

# Saughall All Saints C of E Primary School

*We all love, learn and grow together.*



## **Behaviour Policy**

**November 2023**

Review date September 2024

### **Aims of the policy**

- To create a welcoming and safe learning environment where everyone can succeed.
- Develop a consistent approach across the school which all children and staff know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

Throughout Saughall All Saints we strive to ensure that all children are happy and safe, and as a result ready to learn. We believe that children learn most effectively in a secure and caring environment, where everyone feels valued and respected.

High expectations for behaviour, including behaviours for learning, are based on the overriding principle of consideration and care for others to access all that school offers.

Positive relationships are at the heart of our approach. All adults take a calm and consistent approach and take a genuine interest in getting to know all children as individuals and their backgrounds and wishes.

All staff have high expectations for all children and as a result, they expect, encourage and support them to achieve their best.

Time is taken to develop the physical and emotional environment within the classroom, and wider school, to enable children to feel safe, supported and valued. Adults support children to understand set school rules and routines and to ensure that they are reinforced consistently.

### **Learning Behaviours Ready for learning.** - *Respectful of learning. Safe to learn from mistakes.*

At Saughall All Saints we aim to build trusting relationships and have high expectations for all children. We are about, and believe in, every child. As a result, we expect, encourage and support children to achieve their best. Clear, high expectations in a safe environment, with trusted relationships, will ensure children strive to reach their potential.

The Characteristics of Effective Learning from EYFS provide a framework for the learning behaviours we model, teach and value throughout all year groups and are built upon each year.

<b>Playing and exploring</b>	<b>Active learning</b>	<b>Creative/critical thinking</b>
<b>Curiosity</b> <ul style="list-style-type: none"> <li>• Ask questions of self and others</li> <li>• Crave a deeper understanding</li> <li>• Willing to investigate further</li> <li>• Interested and intrigued</li> </ul>	<b>Determination</b> <ul style="list-style-type: none"> <li>• Not giving up, keeping on trying</li> <li>• Being resilient</li> <li>• Being stuck means we are learning</li> <li>• Persistent in investigating</li> </ul>	<b>Connections</b> <ul style="list-style-type: none"> <li>• Thinking of their own ideas</li> <li>• Making links to prior knowledge</li> <li>• Recognising links across subjects</li> <li>• Noticing patterns</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>• Being the best we can be</li> <li>• Seeking self-challenge</li> <li>• Challenge for enjoyment rather than reward</li> <li>• Intrinsic motivation</li> </ul>	<b>Independence</b> <ul style="list-style-type: none"> <li>• Managing distractions</li> <li>• Concentrating on learning</li> <li>• Having a go first</li> <li>• Being organised</li> </ul>	<b>Resourcefulness</b> <ul style="list-style-type: none"> <li>• Solving problems</li> <li>• Finding efficient methods</li> <li>• Using what is available</li> <li>• Being independent</li> </ul>
<b>Experience</b> <ul style="list-style-type: none"> <li>• Using the environment</li> <li>• Build on own experiences</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>• Relationships and friendships</li> <li>• Equality</li> <li>• Negotiating and resolving conflict</li> <li>• Leadership</li> </ul>	<b>Creativity</b> <ul style="list-style-type: none"> <li>• Having new ideas</li> <li>• Thinking differently from usual</li> <li>• Reflecting and adapting</li> </ul>
<b>Courage</b> <ul style="list-style-type: none"> <li>• Taking risks</li> <li>• Trial and error</li> <li>• Leadership</li> </ul>	<b>Excellence</b> <ul style="list-style-type: none"> <li>• Aspire</li> <li>• Enjoying achieving</li> </ul>	<b>Inspiration</b> <ul style="list-style-type: none"> <li>• Showing particular interests</li> <li>• Stimulated and engaged</li> </ul>

Good

behaviour is expected and positively reinforced through praise and recognition. Children are also supported to develop the skills that enable them to reflect upon and resolve conflicts or disputes. We are committed to developing children's self-discipline, and children are encouraged to take responsibility for themselves wherever possible so that they can become independent, thoughtful and responsible adults.

