



Behaviour Policy

DATE July 2026

Enjoy, Enrich, Achieve, Aspire

This policy will be reviewed annually or in response to DfE directives.

Summary of changes 2025:

Change in wording used to describe behaviours:

Valued behaviours – replaces pro-social behaviour.

Detrimental behaviours replaces anti-social behaviour.

Definitions include references to feelings that may be generated.

Summary of changes 2026:

Reference to new DfE guidance on exclusions 2026- replaces 2017 guidance

RATIONALE

Schools need to manage behaviour well to provide a calm, safe and supportive environment in which children and young people want to attend and where they can learn and thrive.

At Bridge Academy Trust, we know that being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

Where pupils do exhibit anti-social behaviours, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment. We understand that schools will apply the principle of flexible consistency in the management of behaviour.

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Definitions

Detrimental behaviour:

Behaviour which is to the detriment of self or others. It creates unhelpful feelings and may cause harm to individuals, the community or the environment.

Unsocial behaviour:

Behaviour that is not social but not to the detriment of others.

Valued behaviour:

A behaviour which is positive, creates helpful feelings, promotes social acceptance and benefits others.

Bullying:

Any persistent behaviour which deliberately hurts, frightens or upsets another person.

Off-site Direction:

The temporary stay by a pupil at another educational setting.

Aims & Values

The aim of our behaviour policy is to provide all stakeholders with a clear understanding of behaviours and processes at Ongar Primary.

Our behavior policy is underpinned by our three rights:

- The right to Safety,
- The right to Respect.
- The right to Learn.

Ongar Primary School is a caring community whose values build on mutual respect and trust.

We believe that:

- The better the relationships are, the better teachers can teach, and pupils learn.
- Understanding and resolving conflict is a life skill that our children will need throughout their lives:
- Everyone will make mistakes with their behaviour, just as they do with learning.
- Children need a chance to learn from these mistakes and put them right.
- There are no 'bad' children, just negative experiences which are communicated through negative behaviours.
- All children are different. We believe in a fully inclusive environment that meets the needs of each individual.

Everyone who is a part of the school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This in turn supports pupils' emotional well-being, ensuring they feel listened to, valued, and become more resilient when dealing with challenging situations. All members of our school community will speak in a calm

manner, listen to each other, and aim to seek solutions to repair and restore positive relationships.

Our behaviour policy seeks to provide simple, practical procedures for staff and children to refer to and use. These expectations cover all times of the school day and where a child is representing the school out of hours or off site.

EXPECTATIONS

PUPILS

Follow the three rights: Be safe, be respectful and be ready to learn.

Listen to guidance.

Understand we all make mistakes and take responsibility.

Be prepared to put things right (with support if needed)

To not involve themselves in any violent or threatening behaviour towards other members of the school community (see section below on Anti-Bullying).

To behave in an appropriate manner whilst representing the school outside of the school environment.

STAFF

To know the children well and develop positive relationships with them e.g. *take time to welcome children at the start of the day.*

Always support children who are struggling to regulate their behavior: seek to understand why behaviours are being expressed.

Always redirect children by referring to the three rights and helping them to understand others' points of view.

Speak to children in a calm and reasonable manner: model desired behaviours.

Work with parents to support children to make positive choices.

Relentlessly work to build mutual respect, demonstrating unconditional care and compassion.

PARENTS/ CARERS

To support their child's learning, social and emotional development

To cooperate with the school, as set out in the home-school agreement.

We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

It is important that children receive consistent messages about how to behave at school. Parents supporting the school's actions will help achieve positive outcomes.

To ensure that pupils are appropriately dressed and equipped for the school day.

To inform the school of any personal factors that may result in changes to their child's behaviour.

To attend meetings at the school with staff or the Headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.

GOVERNORS

To support the school and parents in understanding and implementing this policy, resolving any queries or challenges.

