



Evercreech
CofE Primary School

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BEHAVIOUR POLICY

Inc. suspension and exclusion arrangements

Reviewed: **31st July 2026**

(inc. DfE Behaviour, Suspension and Exclusion Guidance Alignment
(September 2026))

Next review: **September 2027**



Evercreech CofE Primary is part of the PPAT Education Trust

1.0 Rationale

At Evercreech CofE Primary School we seek to ensure that all children learn and thrive in an environment free from intimidation, disruption and fear. Rooted in our Christian vision and values, we promote respect, compassion, honesty, forgiveness and responsibility.

We recognise that behaviour is a form of communication. While all children make mistakes, our aim is to help children learn from these experiences through support, reflection and restoration. We are committed to maintaining high expectations of behaviour whilst providing an inclusive environment in which all pupils feel safe, valued and able to learn.

Good behaviour is fundamental to ensuring that every pupil can benefit from the opportunities that education provides. Our approach reflects current Department for Education expectations for a whole-school culture of high standards, positive relationships and consistent practice.

2.0 Aims

We aim:

- To create a safe, orderly and inclusive school environment.
- To establish clear expectations for behaviour.
- To ensure consistency and fairness.
- To promote positive relationships across the school community.
- To support pupils in developing self-regulation and resilience.
- To recognise and celebrate positive conduct and achievement.
- To provide support when behaviour causes concern.
- To ensure behaviour decisions are reasonable, proportionate and lawful.

3.0 Positive behaviour and relationships

Positive behaviour is encouraged through our relational approach and:

- Explicit teaching of expectations.
- Strong relationships between staff and pupils.
- Consistent routines and responses.

- Recognition and celebration of success.
- Restorative approaches that repair relationships and support learning.

Children are encouraged to reflect upon:

- What happened?
- Who has been affected?
- How can this be put right?
- What can be learned for the future?

4.0 Restorative Practice

Whenever appropriate, pupils will be supported to:

- Understand the impact of their behaviour.
- Recognise the feelings of others.
- Take responsibility for their actions.
- Repair relationships.
- Learn from mistakes.

This approach reflects our Christian values of F.A.I.T.H.

5.0 Responding to Inappropriate Behaviour

Responses to inappropriate behaviour will always be:

- Consistent.
- Proportionate.
- Age appropriate.
- Sensitive to SEND and individual circumstances.
- Focused on the behaviour rather than the child.

Classroom Responses

Staff may use:

1. Non-verbal reminder.
2. Verbal reminder and redirection.
3. Reflection time or restorative conversation.
4. Temporary loss of privilege or supervised time-out.
5. Referral to a senior leader.

Where behaviour concerns become persistent, parents/carers will be informed and additional support may be implemented.

6.0 Serious Behaviour Incidents

Some behaviours require immediate involvement of senior leaders.

Examples include:

- Bullying.
- Racist, discriminatory or prejudicial behaviour.
- Physical assault.
- Verbal abuse towards staff.
- Significant damage to property.
- Repeated defiance.
- Leaving school premises without permission.
- Behaviour creating significant safeguarding or health and safety concerns.

Parents/carers will be informed promptly and appropriate action taken.

7.0 Vulnerable Pupils, SEND and Equality Duties

The school recognises that some pupils may be particularly vulnerable, including:

- Pupils with SEND.
- Pupils with disabilities.
- Looked After and Previously Looked After Children.

- Pupils with social workers.
- Pupils experiencing adverse childhood experiences or trauma.

Before making significant behaviour decisions, staff will consider:

- Whether behaviour may be linked to an unmet need.
- Existing support plans and interventions.
- Safeguarding concerns.
- Reasonable adjustments required under the Equality Act 2010.

The school will work with parents, external agencies and professionals to ensure appropriate support is provided.

8.0 Behaviour Support

Where concerns persist, the school may implement:

- Behaviour Support Plans.
- APDR (Assess, Plan, Do, Review) cycles.
- Pastoral Support Plans (PSPs)
- SEN Support arrangements.
- Early Help processes through the process of an EHA (Early Help Assessment)
- Multi-agency involvement.
- Referrals to specialist support services

The aim of all interventions is to prevent escalation and support successful inclusion.

SUSPENSION AND PERMANENT EXCLUSION ARRANGEMENTS

Principles

The Headteacher may suspend or permanently exclude a pupil only on disciplinary grounds.

All decisions will be:

- Lawful.
- Reasonable.
- Fair.
- Proportionate.
- Based on evidence.

Permanent exclusion will only be used as a last resort where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others.

1.0 Factors Considered Before Suspension or Permanent Exclusion

Before any decision is made, the Headteacher will consider:

- The seriousness of the incident.
- The evidence available.
- The pupil's age and circumstances.
- SEND, disability or medical needs.
- Safeguarding considerations.
- Any previous interventions and support.
- The welfare and safety of others.
- Whether the response is proportionate.

The school will actively consider support strategies and alternatives wherever appropriate before permanent exclusion is considered.

2.0 Suspension Process

Where a suspension is necessary:

1. Parents/carers will be informed without delay.
2. Written notification will be provided.
3. The reasons, duration and rights of representation will be explained.
4. Appropriate work will be provided for the first five school days.
5. Suitable full-time education will be arranged from the sixth school day where required by law.

The school will seek to maintain positive communication with families throughout the process.

3.0 Reintegration Following Suspension

Following a suspension, a reintegration meeting will normally take place involving:

- The pupil.
- Parents/carers.
- The Headteacher or senior leader.

The meeting will:

- Review the incident.
- Identify support required.
- Agree expectations moving forward.
- Reduce the risk of future suspensions.

Additional support plans may be introduced where necessary.

4.0 Permanent Exclusion

Permanent exclusion is an exceptional measure.

The school will normally demonstrate that:

- A serious breach of the behaviour policy has occurred; and/or
- Allowing the pupil to remain in school would seriously harm the education or welfare of others.

The governing board will fulfil all statutory duties relating to permanent exclusion and parents/carers will be informed of their rights to request an Independent Review Panel.

5.0 Roles and Responsibilities

Headteacher

The Headteacher is responsible for:

- Maintaining high standards of behaviour.
- Making decisions regarding suspension and permanent exclusion.
- Ensuring decisions are lawful, fair and proportionate.
- Informing relevant stakeholders as required by legislation.

Governing Board

The Governing Board will:

- Monitor the use of suspensions and exclusions.
- Consider suspension and permanent exclusion decisions where required.
- Ensure statutory guidance and legislation are followed.

Parents and Carers

Parents and carers are expected to:

- Support the school's behaviour expectations.
- Work collaboratively with staff.
- Attend meetings relating to behaviour where requested.

6.0 Monitoring and Review

The school will routinely monitor:

- Behaviour incidents.
- Suspensions.
- Permanent exclusions.
- Patterns relating to vulnerable groups.

This policy will be reviewed annually or sooner if legislation or statutory guidance changes.

7.0 Statutory Guidance

This policy should be read alongside:

- DfE *Behaviour in Schools* guidance. [\[gov.uk\]](#)
- DfE *School Suspensions and Permanent Exclusions* statutory guidance (updated July 2026). [\[gov.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)
- Equality Act 2010.
- Keeping Children Safe in Education 2026
- SEND Code of Practice.

This policy reflects the school's commitment to high standards of behaviour, inclusion, safeguarding and the wellbeing of all members of the school community.