



Visions and Values

At All Saints', we aim to teach the children how to grow into positive, caring, responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they can achieve their highest level of personal achievement.

The Christian aims of the school hope to provide a stable environment where love and care, and the qualities of friendship, honesty, consideration for others, politeness, acceptance, hard work and perseverance can all flourish. Our school mission statement ***"Loving to Learn; Learning to Love"*** reflects these aims and our biblical verse John 13:34 ***"A new command I give you: Love one another. As I have loved you, so you must love one another."*** supports our ethos.

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo)

"Every child deserves a champion; an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be." (Rita Pierson)

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." (Maya Angelou)

Our Approach

**All Saints' Behaviour is:
READY-RESPECTFUL-SAFE**

The Behaviour Policy at All Saints' Church of England Primary School adopts an approach to behaviour that priorities the prosocial feelings of everyone in the dynamic. We believe that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. Our therapeutic approach to behaviour management has been inspired by the Step On training received from Cambridgeshire Steps in 2022.

Our aim for every pupil is that they:

- Are **ready** to learn and develop a love of learning
- Show **respect** and acceptance for a range of cultures, beliefs and abilities through our strong Christian values
- Feel **safe** and valued
- Reach their full potential and meet the high expectations that are set for them



In order for this to happen, all members of staff at All Saints' are committed to:

- having high expectations for all pupils regardless of their age or stage
- using a range of teaching and learning techniques which are inclusive of all
- creating a positive, supportive and engaging learning environment
- promoting respect, equity and fairness for all
- showing care, love and respect to all

Prosocial Behaviour

Definition: relating to behaviour which is positive, helpful, and values social acceptance.

At All Saints' these are voluntary actions that are conducted by individuals or groups specifically to benefit the group or improve the well-being of each person in the school dynamic, society or community. We see this through children being **Ready, Respectful, Safe**.

Examples of prosocial behaviours	How all staff members should respond
Listening Helping Sharing Collaborating Kindness Accepting Showing respect Following instructions *This is not an exhaustive list of prosocial behaviours. Many prosocial behaviours will be witnessed throughout the school.	Specific instant verbal praise to child, group and/or whole class focused on specific outcome (e.g. Well done for showing kindness to you friend who needed support when coming into school this morning) Model Name added to the 'caught being good book' Headteacher award Showcase work to another adult Parents informed Whole class reward system (not focused on specific individuals). All classes will use marbles (or something similar) in a jar. Relate all behaviours back to Ready-Respectful-Safe (e.g., "Well done for walking safely in the corridor", "Wow I am so impressed that you are all ready for your learning so quickly", "Thank you for listening respectfully everyone")

It is important to note that responses to prosocial behaviours will be different depending on the age and stage of the child.

For responses to prosocial behaviours to be effective, they need to be achievable and consistently and fairly implemented by all members of staff at all times.



At All Saints' we know that when children feel comfortable, safe, respected, included, heard, cared for, important, liked, valued, and appreciated they will have prosocial feelings which in turn will encourage prosocial actions and behaviours.

Every single member of our school community is responsible for teaching, modelling, and ensuring prosocial behaviours are evident in every aspect of our school life.

Supporting All Learners

All pupils at All Saints' have access to a consistent approach across the school to support them in their learning and social development. This is differentiated to meet their needs accordingly.

Whole School Approach

What does this look like at All Saints'?

- quality first wave teaching
- reasonable adjustments to curriculum
- interventions based on whole year group gaps analysis
 - whole school workshops based on key behaviours
 - listening boxes
 - reflection areas
 - family support worker / chaplain
- dedicated time to listen to children when needed on a one-to-one basis
 - dedicated time to revisit core school values (classroom rules etc)
 - PSHE taught throughout the year
- all adults always relate all behaviours back to Ready-Respectful-Safe

Targeted Approach

What does this look like at All Saints'?

- small group support
- teaching assistant targeted support
 - bespoke curriculum provision
- sensory support and sensory circuits
- out of school alternative provision and support from outside agencies
 - transitional support (in house and between settings)
 - increased parental involvement
 - SENDCO support and guidance
 - differentiated and adapted resources



Once targeted approaches have been trialled, if a child needs further support, anxiety mapping will be conducted, and a risk reduction plan will be actioned. Any child who does not follow the policy due to their level of need, will have a bespoke plan written by key professionals (SENDCO and outside agencies) and include the voice of the parent and child if appropriate. Any differentiated approaches will be recorded on a plan and will be dependent on their age and stage.

