



Behaviour policy

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Amended by:	Louise Shaw

Aims and values

Our school is part of ACE Derbyshire Trust. Our vision is for a vibrant community where every child's aspirations are nurtured to reach excellence. United as a family of schools, we celebrate the unique identities of our communities enabling ALL to flourish. The values of ACE Derbyshire Trust are aligned to Christian Values – Honesty, Aspiration, Respect, Kindness, Integrity

Aspiration. Collaboration. Excellence

It is our aim through this behaviour policy that every school member feels valued and respected, and that each person is treated fairly. Our school is a caring community which values high expectations and positivity and is held together through strong relationships and communication skills. We wish to establish a culture which is based on clear teaching and modelling of the correct behaviours; managed in a way which is warm and caring. We believe that children should learn how to be responsible for their actions, property and regard for others and will therefore become intrinsically motivated displaying helpfulness, co-operation and problem-solving skills. We will work collaboratively with parents to create a positive ethos where all children are given all the tools they need, to make positive behaviour choices.

Sources

Our behaviour policy has been developed after extensive research using these sources:

- Creating a culture: How school leaders can optimise behaviour – Tom Bennett (2017)
- Teach like a champion – Doug Lemov (2015)
- Running the room – Tom Bennett
- Improving behaviour in schools- The Education Endowment Foundation (2019)
- DFE Behaviour in Schools – February 2024
- Use of reasonable force in schools – DFE July 2013
- Keeping Children Safe 2024

Values

At Hulland CofE Primary, children are taught how to behave, guided by the school's core values: **Friendship, Respect & Creativity**. These values underpin the strategies and techniques used to promote positive behaviour, ensuring that all pupils can learn in a safe, calm, orderly and predictable environment.

Friendship empowers us, Respect grounds us, Creativity shapes us—this ethos is at the heart of everything we do. It guides our relationships, our learning and our approach to behaviour, helping children grow into thoughtful, confident and compassionate individuals.

We believe that our values help us provide a safe, friendly, encouraging and positive school environment where each person is valued and has the optimum access to their learning. Creativity is celebrated as a vital part of our school culture, encouraging children to express themselves, think independently, and approach challenges with imagination and confidence. As Jesus said in John 10:10, "I have come that they may have life, and have it to the full." This verse inspires our commitment to nurturing every child's potential—spiritually, emotionally, and academically.

These aims will be consistently applied throughout the school by all members of staff, including lunchtime supervisors and teaching assistants. All children have a clear understanding of what is expected of them around school and therefore understand the consequences of their actions.

Children will be explicitly taught and have all behaviours modelled to them. Children will practice the different behaviours in different opportunities within school and at different times of the day. Staff will consistently remind, reinforce and re-model behaviours in a warm and caring manner. The behaviour curriculum will be taught throughout the year in assemblies and PSHE with all adults then modelling in class and around school.

Aims

- To promote a positive ethos and climate in the school
- To create a nurturing and respectful environment that encourages and reinforces positive behaviour
- To define acceptable standards and the principles of good behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem through success, perseverance and having a positive mindset
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy.

Rewards

It is important that children's successes are celebrated and affirmed through positive praise. Children will receive positive recognition from staff when they are doing the right thing, their behaviour will be described and the reason why it is positive explained.

Hulland CofE Primary rewards include:

Dojo points	Awarded for going beyond the expected. Bronze Award = 100 DP Silver Award = 200 DP Gold Award = 300 DP Dojo points are recorded on Dojo for parents and children to see and certificates sent home.
Whole Class Dojo points	Awarded for whole class exceptional work or behaviour. 1000 DP - Whole class treat Whole class treat will be decided via a vote at the beginning of term.
Star of the week certificates	Awarded for individual exceptional achievements and awarded in Friday's Special Worship by the class teacher. Certificates sent home to parents.
Kindness board	Awarded for exceptional random acts of kindness going beyond expectations. Children visit the headteacher and their act of kindness is recorded in the kindness book and kindness board. Children are celebrated during Friday Special assembly.
Gold Book	Awarded for exceptional achievements. Children get to celebrate with the headteacher and are recorded in the headteacher's 'Gold Book'. Achievements are shared with parents on Dojo and pupils receive a headteacher's award sticker. Children's achievements are celebrated with the whole school in Friday's Special assembly. The designated Gold Book days are Tuesdays and Thursdays.

