Appendix 3.2: Record of Serious Misbehaviour

 <b>Record of Serious Misbehaviour Incidents</b> <i>All serious misbehaviour incidents should be recorded in full detail on MyConcern</i>							
Date/Time of Incident	Child's Name/Class/Year Group	Protected Characteristics?	Where incident took place	Description of Incident including triggers	Others Involved including witnesses <i>Pupils/staff/others</i>	Signed <i>Reporting member of staff</i>	Action Taken / Follow-up <i>Signed /Dated</i>

## Appendix 4.1: Trekkenner Primary School Anti-Bullying Policy

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

**Bullying can include:**

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)



## Preventing and Addressing Bullying

At Trekkenner, we are committed to fostering a safe, inclusive and respectful learning environment where every child feels valued and protected. We take a zero-tolerance approach to all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying. Our policy is rooted in prevention, early intervention, and restorative practices.

### Whole-School Proactive Strategies to Prevent Bullying

We use a range of proactive measures to build a culture of respect and kindness:

- **Curriculum integration** of PSHE, computing and citizenship to teach empathy, digital safety and anti-bullying awareness.
- **Assemblies and themed weeks** (e.g. Anti-Bullying Week) to reinforce positive behaviour and celebrate diversity.
- **Peer mentoring and buddy systems** to support vulnerable pupils and promote inclusion.
- **Clear behaviour expectations** and a consistent reward system to encourage respectful interactions.
- **Safe spaces and wellbeing zones** where pupils can seek support or calm down.

## Reporting Bullying

We ensure that pupils, parents/carers and staff know how to report bullying:

- Pupils can report concerns to any trusted adult, via worry monsters, or through designated safeguarding leads.
- Parents/carers are encouraged to contact the class teacher, or headteacher.
- Staff are trained to recognise signs of bullying and report incidents using our safeguarding and behaviour systems.

## Investigating Allegations

All allegations of bullying are taken seriously and investigated promptly:

- Investigations are led by senior staff and involve speaking with all parties involved.
- We ensure confidentiality and sensitivity throughout the process.
- Outcomes are recorded and monitored to ensure appropriate follow-up and support.

Investigations follow the following stages:

### Stage 1

Often when “bullying behaviour,” is reported. The first step is to establish whether it is bullying. Often it can be a “fall out” or misunderstanding between children. Stage one is led by the class teacher who will speak with the children and look to identify if the behaviour is bullying or if it is a matter that can be resolved through mediation. Often such sessions help children to develop a shared understanding and can resolve most matters. The class teacher will inform parents individually of what has happened to keep them updated on the situation.



## Stage 2

If the problem persists, the teacher will invite the parents of the children individually for a meeting to discuss the matter. Strategies will be agreed and all staff will be alerted to monitor the problem. An incident record will be established to log incidents and monitor the situation. The class teacher will meet again with parents at the end of the week to discuss progress and regular meetings will be established to give feedback to parents.

## Stage 3

If the problem persists further, the matter will be referred to the Headteacher. The headteacher will speak with the children reinforcing the seriousness of the problem and the way forward. The headteacher and class teacher will then meet the parents of all children involved individually. Issues will be explained and actions agreed moving forward. Monitoring processes will continue for another 2 weeks. If there has been no improvement by this time the procedures will be repeated for a further 2 weeks. Regular feedback will be provided to parents.

## Stage 4

If all other stages have failed and the problem persists more formal action will be considered such as removal from classrooms or possible suspension/exclusion, in line with the school's positive behaviour and relationships policy. Parents will be updated regularly, throughout the processes.

## Recording, Analysing and Monitoring Bullying Incidents

We maintain detailed records of all reported bullying incidents:

- Incidents are logged in Record of Bullying Incidents (Appendix 2.2) which is kept securely in the office and also on My Concern.
- Patterns are analysed termly to identify trends and inform preventative strategies.
- Reports are shared with governors and the senior leadership team to ensure accountability and oversight each term.