To maintain a Pupil Disciplinary Committee and a Pupil Disciplinary Appeals Committee as per the requirements of this policy.

To review this policy annually, ensuring it meets the expectations of the Local Governing Committee as contained in the Statement of Behaviour Principles.

To ensure this policy is made available to parents upon request.

PROMOTING POSITIVE BEHAVIOUR

Achieving good behavior

At Ongar Primary we strive to achieve good behavior by:

- Providing a safe, happy, and caring environment where optimum learning takes place.
- Ensuring relationships with all members of our community are respectful and helpful.
- Providing clear guidance for children, staff, and parents of expected levels of behaviour.
- Using a consistent and calm approach, using language that promotes positive behavior.
- Using restorative approaches instead of punishments.
- Promote self-esteem, self-discipline, and self-regulation.
- Teaching appropriate behaviour through positive intervention.

Our approach to promoting positive behaviour can be found in our 'Promoting Positive Behaviour Principles and Practice' document.

When behavior is serious or persistent, SLT will be involved with supporting the child. Parents will be contacted and informed.

PUPILS' CODE OF BEHAVIOUR

Our behavior policy is underpinned by our three rights:

- The right to Safety,
- The right to Respect.

- The right to Learn.

These core values are a basis for promoting positive behaviour expectation.

This document is a means of promoting good relationships so that people work together with the

common purpose of helping everyone to learn. This approach supports the school community in

aiming to allow everyone to work together in an effective and considerate way.

The Core values are:

- **Be safe**– the safety and wellbeing of everyone in our community is a priority. We expect everyone to demonstrate regulated behaviours that demonstrate an awareness of both personal safety and the safety of others; we take ownership for ourselves as individuals.
- **Be respectful** – being respectful to each other, ourselves and to the wider school environment. This means that we expect our children to be gentle towards each other; be kind and thoughtful; listen carefully; to not damage property or belongings.
- **Be ready to learn**– being responsible for our own behaviour and academic work. This means that we are honest; we are reliable; we demonstrate positive attitude to learning that allows us to work to our full potential.

This policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

PREVENTION OF BULLYING and DISCRIMINATORY BEHAVIOUR

The school will not tolerate any form of bullying or discriminatory behaviour. We ensure that any incident deemed to be bullying is addressed by staff. Anti-bullying is a key part of our curriculum at Ongar Primary School. Bullying is shared with our children as

Several Times On Purpose.

Where the school deems that bullying, intimidation or discriminatory behaviours have occurred, a reflect, repair, restore process will be used to address this. There will be logical consequences in order that the child understands the significance of their actions. Our aim is to help support all parties to reach a resolution. (Further information is available in our Anti-bullying policy)

PERSONAL ITEMS IN SCHOOL

The school strongly advises that devices, valuable items and substantial sums of money should only be brought in when considered to be essential. Parents and pupils should understand that this is entirely at their own risk as the school accepts no responsibility for loss, theft or damage of any device brought into school. Such items may be confiscated.

SOCIAL MEDIA

To protect the privacy of pupils and staff, pupils may not under any circumstances create digital video recordings or take photographs of school community members either at

school or whilst attending school activities outside of the school premises for online publication or distribution without prior permission.

Pupils may not use social media sites to publish unpleasant, derogatory or harassing remarks about the school or members of its community.

To safeguard our children, pupils must not under any circumstances post photographs or videos of themselves or other pupils to websites or other forms of online social media acting unlawfully, unethically, or inappropriately. This applies whilst at school or when representing the school.

Any action by a pupil on a social media or online platform that causes either reputational or personal damage to a member of the school community may result in exclusion.

SUBSTANCE MISUSE

The school will not tolerate substance misuse of any sort on school property or during off-site school activities. All of these rules also apply when travelling to and from school. It is recognised that for primary school-aged children, any incidents relating to substance misuse is likely to be a child protection concern.

Pupils believed to be in breach of the policy may be searched and any items found may be confiscated and the pupil sanctioned. This may lead to exclusion.

