Puriton Behaviour Policy (including allegations of bullying)

Puriton Primary School

Our mission is to provide each child with a creative and engaging education, which inspires confidence and resilience with a love of learning. By challenging and encouraging children to thrive and achieve as individuals, we aim to prepare them to be successful, compassionate and responsible citizens of the future

Puriton Primary School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background. We will pay particular attention to the provision for and achievement of all in our school policies and action plans.

POLICY REVIEW

This policy will be reviewed annually or sooner if legislation or guidance changes to ensure that it continues to meet the needs of the school community and statutory requirements.

Policy Date	**November 2026**	Review Date	**November 2027**
Signed:	KWilliams	Signed:	**RMADGE**
	Head teacher		Chair of Governors

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1. Policy Statement

At Puriton Primary School, we believe that positive behaviour is fundamental to successful learning, wellbeing and safeguarding. We are committed to creating a calm, safe, inclusive and nurturing environment where every child feels valued, respected and supported to achieve their potential and to flourish. Our approach is rooted in strong relationships, high expectations and an understanding that behaviour is a form of communication.

This policy promotes a culture where children learn to take responsibility for their actions, develop self-regulation skills and understand the impact of their behaviour on others. It aims to ensure consistency across the school whilst recognising the individual needs of pupils.

2. Legislation and Statutory Guidance

This policy has been developed with reference to:

- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units
- Keeping Children Safe in Education (KCSIE)
- The Equality Act 2010
- SEND Code of Practice 2015
- Education and Inspections Act 2006
- Children and Families Act 2014
- Searching, Screening and Confiscation Guidance
- Use of Reasonable Force Advice for Schools
- Human Rights Act 1998

The policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Online Safety Policy
- Positive Handling Policy
- Attendance Policy
- Staff Code of Conduct
- Mobile Phone and Smart Technology Device Policy

3. Aims

We aim to:

- Create a calm, purposeful learning environment.
- Promote positive behaviour and relationships.
- Ensure all pupils feel safe and respected.
- Develop children's emotional literacy and self-regulation.
- Foster respect, tolerance and inclusion.

- Provide consistency in behaviour management.
- Support pupils to make positive choices.
- Meet our duties under safeguarding, SEND and equality legislation.
- Reduce barriers to learning.
- Ensure that suspensions and exclusions are only used as a last resort.

4. Our Behaviour Principles

At Puriton Primary School:

- Every child has the right to learn.
- Every child has the right to feel safe.
- Every adult has the right to work in a respectful environment.
- Behaviour is viewed within its wider context.
- Positive relationships form the foundation of successful behaviour.
- Consistency is essential.
- Sanctions must be fair, proportionate and restorative wherever possible.
- Children should always be treated with dignity and respect.

5. The Puriton Golden Rules

Our three Golden Rules underpin everything we do:

Ready
We come prepared to learn.
Respectful
We treat ourselves, others and our environment with respect.
Safe
We make choices that keep ourselves and others safe.

These expectations are explicitly taught, modelled and reinforced throughout the school day.

6. Roles and Responsibilities

Governors
The Local Governance Committee will:

- Approve and review this policy annually.
- Monitor behaviour trends.
- Review suspensions and exclusions where required
- Governors will consider suspensions and permanent exclusions in accordance with current statutory guidance (currently following 15 days of suspension within an academic term and/or following a permanent exclusion).
- Hold the Headteacher accountable for implementation.
- Ensure compliance with legislation.
- Monitor equality implications and protected characteristics.

Headteacher
The Headteacher is responsible for:

- Implementing the policy.
- Promoting positive behaviour culture.
- Monitoring behaviour records.
- Supporting staff.
- Authorising suspensions and permanent exclusions.

- Ensuring legal compliance.
- Reporting behaviour trends to governors.
- Ensuring staff training.

Staff
All staff are responsible for:
- Modelling expected behaviour.
- Building positive relationships.
- Maintaining high expectations.
- Using agreed behaviour systems.
- Recording behaviour incidents accurately.
- Following Behaviour Support Plans and Risk Assessments.
- Applying reasonable adjustments where appropriate.

Parents and Carers
Parents are expected to:
- Support the school's behaviour expectations.
- Attend meetings when behavioural concerns arise.
- Work collaboratively with school staff.
- Inform school of circumstances that may impact behaviour.

Pupils
Pupils are expected to:
- Follow the Golden Rules.
- Respect others.
- Listen to adults.
- Take responsibility for their choices.
- Learn from mistakes and restorative conversations.

7. Staff Training

All staff will receive regular training on behaviour management, safeguarding, positive handling, trauma-informed practice, SEND and Equality Act duties. Mandatory training in line with Trust guidance (Futura Learning Partnership) will be implemented at Puriton Primary School.

This is currently overseen by the SENDCO/Inclusion lead and includes both Team Teach and Thrive.

8. Promoting Positive Behaviour

Positive reinforcement is at the heart of our approach.

Rewards include:
- Verbal praise
- Positive phone calls home or messages sent via Class Dojo
- Stickers
- Class Dojo points
- House Points
- Certificates
- Celebration Assemblies

- Golden Leaf Awards
- Visits to the Headteacher
- Displaying work
- Additional privileges
- Special responsibilities

Our House System consists of:

- Woodpeckers
- Goldfinches
- Kingfishers
- Robins

House points contribute to weekly and half-termly rewards.

9. Understanding Behaviour

We recognise that behaviour often communicates an unmet need.
Staff will seek to understand:

- What the behaviour is communicating.
- Any underlying social, emotional or mental health needs.
- SEND-related factors.
- Safeguarding concerns.
- Home circumstances impacting behaviour.

