

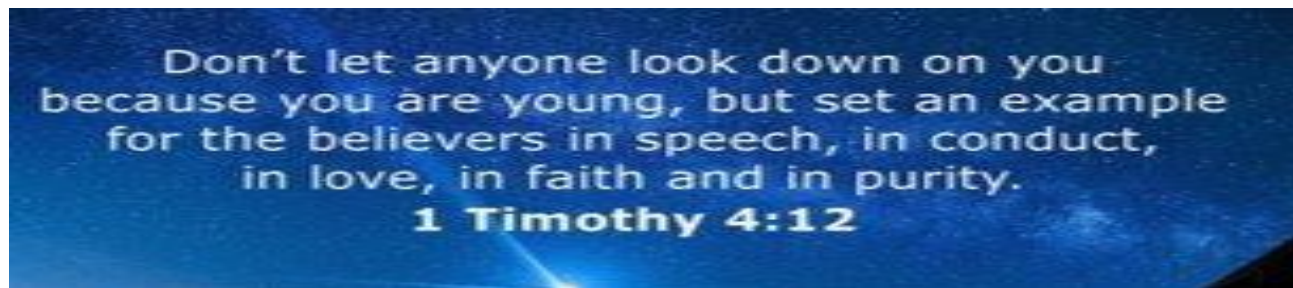
# Netherton C of E Primary School

## Behaviour and Relationships Policy

RESPONSIBILITY: Headteacher  
Governor: Alison Hickman Smith

Last reviewed on:	Sept 2024
Next review due by:	Sept 2026

[Where dreams are made, and futures created.](#)



'Make A Difference to Everyone'

At Netherton C of E Primary School, we aim to create an environment where there is no difference in the academic achievement and opportunities for spiritual growth between those who might feel undervalued, disrespected, or marginalised in society. We encourage our children to seek challenges and aspire to be the best that they can be, knowing they are loved and accepted for who they are, a unique child of God who is loved unconditionally.

In our drive and determination for ALL to be successful, it is our hope and through our words of wisdom that everybody can fulfil dreams to have the best chance of a happy future.

We value each child equally and as an individual and strive to provide the best education possible, within a stimulating, happy and caring environment, inspired by our Christian vision and practice. All members of the school are expected to help maintain an atmosphere conducive to learning based on our school Christian values of:

- **Respect** • **Acceptance** • **Positivity** • **Perseverance** • **Fairness** • **Forgiveness**

### **Aims**

We aim for every member of our school community to feel valued and respected and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour and relationships policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

The purpose of this policy is to:

- **Promote an environment where everyone feels happy, safe and secure.**
- **Help us maintain a consistent approach which supports the vision, aims and values of the school.**
- **Create a positive and effective atmosphere which supports teaching and learning.**

- **Ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regards to managing behaviour and that relationships are at the heart of everything we do.**

At Netherton Church of England Primary School, we aim to promote children's social development skills by early intervention, and by promoting appropriate and positive behaviour. The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

**This will be achieved by:**

- **A whole school approach, with all staff being responsible for the behaviour and relationships of all children**
- **An expectation that all staff and visitors to the school act as role models**
- **Fostering in pupils a positive self-image, self-discipline and empathy for others**
- **Ensuring that expectations are easily remembered, understood and consistently observed**
- **Encouraging children to understand that they have choices which lead to consequences**
- **Applying this policy in a consistent way.**
- **Helping parents to understand our commitment to behaviour and relationships**
- **Show care compassion and empathy for all pupils in order for them to reach their full potential**
- **It is our role to protect, nurture and support pupils to make appropriate choices**

### **Behaviour in School**

Our school provides a structured environment with clear boundaries. Expectations of behaviour are high. We have a number of 'Golden Rules' which are written in each child's planner. At the beginning of each school year, staff revisit these rules to ensure that all children are familiar with them and understand them. In this way, every child in the school knows the standard of behaviour that we expect in our school. Children are encouraged to observe others following the behaviour expectations, act as good role models and have the ability to reflect on their own behaviours and have strategies to develop them. The school rewards positive behaviour, as we believe that this will develop an ethos of kindness and co-operation.