PRESCRIPTION AND NON-PRESCRIPTION DRUGS

The school must be informed of any necessary medications and will make the decision on how and where medications will be held. No medications (prescription or non-prescription) should be brought to school, or kept in a child's possession, without the knowledge and consent of the school.

Pupils may be permanently excluded if they are found to be involved in drug-related incidents, including psycho-active substances that are not controlled under the Misuse of Drugs Act 1971.

ALCOHOL

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

SMOKING (INCLUDING E-CIGARETTES AND VAPING)

Our school is an entirely smoke-free environment. Smoking is not permitted on our grounds. This policy applies to staff, all pupils, parents, visitors and contractors when they are on the school site. This policy includes times when pupils are representing the school.

UNIFORM AND PRESENTATION

We encourage the wearing of school uniform, and it is hoped that all parents choosing to send their child to the school support this policy. In the interest of gender equality all items and variations in uniform can be adopted by any child should they wish to wear them.

Readiness to learn and pride in the school are important factors in the development of pro-social behaviours at school. The wearing of uniform promotes positivity and belonging.

Full details of our uniform guidance and regulations can be found in the school prospectus and on the school website. **Non-compliance will be addressed with parents**

RESTRICTIVE INTERVENTION

There are occasions when staff will have cause to have physical contact with children for a variety of reasons, all members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE '*Restrictive interventions, including the use of reasonable force, in schools*' (published December 2025, effective 1 April 2026). The actions that we take are in line with government guidelines.

Our approach prioritises **prevention, early support and de-escalation** to minimise the need for any restrictive intervention. When a restrictive intervention (including reasonable force or seclusion) is necessary to keep pupils and others **safe**, staff will act in a way that is **lawful, necessary, proportionate and time-limited**, never as a punishment. We will always consider the needs of pupils with SEND or other vulnerabilities when planning or using restrictive interventions.

Where restrictive intervention has been identified as necessary in the regular support for a child, this will be identified in their individual plans and documents. These plans will be regularly reviewed.

Seclusion: Seclusion may be used only as a safety measure, under supervision, and for the shortest time necessary—never as a disciplinary response.

Recording & reporting We record every significant incident involving the use of force or seclusion and report it to parents/carers as soon as practicable, in line with DfE requirements.

Training & safe practice: Staff who may need to use restrictive interventions receive appropriate training, they follow safe techniques that avoid any risk to breathing or circulation.

SCHOOL RESPONSE TO ANTI-SOCIAL BEHAVIOURS

Staff will use the school's 'Promoting Positive Behaviours' guidance to support behaviour for learning.

The need to suspend any pupil will, under normal circumstances, be relatively infrequent and, in the case of permanent exclusion, rare. The school believes that exclusion is not an appropriate response to minor incidents.

For examples of suspension/exclusion please see Appendix B.

The school will always investigate and explore each incident and surrounding circumstances before a decision is taken to exclude a child. The school recognises that although it is important to maintain a consistent and fair approach, there has to be flexibility built into the system to reflect individual circumstances. A decision to suspend a pupil for a fixed period should be taken on balance, only in response to breaches of the

school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions, are considered inappropriate.

When the school identifies that a pupil is at risk of permanent exclusion following a number of fixed- term exclusions for serious breaches of the discipline policy, the school may look to seek involvement from external agencies and support. Supportive plans will also be discussed which may include placing the pupil onto a formal Pastoral Support Programme.

If all available strategies have been exhausted, then the school may consider a permanent exclusion. We understand that the decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success.

Senior Leaders may inform the police where a criminal offence may have taken place. They may also consider making a multi-agency referral.