Where there are concerns, staff will consult:

- The SENCO
- DSL
- Headteacher
- Parents
- External agencies

10. Responding to Behaviour

Staff will respond using:
Regulate
Helping pupils become calm.
Relate
Maintaining positive relationships.
Reason
Supporting reflection and learning.

The focus is always on repairing harm, restoring relationships and developing better future choices.

Reasonable and proportionate sanctions may include completion of work at an alternative time, supervised reflection periods and other educational consequences.

11. Behaviour Pathway

The following table shows the stages of behavioural concerns. The examples are suggestions as to the level of behaviour displayed and is not a definitive list. School staff will discuss behaviours and assign the stage of concern and possible responses as needed for individual circumstances.

Stage	Examples (not a definitive list)	Possible responses and consequences may include
Stage 1 - Minor Concerns These behaviours are low-level disruptions that can usually be addressed through reminders, redirection and restorative conversations.	• Calling out without permission • Talking when others are speaking • Not following instructions first time • Distracting others from learning • Minor off-task behaviour • Running indoors • Refusal to complete a task initially • Minor rough play • Interrupting adults or peers • Making inappropriate noises • Poor lining up behaviour • Minor misuse of classroom resources • Throwing small objects without intent to harm • Mild teasing that stops when challenged • Not using expected manners • Moving around the classroom without permission	**Possible Adult Responses** • Non-verbal reminder • Proximity and supervision • Gentle verbal reminder of expectations • Re-teaching the rule or routine • Redirecting attention to learning • Positive praise of nearby pupils making good choices • Restorative check-in • Moving seat within classroom if appropriate **Supportive Strategies** • Visual reminders • Clear classroom routines • Now/Next boards • Behaviour charts • Movement breaks • Positive reinforcement • Additional processing time • Explicit teaching of expectations **Possible Consequences** • Reminder • Warning • Brief reflection time in class • Completing missed learning • Restorative conversation
Stage 2 - Moderate Concerns These behaviours have a greater impact on learning, wellbeing or safety and typically require additional intervention.	• ***Repeated Stage 1 behaviours despite support*** • Deliberately refusing to follow adult instructions • Persistent disruption to learning • Leaving the classroom without permission • Inappropriate language directed at others • Deliberate damage to school property of a minor nature • Repeated unkindness	**Possible Adult Responses** • Verbal warning given and subsequent Red Dojos • Clear instruction with choices • Restorative conversation following any Red Dojos given (*this may be at play or lunch if learning time is impacted*) • Time in another classroom (following 3 red Dojos or a significant incident where immediate removal was deemed as needed by staff)

	towards peers • Excluding others from play • Threatening behaviour towards another child • Physical dispute between two pupils (low level and from both sides) • Swearing (not directed aggressively) • Throwing objects in anger • Significant dishonesty or lying • Repeated misuse of school equipment • Intentionally disrupting assemblies or collective worship • Misuse of technology or devices • Unsafe play after reminders • Repeated argumentative behaviour towards adults • Repeated refusal to complete tasks	• Contact with parents/carers • Discussion with phase leader or senior leader • Incident recording • Behaviour support plan if patterns emerge **Supportive Strategies** • Targeted behaviour goals • Check-in/check-out system • Emotion coaching • Social stories • Individual reward programme • Pastoral support • Additional adult support where appropriate • Home-school communication book **Possible Consequences** • Loss of a privilege • Reflection time • Completing work during another session • Parent meeting • Internal referral to senior leader
Stage 3 - Serious Concerns These behaviours significantly impact safety, wellbeing, learning or the rights of others and normally require involvement of senior leaders and parents.	• ***Repeated Stage 2 behaviours despite support*** • Physical aggression towards another pupil • Deliberately hurting another child • Swearing (aggressively and with intent at another person) • Fighting • Racist, sexist, homophobic or discriminatory language • Bullying behaviour (including online bullying) • Intentional damage to property • Serious defiance towards staff • Attempting to leave the school site or absconding from supervision within the	**Possible Adult Responses** • Immediate intervention to ensure safety • Referral to senior leader • Classroom removal • Investigation of incident • Parent contact on the same day • Formal recording on behaviour systems • Restorative meeting when appropriate • Individual risk assessment • Multi-agency discussion if required **Supportive Strategies** • Behaviour Support Plan • Risk Reduction Plan • Boxall Profile or similar assessment • ELSA support

	school grounds • Spitting at another person • Repeated threatening behaviour • Theft • Deliberate intimidation • Making malicious allegations • Bringing prohibited items to school • Persistent serious disruption to learning • Refusal to follow safety instructions creating risk • Encouraging others to behave unsafely	• Counselling or pastoral intervention • SEND review • Trauma-informed assessment • Early Help referral • External professional advice **Possible Consequences** • Internal sanction involving supervised removal from mainstream classes • Withdrawal from social times • Supervised alternative provision within school • Repair/restitution for damage caused • Formal behaviour monitoring • Consideration of suspension where thresholds are met
Stage 4 - Very Serious Concerns These behaviours place individuals at significant risk, may involve criminal activity, and are likely to require immediate senior leadership involvement and consideration of suspension or exclusion.	• ***Repeated Stage 3 behaviours despite support*** • Serious assault causing injury • Deliberate violence towards staff • Repeated physical attacks • Possession of a weapon or imitation weapon • Bringing illegal drugs onto school premises • Supplying illegal substances • Serious discriminatory abuse or hate incidents • Serious bullying causing significant distress or harm • Sexual harassment or sexual violence • Deliberate safeguarding breaches putting children at risk • Arson or deliberate fire-setting • Serious vandalism • Persistent dangerous behaviour despite extensive support • Serious threats of violence • Criminal damage • Sharing indecent or harmful	**Possible Adult Responses** • Immediate safeguarding measures • Senior Leader or Headteacher intervention • Parents contacted immediately • Full investigation • Risk assessment reviewed • Consideration of police involvement where appropriate • Referral to external agencies • Safeguarding referral if required • Governors informed as appropriate **Supportive Strategies** • Reintegration planning • Alternative provision assessment • Team Around the Child meetings • Early Help or statutory assessment • CAMHS referral where appropriate • SEND review and assessment • Safety plans