Any other reward systems are only to be used with the agreement of school leaders and will often be in place temporarily.

Additional support for behaviours

As a school, we recognise our duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. We value that all children have a variety of needs within their learning and learning behaviours and that some pupils will need additional support and different approaches. Therefore, when needed we work with a range of outside agencies, medical practitioners and educational psychologists to ensure that reasonable adjustments and personalised plans can be developed so that children can be successful. Some children will have an EHCP, individualised behaviour plan or wellbeing plan that is followed by all staff and shared with the child's parents/carers.

All children are explicitly taught: -

Listening:

- Sit up straight in their chair/on the carpet two feet are flat on the floor or legs crossed.
- Hands still
- Answer questions – pupils know that everyone is expected to answer questions to the best of their ability.
- Respect others – pupils know they must never interrupt others

Children are taught to do this the first time, every time, everywhere with everyone

Presentation:

- Date and WALT written on the left
- Best handwriting every time
- Neat sticking in first time, every time
- One digit in a box
- Use a ruler to underline

Walking:

- Facing forward – pupils know that they need to look where they are going to make sure everyone is safe.
- Hands by side – pupils know that they should have their hands down by their side when walking around school.
- Steady pace – pupils know that they should walk at a steady pace and never run in school so that everyone is safe.
- Voices off – pupils know that corridors need to be calm and quiet so learning in classroom is not disrupted.

Smart dress (dress to impress!)

Uniform

	Desirable	Optional
Uniform	Green school sweatshirt with logo or cardigan with logo. Green polo shirt with logo Grey shorts, grey skirt, pinafore or trousers Summer dress – bottle-green checked Dark-coloured school shoes or boots	Green fleece jacket (with logo) Reversible coat (with logo) Please note: it is essential that every child brings a hat to school during the summer months. Available with school logo.
PE	Emerald green T-shirt with logo (available from school) Black shorts Pumps (Class 1) Trainers (Classes 2 & 3) Green hooded sweatshirt with logo Black jogging bottoms (no logos)	
Jewellery	Simple stud type earrings and watches are allowed. If worn they must be removed for all P.E. type of activities or covered by a plaster (earrings), this is the responsibility of the child. Children will not be allowed to swim with earrings in. No other jewellery is allowed at school.	
Hair	Hair should also be tied up for PE. No nail varnish to be worn at any time.	

Break and lunch time play

We recognise that break/lunch time and fresh air are a fundamental aspect in creating a positive, safe learning environment. By providing structured playground activities, we encourage children to have experiences which benefit their social, emotional and physical wellbeing. We endeavour to offer opportunities for children to develop social skills, practise sports skills, enjoy free time and be creative. Lunchtime supervisors will ensure a range of engaging play equipment and games are available to children.

Dinner hall expectations

Lunchtime is an important part of the day for children at Hulland CofE Primary School to benefit from the social conventions of sharing a meal with others. We encourage children to use good table manners, eat well and to appropriately socialise during the lunch hour. Expectations for the dinner hall include practising good hand hygiene by washing their hands before mealtime, lining up sensibly using quiet voices, using cutlery correctly, giving new foods a try, asking an adult before they begin their dessert, scraping their plate and tidying away.

Worship expectations

Our worships are an important part of bringing the whole school together to share key messages which support our school values. We expect children and adults to walk to enter and exit and listening throughout.

Visits and visitor expectations

When school welcomes visitors in children and adults will greet visitors warmly by saying good morning/good afternoon. When children are out of school, all members of our school community act as ambassadors and representatives of our values and the highest standards of behaviour and conduct are expected.