## Sanction Procedures

Sanctions for bullying are applied in line with our behaviour policy (see Sections 7 and 8):

- Sanctions are proportionate and may include loss of privileges, restorative meetings, or internal exclusion.
- Repeated or severe bullying may result in fixed-term or permanent exclusion.
- All sanctions are accompanied by support and education to help the pupil understand the impact of their behaviour.

## Supporting Pupils Affected by Bullying

We provide tailored support for pupils who have been bullied and those vulnerable to bullying:

- Access to pastoral staff, counselling services and wellbeing interventions.
- Restorative conversations to rebuild relationships and promote healing.
- Ongoing monitoring and check-ins to ensure the pupil feels safe and supported.



Support plans for pupils with SEND or other vulnerabilities.

### **Responding to Off-Site or Online Bullying**

We recognise that bullying can occur outside of school or online:

- We work with families to address incidents that happen off-site or on social media.
- Pupils are taught how to stay safe online and report harmful content.
- Where appropriate, we liaise with external agencies such as the police or online safety organisations.

### **Staff and Governor Training**

We invest in regular training to ensure staff and governors are equipped to prevent and respond to bullying:

- Annual safeguarding and behaviour training includes anti-bullying procedures.
- Staff receive updates on online safety, discrimination and restorative practices.
- Governors are briefed on bullying trends and policy effectiveness during termly meetings.

This policy was ratified by the FGB in Autumn 2025


Signed: \_\_\_\_\_ [headteacher] date: \_\_\_\_\_

Signed: \_\_\_\_\_ [chair of governors] date: \_\_\_\_\_

**To be reviewed September 2026**



## Appendix 4.2 Record of Bullying Incidents

 <b>Trekrenner Anti-Bullying Policy – Record of Incidents</b> <i>All bullying incidents should be recorded in full detail on MyConcern</i>						
Date/Time of Incident	Children Involved (Including bystanders)	Where incident took place	Type of Bullying (verbal, physical, indirect, cyber) Form of Bullying (protected characteristics?)	Brief Description of Incident Including Impact	Signed (Reporting Staff member)	Action Taken / Follow-up Signed /Dated



## Appendix 5.1: Trekkenner Positive Handling and Use of Reasonable Force Policy

### 1. Introduction

This policy ensures that the school complies with the 2025 DfE statutory guidance on the use of reasonable force and restrictive interventions. It promotes a safe, respectful, and inclusive environment where physical intervention is used **only** when necessary, proportionate, and lawful.

### 2. Definitions

- **Reasonable Force:** Physical contact used by staff to control or restrain a pupil, using no more force than necessary for the shortest time required.
- **Restraint:** A form of restrictive intervention involving physical contact to prevent or subdue movement of a pupil's body or part of the body.
- **Restrictive Interventions:** Any action that limits a pupil's movement, liberty, or freedom, including physical restraint, seclusion, or mechanical methods.

### 3. Legal Framework

This policy is informed by the Education and Inspections Act 2006, Equality Act 2010, Human Rights Act 1998, and the 2025 DfE guidance on Use of Reasonable Force. It aligns with safeguarding duties under Keeping Children Safe in Education (2025).

### 4. Guiding Principles

- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions
- Use of reasonable force must always, only be used as a last resort.
- Actions must be reasonable, proportionate, and necessary and applied using the minimum amount of force and for the minimum amount of time possible
- Reasonable force can only be used in a way that maintains the safety and dignity of all concerned
- Every incident of the use of reasonable force must be recorded using the **Record of the Use of Reasonable Force** (Appendix 5.2) and My Concern then reported to parents within 24 hours.

### 5. Use of reasonable force in response to misbehaviour

The use of reasonable force should NEVER be used as a form of punishment and only as a last resort when the behaviour of the pupil(s) in question is

- causing disorder
- hurting themselves or others
- damaging property
- committing an offence

or otherwise causing a risk to the safety of others.