In cases such as these, the needs of the school community as a whole are paramount. In making the decision to permanently exclude for a 'one-off' offence the school will make reference to the pupil's previous conduct, but this will not be paramount when making the decision. Parents must accept that there are some serious breaches (examples listed in Appendix 3) where the school has to permanently exclude a child even if this is the first time they have been excluded from school. In these cases, the needs of the school community take precedence over the needs of the individual. In cases such as this there is an understanding that the school will be limited in the mechanisms it can use to support pupils such as the serious nature of the breach of school discipline.

APPENDIX 1 – PUPILS' CODE OF BEHAVIOUR – SUMMARY

At Ongar Primary School, we recognize that a clear structure of predictable outcomes has the best impact on behaviour. Our policy is based on the therapeutic approach of Essex steps and the work of Paul Dix.

Achieving good behaviour

At Ongar Primary we strive to achieve good behavior by:

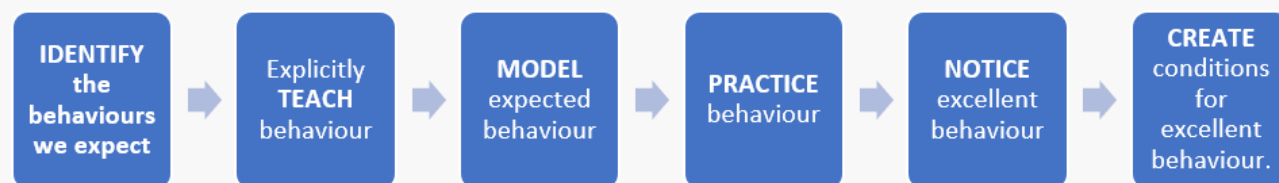
- Providing a safe, happy, and caring environment where optimum learning takes place.
- Ensuring relationships with all members of our community are respectful and helpful.
- Providing clear guidance for children, staff, and parents of expected levels of behaviour.
- Using a consistent and calm approach, using language that promotes positive behavior.
- Using restorative approaches instead of punishments.
- Promote self-esteem, self-discipline, and self-regulation.
- Teaching appropriate behaviour through positive intervention

Positive acknowledgement

We have high expectations of the pupils and believe that they should behave because it is the right thing to do. Our school has a number of ways of recognising positive behaviours, for both groups and individuals, as we believe that this will develop an ethos of kindness and co-operation.

Alongside consistent positive recognition, our school implements a variety of systems including dojo points, stickers, certificates, phone calls home, party points and house points. We celebrate achievements weekly in our celebration assembly.

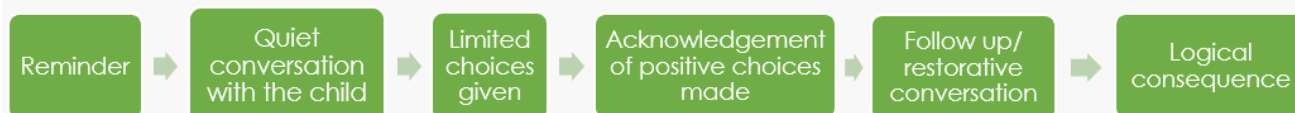
Adult strategies to develop excellent behaviour:



Pupils are helped to develop respect and responsibility for their own behaviour and academic progress. They will make errors and it is part of our ethos and expectations that after a restorative conversation with an appropriate member of staff, they will recognise their mistakes, be forgiven and be encouraged and guided in the aftermath.

What we do to support children to make better choices

Our behaviour pathway



When behaviour is serious or persistent, SLT will be involved with supporting the child. Parents will be contacted and informed.

Reflect, repair and restore.

The purpose of reflect, repair and restore is to re-visit the experience with the child when they are calm, relaxed and receptive to being reflective about the incident. The adult will ask the child questions to support this. The aim is to provide the child with the opportunity to reflect on their choices and 'put things right.'

- What happened? (Tell the story)
- Who has been affected and how?
- What were people thinking and feeling at the time?
- How can we repair relationships?
- Summarise what we have learnt so we are able to respond differently next time.

Some examples of restoration questions within this discussion may be:

What would you like to happen next?