Monitoring behaviour

The senior leadership team will consistently monitor and support behaviour through high visibility around school. All staff are expected to record significant incidents about behaviour on MyConcern so the Senior Leadership Team can monitor these closely, investigating further when necessary.

Example behaviours at each stage serve to act as a guide. Response will often be very much context driven. For example, not keeping hands and feet to themselves can range in context, severity etc, throwing objects could be in a defiant manner or throwing something carelessly to another pupil. These behaviour stages would not apply to a pupil with an individual behaviour plan. It is also important to find out the cause of each behaviour to respond appropriately.

Hulland CofE Primary School Behaviour Stages

Stages	Sanction	Response/Putting it right
Level 1 - Low level disruption -Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children -Inappropriate language (not aimed at others) -Not listening -Not keeping hands and feet to themselves -Wasting time	1 st Verbal warning <u>EYFS</u> 1 st Verbal warning	Encouraging positive choices Praise those making the correct choices. Rule reminder/ quiet reminder Support children to make the right choice.  Verbal reminder "At XXX we..." Children change their behaviour and hand their card back by the end of the lesson.
Level 2 – Disruptive and rude behaviour -Inappropriate language aimed at others. -Beginning to challenge authority -Treating classroom without respect/damaging property -Continued disruption to class and others despite Level 1 response -Obstructive behaviour in refusing to participate/refuse to work. -Rough behaviour	Warning Card issued-the card will remain on amber until the end of the lesson. <u>EYFS</u> Time out in the classroom for 3-5 minutes.	Consequences/opportunities to put mistakes right may include: Loss play/lunch time to reflect on their behaviour Work being redone Repair and clean up Acts of kindness Restorative play Privileges taken away Letters of apology Behaviour Plan if persistent These are for guidance and the teachers will use their professional judgements to make decisions on appropriate consequences.

Level 3 - Serious and deliberate behaviours -Rudeness to adults -Leaving room without permission -Continued refusal to complete set tasks after having level 2 consequence. -Upsetting and name calling to other pupils -Highly disruptive behaviour -Throwing objects across the room -Physical aggression and fighting -Bullying -Racist/Religious/homophobic behaviour	Red card issued sent to Headteacher Red card incident recorded in behaviour log book Two red cards in one term = parent meeting to discuss concerns	Consequences/opportunities to put mistakes right may include: Full play and lunch loss Work sent home Internal isolation for the next lesson/or rest of the day After school detention Privileges taken away Behaviour Plan Pastoral intervention These are for guidance and the senior leaders will use their professional judgements to make decisions on appropriate consequences.
Level 4 – Exclusions including internal, suspension and permanent exclusions Behaviours could include: -Violence towards children or adults -Bullying -Persistent level 3 behaviours -Persistent offensive/ abusive language -Racist/Religious/ homophobic behaviour -Theft -Possession of prohibited items -Sexual violence -Sexual harassment	Excluded from classroom or school site Parents informed LA informed Trust informed	Consequences Internal exclusion suspension Permanent exclusion Exclusion procedures to be followed. Behaviour plan written or updated. Risk assessment implemented if needed.

Sanctions

Sanctions are given to ensure children understand the consequences of their actions, to safeguard other children and adults in school and to enable effective teaching and learning to take place. In order to be effective, they do not have to be severe but do need to be consistent and certain.

All staff will use the school's sanctions stages to ensure appropriate and logical consequences are given along with their professional judgement and knowledge of the children to issue an appropriate consequence.

We recognise that incidents can be complex and will always investigate to ensure that the consequence to an action is based around the level of risk to others, the intention and the lead up to the event. Consequences will not always be instant as time must be allowed for investigations to take place.