Unsocial Behaviour

Definition: not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Children may display unsocial behaviour in different ways depending on their personality type. Extroverts may communicate through loud interaction (actively saying 'no' to completing tasks for example). However, introverts may communicate through quiet non-compliance.

The behaviours listed below are not antisocial as they do not negatively affect other pupils.

On a one-off basis means the behaviour is seen once in a half term.

Examples of unsocial behaviours	How all staff members should respond	Adult involvement	Recording
<p>Refusing to take part in discussions and collaborative tasks by not interacting</p> <p>Refusal to complete written work by ignoring</p> <p>Refusal to follow instructions by ignoring</p> <p>*This is not an exhaustive list of unsocial behaviours. You may also witness other unsocial behaviours in school.</p>	<p>Positive phrasing Examples: Stand next to me, thank you Put the pen down on the table, thank you Walk safely in the corridor, thank you</p> <p>All positive phrasing should end with the word 'thank you' as this implies trust that the child will follow through with instruction.</p> <p>Limited choice Examples: Where shall we talk, here or in the library? Put the pen on the table or in the box, thank you. Are you going to sit on your own or with the group? Are you starting your work with the words or the picture?</p>	<p>Class Teachers Teaching Assistants Lunchtime Supervisors* Phase Leader</p> <p>No parental involvement is needed if it's a one-off behaviour.</p> <p>Parental involvement will only be needed if the Phase Leader has recorded the behaviour on the Behaviour Log.</p> <p>* If a one-off behaviour occurs at lunch time, inform class teacher at the end of the lunch hour.</p>	<p>No recording needed if it is a one-off behaviour.</p> <p>However, if there is a pattern (for example regularly ignoring instruction) then this behaviour needs to be monitored by the Phase Leader in order to work out the reason behind the behaviour.</p> <p>The Phase Leader will then make the decision to record on the Behaviour Log if necessary. See Appendix 4.</p>



	<p>All choices should be followed by a few minutes thinking time for the child (if needed).</p> <p>Disempowering the behaviour Examples: You can listen from there. Come and find me when you come back. Come back into the room when you are ready. We will carry on when you are ready.</p> <p>De-escalation script Child's name I can see something has happened. I am here to help. Talk and I will listen. Come with me and...</p>		<p>The Phase Leader will consider the age and stage of the child.</p> <p>If recorded on the Behaviour Log, parents need to be made aware.</p>
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It is important to note that responses to unsocial behaviours will be different depending on the age and stage of the child.

These behaviours may indicate that additional support is needed in order to reduce negative feelings that the children may be experiencing. Adults will refer to the **Targeted Approach** section of **Supporting All Learners** in order to reduce the risk of the unsociable behaviour becoming antisocial behaviour.

Antisocial Behaviour

Definition: behaviour that causes harm to an individual, a group, to the community or to the environment.

These behaviours can be dangerous or difficult, causing harm to themselves, others and the environment. These are behaviours that may cause injury, panic, distress or severe disruption. This behaviour is not safe, not respectful and the rights of individuals around children behaving in this way are not upheld.

These behaviours are defined as antisocial because they do negatively affect other pupils.

On a one-off basis means the behaviour is seen for the first time.

On a regular basis means that the behaviour is seen daily or weekly (depending on the situation).

Persistent behaviour means that the behaviour is seen on more than one occasion per day.