### 6. Pupils with Additional Needs

Staff must consider the vulnerabilities of pupils with SEND, mental health needs, or communication difficulties. Reasonable adjustments must be made and individual support plans developed where necessary. These may include:

- Personal Evacuation Plans for pupils with SEN/Disabilities
- Positive Handling Plans to support pupils, especially younger children, who find it difficult to leave parents on arrival at school. Staff will not normally be expected to



assist pupils into school from the playground or outside the gate and will expect Parents to bring their children into the building if they are resisting entry.

- Positive Handling Plans to support pupils with SEND, including neurodiversity, who find it difficult to detach from parents/carers, who are anxious about being in school or who can become over stimulated or overwhelmed and may need to be removed to a de-escalation space for their own and others wellbeing and safety.

## 7. Risk Assessment

**Individual Behaviour Plans (Appendix 2.1)** and/or **Positive Handling Plans (Appendix 5.3)** must be completed for pupils at risk of requiring intervention. Plans must be reviewed after each incident and updated accordingly.

## 8. Staff Training

Only staff trained in accredited positive handling techniques [Team Teach] may use physical intervention. Training includes de-escalation, safe restraint methods, legal responsibilities, and post-incident support.

## 9. Acceptable and Unacceptable Use of Force

**Acceptable:** To prevent harm, serious disruption, or damage to property.

**Unacceptable:** For punishment, intimidation, or when not proportionate to the situation.

**NB:** It is not illegal to touch a pupil and the use of positive touch to reassure and comfort children sits easily within our school's CARE ethos, Therefore, there are occasions when physical contact with a pupil, other than reasonable force, is proper and necessary.

Examples of where touching a pupil would be deemed to be appropriate might be:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

This list is not exhaustive, however when touching a pupil adults should:

- Check that the pupil is comfortable with /gives consent to the touch
- Only act in response to a pupil eg, if they ask or indicate that they want a hug.
- Make the contact as brief as possible
- Never kiss a child or touch them in their private area
- As a good rule, only touch a pupil or put an arm around them from the side.

**Reasonable Force** is applied as an act of care and control with the intention of re-establishing a pupil's autonomy and agency as soon as possible. It never takes a form which could be seen as punishment.

Staff should only attempt to use reasonable force if they have been trained to do so and should always call on a trained colleague for support.

Team Teach trained staff at Trekkenner are: **Mrs L Mead, Headteacher; Mrs S Wannacott, DDSL/HLTA** and **Miss P Newbitt, SEN support LSA.**

Any member of staff may use reasonable force if a pupil is posing a threat to their own or others safety, however staff should consider the following do's and don'ts if such a situation arises:

Should	Should not
<ul style="list-style-type: none"> <li>• Summon help / involve another member of staff (Team Teach trained if possible)</li> <li>• Send a message to the HT if possible that restraint is being used</li> <li>• Continue to talk to the pupil in a calm way</li> <li>• Use simple and clear language</li> <li>• Tell the pupil what s/he must do for staff to remove any force (this may need frequent repetition)</li> <li>• Use the minimum force necessary</li> <li>• Be aware of any feelings of anger</li> <li>• Hold limbs above a major joint if possible e.g. above the elbow</li> <li>• Relax the restraint in response to the pupil's compliance</li> <li>• <b>Record the incident in the Record of the Use of Reasonable Force (Appendix 5.2) and on My Concern as soon as possible (within 24 hours)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to manage on your own</li> <li>• Stop talking even if the pupil does not reply</li> <li>• Act in temper</li> <li>• Allow a prolonged verbal exchange with the pupil</li> <li>• Involve other pupils in the restraint</li> <li>• Use physical restraint or intervention as a punishment</li> <li>• Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct</li> <li>• Grab, twist or force limbs back against a joint</li> <li>• Bend fingers or pull hair</li> <li>• Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck</li> </ul>

Staff are under no obligation to use reasonable force or positive handling and should have a care to ensure their own safety and wellbeing.