Suspension and permanent exclusions (see appendix 2)

The school will use suspension and permanent exclusions in response to serious incidents or persistent dangerous behaviour. The decision to make any exclusions will be made by the

Headteachers and the Trust Leaders will be informed. The school may use off site direction. Off-site direction is when a school temporarily requires a pupil to attend another education setting to improve their behaviour, rather than suspending or excluding them. Our exclusions policy is in line with the regulations set out by the DFE in August 2024 and the Local Authority information.

Bullying

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)
- **Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- **Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- **Transphobic bullying:** Bullying based on another person’s gender identity or gender presentation, or for not conforming to dominant gender roles.
- **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- **Ableist bullying:** Bullying behaviour that focusses on another person’s disability or support needs; this can include mocking the individual’s disability or their needs, using derogatory words or slurs in relation to an individual’s disability, or deliberately excluding an individual because of their disability.
- **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
- **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.
- **Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents’

occupations, their health or nutrition level, or the perceived “quality” of their clothing or belongings.

Please see our anti-bullying policy for more information.

Reasonable force and positive handling

All members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, from committing an offence or using disorder.

The use of positive handling as a means of reasonable force is not taken lightly.

Any use of positive handling methods must be:

- Carried out by trained members of staff (via securi-care training)*.
- Always as a last resort
- Be applied using the minimum amount of force, for the minimum amount of time.
- Be applied in a way which ensures the safety and dignity of all involved.
- Be recorded on MyConcern and reported to parents.
- A full de-brief of the event will be held by SLT with any members of staff involved.
- A full de-brief of the event will be held with the child involved.
- Training updates will be held termly for members of staff with current positive handling training.

*In an emergency situation all staff have the power to use reasonable force to prevent pupils from hurting themselves or others.

Please see positive handling policy for more information.

Behaviour out of school

If the school hears of bullying behaviour, intimidation or violence to others by Hulland CofE Primary pupils outside of school, the Headteacher will liaise with their parents to discover if any sanction has already been given at home. The Headteacher will then decide if a sanction/additional sanction to the home one, needs to be given at school to reinforce that such behaviour is not acceptable.

Confiscation and searching

Any prohibited items found in pupil’s possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline, these items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Screening and searching pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation:

[Searching, Screening and Confiscation](#)

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, cigarette papers
- 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 pupils).
- e-cigarettes
- imitation firearms
- corrosive substances

Any search beyond outer clothing must follow DSL-led safeguarding procedures and parental notification.

Mobile Phones

Following mobile phones in school guidance (assets.publishing.service.gov.uk Feb 2024), pupils in Y6 only, may bring their mobile phone to school but they do not need access to their mobile phones throughout the school day. Therefore, phones should be handed in to the school office on arrival and they can collect their phone at the end of the school day. Pupils do not need to contact their parents during the school day as this will be done via the school office. Parents of children in Y6 must write to the Headteacher at the start of the school year explaining why the child's mobile phone needs to be brought into school. Schools have the power to confiscate mobile phones or similar devices under the DfE behaviour in schools guidance. Mobile phones **not** handed in to the school office will be confiscated. Children in younger year groups are not permitted to bring in a mobile phone to school.

Smart watches, and other devices that can be connected to the internet or used for communication are subject to the same expectations.

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, never ignored and are investigated thoroughly. 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 base

Sanctions for sexual harassment and violence may include:

- Phone call to parents
- Remove to headteacher
- Internal exclusion
- Suspension
- Permanent exclusion

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

- Responding to a report by investigating thoroughly
- Carrying out risk assessment, 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.

Roles and responsibilities

It is the overall responsibility of the senior leadership team to ensure that high standards of behaviour and conduct are maintained on a daily basis.

However, it is imperative that all members of the Hulland CofE Primary team play their part in the teaching, learning and maintaining of high standards of behaviour at all times.