	images • Deliberate actions likely to cause serious injury • Behaviour requiring police involvement • Leaving the school site or absconding from supervision	• Intensive pastoral support **Possible Consequences** • Suspension • Permanent exclusion consideration • Managed move (where appropriate) • Restricted access arrangements • Individual supervision arrangements

No behaviour incident will be judged solely on the behaviour itself. The age of the child, developmental stage, SEND needs, safeguarding factors, known trauma, vulnerabilities, intent, frequency and severity will be carefully considered before determining any response. The school will always seek to understand the reasons behind behaviour and respond proportionately, fairly and consistently.

12. Classroom Removal

Pupils may be removed from the class when their behaviour:

- Prevents effective teaching.
- Poses a risk to others.
- Causes serious disruption.

Removal is:

- A serious sanction.
- Time limited (age, stage and needs appropriate).
- Supervised.
- Recorded on CPOMS or the school's current safeguarding and behaviour system.

If children receive three Red Dojos within one day, they will be removed from classroom. The following is guidance for timings for most children although school staff will consider individual pupils, their needs and circumstances surrounding the behaviours.

Age of Pupils	**Time out suggested**	**If the learning of other pupils is being totally disrupted, the pupil causing disruption may be removed for the length of the next learning session.**
EYFS	10-15 minutes	
Year 1/Year 2	15-20 minutes	
Year 3/Year 4	20-30 minutes	
Year 5/Year 6	30-40 minutes	

Children will continue learning during removal.
Parents will normally be informed the same day.
Removal may be to another classroom or to a member of SLT to work in their office, depending on the individual circumstances.

13. Playtimes and Lunchtimes

All behaviour expectations remain in place during breaktimes.

MDSAs and staff will:

- Promote positive play.
- Model respectful interactions.
- Facilitate restorative conversations.
- Ensure safe use of equipment.

Persistent concerns may result in:

- Supported play
- Alternative provision
- Reduced access to some activities
- Behaviour support plans

14. Bullying

Bullying is:
Several Times On Purpose
and involves:

- Deliberate harm
- Repetition
- Imbalance of power

Bullying may be:

- Physical
- Verbal
- Emotional
- Relational
- Cyber
- Prejudice-based

All allegations are investigated promptly. Parents who raise concerns around bullying will be given a copy of the Allegation of Bullying information (Appendix I) and asked to complete the evidence form so that a formal investigation can be undertaken into the allegations. Parents will be invited to discuss incidents and following an investigation, will receive both verbal and written feedback of the findings. The school will use the guidance in Appendix J to support the investigation process.

All bullying will be logged in the first instance as 'Perceived Bullying' on CPOMS or the school's current safeguarding and behaviour recording system. This will be changed to 'Bullying' (and the specific category) following an investigation which confirms that bullying did take place.

Confirmed bullying will result in:

- Support for the victim
- Sanctions for those responsible
- Parent involvement
- Ongoing monitoring

Incidents involving child-on-child abuse, sexual harassment or sexual violence will be managed in accordance with the Child Protection and Safeguarding Policy and Keeping Children Safe in Education.

15. Mobile Phones and Smart Devices

Puriton Primary School is committed to maintaining a calm, safe and focused learning environment. In line with guidance from the Department for Education, the school operates as a mobile phone-free environment. Mobile phones and smart devices (including smart watches with messaging, recording or internet capabilities) must not be used by pupils during the school day.

Where a pupil needs to bring a mobile phone to school for safety reasons when travelling to and from school, the phone must be switched off and handed to the school office on arrival. It will be stored securely and returned to the pupil at the end of the school day.

Any mobile phone or smart device seen in use during the school day may be confiscated and retained until collected by a parent or carer, in accordance with the school's behaviour policy and legal powers to search, confiscate and discipline pupils.

Reasonable adjustments and exceptions will be considered where required to meet a pupil's medical needs, disability or SEND needs.

Pupils should not bring mobile phones to school unless there is an exceptional reason agreed in advance with the Headteacher. Smart watches capable of sending messages, taking photographs, recording audio or accessing the internet are not permitted. More detailed information can be found in the Mobile Phone and Smart Technology Devices Policy.

16. Racist, Discriminatory and Prejudice-Based Incidents

Puriton Primary School has zero tolerance for:

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia
- Disability discrimination
- Religious discrimination
- Prejudice-based incidents relating to any protected characteristic.

Such incidents will:

- Be investigated immediately.
- Be recorded on CPOMS or the school's current safeguarding and behaviour recording system.
- Be reported where required.
- Result in appropriate sanctions and education.