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Examples of antisocial behaviours	How all staff members should respond	Adult involvement	Recording
<p>Shouting out in the classroom on a regular basis</p> <p>Disrupting others (including staff) and preventing others from accessing their learning</p> <p>Verbal refusal to following instructions on a regular basis</p> <p>Making unwanted noises on a regular basis</p> <p>Swearing (not directly at any given adult or pupil) on a one-off basis</p> <p>Name calling (on a one-off basis)</p> <p>Challenge back to any member of staff (on a one-off basis)</p> <p>Spitting (on a one-off basis)</p> <p>Stealing (on a one off basis)</p>	<p>Positive phrasing Examples: Stand next to me, thank you Put the pen down on the table, thank you Walk safely in the corridor, thank you</p> <p>All positive phrasing should end with the word 'thank you' as this implies trust that the child will follow through with instruction.</p> <p>Limited choice Examples: Where shall we talk, here or in the library? Put the pen on the table or in the box, thank you. Are you going to sit on your own or with the group? Are you starting your work with the words or the picture?</p> <p>All choices should be followed by a few minutes thinking time for the child (if needed).</p> <p>Disempowering the behaviour Examples: You can listen from there. Come and find me when you come back. Come back into the room when you are ready. We will carry on when you are ready.</p> <p>De-escalation script Child's name</p>	<p>Class Teachers Teaching Assistants Lunchtime Supervisors * Phase Leader</p> <p>No parental involvement is needed if it's a one-off behaviour.</p> <p>Parental involvement will only be needed if the Phase Leader has recorded the behaviour on the Behaviour Log.</p> <p>* If the antisocial behaviour is witnessed regularly during the lunch hour, inform a member or SLT.</p>	<p>No recording needed if it is a one-off behaviour.</p> <p>If there is a pattern (for example regularly shouting out) then this behaviour needs to be monitored by the Phase Leader in order to work out the reason behind the behaviour.</p> <p>The Phase Leader will then make the decision to record on the Behaviour Log if necessary. See Appendix 4.</p> <p>The Phase Leader will consider the age and stage of the child.</p> <p>If recorded on the Behaviour Log, parents need to be made aware.</p>

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	<p>I can see something has happened.</p> <p>I am here to help.</p> <p>Talk and I will listen.</p> <p>Come with me and...</p>		
<p>Persistent disruptive behaviour</p> <p>Walking out of classroom without direction</p> <p>Persistent challenges to adults</p> <p>Misuse of school property and resources (e.g. climbing on tables)</p> <p>Damage to property (e.g. throwing chairs or vandalism)</p> <p>Persistent swearing (not directly at any given adult or pupil)</p> <p>Swearing (on a one-off basis directly at a given pupil or adult)</p> <p>Name calling (on a regular basis)</p> <p>Offensive name calling including homophobic, sexual or racial comments</p> <p>Any type of intentional physical harm</p> <p>Spitting at a child or</p>	<p>As above.</p> <p>If you have used positive phrasing, choices, disempowering the behaviour and the de-escalation script then seek support from your Phase Leader or SLT. If the behaviour is unsafe, then seek immediate support.</p> <p>Potential removal from class for a period of time.</p> <p>Restorative conversation once child is calm by Class Teacher, Teaching Assistant and/or Phase Leader. See Appendix 3.</p> <p>Possible referral to behaviour panel.</p>	<p>Class Teachers</p> <p>Teaching Assistants</p> <p>Lunchtime Supervisors</p> <p>Phase Leader</p> <p>SLT</p> <p>Referral to Phase Leader (immediately if necessary)</p> <p>Phase leader to then refer to SLT.</p> <p>Class Teacher and or Phase Leader to inform parents with the support of SLT if necessary</p>	<p>Adult that was present during the incident will record on a Behaviour Log template and then email to Phase Leaders and Appropriate Assistant Headteacher See Appendix 4. (Make aware in person if not already aware)</p> <p>The adult will consider the age and stage of the child.</p> <p>If recorded on the Behaviour Log, parents need to be made aware.</p> <p>If the behaviour continues to occur persistently then a Risk Reduction Plan will need to be written in order to identify the triggers and aim to eliminate the antisocial behaviours.</p> <p>Racial - SLT to complete the Prejudice Reporting for Education form.</p>

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<p>adult</p> <p>Stealing on a regular basis</p> <p>Bringing age restricted products onto school site</p> <p>Bullying (defined as an imbalance of power between the bully and the victim, is intentionally harmful and occurs repetitively)</p>			
<p>Attempts to or leaving the school grounds without permission</p> <p>Extreme violence (e.g. punching a child with intent)</p> <p>Threatening behaviour towards peers or adults</p> <p>Sexual Abuse</p> <p>Extreme unsafe behaviour</p> <p>Using age restricted products on site</p>	<p>Removal from class for a period of time.</p> <p>Removal of class from environment if needed.</p> <p>Restorative conversation once child is calm by Class Teacher, Teaching Assistant and/or Phase Leader. See Appendix 3.</p> <p>Potential exclusion.</p> <p>Possible referral to behaviour panel.</p>	<p>Class Teachers Teaching Assistants Lunchtime Supervisors Phase Leader SLT</p> <p>Immediate referral to AHT, DHT or HT</p> <p>SLT to inform parents</p>	<p>Adult that was present during the incident will record on a Behaviour Log template and then email to Phase Leaders and Appropriate Assistant Headteacher See Appendix 4. (Make aware in person if not already aware).</p> <p>Follow procedure for exclusion if necessary</p> <p>If the behaviour continues to occur persistently then a Risk Reduction Plan will need to be written in order to identify the triggers and aim to eliminate the antisocial behaviours.</p>