How can we make things better for you and others affected?

If everything was going to be alright, what would need to happen?

How can you help put this right?

How can we make it OK the next time something happens?

Consequences

Consequences are used to help children to learn and develop positive coping strategies.

It will be made clear that it is the behavior that is unacceptable, and any consequence used to address this should relate to the undesired behavior (a logical consequence) Consequences should be proportionate to the action and applied to individuals, rather than whole groups

As a school we adopt a strategy to help us encourage and foster good behaviour and work practices. The following suggested phases of intervention are in place to ensure consistency across the school and to help reduce the impact of unacceptable behaviours.

Phase 1: Proximal Praise	Praise the positive behaviours that you observe. <i>"I like the way that you are working together with 'A' looking at that story"</i> Put the energy into the behaviours that to DO want to see.
Phase 2: Whole Class Prompts	Indirectly address behaviours that you want to correct with non-confrontational class comments. <i>"I'm wondering about (that noise over there) and how we can fix that."</i> Use a non-verbal visual reminder and follow up with praise when the desired outcome is achieved. Make sure to catch the child getting it right. <i>"That's great 'A', I like the way you're working now."</i>
Phase 3: Disempower the Behaviour	Use non-command /positive language. Include 'face-saving' time in your approach (also known as Psychological Take-up Time). Give limited choices and the opportunity to make a safe 'good' choice <i>"Are you starting your work with the picture or words?"</i> <i>"Are you going to listen from this seat or from the carpet?"</i> <i>"Where shall we talk? ...here or in the..."</i>
Phase 4: De-Escalation	Use a familiar script to address a deregulated/distressed child. <i>"Ok 'B (use name)', I can see that something has happened. I'm here to help</i> <i>Talk to me – I will listen.</i> <i>Come with me and we...(specific action for the child)."</i>
Phase 5: Relocate or Reassign	For a child whose behavior continues to impact on others, it may be necessary to remove them to a different location and/or introduce a new voice. Consider: • using another trusted adult in the vicinity (LSA) • asking a colleague to support the management of the incident • calling for specialist assistance (SENCO, SLT) • seeking the support of the DHT/HT Following the resolution/support, ensure that you discuss the behaviour and any pattern with the assisting colleague. Consider using 'Anxiety Mapping' (Essex Steps) to identify triggers and potential solutions.

Appendix 2 Playground Prompt Sheet

If ALL staff have the same approach across the school, at all times, it helps children to understand and meet expectations. All staff need to learn and use key phrases and actions.

The focus should always be about **enabling a change** in unwanted behaviour.

To do this you will need to

- Make it clear what behaviour you want, modelling as necessary.
- Ensure children know how to achieve this.
- Provide opportunities for reflection and support where needed.

Setting expectations

- Say what you want e.g *Line up, facing forwards, voices off thank you.*
- Speak calmly and respectfully. Wait for compliance.
- Notice children who are following instructions and acknowledge them 'Well done X I can see you are ready.'
- **Do not use 'if you...then I will...' type language.**

Support children to 'get it right' by

- Finding out what the problem is
- Acknowledge their feelings (it's Ok to feel ... I can why you feel ...)
- Redirect (give guidance and a way to solve the problem)
- Be fair- listen to both sides.
- Avoid asking 'why' someone did something.

If a child's behaviour is unsafe, unfair or upsetting someone else they need to be supported to make better choices. Examples include moving the child away from the problem/ closer to an adult, distracting/ re-directing them.

The **remember, reminder, thinking time** system needs to be used when children are not meeting known or clearly stated expectations.

Gentle Approach, use child's name, child level, eye contact, deliver message.

Remember

'child's name **remember** I expect you to be safe, learning/ respectful (link to 3 right) by ...'
(State what you want: e.g 'walking' 'taking turns to be in goal' etc)

Finish by saying 'Thank you' which assumes compliance.