17. Behaviour and SEND

The school recognises that behaviour may be influenced by:

- Autism
- ADHD
- Speech and language difficulties
- Sensory needs
- SEMH needs
- Trauma
- Medical conditions

Staff must consider:

- Reasonable adjustments.
- SEND needs.
- EHC Plan requirements.
- Individual risk assessments.

Behaviour support may include:

- Movement breaks
- Sensory support
- Individual reward systems
- Adapted sanctions
- Nurture provision
- ELSA support

18. Use of Reasonable Force

Reasonable force may only be used when necessary to:

- Prevent injury.
- Prevent serious property damage.
- Prevent criminal acts.
- Maintain safety.

Reasonable force:

- Is a last resort.
- Must be proportionate.
- Never used as punishment.
- Must be recorded.

Parents will be informed of significant incidents.
The school follows Team Teach principles.

19. Searching, Screening and Confiscation

The Headteacher and staff authorised by the Headteacher may search pupils in accordance with current DfE guidance.

Staff may search a pupil where there are reasonable grounds to suspect possession of:

- Weapons
- Drugs
- Alcohol
- Stolen items
- Fireworks
- Vapes
- Pornographic material

Searches will comply with statutory guidance.
Parents will be informed where searches involve prohibited items.
All incidents will be recorded.

20. Behaviour Beyond the School Gate

Sanctions may be applied where behaviour:

- Occurs on educational visits.
- Occurs travelling to or from school.
- Occurs online.
- Brings the school into disrepute.
- Impacts the safety or wellbeing of others.

This may also include:

- Online bullying
- Sharing harmful content
- Behaviour impacting school order and discipline

The school may respond to online behaviour occurring outside school where it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of staff, or adversely affects the reputation of the school.

21. Suspension

Suspension is a serious sanction and will only be used when necessary.
Only the Headteacher (or acting Headteacher) may suspend a pupil.

A suspension may be used where a pupil:

- Physically assaults another pupil.
- Physically assaults staff.
- Poses a serious threat to safety.
- Displays serious discriminatory behaviour.
- Brings a weapon to school.
- Commits serious damage to property.
- Repeatedly breaches behaviour expectations despite extensive support.

Before making a decision, the Headteacher will consider:

- Safeguarding.
- SEND.
- Equality duties.
- Proportionality.
- Previous interventions.

A Suspension/Exclusion Decision-Making and Equality Act Consideration Form (Appendix F) will be completed by the headteacher prior to the decision to suspend a pupil to ensure all of the above points have been considered.

The school will:

- Contact parents immediately.
- Provide written notification.
- Set work for the period of suspension.
- Notify the Local Authority where required.
- Inform governors in line with statutory requirements.

Governors will review suspensions and exclusions in accordance with current statutory guidance. Total suspensions cannot exceed 45 school days in an academic year. Currently, if suspensions reach 15 days within an academic term, a Governance Committee Meeting must be held to review provision and support strategies which have been put in place in the school.

Guidance from the Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units will be followed.

Any suspensions will be reported to the school's School Improvement Lead and the Governing Body.

22. Reintegration Following Suspension

Following a suspension, the school will hold a reintegration meeting.
The purpose is to:

- Rebuild relationships.
- Establish support.
- Reduce future incidents.
- Agree expectations.

Support may include:

- Behaviour plans
- Risk assessments
- ELSA/Thrive/Pastoral support
- SENCO involvement
- External agency referrals

Written notes from the reintegration meeting will be kept in the pupil's file and shared with all parties. The template in Appendix G should be used for this purpose to provide consistency and a thorough review.

23. Permanent Exclusion

Permanent exclusion is a last resort.

The Headteacher may permanently exclude where:

- There has been a serious breach of this policy; and
- Allowing the pupil to remain would seriously harm the education or welfare of others.

Examples may include:

- Serious violence.
- Possession of an offensive weapon.
- Serious criminal behaviour.
- Persistent dangerous/disruptive behaviour.
- Serious assault on staff.

Before excluding, consideration will be given to:

- Equality Act duties.
- SEND.
- Safeguarding.

- Alternative interventions.
- Individual circumstances.

Any exclusions will be reported to the school's School Improvement Lead before they are issued and agreed.

The Governing Board will review exclusions in accordance with statutory guidance. Guidance from the Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units will be followed.

24. Monitoring and Evaluation

Behaviour data will be reviewed at least termly and reported to governors.
This will include:

- CPOMS logs (or the school's current safeguarding and behaviour recording system) incidents
- Suspensions
- Exclusions
- Class removals
- Bullying incidents
- Racist incidents
- Physical interventions

The Headteacher will present regular analysis to governors and the Trust, including:

- Vulnerable groups
- SEND pupils
- Pupil Premium pupils
- Protected characteristics

This ensures compliance with the Equality Act and supports continual improvement.

25. Policy Review

This policy will be reviewed annually by the Headteacher and Governing Body, or sooner if legislation or guidance changes.
Date adopted: November 2026
Review date: November 2027

Appendix A: Code of Practice for Adults Working with Children

All adults will:

- Use calm, respectful language.
- Actively listen.
- Model expected behaviour.
- Avoid sarcasm.
- Protect children's dignity.
- Build positive relationships.
- Support emotional regulation.
- Focus on behaviour, not character.

Adults must never:

- Humiliate children.
- Shout aggressively.
- Use ridicule.
- Threaten.
- Use physical intervention as punishment.

Appendix B: Behaviour Support Plans

Behaviour Support Plans may be implemented where a child:

- Reaches repeated Stage 3 incidents.
- Is at risk of suspension.
- Requires additional emotional support.
- Has identified SEND-related needs.