### **Key principles of our approach**

- Being 'fair' is not about everyone getting the same (equality), but about getting what they need (equity).
- Behaviour is a form of communication, possibly of an emotional need (whether conscious or unconscious) and response should be appropriate.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of the child are within their control. Therefore, the language of choice (e.g. good choice/bad choice) is not always helpful.
- Taking a non-judgemental, curious, holistic stance and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. The child should be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. We ensure opportunities for reparation, especially following suspensions.
- Maintaining clear boundaries and expectations around behaviour. In order for children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour.

### **General expectations**

It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

**Golden Rules:**

1. We are kind, polite, helpful and aware of others' feelings.
2. We listen carefully to others without interrupting them.
3. We look after our own and other people's belongings.
4. We try our best, work hard and learn from our mistakes.
5. We treat other people the way we would like to be treated.
6. We always tell the truth

**Our Playground Rules:**

1. We look after each other and play together
2. We ask children who are on their own if they would like to join in with games
3. We show respect to every adult on duty
4. We let other children get on with their own games
5. We stand still when we hear the bell or whistle
6. We say sorry when we have done something wrong

Staff should ensure a good routine for their classroom and for when their children are around the school. These expectations are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

**Good routines should be in place for:**

- Start and end of day
- Transition times
- Lining up, incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

**Classroom environment**

Creating a positive classroom environment for students is important because it directly impacts all aspects of student life, including their academic performance and social interactions with classmates and teachers. A positive classroom environment promotes better self-esteem among children, which leads to higher academic achievement.

It is important for teachers to create a nurturing and positive learning space for their students. By doing so, they can help foster positive relationships and encourage productive learning behaviours where:

**They feel safe and secure**

**They feel connected to teachers and classmates**

**They feel inspired to do their best.**

A developmental environment is also where the teacher focuses on helping students learn and grow. It is an environment that fosters creativity and encourages students to question, explore, and experiment with their surroundings and with their own ideas.

## **Objectives**

For children to show:

- Self- confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others feelings
- Respect for their environment and community Teachers and all staff are expected to be effective at managing and improving children's behaviour.

It is expected that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and its wider community.

## **Mutual respect**

At Netherton, we believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, assembly, by role play and by good role modelling. A large part of our oracy skills centre around discussion of these elements. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

**As part of that vision, our aims are to worked hard to promote the following amongst staff, parents and pupils:**

- Emotion coaching
- Trauma informed practice
- Restorative practice
- Attachment awareness

## **Emotion Coaching**

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children, but also parents/carers and staff, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

## **What Emotion Coaching means in Practice (co-regulation)**

**Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone.')**

**Step 2: Validating the feelings and labelling ('This is what is happening, this is what you are feeling.')**

### **Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want.')** Step 4: Problem solving with the child ('We can sort this out.')

We advocate an 'Authoritative' versus 'Authoritarian' approach where adults are 'in control' versus 'controlling.' It is important to acknowledge that no individual can control the behaviour of another, but behaviour can be managed.

As a school we will always acknowledge that everyone is doing the best they can at the time with the resources they have. This is a really important principle and value to remember and helps us to avoid blaming others when we feel stuck.

#### **Trauma informed Practice**

Becoming trauma informed is a lengthy process that can take many years to achieve. Organisations might aim to begin the process by developing an awareness and sensitivity to how trauma can impact people accessing their services. This means developing awareness of how adverse life experiences and traumas could have a negative impact on a person's wellbeing and behaviour.

#### **What to do if someone is dysregulated:**

1. **Regulate**- our own emotions first before we support others to regulate. Get down to the child's eye level, use grounding techniques, encourage.
2. **Relate**- Connecting with a child, validate their feelings, show them you see and hear them- understand them.
3. **Reason**- Don't try and fix too early or jump in too soon with sanctions. Ensure you have followed step 1 and 2. Support the child through meaningful planning of what will happen next and how to prevent this next time. Communicate clearly what the next steps are.

#### **Becoming Attachment Aware**

We encourage teachers to take an Attachment Aware and Emotion Coaching Approaches (Appendix 1), in their everyday practice, with a particular focus on the central principles of:

- empathy
- connection
- attunement
- trust
- co-regulation.

This includes careful consideration and awareness-raising of both verbal and non-communication.

#### **Restorative Practice**

##### **What is Restorative Practice?**

Restorative Practice is a 'way of being' where the focus is on building strong, meaningful, trusting and respectful 'relationships', and repairing relationships when difficulties or harm arises.

Strong meaningful relationships are formed when we work alongside people. We know that people are happier, more cooperative and productive, and more likely to make positive changes to their behaviour when we do things WITH them rather than To them or For them. Working WITH people means providing High Support and High Challenge.