Reminder

'child's name, I am **reminding** you to...e.g walk, take turns to be in goal etc'
Then check that the child knows what they have to do

Quiet Conversation (Remind in private)

I noticed you chose to (noticed behaviour) I am reminding you again that we need to be learning/ respectful/ safe.

Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening / I'm glad we had this conversation.

Example - 'I have noticed you are not sharing the tennis ball. You are breaking the right to respect. Do you remember that yesterday you shared with X and played a really good game? We were both really pleased about that. That is what I need to see again today/ I know you can make a good choice. Thank you for listening.'

Thinking Time/ reflection

'child's name, I can see that it is difficult for you to _____ and to be safe/ learning / respectful.

Let's take some time to think and when you know what to change (and how you will do it.)
Come and see me. I will check in on you in 2 minutes.

Thinking time is not a punishment, it is the chance for the child to reflect on expectations and regain control. After the child has reflected s/he will need to return to say what will change. If they do not sound convincing, do they need further thinking time? Offering additional thinking time means the adult recognizes things cannot be put right at the moment.

The child is in charge of how long the thinking time is. The adult needs to check in regularly (not badger) just to see if the child needs support. It is really important the child knows what is expected of them and how they have strayed from the expectation so they can make an effective change.

After Thinking Time

Ask the child what they will do differently and explain to the adult how they will do this.
Repeat back what has been agreed.

Some children may need the support of **limited choices**.

I noticed that... (noticed behavior)

You can choose toor

OR

First....then

Example - 'I have noticed you are not ready to play with the others. You are breaking the right to respect. You can choose to play with me and my group or practice by yourself for X minutes. I will let you show me what you have chosen.

Positive acknowledgment

After the child has made a change in their behaviour take several opportunities to notice and praise the change (praise in public)

If a child makes a poor choice, then a logical consequence may be needed.

I noticed you chose to...This broke our right to...So/ as a consequence...

Example - 'I have noticed you chose to carry on playing at playtime when your class was asked to line up. This broke our right to learn and respect. So, you now need to catch up on those 5 minutes of learning we lost. You will go outside to play in 5 minutes.

Patterns of behaviour

When a child is unable to make changes to patterns of behaviour, adults will need to support them to be successful. We follow the remind, restrict, remove process. Remind child about the expectations/ what you expect to see. If child is unable to be successful

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.
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APPENDIX 3 – SEARCH AND CONFISCATION

Power to Search

School staff have the power to search for an items contravening school rules banned under school rules, if the Pupil agrees.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent where they suspect the pupil has prohibited items. Authorised members of staff: Mrs Debbie Attridge, Ms Jennifer Greenstead, Mrs Susan Beardsmore, Mrs Williams

Power to Confiscate

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. This includes any items that have been brought onto the site to be sold or re-sold to any other pupil.

In most circumstances it will not be appropriate to return prohibited items (e.g. alcohol, cigarettes or vapes) to pupils. Controlled drugs, stolen items of value, illegal pornographic images (e.g. those of children) and weapons will be passed to the police. If staff are unsure whether a substance found is a controlled drug, it should be treated as such.

As well as confiscation, a pupil found in possession of a prohibited item may be sanctioned in accordance with the policy.

If there is any doubt as to these provisions, or for more advice, the DfE's publication "Screening, Searching and Confiscation" should be consulted.

APPENDIX 3 – REASONS FOR SUSPENSION/EXCLUSION

Any form of exclusion will only be considered in the light of serious incidents which may include:

- Persistent disruptive behaviour
- Refusal to carry out instructions.
- Using foul and abusive language to other pupils or staff.
- Serious actual or threatened violence against another pupil or **adult**.
- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse/threatening or intimidatory behaviour towards another Pupil.
- Verbal abuse/threatening or intimidatory behaviour towards an adult.
- Bullying.
- Cyber/online bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Possessing or using drugs, alcohol or any other banned or illegal substance on the school site or on the way to and from school (including lunchtime).
- Supplying drugs, alcohol or any other banned or illegal substance on the school site.
- Reckless or deliberate destruction of school property.
- Reckless behaviour resulting in injuries to others.
- Use or threat of use of an offensive weapon or prohibited item that has been prohibited by the school's behaviour policy.
- Theft (either from other pupils, staff or school property).
- Uploading images, videos or other forms of multimedia that relate to staff or pupils of the school onto the internet or other online platforms/apps without prior permission of the school.
- Sexual abuse or assault.