Plans will be reviewed regularly with parents and pupils.

Appendix C: Suspension and Exclusion Decision-Making Checklist

Before suspending or excluding, the Headteacher must consider:

✅ Safeguarding factors
✅ SEND needs
✅ Equality Act implications
✅ EHC Plan requirements
✅ Previous interventions
✅ Risk to others
✅ Proportionality
✅ Alternative strategies attempted
✅ Views of relevant staff

This appendix should be completed and retained for all suspension and permanent exclusion decisions.

Appendix D: Equality Act Implications Considered

Has the pupil's behaviour been influenced by a protected characteristic?

Examples:

✅ A pupil with diagnosed ADHD left the classroom without permission. The Headteacher considered whether impulsivity associated with ADHD contributed to the incident, what

reasonable adjustments were already in place and whether further support should be implemented before considering suspension.

✅ A pupil with Autism Spectrum Condition physically lashed out during a period of sensory overload. The Headteacher reviewed whether environmental triggers, sensory needs and agreed support strategies had been appropriately implemented.
✅ A pupil with an identified SEMH need used inappropriate language when highly dysregulated. The Headteacher considered whether the behaviour was linked to the pupil's disability and whether a Behaviour Support Plan required revision.
✅ A pupil with severe anxiety refused to enter a classroom and subsequently became disruptive. The Headteacher considered whether the behaviour was a manifestation of the pupil's anxiety disorder and whether alternative support could be provided.
✅ A pupil with a hearing impairment repeatedly failed to follow instructions. The Headteacher considered whether the instructions had been accessible and whether reasonable adjustments had been made.
✅ A pupil receiving SEND support was involved in a serious incident. The Headteacher reviewed whether all provision outlined in their EHCP or support plan was being delivered consistently.

Appendix E: Questions for the Headteacher to Consider

Before making a suspension or exclusion decision:

Disability and SEND

- Does the pupil have a recognised disability under the Equality Act?
- Does the pupil have SEND, regardless of whether they have an EHCP?
- Could the behaviour reasonably be linked to their disability or SEND?
- Have reasonable adjustments been made?
- Have agreed support strategies been consistently implemented?
- Has the SENCO been consulted?

Protected Characteristics

- Could this decision disproportionately affect the pupil because of their:
    - Disability
    - Race
    - Religion or belief
    - Sex
- Is there any evidence that pupils with similar behaviours but different protected characteristics have been treated differently?

Reasonable Adjustments

- Have adaptations to sanctions been considered?
- Has additional support been explored first?
- Have external agencies been involved where appropriate?
- Has an EHCP review or emergency annual review been considered?

Appendix F: Suspension/Exclusion Decision-Making and Equality Act Consideration Form

This format provides a clear evidential trail for governors, Somerset Local Authority, Ofsted inspections and any Independent Review Panel (where applicable), while demonstrating that Equality Act, SEND and safeguarding duties have been fully considered before any suspension or permanent exclusion decision.

Puriton Primary School
Suspension / Permanent Exclusion Decision Record
This form must be completed by the Headteacher prior to any suspension or permanent exclusion decision and retained with the pupil's record.

Section 1: Pupil Details
Pupil Name: _____
Date of Birth: _____
Year Group: _____
Date of Incident: _____
Date of Decision: _____
Headteacher: _____
Type of Decision:
☐ Internal sanction involving supervised removal from mainstream classes
☐ Suspension
☐ Permanent Exclusion
☐ Considered but not proceeded with
Length of Suspension (if applicable): _____

Section 2: Incident Summary
Brief description of the incident(s):

Section 3: Evidence Considered
Please indicate all evidence reviewed as part of the decision-making process.

Evidence Reviewed	Yes	No
Staff statements	☐	☐
Witness statements	☐	☐
Pupil account	☐	☐
Parent/carer views	☐	☐
CCTV (if available)	☐	☐
CPOMS records	☐	☐
Previous behaviour records	☐	☐
Behaviour Support Plan	☐	☐
Risk Assessments	☐	☐
Positive Handling Plan	☐	☐
SEND records	☐	☐
EHCP (where applicable)	☐	☐
External agency reports	☐	☐

Comments

Section 4: Statutory Decision-Making Checklist

The Headteacher must consider each area below before making a decision.

Consideration	Yes	No	N/A
Safeguarding factors considered	☐	☐	☐
SEND needs considered	☐	☐	☐
Equality Act implications considered	☐	☐	☐
EHCP requirements reviewed	☐	☐	☐
Previous interventions reviewed	☐	☐	☐
Risk to others considered	☐	☐	☐
Decision is proportionate to the incident	☐	☐	☐
Alternative strategies have been attempted	☐	☐	☐
Relevant staff consulted	☐	☐	☐

Comments

Section 5: Safeguarding Considerations

Has the school considered whether the behaviour may be linked to:

Consideration	Yes	No
Abuse or neglect	☐	☐
Trauma/adverse childhood experiences	☐	☐
Mental health concerns	☐	☐
Online safety concerns	☐	☐
Child-on-child abuse concerns	☐	☐
Exploitation concerns	☐	☐
Other safeguarding concerns	☐	☐

Comments/Details

Section 6: SEND and Disability Considerations

Question	Yes	No	N/A
Does the pupil have SEND?	☐	☐	☐
Does the pupil have an EHCP?	☐	☐	☐
Does the pupil have a recognised disability under the Equality Act?	☐	☐	☐
Could the behaviour be linked to SEND?	☐	☐	☐
Could the behaviour be linked to a disability?	☐	☐	☐
Has the SENCO been consulted?	☐	☐	☐
Were support plans implemented consistently?	☐	☐	☐
Have agreed reasonable adjustments been made?	☐	☐	☐
Has additional support been considered?	☐	☐	☐
Has an EHCP review been considered?	☐	☐	☐

SEND / Disability Analysis

Section 7: Equality Act Considerations
Has the Headteacher considered whether the behaviour may have been influenced by a protected characteristic?