The Senior Leadership Team will

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Ensure the health, safety and welfare of all staff and children.
- Lead by example in the consistent implementation of the behaviour policy by being a positive role model.
- Ensure all teaching staff, support staff, lunchtime supervisors and others will receive high quality training, CPD and resources to support the teaching and management of expected standards of behaviour.
- Regularly monitor that the behaviour policy and behaviour curriculum is being implemented with fidelity across the school, with all staff members
- Share information in regard to the effectiveness of the behaviour policy and behaviour curriculum with the governors and the Trust
- Model positive relationships alongside high expectations when praising and modelling behaviour strategies throughout the school day
- Support staff in dealing with dangerous pupil behaviour, including coaching, de-briefing after significant events and wellbeing checks.
- Support staff in strategies to be used with persistent disruptive or difficult behaviours, including the development and use of personalised behaviour plans.
- Ensure appropriate and proportionate use of sanctions are implemented in line with this policy.
- Investigate behaviours and trends logged on MyConcern, updating any actions with outcomes in a timely manner.
- Support staff to work closely with parents/carers when a child/children show challenging behaviours.

All teaching and support staff will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Explicitly teach the whole school rules and behaviour curriculum to children using the resources provided.
- Make sure that they are always present in the classroom to supervise children.
- Be positive role models- use of appropriate, warm tone of voice, language and volume to model good behaviour to children.
- Ensure that they stay in control in conflict moments to enable them to be proactive instead of reactive.
- Prepare equipment and materials before the lesson begins.

- Plan and deliver/support effective lessons, taking into account children's starting points and behavioural needs.
- Be proactive and limit the opportunities for pupils to lose focus or misbehave.
- Use positive praise and reinforcement to encourage good behaviour.
- Celebrate children's successes through verbal positive praise, Dojo points, whole class dojos, certificates, Gold Book, Kindness board and kindness book.
- Work consistently with lunchtime supervisors to ensure good behaviour is promoted over lunchtime.
- Use and apply the school sanctions in line with the school's behaviour policy
- Work with SLT to create personalised behaviour plans/wellbeing plans where necessary.
- Work with SLT to support the development of strategies for children showing challenging behaviours.
- Build strong links with parents, communicating successes and positive feedback as well as concerning behaviours in a timely manner- be sensitive to parents need for feedback to be given in a confidential manner, away from others.

Lunchtime supervisors will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted during lunchtime.
- Be positive role models.
- Be proactive in using a range of strategies to limit confrontation, de-escalate situations and minimise misbehaviour.
- Greet children as they enter the dining hall.
- Use children's names when addressing them.
- Smile and use positive feedback often throughout lunch time to identify good behaviour.
- Encourage children to join in with different activities on the playground.
- Communicate successes of behaviour and any concerns with class teacher in a timely manner
- Use and apply the school sanctions in line with the school's behaviour policy
- Ensure the chain of adults to intervene is followed correctly and matches the behaviour type
- Report significant behaviours to the class teacher or SLT depending on the behaviour type

Children will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted around school.
- Always follow the school rules and routines
- Accept responsibility for their actions and the impact this has on others.
- Accept feedback from adults, including sanctions for their actions, modelling of correct behaviour and use this to make better choices in the future.

Parents will:

- Support the high expectations of behaviour and conduct at Hlland CofE Primary School, the behaviour policy and behaviour curriculum including sanctions.
- Work closely with school to communicate concerns and to share successes for their child.
- Inform the school of any events or changes which may impact on their child's behaviour.
- Attend meetings to discuss behaviour and conduct for their child when requested.
- Discuss the expectations of behaviour and conduct with their child, emphasising their support.
- Recognise that high quality teaching and learning is not able to take place unless good behaviour is in place.
- Be assured that all staff will respond to behaviour concerns appropriately following the schools' policies, procedures and professional judgements.

Local Governing Committee/Trust will

- Carry out their statutory duty relating to exclusions and disciplinary issues.
- Review the frequency of significant behaviour incidents.
- Give support to school in implementing policy documents, monitoring its implementation and effectiveness.

This policy will be published annually on the school website.

The policy will be part of new staff induction.