The above is not an exhaustive list, nor is it written in any particular order, but indicate the severity of such offences and the fact that such behaviour can affect the safety and well-being of the school.

OFF-SITE DIRECTION

Off-site direction is the temporary stay by a pupil at another educational setting. It can only be used as a way to improve a pupil's future behaviour and not as a sanction.

The aim of off-site direction is to reintegrate the pupil back into their home school. However, once the time limit of the offsite direction has been reached it may be necessary to consider alternative options to a return to the home school. These may include a managed move.

Parents/Carers (and the Local Authority if the pupil has an ECHP) will be notified in writing and provided with information about the offsite direction as soon as practicable after the direction has been made and no later than two school days before the relevant day.

Parents/carers (and the Local Authority where the pupil has an ECHP) can request that the Local Governing Committee hold a review meeting. The Local Governing Committee must comply with the request as soon as is practicable unless there has already been a review meeting in the previous 10 weeks.

During the off-site direction, the school will ensure that the pupil continues to study a broad and balanced curriculum.

The length of the offsite direction will depend on what best supports the pupil's needs and potential for improved behaviour.

SUSPENSION

Suspension is when a pupil is excluded from school for a fixed period of time.

Whilst the school will always work with parents to try and support pupils, there will be occasions when there is a serious breach of school discipline. In these circumstances the school may consider a suspension as the appropriate sanction. The decision to exclude a pupil will be taken:

- In response to serious breaches of the school's Pupil Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher (or Deputy Headteacher acting in the Headteacher's absence) is the only person who can exclude a pupil. The school will always try and contact the parent/carer by phone to discuss the suspension before the pupil is sent home. The Headteacher (or Deputy Headteacher) will, normally on the day of the suspension, inform the parent/carer in writing of the following:

- The precise period of the suspension.
- The reason(s) for the suspension.
- The parent's/carer's right to make representations about the suspension to the Local Governing Committee and how the pupil may be involved in this.
- The person the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend a meeting with the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first five school days of a suspension, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.
- An invitation to a re-integration meeting.

If the school is aware that the pupil has a social worker or is Looked After, the social worker and or Virtual School Head will also be notified of the suspension as applicable.

The Local Authority will be notified of the suspension without delay.

The limit for the length of suspensions is 45 days in any school year.

Any suspension which results in a pupil being excluded from school for a total of more than five school days in a term will be reported to the Local Governing Committee.

EXCLUSION

Exclusion is when a pupil is permanently excluded from school. The Headteacher (Deputy Headteacher or Director of Primary Education in their absence) is the only person who can exclude a pupil. The school will always try and contact the parent by phone to discuss the exclusion before the pupil is sent home. The Headteacher (or DHT or Director of Primary Education) will normally on the day of the exclusion, inform the parent in writing of the following:

- The fact that it is a permanent exclusion.
- The reason(s) for the permanent exclusion.
- The parent/carer's right to make representations about the exclusion to the Local Governing Committee and how the pupil may be involved in this.
- The person to whom the parent/carer should contact if they wish to make such representations.
- That parents/carers have a right to attend the permanent exclusion hearing held by the Local Governing Committee and to be represented at that meeting (at their own expense) and to bring a friend.
- The arrangements made by the school for enabling the pupil to continue his or her education during the first 5 school days of a permanent exclusion, including the setting and marking of work. It is the parent/carer's responsibility to ensure that work sent home is completed and returned to school.
- The days on which the pupil's parents/carers must ensure that the Pupil is not present in any public places during school hours. Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted.