Area Considered	Yes	No	N/A
Disability	☐	☐	☐
Race	☐	☐	☐
Religion or belief	☐	☐	☐
Sex	☐	☐	☐
Other protected characteristic	☐	☐	☐

Equality Act Reflection Questions

Question	Yes	No
Could this decision disproportionately affect this pupil?	☐	☐
Has similar behaviour been sanctioned consistently for other pupils?	☐	☐
Have reasonable adjustments been fully explored?	☐	☐
Have adaptations to sanctions been considered?	☐	☐
Has external agency advice been sought where appropriate?	☐	☐
Is the proposed sanction lawful and non-discriminatory?	☐	☐

Equality Act Considerations and Rationale
Examples that may be relevant:
□ ADHD-related impulsivity
□ Autism-related sensory overload
□ SEMH-related dysregulation
□ Anxiety-related behaviours
□ Communication difficulties
□ Hearing or visual impairment
□ Other disability-related factors

Comments/Details

Section 8: Previous Support and Interventions
Please tick all support that has been provided prior to this decision.
☐ Behaviour Support Plan
☐ Pastoral Support Plan
☐ Risk Assessment
☐ Individual Reward System
☐ ELSA Support
☐ Nurture Group
☐ SENCO Involvement
☐ Educational Psychologist
☐ Behaviour Support Service
☐ Early Help
☐ Social Care Involvement
☐ Team Around the Child Meeting
☐ Parent Meetings
☐ Reduced Timetable (if applicable)
☐ Alternative Provision Discussion
☐ Other
Details:

Section 9: Views of Relevant Staff
Please indicate which staff members were consulted before the decision.
☐ Class Teacher
☒ SENCO/Inclusion Lead
☐ DSL/Behaviour Lead
☐ Deputy Headteacher
☐ External Professional
☐ Other

Comments/Views

Section 10: Proportionality Test
The Headteacher must be satisfied that:

Statement	Yes	No
The facts have been established on the balance of probabilities	☐	☐
The incident represents a serious breach of the Behaviour Policy	☐	☐
Lesser sanctions have been considered	☐	☐
The pupil's individual circumstances have been considered	☐	☐
The sanction is proportionate to the incident	☐	☐
The wellbeing and safety of others has been considered	☐	☐
The decision aligns with DfE guidance	☐	☐

Section 11: Decision Outcome
☐ No further action
☐ Internal sanction
☐ Internal sanction involving supervised removal from mainstream classes/removal
☐ Suspension
☐ Permanent Exclusion

Rationale for Decision

Section 12: Headteacher Declaration
I confirm that I have considered:

Safeguarding duties		EHCP requirements		Proportionality	
SEND duties		Previous interventions		Alternative strategies	
Equality Act implications		Risk to others		Relevant professional views	

and am satisfied that the decision recorded above is lawful, reasonable, fair, proportionate and in line with school policy and current statutory guidance.
Headteacher Signature: _____
Date: _____

Section 13: Governor Review (Where Applicable)
Chair of Governors / Review Panel Member
Name: _____
Date received: _____
Signature: _____

Comments/Views

Appendix G: Reintegration Meeting Record Following Suspension

Reintegration Meeting Record Following Suspension
School: _____
Pupil Name: _____
Class: _____
Date of Meeting: _____
Time: _____
Meeting Led By: _____
Suspension Dates: _____
Length of Suspension: _____
Date of Return to School: _____

1. Attendees
☐ Pupil
☐ Parent/Carer
☐ Headteacher
☐ Deputy Headteacher
☐ SENDCo
☐ Class Teacher
☐ Teaching Assistant
☐ Other: _____
Names:

2. Purpose of the Meeting
To support the pupil's successful return to school, rebuild positive relationships, discuss what happened, agree any support required and establish clear expectations moving forward.

3. Review of Incident
Brief Summary of Incident Leading to Suspension

School's Concerns

Impact on Others

4. Pupil Voice
Child's Account of What Happened

How Were You Feeling at the Time?

What Do You Think Could Be Done Differently Next Time?

Is There Anything You Would Like Adults to Know?

5. Parent/Carer Views
Parent/Carer Comments

6. Supportive Reflection
What Triggered or Contributed to the Incident?
(Consider SEND, communication difficulties, friendship issues, changes at home, anxiety, emotional regulation, safeguarding concerns, unmet needs etc.)

What Has Worked Well Previously?

7. Support Plan Moving Forward
Strategies School Will Put in Place
☐ Daily check-in
☐ Trusted adult
☐ Emotional regulation support
☐ Social story
☐ Pastoral support
☐ ELSA support
☐ Behaviour support plan

☐ Reduced timetable (where agreed)
☐ Adjusted provision
☐ SEND review
☐ Risk assessment review
☐ Increased home-school communication
☐ Other:

Details:

Strategies Pupil Agrees to Try
☐ Ask for help
☐ Use calm space
☐ Use agreed signal
☐ Follow adult instructions
☐ Walk away from conflict
☐ Speak respectfully
☐ Discuss worries with trusted adult
☐ Other:

How Parents Can Support

8. Expectations Moving Forward
We have discussed the school's behaviour expectations and agreed that:
✅ Everyone has the right to feel safe.
✅ Adults will support the child to make positive choices.
✅ The child will try their best to follow school expectations.
✅ School and home will work together to support success.
Additional comments:

9. Risk Assessment Review
Does an existing risk assessment need updating?
☐ Yes
☐ No
If yes, who will update it?

By when?