Appendix 1 - example behaviour responses to develop consistency of high expectations

Praising from the mouth – recognising the positives	Reminders about expectations
Recognise walking every time you see it. Examples: • Brilliant, I can see you walking smartly through school. • Well done, class XX you're walking smartly out of assembly. • Thank you for walking smartly through school. Recognise Dress to impress! • Everyone in class has smart uniform on today. • Everyone is wearing the smart green PE kit today-well done! Recognise good listening: • You're sat smartly looking at me ready to learn. • Well done XXX you followed my instructions the first time I asked. • I can see you're listening because your eyes are looking and your hands are still. Recognise good presentation: • You're Date and WALT is set out beautifully, just as I asked. • Thank you, you've used PRAISE presentation today.	I need you to show me walking through school. Have another go. At Hulland Primary we follow instructions the first time, every time, everywhere with everyone. I need you to pick up your pencil and start work now. It was the rule about... lining up/staying on task/staying quiet that you have broken. Have another go. Do you remember last week when you lined up smartly. Let's do that again. That is exactly the behaviour I need to see today... I can see you're not wearing smart uniform today. Tomorrow, I'd like you to dress to impress. What do you think you need to do? I can see you're not listening because your hands are busy and you're not looking at me.

After school detentions

When a child is displaying Level 3 behaviours, it may be necessary for the school to issue an after school detention. After school detentions will last up to 1 hour. The government states that schools do not have to give notice to parents for after school detention so long as the pupil can get home safely after. However, school wishes to work in partnership with parents and would therefore inform the parents and make arrangements for their collection.

Suspensions

In line with the Department for Education's August 2024 guidance, the headteacher may suspend a pupil for a fixed period in response to serious breaches of the behaviour policy, or where allowing the pupil to remain in school would seriously harm the education or welfare of others. A suspension may be for part of a school day or for one or more full days, up to a maximum of 45 days in a school year. All suspensions will be recorded and reported to the local authority, Trust and Local Governing Committee. Parents will receive written notification including the reason, length, and return date, along with their right to make representations. For suspensions beyond five school days, the school will arrange suitable alternative education from the sixth day. A reintegration meeting will be held following the suspension to support the pupil's return to school. Off-site direction to another setting may also be considered as an alternative to suspension, where appropriate.

Reintegration from a suspension

Children returning from a suspension will attend school with their parent for a reintegration meeting. At this meeting, the child's behaviour plan will be discussed/developed. A risk assessment will be implemented if needed.

Permanent exclusion

Permanent means a child is no longer allowed to attend our school. The LA must arrange full-time education from the 6th school day.

The school will follow DfE guidance on exclusions.

Guidance for parental conversations:

The following structure will be used for parental conversations to ensure consistency:

- During the conversation – do not refer to other children by name and do not engage in discussions about another child's behaviour.
- Greeting and reassurance that child is uninjured.
- Ask the parent if they have five minutes to talk, or if they would prefer you to call later.
- I'm just calling to inform you that an incident has happened today where.....
- Facts should be stated without any emotive vocabulary, using simple language and repeating statements directly.
- Where facts are unclear, please state, *it has been reported by xxxx children that.....it seems that xxxx was involved*. Do not state anything as a fact where different versions of an incident have been given. The following phrase might be helpful – *We are still looking into it, but wanted to give you an idea of what has happened today as we may need to follow this up later in the week*.
- State what has taken place – we have had a conversation and xxxx understands that this behaviour has affected xxxx and has chosen to apologise to xxxx, they have assured me that xxxxx, I am confident that they understand that....
- State purpose of contact – I am just phoning to let you know what has happened. This has been dealt with in school but xxxx may also want to tell you about it at home.

OR The message has been given that xxxx this is unacceptable behaviour and must not happen again. I would appreciate it if you could support this message by having a conversation at home.

- End with – thank you for your time. We will have a fresh start tomorrow and I'm sure we'll see more of XXXX give an example of positive behaviour eg hard work, great listening, kind behaviour.