The processes used focus upon:

- removing barriers
- proactively promoting a sense of community
- understanding social responsibility and shared accountability

### **Supporting Pupils' Behaviour**

A variety of methods are used to encourage and support pupils to behave appropriately:

- PSHE/Citizenship/Assemblies
- School and class charters
- Behaviour flow chart
- Class Dojo reward system
- Head Pupils, Peer supporters, Sports Leaders, Anti Bullying Ambassadors, School Council, Classroom Monitors
- Mutual respect expected of all adults and children
- Anti-Bullying policy
- Strong relationships fostered in order to fully understand each child

### **Rewards**

- Children are rewarded for acts of kindness, consideration, thoughtfulness and good manners. Stickers, Dojos and certificates are rewarded to pupils for excellence and effort in all areas of the school curriculum. We praise and reward children in a variety of ways:
- We congratulate children; verbal praise, written remarks about good work and sending the child to another teacher, Deputy or Headteacher for praise.
- Values Awards half termly. Children are awarded stickers from various members of staff if they are seen to show our school values. Children can then explain to an adult what they did to earn the sticker.
- We give children Dojo's and stickers for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Each week we nominate children to receive a Headteacher Award in the school praise assembly.
- The school acknowledges efforts and achievements of children, both in and out of school, in weekly praise assemblies.
- Praise certificates and postcards home enable children to share their positive behaviour and successes with parents.
- Marvellous Monkey is given each week in assembly to a child who has gone above and beyond showing school values, manners and respect.

### **Class Dojo and school planners**

Class Dojo is our approach to reinforce positive behaviour and attitudes to learning through an online platform. For our pupils, the feedback is timely, specific, and individualized, encouraging self-reflection and goal setting. Every child in each class has their own monster and points are awarded according to whether they are following a school value:

**Respect, Acceptance, Positivity, Perseverance, Fairness and Forgiveness.** They can also be given points for school subjects: **English, Maths, PE, Science and Curriculum.** We also award pupils for their learning behaviours: **Participating, Working Hard, Teamwork, On task, Helping Others, Simply Awesome** (for outstanding learning), **Poetry Challenge** (for learning their year group poem), **Maths** for passing their times table superhero and for **attendance.**








Parents have the chance to join class Dojo to see how their child is progressing through our positive praise system and keep up with communications from the class teacher. Class story will allow teachers the chance to communicate increasingly with parents, share updates and share learning experiences in the classroom.

**Class Dojo rewards:**

50 Dojos	100 Dojos	200 Dojos	300 Dojos	400 Dojos	500 Dojos
Prize box	Wear own clothes to school	You and a friend wear own clothes to school	An afternoon off timetable	Pizza/ Ice cream party	School Trip

**Consequences**

Consequences will only be applied after other options have been tried. Staff will take steps to de-escalate situations through a range of strategies such as: reminders, time for reflection, encouragement and positive reinforcement.

<p align="center"><b>Behaviour flowchart</b></p> <p align="center">Every child starts the day equally with a green card displayed in their named pocket on the class chart.</p>	
<p><b>1st verbal warning</b> Time to put things right</p>	
<p><b>2nd verbal warning</b> Another chance to turn things around</p>	
<p><b>Yellow card</b> Time for reflection or discussion</p>	
<p><b>Re-set</b> Time to go to a preferred safe space, use calm box or calming strategies</p>	
<p><b>Red card</b> Time out as a consequence- go to a designated classroom Class teacher to speak to parent/carers (phone call or face to face)</p>	
<p><b>Regulate</b> send to Phase Leader Chance to regulate behaviour- phase leader decides consequence</p>	
<p><b>Step 7</b> Time out with a member of the senior leadership team Consequence decided by SLT</p>	



**Three red cards will trigger a meeting with the parent Repeated red cards and SLT involvement may result in an internal or external suspension**

The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. Children are offered the opportunity to explain their actions fully and in private. It is made clear to them that their behaviour is not acceptable and that they need to understand what the consequences will be for their actions.