---

10. Follow-Up Actions

Action	Person Responsible	Date

---

11. Review Date

Review Meeting Date:

---

12. Agreement

I understand the purpose of this plan and will work together to support a successful return to school.

Signatures

Pupil: _____

Parent/Carer: _____

Headteacher/SLT: _____

Class Teacher (if attending): _____

Date: _____

Reintegration Meeting Script for Staff

1. Welcome and reassure the child that this is a fresh start.
2. Review what happened factually.
3. Listen carefully to pupil and parent views.
4. Identify triggers and unmet needs.
5. Agree support and reasonable adjustments where needed.
6. Clearly explain expectations.
7. Confirm next steps and review date.
8. End positively, emphasising success and belonging.

Key Message: *"We are pleased to have you back. We want you to succeed, and we will work together to help you make positive choices and feel successful in school."*

Appendix H: Governors' Written Statement of Behaviour Principles

The Local Governance Committee believes that every child has the right to learn in a safe, supportive, inclusive and respectful environment where they can achieve their full potential.

These principles underpin the school's Behaviour Policy and should guide the Headteacher when developing, implementing and reviewing behaviour practices and procedures.

1. High Expectations for All
The Governing Board expects high standards of behaviour from all members of the school community. Behaviour expectations should be clearly taught, consistently applied and regularly reinforced.

2. Safety and Wellbeing
All pupils, staff and visitors have the right to feel safe within school. The school will not tolerate behaviour that threatens the safety, wellbeing or dignity of others.

3. Positive Relationships
The school will promote positive relationships based on mutual respect, kindness, inclusion, responsibility and cooperation. Good behaviour should be recognised and celebrated.

4. Fairness and Consistency
Behaviour management approaches should be applied fairly, consistently and proportionately, taking account of individual circumstances whilst maintaining high expectations for all pupils.

5. Inclusion and Equality
The Governing Board expects behaviour management to reflect the school's duties under the Equality Act 2010. The school will make reasonable adjustments for pupils with disabilities and consider the needs of pupils with Special Educational Needs and Disabilities (SEND) when responding to behaviour concerns.

6. Safeguarding
Behaviour decisions must always be made with safeguarding as a priority. Staff should consider whether behaviour may indicate an unmet need, vulnerability, safeguarding concern or adverse childhood experience.

7. Restorative Practice
Where appropriate, pupils should be supported to reflect on their behaviour, repair relationships, restore trust and learn from mistakes. The school seeks to develop self-discipline and personal responsibility rather than relying solely on sanctions.

8. Proportionate Consequences
Consequences should be reasonable, proportionate and educational. They should support pupils in understanding the impact of their behaviour and encourage positive future choices.

9. Partnership with Parents and Carers

The Governing Board believes that positive behaviour is most effectively supported when school, parents and carers work together. The school will seek constructive partnerships with families to support pupils' success.

10. Suspension and Exclusion

Suspension and permanent exclusion should only be used when necessary, lawful, reasonable and proportionate. The school should seek to understand and address underlying causes of behaviour and consider all available support strategies before exclusion wherever possible.

11. Pupil Voice

Pupils should be given opportunities to contribute their views and help shape a positive school culture. Their perspectives should be considered when reviewing behaviour systems and support strategies.

12. Monitoring and Review

The Governing Board expects behaviour data, including information relating to vulnerable groups and protected characteristics, to be monitored regularly to ensure that behaviour systems are effective, equitable and inclusive.

Appendix I: Allegation of Bullying Investigation Form

What is bullying and what isn't bullying?

At Puriton Primary School, we are fortunate that acts of bullying are few and far between. However, it is important that we are all clear about what bullying is and what it isn't so that we can continue to ensure our children thrive and learn, and to do this they must feel safe.

According to StopBullying.gov, the definition of bullying is: **Unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.**

At Puriton, we use **STOP (Several Times On Purpose)** to help us decide whether something is bullying. The key point is that bullying is targeted, intentional and repetitive. It is a pattern of behaviours that harms a child and bullying can take various forms. Here are some pointers about what does and doesn't constitute bullying:

Four categories of bullying:

- **Verbal bullying:** this includes teasing, name-calling, inappropriate sexual comments and taunting.
- **Social bullying:** often referred to as relational bullying, social bullying happens when someone is trying to deliberately hurt another's reputation. This includes spreading rumours, repeatedly excluding someone and telling other children not to be friends with someone.
- **Physical bullying:** this includes hitting, pushing, tripping, stealing possessions and sexual assault. Boys are more likely to participate in physical bullying than girls.
- **Cyber bullying:** cyber bullies use the internet (social media, mostly) to target their victims. Rumours and insults can quickly spread through social media and it's nearly impossible to eradicate them.