It is important to note that responses to antisocial behaviours will be different depending on the age and stage of the child.



Unforeseeable Behaviour

These are behaviours that are rarely seen in school, and they are of a safeguarding nature.

Examples of unforeseeable behaviours	How all staff members should respond	Adult involvement	Recording
Self-harm	Removal from class for a period of time.	Class Teachers	Adult that was present during the incident will record on a My concern and then email to Phase Leaders and Appropriate Assistant Headteacher See Appendix 4. (Make aware in person if not already aware)
Being under the influence of drugs or alcohol	Removal of class from environment.	Teaching Assistants Lunchtime Supervisors Phase Leader SLT	Follow procedure for exclusion if necessary
Use of weapons with intent to harm	Possible physical removal from situation. *	Immediate referral to AHT, DHT or HT.	If the behaviour continues to occur persistently then a Risk Reduction Plan will need to be written in order to identify the triggers and aim to eliminate the antisocial behaviours.
Being sexually abusive	Restorative conversation once child is calm by Class Teacher, Teaching Assistant and/or Phase Leader. See Appendix 3.	SLT to inform parents.	
Taking members of staff hostage	Potential exclusion.		
Child on child abuse	Possible referral to behaviour panel.		
	Follow safeguarding procedures.		

* Children should only be physically removed from a space in school to prevent them from hurting themselves or others or from damaging property. This should only be the case if it safe for staff members to do so without any risk of harm to themselves.

[Use of reasonable force | Advice for headteachers, staff and governing bodies](#)

Online Behaviour

At All Saints' we believe that children will behave in the same way online that they would in person. We understand that online behaviour is more difficult to manage but teach our children key skills in order to stay safe and be good e-citizens. We teach our children key online behaviours through our e-safety lessons and instil the values of ready, respectful, safe.

Communication with Parents/Carers

Parents and carers are informed where necessary (as seen above). This will happen on the same day of the incident either via phone or at the end of the day. Depending on the severity of the incident



it will either be communicated by the Class Teacher, Phase Leader or a member of the Senior Leadership Team.

If a child has a plan due to the nature of their need, then this will be communicated with the parent/carer and spoken through with the parent/carer and adapted where necessary. Plans should be updated regularly and saved centrally.

Suspension/Permanent Exclusion

The school works within the guidelines that are referred to within the guidance below:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)



Appendices

Appendix 1 – Key Definitions

Appendix 2 – Behaviour Flow Chart

Appendix 3 – Restorative Conversations and Tasks

Appendix 4 – Behaviour Log Template

Appendix 5 – General Therapeutic Approach to Behaviour Management

Appendix 1 Key Definitions

Antisocial behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. The aim of this policy is to increase pro-social behaviour and reduce anti-social behaviour through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. This policy provides the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

Dangerous behaviour: That which is anti-social and will predictable result in imminent injury or harm, for example injury or harm that may result in first aid being needed. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.



Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievements are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them, this can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