Consequences will follow the school flowchart. The consequences will vary depending on the age of the child but will include:

- A clear verbal warning and a reminder of what is expected
- Awarded a yellow will be recorded on class behaviour sheet and 10 minutes of lunchtime is lost
- Red cards are recorded on Arbour. A further 10 minutes is then lost from lunch with class teacher
- Explaining behaviour to the Deputy or Headteacher
- Internal exclusion if the behaviour is severe or repeated
- Suspension from school if behaviour is wholly unacceptable.
- Discussion with parents/carer if appropriate.
- Changes to EHCP
- Report cards/ behaviour charts

Consequences are applied in school and parents are not asked to apply these at home. As a school, we believe that children should have a fresh start following any consequence and be given the chance to turn things around. Minor incidents are not discussed with parents unless there is a reason to do so. All serious issues will be discussed with parents and, if appropriate, a meeting arranged.

### **Behaviour Improvement Plan**

Behaviour Improvement Plans are drawn up by Phase Leader, SENDCo, or the Deputy Headteacher for pupils who display continued challenging behaviour. Plans will be developed in consultation with the pupil and parents/carers. A plan will provide a pupil with realistic targets, strategies and the support needed to be successful in improving and managing their own behaviour appropriately. Each individual plan will include details of the expectation of behaviour, the rewards that will be given and the consequences that will be used. Regular reviews will take place to assess progress and acknowledge achievements.

### **Pastoral Support Plan**

Children whose behaviour puts them at risk of suspension will have a Pastoral Support Plan designed by the Headteacher and/or Deputy Head which sets out the expectations and the support that will be offered. This may include access to the school's Wellbeing Team, Family Link worker or outside agencies including inclusive Pathways.

### **Lunchtime**

At lunchtimes, our main purpose is to keep our children safe, build their relationships with one another and model good play. Children are expected to follow our playground expectations. Lunchtime staff are supported with SLT and TA's who patrol the playground and play with the children to help keep them on task, Sports leaders and Anti-bullying Ambassadors set up and run activities for children to be active and engaged. Unacceptable behaviour results in them being reminded of what to do and given 2 chances to put this right. Continuation of certain poor behaviour will result in them having time on the fence. If this continues or the behaviour is severe then the Assistant Head or Pastoral Lead will

Speak to them and keep them with them to allow them time to regulate. In very severe cases the child will be sent into school for time out with SLT.

<b>Lunch time consequence steps</b>
<b>1st verbal warning Time to put things right</b>
<b>2nd verbal warning</b>
<b>Time out to reflect Stood next to a fence for five minutes- chance to restart</b>
<b>Time with Assistant Head/Pastoral Lead to regulate and discuss incident whilst still being outside</b>
<b>Removed from the playground for time with SLT</b>
<b>Repeated incidences result in loss of break/lunchtimes for the following day</b>

### **Bullying and discriminatory behaviour**

The school takes many steps to ensure and mitigate the risk of bullying. As a church school, we teach our children about rights and responsibilities through our shared values. Incidents of bullying will be dealt with very seriously and in accordance with the school's Anti-Bullying Policy. Alleged bullying incidents will be recorded on the Bullying Log along with details of any investigation, parental involvement and actions taken.

All incidents relating to discrimination will be taken seriously. It will be made clear that it is unacceptable and will not be tolerated. As required, all racial incidents will be reported to the governors, DoWMAT and the Local Authority. Alleged racial incidents will be recorded on Arbor first then investigated and added to CPOMS with details of any investigation, parental involvement and actions taken. Incidents of extremism will be dealt with through the PREVENT programme. At Netherton, we have a PREVENT co-ordinator who will report concerns and make referrals to the appropriate authorities.

### **Record Keeping**

The school keeps a variety of records of incidents of unacceptable behaviour. Our tracking system operates across all Year groups including EYFS. Consistent recording ensures that any patterns of poor behaviour can be identified and addressed effectively:

- Class teachers/Teaching Assistants record yellow cards using the behaviour sheet
- Assistant Head monitors these and records in a central place. Children with repeated incidents are then spoken to along with their parents.
- Red cards are logged on Arbor. This is then followed up by the Assistant Head (as above)
- Lunchtime incidents of poor behaviour are reported by the Assistant/Deputy Head who will ensure they are logged on Arbor

(Racist, bullying incidents and sexual allegations are to be reported on CPOMS)

## **Use of physical Intervention**

Under certain circumstances, it may be necessary for an adult to physically restrain a child. This will only be done if the child will not respond to verbal instructions and is in danger of harming another person or themselves. The actions that we take are in line with government guidelines on the restraint of children. A record of any incidence requiring physical restraining will be completed and reported immediately to the Headteacher.

