Relationships, Behaviour and Anti-Bullying Policy:

Including Behaviour Strategy

‘Children at the heart of everything we do’

Strive, Belong, Thrive

October 2026

Approved by: **LGB**	**Date first adopted:** October 2026
Last reviewed: **14th October 2026**	
Next review due by: **October 2027**	

Promoting Positive Behaviour:

This policy outlines the philosophy, purpose, organisation and management of pupil behaviour at Old Town Infant School and Nursery. This is a working document designed to promote the way in which all members of the Old Town School family can live out our school vision and values. The principles outlined here feed into all other school policies and they form the foundation to our provision.

It is crucial that all children feel secure and happy in school in order for them to grow in confidence and achieve their full potential. We are fully committed to enabling children to flourish, and this is seen in our core school values of curiosity, respect, resilience and independence. Relationships are key and underpin our school vision where the emphasis is on our school family working together to ensure children are successful learners. We have therefore made a conscious decision to rename the Behaviour policy to Relationships, Behaviour and Anti-bullying Policy to ensure the emphasis is made primarily to the cause (relationships) and that behaviour is usually an effect of this.

This policy will help to ensure that all staff promote the uniqueness of all pupils and encourage an environment where children feel valued and cared for and where everyone is mutually respectful. The primary aim of this policy is a means of promoting good relationships, so that all stakeholders can work together with the common purpose of helping everyone to learn. This will allow pupils at Old Town to enjoy a calm, nurturing and caring environment which will give them the best possible chance of success, both in school and in everyday life. It aims to focus the development of children's internal discipline which means an increased focus on teaching valued behaviours. particularly in the Early Years. Internal discipline is where the child fully understands the value of the work they have been given; is inspired and motivated sufficiently to choose to complete the work and recognises the value of the completed work irrespective of the views of others. We aspire to help all our pupils to develop this skill.

Underpinning our approach at Old Town are beliefs that:

- All member of our community are valuable and valued.
- Staff feel empowered and confidence to manage behaviours at all levels-staff support each other.
- Old Town supports children by teaching them to behave in a way which supports their ability to access learning and to enable everyone around them to be able to learn.
- We support children to own, discuss and consider their behaviour and coach them in improving where needed.
- We support adults by sharing different strategies to help them manage the behaviour of the child/children in their care.
- -Consistency and certainty in approach from staff is key however we recognize that equality and equity are different: everyone should get what they need and that may look different for individuals- particularly those with an addition need.

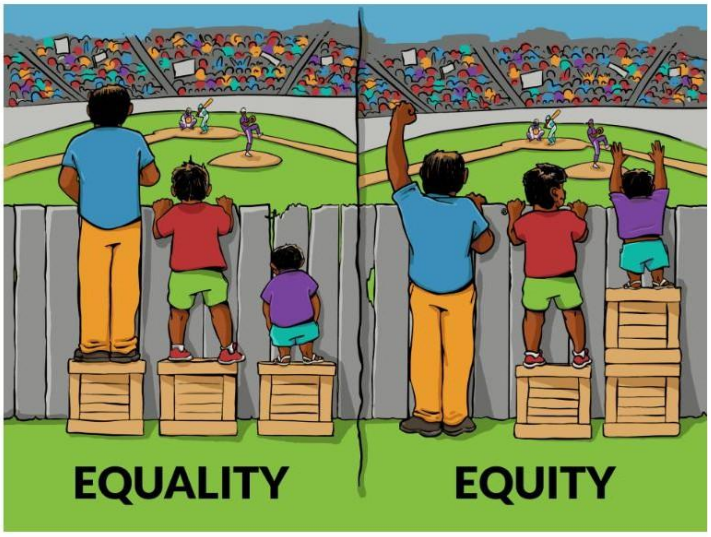
- We teach, promote, seek out, recognize and reward positive behaviour.

We want to make it right together

- To provide a clear, fair and consistent approach to behaviour. Seek to understand undesirable behaviour but we will not ask questions, as part of discipline
  E.g. We don't ask, "what do you think you're doing?" Instead we recognise the unacceptable behaviour and re-state the appropriate E.g. "Everybody is quietly working. You are trying to catch your friend's attention. I want to see you ready for learning. Thank you."
- Teaching children to take ownership of their behaviour, recognize the impact that it has on themselves, and others, and to make amends and discuss ways forward.
- Recording undesirable behaviour so that patterns can be spotted, children can be highlighted and more detail shared externally if needed.
- Working to support (rather than undermine) the child/teacher/Ta relationship at all times
- To enable staff to support children with their behaviour through providing pupils with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging, feeling safe, secure and valued.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. They should never be belittled.