## 9. De-escalation Strategies

Before using reasonable force or any other form of physical handling, staff should use de-escalation strategies to attempt to control the situation and calm the pupil. Examples of these include:

- Use calm tone and body language.
- Offer choices and time.
- Use distraction and redirection.
- Remove triggers and provide safe space.
- Seek support from familiar adults.

## 11. Incident Recording and Reporting

All significant incidents must be recorded using the **Record of the Use of Reasonable Force (Appendix 5.2)** and My Concern and reported to parents within 24 hours.

## 12. Monitoring and Review

Incident data will be reviewed regularly to identify patterns and inform planning. Policy effectiveness and training needs will be evaluated annually and reported to governors.

This policy was ratified by the FGB in Autumn 2025


Signed: \_\_\_\_\_ [headteacher] date: \_\_\_\_\_

Signed: \_\_\_\_\_ [chair of governors] date: \_\_\_\_\_

**To be reviewed September 2026**



## Appendix 5.2 Record of the Use of Reasonable Force

 <b>Trekkenner Record of Use of Reasonable Force</b> <i>All positive handling incidents should be recorded in full detail on My Concern</i>						
Date/Time /Location of Incident	Name of Child	Staff Involved	Description of Incident	Intervention Used	Outcome	Signature of reporting member of staff

## Appendix 6.1 Trekenner Suspensions and Exclusions Policy 2025

### 1. Introduction

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- Make sure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Make sure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

#### A note on off-rolling

‘Off-rolling’ is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school, or
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil’s poor academic performance, or
- Because the pupil hasn’t met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as ‘off-rolling’.

### 2. Definitions

**Suspension** – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

**Permanent exclusion** – when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an ‘exclusion’.

**Off-site direction** – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

**Parent/carer** – any person who has parental responsibility and any person who has care of the child.

**Managed move** – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

### 3. Roles and Responsibilities

#### 3.1 The Headteacher

##### **Deciding whether to suspend or exclude**

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion was/were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
  - For suspensions: detentions or other sanctions provided for in the behaviour policy
  - For exclusions: off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carers or social worker.

The headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

##### **Informing parents/carers**

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay and provide a reason for the cancellation.

### **Informing the governing board**

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam

- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

### **Informing the local authority (LA)**

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

### **Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform the **social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform the **VSH** as early as possible

This is so they can work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.



## **Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

The parents/carers, governing board and LA will be notified without delay

Where relevant, any social worker and VSH will be notified without delay

The notification must provide the reason for the cancellation

The governing board's duty to hold a meeting and consider reinstatement ceases

Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay

The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

## **Providing education during the first 5 days of a suspension or exclusion**

If the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Class Dojo, Purple Mash and Microsoft Teams may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **3.2 The governing board**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding suspensions and permanent exclusions are delegated to an Exclusion Panel, consisting of at least 3 governors, convened by the Chair and the FGB.

The Exclusions Panel has a duty to consider parents'/carers' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary of state and the LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

## Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or excluded more than others
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

### 3.3 The local authority (LA)

- For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.
- For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

## 4. Considering the reinstatement of a pupil

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test
- Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.
- Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the board, the governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.
- Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents/carers, or the pupil if they are 18 or older (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- Maintained schools or PRUs add: A representative of the local authority
- All schools add:
- The meeting can be held remotely at the request of parents/carers, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.
- The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The governing board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities.'

The clerk/governance professional will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The governing board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the governing board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/carers'/the pupil's right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the LA to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## 5. Independent Review

If parents/carers apply for an independent review within the legal timeframe, the LA will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the governing body of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category, and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

➤ Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the LA, school, governing board, parents/carers, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting, and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

## 6. School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers were notified of the governing body's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

### **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal are met and no later than the removal of the pupil's name.

## 7. Returning from a suspension

### 7.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school and mentoring by a trusted adult
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parent/carers and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers and other relevant parties.