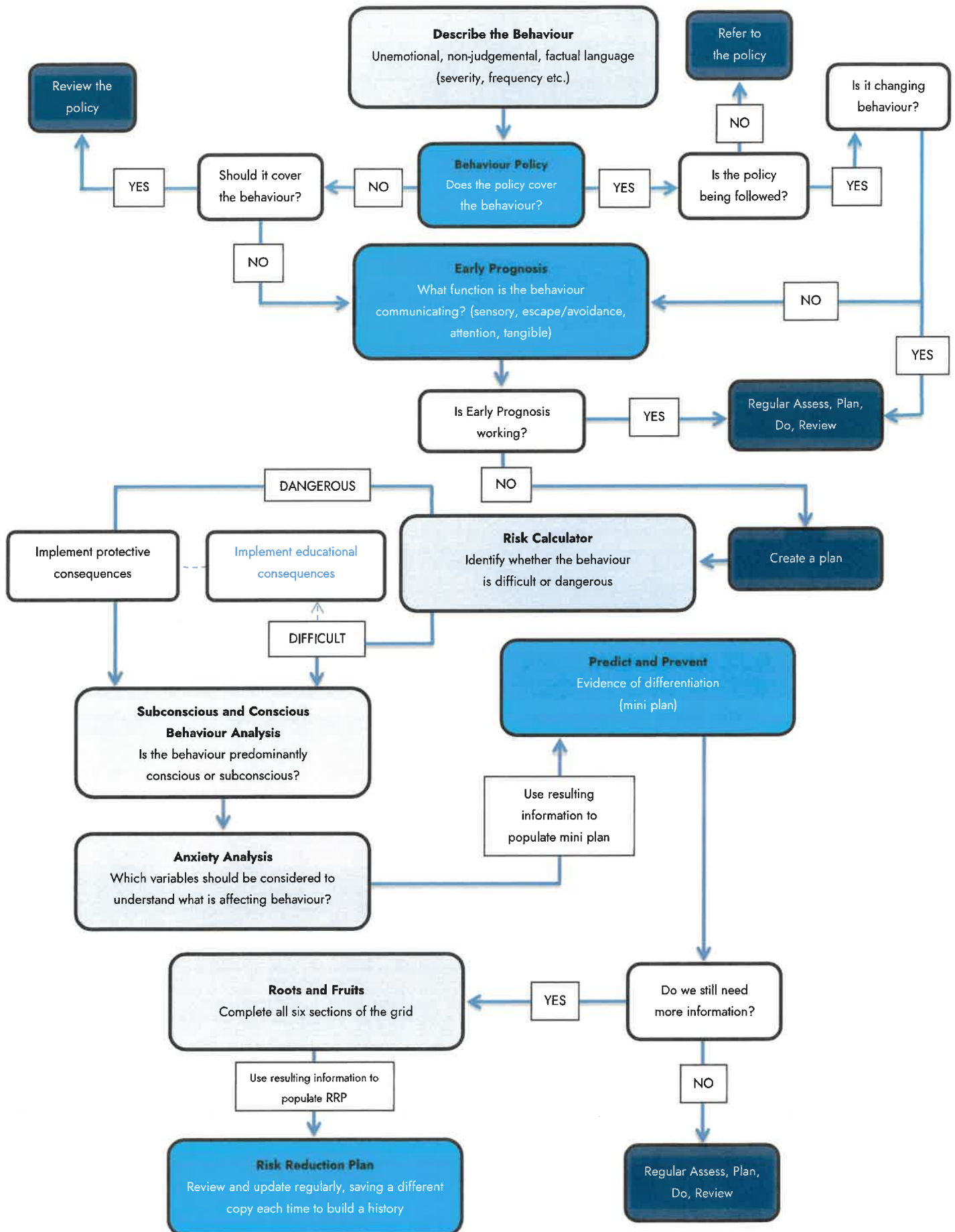
Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

Appendix 2: Behaviour Flow Chart

Cambridgeshire Steps Flowchart





Appendix 3: Restorative Conversations and Tasks

Aim:

- Focuses on harm that has been done
- Considers how the harm can be repaired
- Looks at experiences, feelings and needs
- Plans to ensure conflict is less likely to happen in the future

Questions and conversation prompts:

- What happened? (Tell the story)
- What were the people involved thinking and feeling at the time?
 - Who has been affected and how?
 - How can we put right the harm?
- What have we learnt so we can make a different choice next time?
 - What would you like to happen next?
 - How can we make things better for John/you?
- If everything was going to be alright, what would need to happen?
 - How can you help to put this right?
- How can we make it OK for you to go back into the classroom/playground/etc?
 - What do you think John might need?

Additional restorative strategies:

- Social stories
- Comic Strip conversations
- Role-play with dolls/soft toys or puppets
 - Circle time activities
 - Signing or signalling
- Use signs, pictures and symbols to communicate emotions



Appendix 4: Behaviour Log

Depending on the severity of the incident, a log of the behaviour will be collected. Refer to the policy to decide whether the incident should be recorded or not.