As stated in Teacher Standards Section 2, we agree that all adults at Old Town Infant School will "treat pupils with dignity, building relationships rooted in mutual respect". "Equality is treating everybody the same. Equity is giving everyone what they need to achieve success."

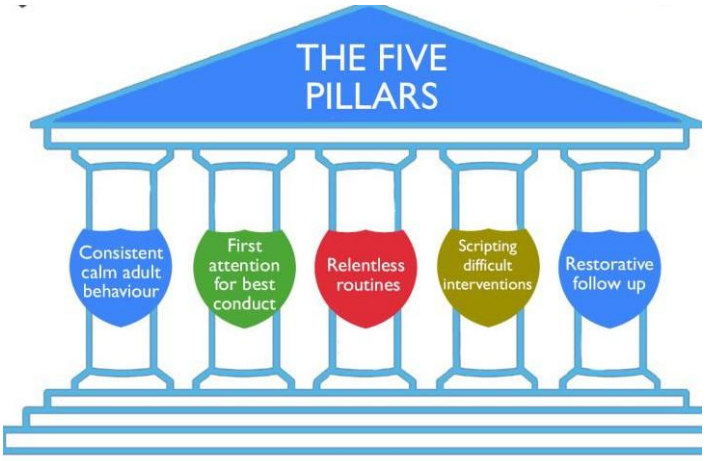
"Equality is treating everybody the same. Equity is giving everyone what they need to achieve success."



All members of staff will:

- Treat all pupils courteously and with respect. E.g. We greet pupils when we pass them in corridors and we model appropriate responses.
- Promote this courtesy between and among all adults and pupils. We will also promote good manners, in and out of the classroom. This will be especially important at lunchtime and social times.
- Not shouting at pupils or classes, unless to notify them of immediate danger.
- Know that a well-managed, well- planned environment decreases potential for problems.
- Use non-verbal cues and standard signal for being still and silent. We use it relentlessly and our expectations are consistent.

Our approach is based on the following five pillars:



Behaviour Curriculum:

At Old Town Infant School and Nursery, we have designed a behaviour curriculum which defines the expected behaviours in our school. It clearly outlines the way these behaviours will be taught and maintained throughout our school.

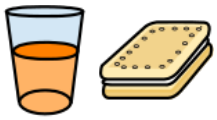
There are three overarching behaviour expectations at our school and nursery. These are to be:

1. Ready
2. Respectful
3. Safe

Promoting High Standards of Behaviour:

Valued behaviour at Old Town Infant School will be recognised and rewarded frequently in these ways:

Verbal feedback 	Positive behaviour will be praised with verbal recognition.
Class Target 	The teacher will write a 'Team Target' on the board. This could be a behaviour or an academic target. The target could be changed daily but may last longer (weekly) if appropriate – the target should link to the specific need of the particular class e.g. not calling out, listening quietly, tidying up, looking after resources. A reward will be given once the target is complete. Rewards could involve additional play time, arts/craft/sports activity, move. *Reward time should not exceed 20 minutes.*
Headteacher/Teacher/ Staff sticker 	A time to publicly celebrate children who consistently demonstrate exceptional behaviour, positive attitudes to learning, and always strive to do the right thing. This award recognises those pupils who are outstanding role models for others and who embody our school values every day. Children receiving this recognition will be awarded a special sticker.
Star of the Week 	Each week, teachers will choose a *Star of the Week* from their class. This award celebrates children who have stood out through their learning, effort, perseverance, kindness, behaviour, or by demonstrating our school values. Certificates are presented during our Friday Celebration Assembly, where we recognise and celebrate pupils' achievements. Children will receive a certificate to take home and share with their families. Teachers will explain why each child has been chosen, helping to celebrate success and inspire others. Over the course of the year, every child will have the opportunity to be recognised and will receive at least one *Star of the Week* certificate.