## **Behaviour beyond the school gate**

Children are expected to uphold the reputation of the school whenever they are out of school whether taking part in an official school visit or wearing the uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. The school cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from the school. Online

## **Implementation:**

### **Roles and Responsibility**

Promoting positive behaviour and relationships is the responsibility of the school as a whole. For our policy to be implemented comprehensively, the roles and responsibilities are broadly outlined below.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff through:

- Implementing the policy,
- Setting the standards of behaviour and relationships,
- Supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are only taken after the school governors have been notified.

### **The role of teaching staff:**

The most prominent role of all of our teaching staff is to build strong, meaningful and trusting relationships with each and every child.

- Ensure that the school behaviour and relationships policy is consistently and fairly applied
- Have high expectations of behaviour
- Treat each child fairly and treat all children with respect and understanding.
- Keep a record of all incidents of behaviour. In the first instance, deal with incidents seeking help and advice if the behaviour is repeated or escalates and report to SLT
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Report to parents about the progress of each child in their class, in line with the school policy.
- Contact parents/carers if there are concerns about the behaviour or welfare of a child.

### **The role of support staff [including lunchtime staff]:**

The most prominent role of all of our support staff is to build strong, meaningful and trusting relationships with each and every child.

- Ensure that the school policy is consistently and fairly applied

- Have high expectations of behaviour
- Treat each child fairly and treat all children with respect and understanding.
- Keep a record of all incidents of poor behaviour. In the first instance, deal with incidents seeking help and advice if the behaviour is repeated or escalates • Report incidents to class teachers
- Liaise with class teacher and/or leadership members when appropriate

### **The role of pupils**

Pupils are responsible for:

- Listening and staying focused in lessons
- Treating others with care and respect
- Treating the school environment with respect
- Following school expectations and rules
- Reporting racial or bullying incidents to an adult

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school. 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. If the school has followed the policy and issued reasonable sanctions, parents should support the actions of the school.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Access to the curriculum**

We want our exciting curriculum to be one of the many reasons our children love school! We seek to provide a broad, balanced, accessible curriculum and offer a wide range of exciting, challenging activities, and experiences to all pupils irrespective of ability, background, ethnic origin or gender. We acknowledge that people learn in many different ways, and we recognise the need to develop strategies that allow all children to access the curriculum and learn in a way that is best suited for them.

### **Special Educational Needs and Vulnerable pupils**

Amendments to school practice may be made for pupils with special educational needs who require a personalised approach. Following consultation with the class teacher, support staff and outside agency professionals, if involved, the SENDCo and Deputy Head will devise a plan. A plan will provide a pupil with realistic targets, strategies and the support needed to be successful in improving and managing their own behaviour appropriately. Each individual plan will include details of the expectation of behaviour, the rewards that will be given and the sanctions that will be used. Regular reviews will take place to assess progress and acknowledge achievements.

For pupils who are identified as particularly vulnerable, the school's systems of rewards and sanctions may not be appropriate and will be adapted to meet the needs of certain pupils. This is to ensure equity, not equality. Vulnerable pupils will need specific approaches tailored to their individual needs and experiences, strengths, and difficulties. These will need to reflect any advice given by professionals, such as Sycamore Behaviour Outreach, or recommendations made by external agencies and professionals, including, but not limited to Educational Psychology Service, CAMHS and Consultant Paediatricians.

Specific approaches may include, but again will not be limited to the following:

- Support from an adult (amount and level of support dictated by the pupil's EHCP, IBP or agreed with the pupil's parent/carer)
- Working outside of the classroom (self-elected withdrawal)
- Safe place
- Reward chart or system
- Using restorative practice, trauma informed practice, emotion coaching and attachment aware strategies

## **Equality**

Our school is committed to equality. Therefore:

- We do our best to ensure that everyone is treated fairly and with respect.
- We make sure the school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that some pupils need extra support to help them to achieve and be successful.
- We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents/carers, and through School Council.

In accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; medical conditions, their ethnicity, colour or national origin; their gender; their religion or beliefs.

We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard, in particular, for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.

## **Fixed-term and permanent suspensions**

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. Exclusion will be the last resort after a range of measures have been tried to improve a pupil's behaviour. Alternative additional provision may be made working in partnership with other agencies. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the DOWMAT and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, or about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or Deputy Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal

process can be implemented. An appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaint.

### **Monitoring**

The Headteacher monitors the policy on a regular basis, and reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.