Adults will complete the form Behaviour Log form which can be found on the Central Resources system:

Documents > General > Central Resources > Behaviour Log

[Behaviour Log Template.xlsx](#)

You must then copy and paste the headings and the details of the incident into an email to Phase Leaders and appropriate SLT member who will add it to the Central Behaviour Log.

Remember to delete the information on the Behaviour Log once you have used the template.

Details required for the log include:

- Date
- Time of Day
- Name of Child
- Gender
- Pupil Premium
- SEND
- Class
- Location
- Context

What happened before the incident?

If details are not clear ensure you record the lesson and children near the incident. Also include which adults were with the children (if any).

-Detail of Incident

Include names of other children involved and any quotes from children about what they saw, heard or did.

-Incident Type

-Action Taken

Include details of investigation and any educational consequence / protective consequence.

-Have parents/carers been contacted?

-Adult making the entry (your name)

-Monitored by SLT member

-Further actions if required



Appendix 5: General Therapeutic Approach to Behaviour Management

STEP	ACTIONS
1 Tactical Ignoring	Tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves (unsocial behaviour). A pupil will always be talked with after this strategy is used to ensure they understand that their behaviour, although not impacting on others, is not acceptable.
2 Verbal/Physical Indication	A verbal/physical indication is given so the pupil is aware that the expectation is not being met. e.g. 'John, concentrate on your writing. Thank you' A 'look' or hand signal e.g. pointing to ear to request pupil to listen.
3 Choices	Two simple choices which are acceptable will be given e.g. 'You can complete your work now or at lunchtime.' 'We can talk here or outside the classroom.' 'We can complete the work now or when you are ready but it does need to be completed.'
4 De-escalation	If there is continued non-compliance and/or the pupil is distressed, we will move to de-escalate the situation. The pupil will be given an indication the member of staff is waiting to listen as soon as the pupil is ready. This may be at the time or after the lesson. 'I can see something has happened. I am here to help. Talk to me and I will listen.' A consequence and restorative conversation/task will take place (see next step)
5 Consequences and Restorative Strategies	Consequences A consequence will always be discussed with the pupil. A consequence must be logical and meaningful. e.g. 'You have not completed your work so obviously you will complete it at break time.' 'You are not working sensibly here, so obviously you will now sit here.' Educational Consequences and Restorative Strategies As part of the consequence, staff should engage the pupil in a restorative conversation or task, giving consideration to what the pupil needs to learn from the situation to support them to make a better choice next time. 'You were shouting out during the lesson so obviously you will talk to me at break time about how this is inappropriate and impacts on everyone in the classroom.' 'You have hurt another child on the playground so obviously you will not be on the playground tomorrow.' A restorative conversation or task should take place while this child is missing break time. Parents may be informed at this step. See Appendix 3: Restorative Conversations and Tasks

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<p>6 Risk Reduction Plan</p>	<p>If there is a regular (a pattern has formed) occurrence of anti-social behaviour, the parents/carers will be contacted and invited into school to discuss the anti-social behaviour with the class teacher and their child.</p> <p>At this stage it may be necessary to complete and analyse Roots and Fruits (Appendix 5) and draw up a Risk Reduction Plan (RRP).</p> <p>The SENDCO, SLT, parents and pupil will be involved.</p> <p>The RRP will include a de-escalation script, educational and protective consequences and restorative activities enabling the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore, through discussion, how conflict is less likely to happen again.</p> <p>A Plan-Do-Review cycle of the RRP will take place. This will be at least termly, but the timescale will be determined case-by-case.</p> <p>If the RRP does not result in improved behaviour, a referral may be made for advice or support for the pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil.</p>
<p>7 Internal Suspension</p>	<p>An internal suspension – usually in place as a protective consequence to keep pupil and others safe or able to learn e.g. withdrawal from breaktimes, lunchtimes separate to peers, working outside the classroom, etc</p>
<p>8 Suspension</p>	<p>Decision can only be made by Headteacher Parent/carers informed via telephone and letter produced for parent/carers when they collect the child; Chair of Governors informed Child to be taken home (temporary suspension between 1 – 5 days) For all suspensions – Statutory and LA guidance will be followed</p>
<p>9 Permanent Exclusion</p>	<p>Decision can only be made by Headteacher Permanent exclusion. For permanent exclusions – Statutory and LA guidance will be followed</p>