Values Champion 	Each week, one child from each class will be chosen as the *Values Champion*. This award recognises children who have demonstrated one or more of our school values through their actions and attitudes. Values Champions will be celebrated during our Friday Celebration Assembly. Their name and the reason for their award will be displayed on a shell on our *Values Champion Board* in the hall for the following week. This award celebrates the positive contributions children make to our school community and the many ways they demonstrate our values each day. Throughout the year, all children will have the opportunity to be recognised as a *Values Champion*.
Always Club 	Children who consistently demonstrate our school values and are a shining example of positive behaviour may be awarded a Golden Ticket. Children who receive this special recognition will be invited to enjoy a drink and a biscuit with a senior member of staff on a Monday, alongside other children who have been recognised in this way. As an allergy-aware school, refreshments provided will always take account of individual dietary requirements and allergies. The class teacher will clearly explain why the child has been awarded this privilege so that others can be inspired by their positive choices and achievements. This is a very special reward. Children will receive a special Golden Ticket, presented in a fun "Wonka-style" manner, which they can take home to share with their parents and carers. * As an allergy-aware school, any refreshments provided will always take account of individual dietary requirements and allergies to ensure that all children can take part safely
Golden Reader 	Each week, teachers will choose one *Golden Reader* from each class. This award celebrates children who show a positive attitude towards reading, work hard to develop their reading skills, and make the most of reading opportunities both at school and at home. Golden Readers are recognised during our Friday Celebration Assembly and receive a special golden coin to use in our *Book Vending Machine*, where they can choose a book to take home and keep. This award celebrates effort, progress, confidence, and enthusiasm for reading, helping to inspire a lifelong love of books.
Star Writer Tea Party 	ach half term, two children from each class will be chosen as *Star Writers*. This award celebrates children who have shown excellent effort and progress in their writing, whether through accurate letter formation, strong sentence structure, exciting vocabulary, neat presentation, or a positive attitude towards writing. The work of our Star Writers will be displayed in the school foyer for families and visitors to enjoy and celebrate. At the end of each half term, all Star Writers will be invited to a special *Star Writer Tea Party* with a member of the Senior Leadership Team. Being selected as a *Star Writer* is a special achievement and recognises the hard work, progress, and enthusiasm children show in their writing. * As an allergy-aware school, any refreshments provided will always take account of individual dietary requirements and allergies to ensure

	that all children can take part safely

Some individual pupils have a personalised reward system according to need and these will be documented and reviewed in a child's individual plan.

Restorative Practice: Putting it right together

When addressing detrimental behaviour, we recognise that every child is an individual and we strive to discover the underlying reasons behind a behaviour rather than simply addressing the child's action. In situations where a child displays detrimental actions/words, staff strive to use the opportunity to help a child reflect on their emotions and consider the outcome of their actions/choices.

We believe it is important to build clear consequences for detrimental behaviours into this policy. Protective or educational consequences should be linked to the inappropriate behaviour and should help the pupil to reflect on why their behaviour was unacceptable and be an opportunity to learn from their mistakes. A staged system has been developed to support this. If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

Amber and Red behaviours:

Orange Behaviour **Low- Level** TRACKIT LIGHTS	For example: • Repeated calling out • Making noises with voice or equipment • Not following a simple, clear instruction • Being consciously careless with equipment/resources • Not moving sensibly around the classroom • Learning disruption • Low level off-task behaviour • Poking, tapping or playing with other children's hair • Interfering with other children's learning or work • Deliberating doodling or defacing on their own or others learning
Phase 1 response Member of staff to check in with child and remind child of expectations	
Phase 2 response Offer child a choice; this could be a move within the classroom, opportunity for an additional resource (to support learning or concentration) or support from an adult to re-engage with learning.	
Phase 3 response Child will be moved into partner classroom for an agreed amount of time (this will be dependent on child's age/stage of understanding). 'This is your third warning for calling out which means you will now be spending some time in the classroom next door'.	

Yellow Behaviour **Medium- Level**  	For example: • Any persistent low level behaviour that continues beyond a phase 3 response • Swearing / blatant blasphemy heard by an adult • Defiance of an instruction • Deliberate unkindness • Deliberate disrespect • Deliberately hurting another child (not as part of reciprocal rough play) • Deliberately throwing objects with intent • Screaming and shouting • Absconding from class • Refusal to engage in learning • Defacing equipment
Phase 1 response Child will be moved in class 'This is your first warning: we do not throw objects'.	
Phase 2 response Child will be moved into the partner classroom for an agreed amount of time (this will be dependent on child's age/stage of understanding) 'This is your second warning for throwing which means you will now be spending some time in the next-door classroom.'	
Phase 3 response Child will receive an appropriate consequence which will result in them missing out on something (e.g – playtime) 'This is your third warning for throwing. You are now going to miss 5 minutes of your playtime.'	
Red Behaviour **High- Level**  	For example: • Spitting • Biting • Intentional unsafe behaviour (e.g. throwing furniture/heavy items) • Needing to be removed from a classroom for unsafe behaviour which endangers or seriously disrupts others • Deliberately hurting or trying to hurt an adult or child that could result in a severe injury • Deliberately running away from adults • Discriminatory behaviour
Phase 1 response Prioritise safety of class, including child who is displaying high level behaviour. This could mean the rest of the class are removed or the child displaying high level behaviour is removed. Call SLT for additional support immediately. *If nobody is available, seek assistance from the nearest adult.*	

Phase 2 response Child will receive an internal suspension with a member of SLT. This will last one session (9:00-10:50am, 11:00-12:00, 1:00-3:00pm)
Phase 3 response Child will be externally excluded
Following each phase there will be an opportunity for a restorative conversation between the child and relevant adult.

Are you ok? *Low level*	**Let's talk.** *Low level*	**Maybe you could move?** *Low level*	**Time to move.** *Medium level*	**Teachers talk with your family.** *Medium level*	**Teachers and SLT meet with your family.**	**Extra Support**
Are you ok? Can I help you with <your task>? <Name> you are <describe behaviour> this is having <this impact> and is not showing <kindness/respect/ wisdom/honour> You need to…… I know you can do this you <did fabulous work this morning> this is the <name> I need to see now.	Restorative Conversation (RC) W.A.R.M. <u>What</u> What happened? What were you thinking? <u>Affected</u> Who was affected and how? <u>Repair</u> What can we do to put things right? <u>Make a plan</u> What can you do next time to make it work out better for you and those around you?	If you can't get your work done here, you can go to X classroom (neighbouring teacher/Phase Lead) or X space. I'll give you a moment to make that choice If they choose to work sensibly, hold your RC with them at the next convenient time.	If child stays in classroom but continues poor behaviour: You chose to stay in this classroom but I can see you're still <describe behaviour>. I need you to take your work to X classroom (neighbouring teacher/Phase Lead). I'll give you a moment to gather your equipment If child moves and works in another classroom, hold your RC with them at the next convenient time. Children will move into another classroom to complete their current learning job. If child refuses to leave: I'll need to send for a member of SLT to come and help you move now. This leads to an RC with class teacher or TA, at the next convenient time, and either a phone call home or a discussion with parent after school.	If child moves classroom but continues poor behaviour OR behaviour is one of our described high levels of behaviour, a child should be internally suspended for the rest of the session and miss their next playtime. Internal suspension will take a short while to organise and will be overseen by a member of the SLT. Session 1 will result in a loss of playtime. Session 2 will result in a loss of lunchtime Session 3 will result in either a loss of afternoon play (if applicable) or a loss of the following mornings playtime. Missing assembly in a location where they are supervised but with no adult interaction This leads to an RC with class teacher or TA, at the next convenient time, and either a phone call home or a discussion with parent after school.	Where a second internal suspension is made, a phone call home will be made and parents asked to come in and meet with Mrs Spicer, Mrs Brunton, or Mrs Poulson Meeting with Mrs Spicer, Mrs Brunton or Mrs Poulson, Teacher and Parents (and possibly child if appropriate and useful) to discuss behaviour and agree a positive way forward.	If a child's behaviour is a continuing concern, inform a member of the SLT Teacher and member of SLT will discuss observed behaviours and decide on a supportive pathway. Child may receive additional support or focused pastoral care – including ELSA. If this doesn't result in improved behaviour then external agencies may be involved e.g Outreach, E.P
No consequence needed Parents do not need to be informed	Parents do not need to be informed	No consequence needed Parents do not need to be informed	Consequence needed Parents to be informed Log on My Concern	Consequence needed Parents to be informed Log on My Concern	Consequence needed Parents to be informed Log on My Concern	Consequence needed Parents to be informed Log on My Concern

If a child displays persistent detrimental behaviour, staff members will use the outcomes of their analysis to produce an Individual Risk Reduction Plan. Parents/carers will be involved in this process and an SLT member will lead regular reviews alongside the class teacher. Where a pupil needs individualised support with their behaviour, sometimes staff will liaise with external agencies (such as an educational psychologist, pediatrician or BCP Specialist Teacher) in order to provide the child with the support they need.

• It was the rule about..(lining up safely) that you broke.

• You have chosen to….(move to the back/catch up on your work at break time)

• Do you remember last week when you…(sat beautifully/listened, careful/produced that wonderful bit of writing)? That is what I need to see today.

• Thank you (Then give the child some 'take up' time).

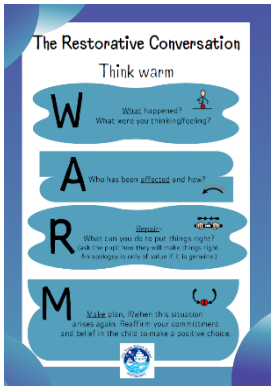
(NB: To be used in conjunction with clear and consistent classroom routines)

Restorative Conversations:

It is important that children who have behaved inappropriately have the time and space to make the right choices and make amends. It is also important for any children who may have become upset or been hurt by the inappropriate behaviour to be able to have a restorative conversation with the other child(ren) so that they can express their views and how the inappropriate behaviour made them feel. Wherever possible, this should take place on the same day as the incident of inappropriate behaviour.

The exact conversation will depend on the age and level of understanding/need of the child. Conversations should include simple vocabulary and should not overwhelm/overload the child. The aim is to restore the relationships, reflect on what has happened and agree a plan to improve outcomes. The conversation is not a punishment. It is a chance for the teacher/TA and child to build an understanding of each other. The teacher/member of staff should have this conversation with the child. This can be done as a 'walk and talk' or whilst doing something else (e.g. sorting books or tidying up). Following up is critical- consequences are given, agreements are decided for the next step.

The following WARM script should be used:



- **What** happened? What were you thinking/feeling?
- Who has been **affected** and how?
- **Repair**-What can you to put things right? *
- **Make a plan,** if /when this situation arises again. Reaffirm your commitment and belief in the child to make a positive choice.

*Ask the pupil how they will make things right. An apology is only of value if it is genuine. Forcing a pupil to apologise will not change future behaviour.

W – What happened?	What were you thinking at the time? Child to tell you in their own words. It's powerful for them to have to own the behaviour. If they can't /won't speak then you can say 'maybe I should describe what happened and you can let me know if I'm right.' Simply describe the behaviour, maybe with some speculation about their feelings/thoughts to help model this so they can ultimately do this themselves. Child to admit to their behaviour. Try and keep language neutral and simply descriptive (e.g. you 'took' his bag rather than you 'snatched' his bag) e.g. 'Henry chose to move away from sitting next to you. I wonder if this made you angry. I noticed you then started making noises and rocking in your chair. I saw you take his bag and all the books fell out of it. Maybe you felt frustrated. Is this a fair description of what happened?'
A – Who's affected and how?	This probably needs to be a learning opportunity, especially with the younger children (Comic book conversations may be useful). Again, child to reflect on how their behaviour impacted on their own learning and that of those around them. It is important to recognise the age and stage of our children and notice if they are able to recognise how others have been affected by their actions. This part of the conversation might need to be more coached and guided by the adult to support the children developing this skill. e.g. 'I could see Tommy jumped when you knocked the chair over. I think he did this because he was feeling scared and anxious about what might happen next. Sometimes, our actions can make others feeling nervous or worried. It is important we all feel safe.'
R – repair	Chance to repair the relationship between teacher/TA and child and/or child and affected child. Discuss what they could do to put things right / rebuild the relationship? e.g. tidy the mess, apologise fully, helping someone.
M – make a plan	'So, what can you do next time to make it work out better for you / those around you?' Child says they'll stop making the noise / damaging the book /shouting etc. Conclude with: 'It's really important that you show respect / kindness /honesty / you are part of the Old Town community. It's good to have this time to reflect and think about things. You've shown respect / honesty / kindness / that you are a learner in our conversation today – thank you. This is the (child's name) I like to see – I look forward to seeing this (name) from now on.'

For some of our children there will need to be additional resources used to aid these conversations. ***Visual supports*** *and* ***social stories*** *can be used during a restorative conversation to help children understand what is being communicated.*

Restrictive interventions, including reasonable force:

The school follows Coastal Learning Partnership's Partnership-wide Policy for Behaviour and

Relationships (including use of restrictive interventions), including the use of reasonable force and seclusion. Restrictive interventions are only used when necessary and proportionate, with prevention and de-escalation prioritised wherever possible. Staff use the least restrictive intervention for the shortest time necessary and have particular regard to pupils' individual needs, including SEND and other vulnerabilities.

All significant incidents involving the use of force, restraint or seclusion are recorded and reported in accordance with statutory requirements and the Trust policy.

Please refer to the Coastal Learning Partnership Policy for full procedures and guidance.

Suspensions and Permanent Exclusions:

Suspensions and permanent exclusions in our school will always be extremely rare because of the consistent application of the policies above. However, the school does need to have the use of suspension or exclusions as a final sanction where the welfare of other pupils and staff is put at risk by unacceptable behaviour.

Prevention and tackling of bullying, harassment and abuse:

Mrs Carla Miller is our Anti-Bullying Champion.

We believe that everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving community and bullying of any kind is not acceptable in our school. The safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Staff maintain an attitude of ‘it could happen here’ and will not dismiss worrying behaviour as “normal”. Such behaviour will be addressed in line with statutory guidance and the school’s own monitoring and safeguarding procedures. We believe that our approach enables us to prevent bullying and intervene when bullying or any form of child-on-child abuse is taking place. We strive to provide a consistent strategy and culture throughout the school and support staff in their role in anti-bullying. As a result, we support both victims and perpetrators of bullying (and their parents and carers) and respond to the ongoing concerns of children around bullying and personal safety.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text message or via the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Every member of the school community takes responsibility to prevent bullying and respond promptly and effectively to incidences of bullying.

We use a range of measures to prevent and tackle bullying at Old Town Infant School and Nursery.

First and foremost, it is through our Jigsaw PSHE curriculum and Values Assemblies, to teach children how to have positive relationships and manage negative feelings and emotions. Our school vision 'Children at the heart of everything we do' and ensures that all children in our community are revered and respected as members of a community.

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Class teachers provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions. Stereotypes are challenged by staff and pupils across the school.

If a pupil feels like he/she is feeling bullied they are encouraged to not retaliate but to tell a staff member immediately. Pupils can also call ChildLine to speak with someone in confidence on 0800 1111 (posters are displayed in school).

Parent Code of Conduct:

At Old Town Infant School we are very proud and fortunate to have a very dedicated and supportive school community. At our school the staff, governors, parents and carers all recognise that the education of our children is a partnership between us.

We expect our school community to respect our school ethos and set a good example of their own behaviour both on school premises, including on our social media pages and any informal group chats in communication apps.

As a partnership we are all aware of the importance of good working relationships and all recognise the importance of these relationships to equip our children with the necessary skills for their education. For these reasons we will continue to welcome and encourage parents and carers to participate fully in the life of our school.

ROLES AND RESPONSIBILITIES

LGB

- To review this Relationships, Behaviour and Anti-Bullying Policy annually
- To support the Headteacher in carrying out its contents.
- To monitor the effectiveness of this policy as part of the support and challenge cycle.
- The governing body supports the review of this policy

Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school
- To report to the governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of behaviour,
- The headteacher has the responsibility for giving suspensions or exclusions to individual children for who have shown dangerous behaviours. The exclusion will be for a period of time in which the Headteacher and if necessary, the SENDCo adapt the current provision and individual behaviour

reduction plan for the child, and make any changes to the school to keep the child safe (if needed calling upon external agencies).
• For repeated or very serious acts of detrimental behaviour, the Headteacher may make the decision that the school cannot meet the child's needs safely and therefore an alternative provision or setting may be deemed more appropriate. Both these actions are only taken after the Chair of Governors has been notified.

Parents/Carers
• Support the expectations outlined in the Parent Code of Conduct section in the policy
• Support the school's therapeutic approach to behaviour
• Work with school staff so children receive consistent messages about expectations.
• Support the vision and values of the school which are shared on the school website.
• Speak openly and respectfully to school staff in order to have supportive dialogue between home and school as we work together to address concerns about a child's welfare or behaviour.
• If families have any concern about the way that their child has been treated, they should initially contact the class teacher or the Headteacher (please refer to the Complaints procedures).

Pupils
• Try to ensure actions and words follow being Ready Respectful and Safe
• Try to engage in restorative conversations with other stakeholders where appropriate
• Strive to follow the Class Charter

MONITORING

• The Headteacher monitors the effectiveness of this policy on a regular basis through 'drop-in' learning walks across the school day.

• The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

• 'Track It Lights' monitoring tracking system enable staff to make notes throughout the day regarding behaviour (both valued and detrimental) for all children. Staff (midday supervisors, teachers and teaching assistants) liaise together regularly to ensure continuity.

• Staff work with parents/families of individual children to manage home/school link books and review risk reduction plans to promote relationship between home and school.

• The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.

• 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. The Staff and Governing Body review this policy annually. They 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.

This policy should be read alongside other key school policies: Safeguarding, Keeping Children Safe in Education, Coastal Learning Partnership-wide Policy for Behaviour Principles, Reasonable Force and Exclusions.