### **Expectation for all**

We expect everyone in our school to:

- have high expectations of behaviour
- show respect to each other
- develop an increasingly sound understanding of right and wrong
- co-operate and work together
- recognise the achievements of others
- be reliable, trustworthy and responsible
- always behave in a safe manner
- respect the school's environment and belongings
- take care of their own belongings and those of other children
- always be courteous and well-mannered
- show by their behaviour that they value the school community
- treat others as we would like to be treated

### **School values**

#### **Rights and responsibilities**

The staff at Saughall All Saints are committed to ensuring that every child is protected from harm. To achieve this, we believe that;

- ✓ Everyone within the school community has rights and responsibilities to ensure that our school is a safe and friendly place in which to learn, work and play.
- ✓ Everyone is responsible for his/her own behaviour.
- ✓ Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community.

- ✓ Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.
- ✓ Everyone is of equal value and will be valued equally regardless of whether they have a disability, whatever their ethnicity, culture, religious affiliation, national origin or national status, whatever their gender and gender identity and whatever their sexual identity.
- ✓ Everyone's responsibility to help make our school a happy place where everyone can be successful.
- ✓ Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.

### **School Rules**

We have rules in our school because they provide a code for working and being together. Good behaviour will be celebrated and rewarded.

The six main school rules were generated from the children's class rules. The school rules are displayed around the school. They should be revisited with the children at the beginning of each term and at other times when necessary

The School Rules are as follows:

- ✓ Always try your best and never give up.
- ✓ Set a good example and always show kindness to one another
- ✓ Treat others as you would like to be treated.
- ✓ Always be honest and tell the truth.
- ✓ Respect each other's belongings and school resources.
- ✓ Walk around the school sensibly using good manners.

### **Class Rules**

Class teachers, support staff and children devise these class rules at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative. Rules should be written up neatly and prominently displayed in the classroom.

Expectations of behaviour must be viewed depending upon the age of each child and their ability to understand each of the expectations.

#### **In the Classroom**

- When children are given any instructions, they follow them promptly.
- Children will listen when anyone is talking.
- When children are working in groups and need to move around the classroom, they must be made aware not to distract other children from their work or activity.
- Self-discipline is encouraged and praised.
- When children need the teacher, they must put their hands up and wait, avoiding shouting out.
- Children must learn to work quietly when on their own and must know exactly what is required of them if they finish their work. Specific tasks will be made available if work is finished early.
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#### **Out of the Classroom**

- Be aware of the safety of themselves and others.
- Walk around school quietly and with regard for other children and adults.
- Walk safely in/out of doors and toilets.
- Walk around the school on the left-hand side for minimum disruption.

- Be polite and courteous to all staff and other visiting adults.
- Address all staff including mid-day supervisors and other visitors by their full name e.g. Mrs Davies (not Christian name.)

***At all times, pupils are expected to treat others kindly and with respect.***

### **Promoting Good Behaviour**

Reward systems are used by all staff;

#### **Individual Rewards**

Children are also positively rewarded in several ways: -

- Positive verbal praise.
- Presentation of Achievement Certificates in assembly.
- Stickers and Stars.
- Reward Cards.
- Lucky Dip Boxes.
- Child of the Day /Star of the Week Awards.
- Head Teacher's Award.

#### **Whole Class Rewards**

- Golden Time/Reward afternoon.
- Build the Badge – 10 stickers collected/completed reward card = 1 friend for the badge;
- When the class have built 5 badges on their class reward wall (50 friends) they have earned a fun afternoon of their choice.

In our school, we know that consistent management of behaviour is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that pupils learn early on in life that there are always consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community. The consequences of not keeping to the expectations are clearly taught to the children. The consequences are short, clear and progressive. Pupils are taught to understand that it is their choice to break a rule and they must take responsibility for making that choice. Our school's expectations about behaviour also apply to all off-site activities, educational visits and whilst children are being transported.