### 7.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

## 8. Remote access to meetings

Parents/carers can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the LA should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently



Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

## 9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every term by L Mead [Headteacher], who will report back to the governing body at least once per term.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.

This policy was ratified by the FGB in Autumn 2025

Signed: \_\_\_\_\_ [headteacher] date: \_\_\_\_\_

Signed: \_\_\_\_\_ [chair of governors] date: \_\_\_\_\_

**To be reviewed September 2026**



## Appendix 7: Staff Training Record

Trekkenner Record of Positive Behaviour and Relationships Training						
Staff Member	Training Received	Date Completed	Trainer/ Training Organisation	Staff Signature	Review Date	Certificate seen by/ date

## Appendix 8: letters to parents/carers about pupil behaviour – templates

### 8.1 First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

---

### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 8.2 Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 8.3 Letter re Suspension

[number of days] Suspension of [child's name] [dob]

Dear [Parent/Carer]

I am sorry to let you know that I have decided to suspend [name] from Trekenner Primary School for ? day/s [dates].

This is because [reasons as set out in behaviour policy]

On [child's name's] return please can you attend a meeting with me to discuss [child's name's] behaviour plan on [date] at [time], before [they] returns to lessons.

[child's name] should continue to [learning] today and during [their] period of absence.

You have the right to let the board know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation.'

The board has a duty to consider any representation you make. However, it can't direct the school to reinstate your child and isn't required to meet with you.

You can make a representation by getting in touch with our governing board, which you can do by getting in touch with our Chair, Mrs Sue Baldwin on [sbaldwin@trekenner.net](mailto:sbaldwin@trekenner.net) and letting her know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

If you have any questions about this process, please get in touch with me at [head@trekenner.net](mailto:head@trekenner.net) or by phoning the school on 01579 370453

As a parent, you have a duty to make sure that your child is not present in any public place during school hours during this suspension period. Failure to comply with this duty without reasonable justification is an offence. You may be given a fixed penalty notice or be prosecuted as a result.

Thank you for your co-operation.

Yours sincerely

Headteacher

## 8.4 Letter re Permanent Exclusion

### Permanent Exclusion of [child's name] [Date of birth]

Dear **Parent/Carer**

I regret to inform you of my decision to permanently exclude [child's name] with effect from [date]. This means that [name] will not be allowed in this school unless he is reinstated by a governing body appeal panel.

I realise that this exclusion may be upsetting for you and your family, but the decision to permanently exclude [child] has not been taken lightly.

[child] has been permanently excluded because of a serious incident that occurred yesterday in school, in which [they]:

[insert reasons for exclusion as set in the behaviour policy]

- 
- 
- 

These behaviours are in breach of the school's behaviour and relationships policy and allowing [child] to remain in school would seriously harm the education or welfare of other pupils and staff in school. Therefore, the decision to issue a permanent exclusion has been made.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on [Wednesday 11<sup>th</sup>, Thursday 12<sup>th</sup>, Friday 13<sup>th</sup>, Monday 16<sup>th</sup> and Tuesday 17<sup>th</sup> January 2025], unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for [child's] education to continue will be made. For the first five school days of the exclusion, we will set work for [name] and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards – i.e. from [Wednesday 18<sup>th</sup> January] the local authority, Cornwall Council will provide suitable full-time education. The arrangements for this will be sent to you by a further letter as soon as possible.

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may make representations against their decision to an Independent Review Panel. The latest date by which the governing body must meet is [Wednesday 3<sup>rd</sup> February 2025]. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact Nick Rich, clerk to governors via [clerk@trekenner.net](mailto:clerk@trekenner.net), as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform Nick Rich if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body.

You have the right to see a copy of [child's] school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of this and I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also wish to contact Cornwall Council's Education Welfare Service on 01872 323400 or email [educationwelfare@cornwall.gov.uk](mailto:educationwelfare@cornwall.gov.uk). This service can provide advice on what options are available to you.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 01206 714650 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January.

Yours sincerely

Head Teacher  
Trekener Primary School