Sometimes we may think certain behaviours are bullying, but they're not intentional, deliberate or repetitive. **Conflict and drama are not always bullying.**

Bullying is not:

- **Excluding someone:** it is not considered bullying if children exclude someone on the playground now and then or don't invite them to a party.
- **Disliking someone:** children may verbally or non-verbally communicate their dislike for another child. This is okay, as long as they don't start rumours or verbally abuse the other child.
- **Accidental physical harm:** a child might unintentionally bump into or trip another child. This is not bullying if it is not deliberate.
- **Being 'bossy':** it is natural to want friends to play in a certain way and some children take the role of being the director. Learning to lead skilfully is a lifelong process and most children haven't mastered it.
- **Telling a joke about someone or name calling (once):** while it's not great behaviour, it is not considered bullying unless there are repeated incidents. Of course we teach children that one single joke or unkind word about someone may hurt their feelings and it's not okay.
- **Arguments:** we all argue and arguments inevitably happen at school.
- **Physical fighting:** we never tolerate physical violence and children who engage in deliberate (as opposed to accidental) physical violence always face a consequence for their actions. However, single acts do not constitute bullying.

While these seven behaviours are not ideal, they are not bullying. We teach children to refrain from acting in ways that may hurt another, whether it's a one-time thing or not. Nonetheless, it is important to understand the difference between bullying and general conflict and unskilled behaviour.

If you feel your child has been the victim of targeted, intentional and repetitive unkindness, please do speak with the class teacher. We kindly ask you to provide details of the incidents by completing the form overleaf, so that a thorough investigation can be undertaken and the matter can be addressed quickly and effectively.

Thank you

Allegation of Bullying Form: Parent Report

Date of meeting with the class teacher to lodge the allegation of bullying:	
Names of those present at the meeting	Parent
	Teacher
Name of child (alleged victim)	
Name of child (alleged bullying)	
Dates (and times) of incident/s	Details of incidents / allegations. Please include when the incidents were reported to staff.
Date of meeting to feedback on investigation and actions	

Signature of Parent	Signature of Teacher

Allegation of Bullying Form: Investigation Report

Details of incidents from child (alleged victim)
Investigation

Details of outcomes from investigation	
The incident(s) **ARE** considered to be bullying behaviours	
The incident(s) **ARE NOT** considered to be bullying behaviours	

Actions taken

Date of meeting to feedback on investigation and actions	
Names of those present at the feedback meeting	Parent
	Teacher

Signature of Parent	Signature of Teacher

Appendix J: Allegations of Bullying: Investigation Procedure

Purpose
The school takes all allegations of bullying seriously. Every concern will be listened to, investigated promptly and dealt with fairly. The aim is to ensure all children feel safe, supported and respected.

Definition of Bullying
Bullying is behaviour that is:
- Deliberately intended to hurt, upset or harm.
- Repeated over time or has the potential to be repeated.
- Involves an imbalance of power.

Bullying may be:
- Physical (hitting, kicking, damaging property)
- Verbal (name-calling, threats, insults)
- Social (excluding others, spreading rumours)
- Online (cyberbullying)

Investigation Process

Step 1: Receive the Concern
Any member of staff receiving a report of bullying must:
- Listen carefully and reassure the child.
- Record the concern on the school's behaviour or safeguarding system.
- Inform the class teacher and senior leader responsible for behaviour.

Step 2: Initial Assessment
The investigating member of staff will:
- Gather basic information about what has been reported.
- Consider whether there are any immediate safeguarding concerns.
- Ensure all children involved feel safe while the investigation takes place.

Step 3: Speak to Those Involved
Separate conversations should take place with:
- The child reporting the concern.
- The alleged victim(s).
- The alleged perpetrator(s).
- Any witnesses.

Staff should:
- Use open questions.
- Record facts rather than opinions.
- Allow children time to explain events in their own words.

Step 4: Review the Evidence
The investigating member of staff will consider:
- Incident records.
- Previous reports involving the pupils.
- Witness accounts.
- Any relevant written or electronic evidence.

The school will decide whether the evidence suggests:
- A one-off conflict or disagreement.
- Unkind behaviour.
- A behavioural incident.
- Bullying behaviour.

Step 5: Inform Parents

Parents/carers of pupils directly involved should normally be informed:

- That an investigation is taking place.
- Of the outcome of the investigation.
- Of any support or actions being implemented.

Step 6: Take Appropriate Action

Depending on the findings, actions may include:

- Restorative conversations.
- Apologies.
- Behaviour sanctions in line with the Behaviour Policy.
- Additional supervision.
- Support plans for affected pupils.
- Referral to safeguarding procedures where necessary.

Step 7: Record the Outcome

The school will:

- Keep clear written records of the investigation.
- Record whether the allegation was:
    - Confirmed bullying.
    - Unkind behaviour.
    - Friendship conflict.
    - Unsubstantiated following investigation.
- Record actions taken and follow-up arrangements.

Step 8: Monitor and Review

Following the investigation:

- Staff will monitor relationships between the pupils.
- Check-ins will take place with the affected child.
- Further action will be taken if concerns continue.

Timescales

- Concerns should be acknowledged on the same school day where possible.
- Investigations should normally be completed within 5 school days.
- Parents should be kept informed throughout the process.

Responsibility

Overall responsibility for bullying investigations rests with the Headteacher, although investigations may be delegated to a member of the Senior Leadership Team.

Investigation Outcome Template

Outcome	Definition
Confirmed Bullying	Evidence shows repeated harmful behaviour and/or imbalance of power.
Unkind Behaviour	Behaviour was inappropriate but does not meet the definition of bullying.
Friendship Conflict	Disagreement between pupils where no bullying has occurred.
Unsubstantiated	Insufficient evidence to confirm bullying.

This approach helps ensure consistency, fairness and accurate recording, while recognising that not all friendship difficulties or one-off disagreements constitute bullying.