Teachers have a responsibility to prevent children from further misbehaviour and they must ensure that children understand how their behaviour has not met the high behaviour expectations. Sanctions may include the following

- A verbal reminder.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges – for instance, the loss of a school responsibility or not being able to participate in an event.
- Missing break time.
- Regular reporting to staff at break times in order to monitor behaviour.
- In more extreme cases schools may use temporary or permanent exclusion.

If children repeatedly need reminders regarding their misbehaviours that are not deemed to be typical of their age the following sanctions will be applied.

#### **Reception and KS1:**

**Step 1** 3 verbal reminders from the teacher/adult = 1- 1-minute timer resulting in reflection time which may mean missing out at the beginning of playtime.

**Step 2** 1 further reminder = 5- minute timer/reflection resulting in missing out at the beginning of playtime or child moved to work alone.

**At the beginning of each new lesson/session, the slate is wiped clean for every child.**

**Step 3** Any further reminders over repeated days = teacher would call parents in and speak to them about this.

**Step 4** If misbehaviour affects works being completed children would continue to complete any missed work during appropriate time. Incidents will be recorded on CPOMS. This will then result in losing further playtime and missing out on a class treat; e.g. Reward Afternoon or Golden Time.

**Step 5** The Headteacher will speak to the child and if necessary, parents will be called into school.

### Key Stage 2

**STEP 1** Reminder given to a child

**STEP 2** Further reminders noted by teachers and 5 minutes will be missed from playtime or reward afternoon.

**At the beginning of each new lesson/session, the slate is wiped clean for every child.**

**STEP 3** A more serious incident such as aggression or refusal to follow instructions or misbehaviour over a repeated number of days would result in the loss of an entire playtime/reward time. Parents will be informed by the class teacher.

**STEP 4** If a child misbehaves a few times within the week or is involved in misbehaviour during playtime/lunchtime, the incidents will be recorded on CPOMS. This will then result in losing further playtime and missing out on a class treat; e.g. Reward Afternoon or Golden Time.

**STEP 5** In the event of a serious incident or persistent misbehaviour, the Headteacher would be informed and would speak to the child involved. This may result in parents being contacted.

### Playground Expectations

Expectations for playground behaviour are very clear to all staff and children and are linked to the school rules. Children are reminded about how to use each playground area and the equipment.

- Adults remind children verbally if their behaviour is inappropriate.
- If the child receives a second reminder then they are asked to shadow the adult for 5 minutes to reflect on their misbehaviour.
- If misbehaviour continues they must remain with the adult.
- Any serious incidents such as aggressive behaviour both physical or verbal are dealt with by the Headteacher or member of staff on duty.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or is following an individual behaviour plan so that appropriate expectations can be considered and put in place.

### Suspension and Exclusions

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers

and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days when the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

The Headteacher may consider the following questions:

1. Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative to exclusion from the parents' agreement? E.g. lunchtime exclusion
2. Has the school previously supported the child (what/when/what level of impact did this have?) Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made?  
Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.
3. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?  
Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines and DFE guidance and will ensure that the decision to exclude, whether permanent, fixed term or lunchtime, is based upon strict adherence to these procedures in the DFE [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

The Head Teacher along with the Governors has the ultimate decision as to whether a child may be excluded.

Actions that may lead to exclusion could be: -

- Serious, consistent uncontrollable behaviour
- Danger to other children or staff
- Serious or repeated wilful damage
- Repeated disobedience
- Bullying, threatening or being physically aggressive towards another pupil/member of staff.

The Governing board is responsible for approving the decision to exclude a pupil and may be present at appropriate parental meetings.

### **Conduct outside the school gates**

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or

- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### **Recording an Incident**

Any serious incidents of inappropriate behaviour will be recorded on the CPOMS system and staff will notify the Headteacher of the incident and that the incident has been recorded.

A record of the incident (i.e. written as soon as possible and on the same day the incident occurred) Child witnesses may also be asked to provide a written account if appropriate.

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it or medical treatment obtained.

The child or young person will be given time to become calm while staff continue to supervise him/her. When the child regains complete composure, a senior member of staff or class teacher will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All parents will be informed after an incident where reasonable force has been used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

### **Investigating, Recording, Reporting, Reviewing & Monitoring**

Following any breach of the behaviour policy, there will be some form of investigation to determine exactly what happened in an attempt to establish the truth.

All records will be clear and accurate and recorded on CPOMS.

When children's behaviour falls below the acceptable standards, the Headteacher, or delegated person is likely to carry out an investigation into the incident.

During the investigation, the Headteacher, or delegated person can:

- Speak to a child or group of children without the parent's consent
- Speak to the child or group of children without parents being present

The outcome of the investigation is to determine what has happened/is most likely to have happened. The Headteacher, or delegated person can also use their previous knowledge of the children involved in order to come to their conclusions. The Headteacher, or delegated person will then determine the sanction to be used.

Incidents of bullying, racism and physical restraint will always be recorded.

#### **When can reasonable force be used?**

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or stopping a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil, is proper and necessary.

Examples of when touching a pupil might be proper or necessary:

- Holding the hand of the child to guide them.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.
- Children with Special Educational needs depending on the circumstances and their needs.

There is a zero-tolerance approach to bullying at our school.

The definition of bullying used by The Anti-Bullying Alliance (ABA) defines bullying as: 'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'

We recognise that there are four main types of bullying: physical, verbal, emotional and cyber.

- **Physical** - pushing, kicking, hitting, punching or any use of violence or threatening behaviour
- **Verbal** - name-calling, sarcasm, spreading rumours, persistent teasing, making offensive remarks
- **Emotional or relational** - being unfriendly, threatening, tormenting, threatening gestures, ridicule, humiliation, exclusion from groups or activities, isolating and ostracising someone.
- **Cyber** - all areas of internet and wireless technology, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology i.e. camera and video facilities

Unpleasantness from one pupil towards another is always challenged and never ignored.

Should any incident of bullying take place it will be reported to the Class teacher/Headteacher and recorded on CPOMS. Any report will be listened to, and taken seriously and appropriate enquiries made. Parents of both parties will be informed and the outcome of the enquiries will be made.

### **Allegations of Abuse against Staff & Malicious Accusations against Staff**

All allegations of abuse will be taken extremely seriously; the Chair of the Governing Board will be informed and the allegation will be fully investigated as soon as possible in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation.

The suspension of the member of staff involved must not be used as an automatic response when the allegation has been reported. The school and Local Authority disciplinary measures will be followed where the allegation is found by the Governing Board to be true.

Where the allegation made by a child or parents is found to be false, the Chair of the Governing Board will:

- Write to the parent/parent of the child to explain the outcome of the investigation and to make clear the seriousness of the false allegation. The parent will be informed that the incident will be formally recorded and subject to data protection and that it may be shared with other appropriate parties.
- Meet with the parent/ parent and child to discuss the matter and possible consequences; in the case of a child, the parent will be asked to support the school with an appropriate sanction being applied. In the case of a parent, the governing board will seek a written apology in the first instance.
- Exclusion of a child who continues to make false allegations about staff.
- In more serious cases, or where a member of staff feels aggrieved, it is their right to contact their union for further support and advice.

### **Dealing with Inappropriate behaviour of parents, visitors and other adults in school**

The school has a legal duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Schools sit on land that belongs to the Local Authority, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Headteacher and Governing Board. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

#### **Inappropriate behaviour**

- This includes causing any kind of nuisance or disturbance, such as:
  - Shouting at members of the school staff, either in person or over the telephone
  - Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site
  - