

Temple Meadow Primary School



Positive Interaction Policy

Safeguarding Policy Statement-

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

Policy Ownership: Headteacher/SBM

To SLT	July 2026
To Staff	July 2026
To Governors	July 2026
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Next Review Date	July 2027
Amendments	

Temple Meadow Primary School

Positive Interactions Policy- At Temple Meadow, we aim to create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment.

1. Rationale and Ethos

At Temple Meadow, we believe that positive, respectful and safe interactions are the foundation of a successful school community. Our approach to behaviour is rooted in inclusion, consistency and high expectations, ensuring that every child feels they **belong, are nurtured, and can thrive, discover and grow.**

We recognise that outstanding behaviour is characterised by:

- Clear and consistently applied expectations
- Positive relationships between everyone
- An environment where all learners feel safe, engaged and ready to learn
- Effective support for self-regulation and personal development

Our approach is proactive rather than reactive. We focus on teaching, modelling and reinforcing positive behaviours through strong relationships and consistent practice.

2. Our School Rule

At Temple Meadow we all agree to:

- **Be ready**
- **Be respectful**
- **Be safe**

By everyone working together, sharing this aspiration throughout the school day and in all interactions, we thrive and achieve together.

These expectations are clearly displayed in every classroom and shared space, both indoors and outdoors, and are explicitly taught, modelled and reinforced.

Be Ready, Be Respectful, Be Safe

 Be ready	 Be respectful	 Be safe
Looking Listening Follow instructions Equipment ready Joining in Try your best	Kind words to all Taking turns Track the speaker Using manners Celebrate differences Care for our environment Stop if someone says they don't like it	Safe words Safe touch Safe play Walking around buildings Appropriate use of shared spaces Safe online use Talk about our emotions with an adult

3. What This Looks Like in Practice

Be Ready

This applies to all learning interactions and transitions throughout the school day. Pupils demonstrate this through:

- Engagement in learning
- Independence and resilience
- Positive movement around school
- Emotional regulation
- Preparedness for lessons and activities

Be Respectful

This applies to all interactions within the school community, including pupils, staff, visitors, parents, families and carers, as well as our local environment.

Respect is demonstrated through:

- Polite language and good manners
- Positive verbal and non-verbal communication (including body language)
- Respect for differences and diversity
- Care for school property and the wider community

At Temple Meadow, commonalities are celebrated, differences are valued and nurtured, and all individuals are treated with dignity.

Be Safe

This links directly to our Protective Behaviours curriculum and ethos:

We all have the right to feel safe all of the time.

Pupils are taught:

- Their rights and responsibilities
- How to recognise safe and unsafe situations

- How to seek support when needed

Bullying, harassment and violence are not tolerated under any circumstances.

4. Our Core Approach

Our core approach focuses on positive and inclusive interactions at all times.

We believe appropriate and positive behaviours must be taught, modelled and reinforced consistently.

Our consistent approach ensures:

- Fairness and equity for all pupils
- Predictability and security
- High expectations for every learner.

5. Roles and Responsibilities

The Governing Board is responsible for:

- Ensuring this policy does not discriminate on any grounds, including (but not limited to) age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture of calm, dignity and structure in every space and activity.
- Handling complaints related to this policy in line with the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher and Deputy Headteacher are responsible for:

- Ensuring the policy is published and available to staff, families and pupils at least annually.
- Monitoring and implementing this Behaviour Policy and associated procedures, including its effectiveness in addressing any social, emotional and mental health (SEMH) needs.
- Setting high expectations of pupil conduct that reflect the school's values and ensuring measures are in place to achieve them.
- Establishing school rules and determining appropriate sanctions for breaches.
- Reviewing the effectiveness of this policy in collaboration with pupils, staff, governors, parents and carers.
- Reporting regularly to the Governing Board on the policy's implementation and impact, including how SEMH-related issues are addressed.

The Assistant Headteachers are responsible for:

- Overseeing the day-to-day implementation of this policy and supporting staff in upholding it.
- Reporting to the Governing Board on the implementation and effectiveness of this policy, particularly in relation to SEMH.
- Working with senior leaders and governors to inform the strategic development of behaviour and SEMH provision across the school.
- Taking prompt action where persistent misbehaviour occurs, particularly when support and sanctions have not resolved the issue.
- Identifying patterns of inappropriate behaviour and developing strategies to address them.
- Supporting staff with the assessment of pupils' needs and the implementation of support (alongside the Inclusion lead), including Personalised Behaviour Plans where necessary.
- Monitoring the impact of interventions on pupils' behaviour, learning and wellbeing.

The Inclusion Lead is responsible for:

- Overseeing the day-to-day application of the Behaviour Policy in relation to pupils with SEND.

- Providing professional guidance to colleagues about SEMH and its links with behaviour, working closely with staff, families and external agencies.
- Referring pupils with SEND-related behavioural needs to external services (e.g. Inclusion Support or mental health services) where appropriate.
- Monitoring the outcomes of interventions on pupils' behaviour, learning and wellbeing.
- Liaising with other schools, educational psychologists, health and social care professionals, and voluntary organisations.
- Supporting smooth transitions for pupils, including liaising with secondary schools and future providers.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including:
 - How this is reflected in the Behaviour Policy.
 - How staff are supported in managing pupils with Social, Emotional and Mental Health (SEMH) needs that affect behaviour.
 - How the school engages pupils and parents/carers in supporting positive behaviour for pupils with SEMH difficulties.
- Ensuring all staff understand how the school helps pupils feel safe, valued and supported.
- Providing professional guidance to colleagues on SEMH and its impact on behaviour, working in partnership with staff, families and external agencies (including SEMH charities).
- Leading and/or organising staff training on mental health and behaviour, in collaboration with the Assistant Headteachers and/or Inclusion Lead.
- Liaising with families of pupils with SEMH-related behavioural needs, where appropriate.
- Coordinating with the Inclusion lead to refer pupils with SEMH-related behavioural difficulties to external services for additional support where required.
- Working with the Inclusion Lead and external agencies to ensure high-quality provision and care for pupils with SEMH needs.
- Liaising with other schools, educational psychologists, health and social care professionals, and voluntary organisations to secure effective support.
- Supporting smooth transitions for pupils by liaising with future education providers, such as secondary schools, and ensuring pupils and their families are well-informed about options.

Teachers are responsible for:

- Creating a supportive, nurturing classroom where pupils feel safe, valued and secure.
- Maintaining high expectations by addressing low level disruption promptly, in line with this policy.
- Planning and adapting lessons and routines to prevent off task behaviours and ensure all pupils can achieve their potential.
- Collaborating with families, the Inclusion Lead and pupils (where appropriate) to support those with behavioural needs.
- Teaching and modelling expected behaviour and positive relationships; including delivery of our behaviour curriculum.
- Rewarding positive behaviour to help children feel valued and motivated.
- Implementing restorative and reflective actions consistently and proportionately when behaviour is not in line with our expectations and values.
- Using behaviour strategies agreed with the Inclusion Lead and/or external agencies.
- Being alert to signs of SEMH-related barriers and responding appropriately.
- Recording and reporting incidents on our management information system and to senior leaders as required.

All staff and volunteers are responsible for:

- Adhering to and consistently applying this policy.
- Supporting pupils in following school expectations.
- Modelling positive behaviour and maintaining high expectations.

- Using de-escalation strategies
- Promoting a safe, supportive and high-quality learning environment.
- Sharing concerns with relevant staff promptly.

Pupils are responsible for:

- Taking ownership of their behaviour both in school and in the wider community.
- Following the school's rule: Be Ready, Be Respectful, Be Safe.
- Upholding the schools' values.
- Reporting concerning behaviour to a trusted member of staff immediately.

Families are responsible for:

- Supporting their child in following school rules, accepting accountability and reinforcing expectations at home.
- Informing the school of any circumstances that may affect their child's behaviour.
- Working in partnership with school staff to maintain good behaviour in school, in the wider community, and online.
- Supporting the school with the implementation of this policy to ensure it is a safe space for everyone.

6. Consistency in Practice

A consistent approach is essential to meeting Ofsted expectations and ensuring equity. At Temple Meadow, this includes:

- Consistent language and responses
- Consistent follow-up
- Consistent positive reinforcement
- Consistent consequences
- Consistent mutual respect
- Consistent modelling of emotional regulation
- Consistent environmental expectations, including calm and inclusive classrooms where all voices are valued

7. Positive Reinforcement

We actively recognise and celebrate positive behaviours through:

- Verbal praise
- Recognition in class and assemblies
- Rewards linked to effort and achievement
- Celebrating children who demonstrate meeting the school rules, positive behaviour points will be added to Bromcom. Children have opportunities to exchange points for rewards through the year.
- Celebrating children who consistently demonstrate school values

This aligns with Ofsted guidance that children should be motivated by recognition and positive culture, not fear of sanctions.

8. Managing negative behaviour and interactions

Staff are aware of escalating levels of behaviour and initially use de-escalation strategies. These have a trauma-informed approach and include:

- Adults respond calmly and consistently using a modulated, low tone of voice
- Using simple, direct language.
- Showing open, accepting body language
- Providing adequate personal space and not blocking a pupil's escape route unless when risk assessed deemed appropriate to do so.
- Reassuring the child and creating an outcome goal.

- Avoiding being defensive

Type of Behaviour	Adult Response
Anxiety	<i>Supportive</i> An empathetic, non-judgmental approach
Defensive	<i>Directive</i> Providing clear direction or instruction e.g. stop shouting. Interrupt and redirect: (Interrupt) "Child name, you're shouting. (Redirect) Please speak quietly. Thank you. <i>Limit Setting</i> If/then: "Child name, if you lower your voice, then I'll be able to help you." Fixed choice: "Child name, would you like to talk about this now or later in private?"
Risk Behaviour	<i>Safety Interventions</i> Non-restrictive strategies to maximise safety and minimise harm. Restrictive strategies- refer to policy.
Tension Reduction	<i>Therapeutic Rapport</i> Re-establish the relationship, using Emotion Coaching Expectations are re-taught and reinforced. Children are supported to reflect and restore relationships. Consequences are applied consistently and fairly. Support is put in place where needs are identified.

Our approach is restorative, reflective and relational, ensuring children learn from mistakes and rebuild positively.

9. Emotion Coaching

When tension has reduced or before it escalates, we use Emotion Coaching to support children who display inappropriate behaviour.



If incidents arise, staff should ask questions such as:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?

- How can the pupil's progress be monitored?

10. Social, Emotional and Mental Health Needs

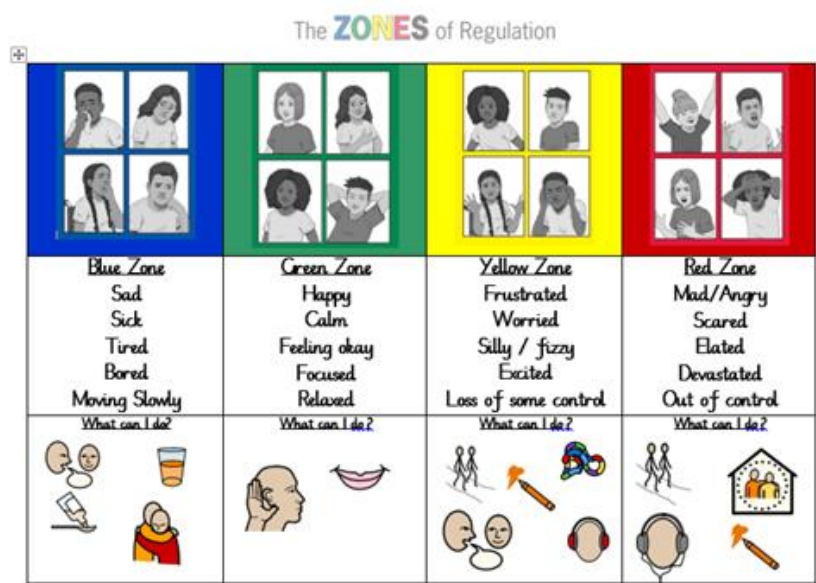
We acknowledge that inappropriate choices of behaviour can sometimes be the result of social, emotional and mental health (SEMH) needs and we will address these needs via a SEND Support Plan.

In these circumstances, the consequences of inappropriate or unacceptable behaviour will be implemented promptly, as soon as the incident has occurred. Some children are particularly vulnerable to SEMH difficulties. These 'vulnerable groups' are more likely to experience a range of adverse circumstances that can have a far-reaching impact on a child's behaviour and emotional state.

Vulnerable groups include the following:

- Children with SEND who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
- Children in Need or on Child Protection Plans
- Looked after children (LAC) or Previously looked after children (P-LAC)
- Socio-economically disadvantaged pupils. The impact of these pupils' experiences is reflected in the design and application of this policy. We will respond to children's needs individually both therapeutically and holistically, taking SEND, adverse childhood experiences (ACEs) and trauma into account.

We also use the Zones of Regulation in school to support children in understanding, recognising and labelling their own emotions and how to manage them. This is used in every classroom throughout the day and as a specific intervention where required.



Supporting Children to Make the Right Choice Temple Meadow, we have adapted a staged system which is used throughout the school. It is visual and allows the child time to reflect and make a positive behaviour choice. We call these steps "let's make a positive choice".

Let's make a positive choice		
Fly By	Non verbal gesture or reminder of the expectation. Link this to our school rule, 'be ready, be respectful, be safe'.	Very low level.

Reminder  Looking Listening Follow instructions Equipment ready Joining in Try your best	Visual aid placed in front of the child to represent a reminder of your expectation. Use the same prompt as above. You may begin to introduce emotion coaching, depending upon the situation. You may be required to use de-escalation techniques and remind children of another choice they could make instead.	Not following instructions Interrupting others (shouting out). Talking when an adult is talking. Being loud in shared areas. Running or shouting inside the building. Shouting at or speaking rudely to another person.
Let's Think  Looking Listening Follow instructions Equipment ready Joining in Try your best	Child is expected to move away to a safe space for 15 minutes to think about the choice they need to make, this may be a separate desk or space in the classroom. This will be recorded as a negative behaviour point. Class teacher or responsible adult to make family aware of the incident and negative behaviour point. Families will be able to see the negative behaviour point on the MCAS app.	Refusing to follow adult instructions. Refusing to stop when someone says they don't like it. Rough play. Misuse of school resources. Not sharing with others. Being dishonest. Refusal to complete work with appropriate scaffold and support.
Lunchtime	Child is expected to move away to a safe space for 15 minutes to think about the choice they need to make, outside.	
Let's be respectful  Kind words to all Taking turns Track the speaker Using manners Celebrate differences Care for our environment Stop if someone says they don't like it	This is used when there is a continuation of concerning behaviour choices following a 'lets think' opportunity or immediately where a behaviour is more serious. Child is expected to move to a safe space for 30 minutes or the end of the session to think about the choice they need to make, this will be in a separate classroom. At the end of the session the adult will emotion coach and reflect on the incident or concerning behaviours, identifying appropriate consequences and how to restore relationships. This will be recorded as a negative behaviour point. Class teacher or responsible adult to make family aware of the incident and negative behaviour point. Families will be able to see the negative behaviour point on the MCAS app.	Repetition of behaviours above. Refusing to move to a safe place within the room. Disrespectful interactions with others. Physical contact with the intention to harm including spitting or biting. Threatening to harm others. Throwing objects, equipment or furniture. Intentionally defacing work or environment. Offensive language. Sexualised or racist language or actions without awareness. Homophobic, biphobic or transphobic language or actions without awareness.
Lunchtime	Child is expected to move to a safe space for 30 minutes or the end of the session to think about the choice they need to make, this will be in a separate space supervised by the pastoral support team.	
Let's be safe	This is used when there is a continuation of concerning behaviour choices following a 'lets think' or let's be respectful opportunity or immediately where a behaviour is most serious. The child will be escorted by an adult to spend time with an Assistant Headteacher an hour; or when the child is regulated and ready to return to learning.	Repetition of behaviours above. Potential bullying or bullying. Causing physical harm towards another; including staff. Sexualised or racist language or actions with awareness. Homophobic, biphobic or transphobic language or actions with awareness. Possessing inappropriate items.

 Be safe Safe words Safe touch Safe play Walking around buildings Appropriate use of shared spaces Safe online use Talk about our emotions with an adult	At the end of the session the adult will emotion coach and reflect on the incident or concerning behaviours, identifying appropriate consequences and how to restore relationships. A reflection sheet must be completed and uploaded to Bromcom. This will be recorded as a negative behaviour point. Class teacher, supported by the AHT to make family aware of the incident and negative behaviour point. Families will be able to see the negative behaviour point on the MCAS app. In the event that a child does not respond to staff de-escalation strategies are remains highly unsafe or distressed, we may seek parental support to support the child as their most familiar adult.	Intentionally misusing Fire Alarm. Leaving buildings without permission. Major damage or vandalism. Peer on peer abuse.
Lunchtime	Immediate removal from the playground, supervised by pastoral support team. Missed lunch the following day, supervised by pastoral support team.	
Let's recover	Where the let's be respectful and let's be safe choices are repeated or continue, the child may spend the remainder of the day and/or the following day out of class and in an appropriate location. The child will complete work set by the class teacher. Senior leaders will inform parents and a meeting may be organised to meet with the class teacher and senior leader to discuss concerns. This is recorded on Bromcom as a let's recover negative behaviour point.	

**** Repetition of serious behaviour or incidents of very serious behaviour may result in an internal or external fixed-term exclusion. ****

11. Inclusion and Equality

We recognise that some pupils may require additional support to meet expectations. Therefore:

- Behaviour support is adapted to meet individual needs
- Reasonable adjustments are made where appropriate
- Staff work collaboratively with families and external agencies
- All approaches remain rooted in dignity, respect and inclusion.

Intervention to support appropriate behaviour choices.

At Temple Meadow, we aim to develop and maintain positive relationships with all our parents/carers. We will have frequent and open engagement, as they offer invaluable support. In cases where behaviour continues to recur, despite working collaboratively with parents/carers, we have to consider:

An assessment of whether appropriate provision is in place to support any SEND that a child may have. The “graduated response” should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided.

Some children will have individualised Safety and Support Plans where personalised approaches to managing challenging behaviours and communication is required. These are shared with relevant staff members and families.

If the pupil has an Education, Health and Care Plan (EHCP), early contact with the Local Authority about the behavioural concerns would be appropriate and an emergency review of the plan might be needed.

A referral to local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills. Examples of local partners we work with are: Inclusion Support, Sandwell School Health Nurses, Murray Hall, Kaleidoscope and CAMHS.

In line with our Safeguarding and Child Protection Policy, where we have serious concerns about a child's behaviour, we will consider a multi-agency assessment, such as an Early Help Assessment or statutory assessment that goes beyond the child's educational needs.

12. Monitoring and support

The leadership team will regularly review and analyse data linked to both positive and negative behaviour points. They will examine patterns within different groups, as well as individual trends across the school.

There will be clearly defined thresholds which, once reached, will trigger different levels of supportive intervention. The aim of this approach is to reduce the number of negative incidents while promoting positive behaviour and ensuring that appropriate support is provided where needed.

Negative behaviour points	Potential supportive actions
10+	Meeting with the class teacher to discuss concerns and additional supportive strategies. Re-layer expectations.
20+	Observation in class by a member of the leadership team (assistant headteacher or Inclusion lead). Further meeting with the class teacher and senior leader/ inclusion lead to discuss concerns and additional supportive strategies.
30+	Observation and meeting with DHT and other relevant staff. Further meeting with the class teacher and DHT and any other relevant staff. Individualised behaviour recovery plan in place. This will review potential class changes and alternative provision placements. As part of the individualised plan families may be encouraged to engage with wider agencies including Family Hubs.
40+	Headteacher holds an internal leadership spotlight meeting with the class teacher and other relevant staff members. This will review suspensions and potential off-site direction. Formal parent meeting.
<i>Serious breaches of our behaviour policy may lead to immediate suspensions or permanent exclusion.</i>	

Where there is information to suggest that children are acting inappropriately outside of school or online, parents will be contacted and support from external agencies will be sought where appropriate.

13. Mobile Phones and Smart Watches

From Nursery to Year 5, mobile phones are not allowed in school unless there are exceptional reasons, which need to be put in writing by the Parent/Carer to the Headteacher. In these unusual situations, the phone is turned off and handed to the office at the start of the day and collected at the end of the day.

Children in Year 6 who have permission to walk home at the end of the school day are permitted to bring a mobile to school. This must be switched off and placed into the Year 6 phone storage bags. These are then stored in the school

office until the end of the school day, whereby teachers hand them out on dismissal. Children must keep all phones switched off until they have left the school site.

Any mobile phone found in school without permission will be confiscated and families will be contacted. This rule applies for all extra-curricular activities, e.g., discos, residentials, etc. It would never be appropriate for a mobile phone to be concealed in school and used to contact home or third parties during the school day. Given the context of use this could lead to a fixed term exclusion.

Smart Watches are not allowed in school. The only watches that are appropriate are those with limited functionality i.e. tell the time. The Smart Watches not allowed in school are watches that have similar functions to a mobile phone such as a camera, messaging system, ability to record conversations etc. Any Smart Watch found in school will be confiscated, stored in the school office and will be returned to the adult at the end of the school day.

14. Reasonable force, screening, searching and confiscation

School staff can use reasonable force in certain circumstances, normally to keep children safe or to stop damage occurring. These circumstances are likely to be extreme and infrequent. We follow the Department for Education's guidance in the use of reasonable force. Although schools do not have to tell parents when reasonable force has been used, we always communicate with parents following use of reasonable force and make a full record of incidents. See our Non-Crisis Intervention policy.

Temple Meadow school follow the Department for Education guidance outlined in 'searching, screening and confiscation advice for Headteachers, school staff and governing bodies.' Where staff are concerned that the child has or could bring into school prohibited items a search of belonging or self may be necessary.

School staff will always seek a child's permission before any search takes place. School staff are allowed to search a child if the child agrees. When talking to a child about a search, a member of staff will explain why the search is taking place and how the search will be conducted to help them understand why the search is taking place. Staff are allowed to search for some items that are prohibited by the school rules without the child's permission. They can do this if they reasonably believe that the child has any of the items listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

We will never ask a child to remove anything other than outer clothing. Unless it is an emergency (for example, a child or children are going to get hurt), searches will be done by a member of staff who is the same sex as the child, with another member of staff there, too.

Normally, a search will be done by senior staff. It is important to remember that searching a child is unusual. It does not happen often. If a student brings in an item that is against the school rules, or that the headteacher considers is inappropriate, this item can be confiscated. We will need a parent or a carer to pick up a confiscated item. Sometimes, we cannot return an item to the family. An example of this would be a knife, or something that has been stolen, where the police are involved.

Parent/carers will always be informed following any search. School may implement a personalised risk assessment for a child where belongings/ person required daily searches.

If we become aware that your child has been, or may have been, involved in criminal activity either inside or outside of school, this will be reported to the police, and families will be informed.

15. Exclusions

The school recognises that suspension and permanent exclusion are serious sanctions and will only be used where necessary. In line with Department for Education (DfE) guidance, exclusion is a last resort, used where allowing a pupil to remain in school would seriously harm the education, safety, or wellbeing of others.

We are committed to:

- Maintaining a safe, calm and supportive environment for all pupils and staff
- Using early intervention, support and reasonable adjustments wherever possible
- Ensuring all decisions are lawful, fair, proportionate and non-discriminatory

Types of Exclusion

In accordance with DfE guidance, there are two types of exclusion:

Suspension (Fixed-Term Exclusion)

- A temporary removal from school for a specific period
- A pupil may be suspended for up to 45 school days in a single academic year

Permanent Exclusion

- The pupil is no longer allowed to attend the school
- This will only be used in the most serious circumstances or where there are persistent breaches of the behaviour policy.

When Exclusion May Be Used

The Headteacher (or designated senior leader) may exclude a pupil for serious breaches of the behaviour policy, including but not limited to:

- Violence or threat of violence towards pupils or staff
- Persistent disruptive behaviour
- Bullying, including online bullying
- Damage to property
- Use of prohibited items
- Behaviour that poses a risk to safety or welfare

Exclusion may be considered for behaviour inside or outside school, including online, where this impacts the school community.

Factors Considered Before Exclusion

Before making a decision, the school will consider:

- The seriousness and context of the incident
- The pupil's age, needs and circumstances
- Whether the incident is part of a pattern of behaviour
- Any special educational needs or disability (SEND)
- Whether reasonable adjustments have been made
- The effectiveness of past support and interventions

DfE guidance requires schools to demonstrate that alternative strategies have been considered before exclusion.

Safeguarding and SEND

- Pupils with SEND or disabilities must not be excluded because of their needs.
- The school will consider whether behaviour is linked to:
 - Unmet needs
 - Safeguarding concerns
 - Social, emotional or mental health needs

The school will work with families and external agencies to put appropriate support in place.

Procedures

- Only the Headteacher (or acting Headteacher) has the legal authority to exclude a pupil
- Parents/carers will be informed immediately of:

- The reason for exclusion
- The length (for suspensions)
- Their right to make representations or appeal

The school will follow all statutory processes, including notifying the governing body and local authority where required.

Provision During Exclusion

- Work will be provided for the first 5 days of a suspension
- For exclusions over 5 days, full-time suitable education must be arranged from day 6

For permanent exclusions, the local authority will arrange alternative provision.

Reintegration

Following a suspension, the school will:

- Hold a reintegration meeting with parents/carers and the pupil
- Agree a support plan to prevent recurrence
- Provide appropriate pastoral or behavioural support

Alternatives to Exclusion

Where appropriate, the school may consider alternatives such as:

- Pastoral support programmes
- Managed moves
- Off-site direction
- Adjustments to timetable or provision

These approaches align with DfE expectations to use early intervention and alternative strategies before exclusion.

Monitoring and Review

The governing body will:

- Review exclusion data regularly
- Monitor patterns relating to vulnerable groups
- Ensure the policy is applied fairly and consistently

16. Legal Framework

Education and Inspections Act 2006

Education Act 2002 (Section 175)

DfE “Behaviour in Schools” Guidance (Updated February 2024)

Keeping Children Safe in Education (KCSIE)

Equality Act 2010

SEND Code of Practice (2015)

DfE Mental Health and Behaviour in school 2018

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Statutory guidance for maintained schools, academies and pupil referral units in England July 2026

The Children’s Wellbeing at Schools Act 2026

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026