For a permanent exclusion, the Headteacher should also document for reference, any previous warnings, exclusions or other disciplinary measures that have been taken against the Pupil.

The Headteacher will prepare a full written report for the Governors' Pupil Disciplinary Panel. A copy of this report and any other relevant information will be sent to the parents of the permanently excluded child prior to the meeting – as per the DfE guidance 2026 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.'

The Governors' Pupil Disciplinary Panel will meet to consider representations from parents against the decision to permanently exclude their child. The committee will then either direct the school to re-instate the pupil or will uphold the decision to permanently exclude the child. If the exclusion is upheld, then the Governors' Disciplinary Panel must inform the parents of their right to appeal against their decision. If an appeal is lodged by parents, an Independent Review Panel would then be convened to hear all representations. In line with government legislation, once a decision has been made, the school is under no obligation to re-instate a pupil, even after an appeal.

APPENDIX 4 – GOVERNORS STATEMENT OF BEHAVIOUR PRINCIPLES

The aim of this written statement by the governing body of Ongar Primary School is to state the principles which the governing body expect to be followed by the Headteacher when drawing up the

This policy aims to underpin the governors' duty of care to pupils and employees alike, promoting Quality First Teaching, which will see the realisation of high standards of attainment and maintain the reputation of the school.

This statement is available upon request from the school office and can be found on the school's website.

This written statement and the associated Behaviour Policy will be reviewed annually, unless changes at local or national level necessitate an exceptional review.

Our Three Rights

- Right to Safety
- Right to Learn
- Right to Respect

Value Statement

It is a primary aim of Ongar Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well, which is why we follow The Three Rights.

- To promote and live by the School's Vision through every day school life.
- We are a caring community, whose values are built on mutual trust and respect for all.
- All members of the school can live and work together in a supportive way.
- High expectations are expected by all in both work and behaviour.
- We believe in promoting an environment in which everyone feels happy, safe and secure and in which pupils will grow to become positive, responsible and increasingly independent members of the school community.
- We promote the development of life skills, including health.
- We embrace diversity and promote equal opportunities and inclusion for all
- We believe in nurturing positive relationships and developing partnerships between, children, parents /carers and staff alike.

Governing Body Statement

We, the Governing body of Ongar Primary School, have high expectations of the strong relationships that exist throughout the school community and believe that all citizens of our school community should be part of a happy, safe and secure environment which will allow children to learn and achieve their full potential.

The behaviour policy is based on our belief in, and respect for, the contribution of all members of our community and their right to thrive and be successful. We seek to eliminate all forms of discrimination, harassment and bullying.

The Positive Behaviour policy will be applied with consistency and fairness with regard to each individual situation. Focus will be on encouraging positive behaviour via The Three Rights, ensuring to praise and reward pupils for demonstrating positive behaviour and focussed learning.

It is recognised on occasions, that sanctions may be necessary to ensure a safe and positive learning environment and demonstrate that misbehaviour is not acceptable.

Depending on which of the Three Rights has been broken, the necessary logical consequence will be applied.

Our behaviour policy aims to be inclusive and understanding of children's different needs and how this might impact their behaviour. Our behaviour policy is there to ensure the necessary support is provided. These decisions will consider and balance the needs of the individual with those of the school community. Where the pupil behaviour places others at risk, the safety of the pupils as a whole is paramount.

To ensure the safety of the whole pupil body, the Governing Body will support the right of the school to permanently exclude for a single offence where it is considered that allowing the pupil to remain in school would be detrimental to the other pupils in the school.

We aim to work with parents and carers to understand the individual needs of their children and circumstances and believe this relationship is paramount in strengthening our learning community. Given our duty of care to the pupils, this written statement and the policies that are referenced apply to all pupils when in school and when representing the school in extra-curricular activities such as sporting events and educational visits taking place off-site.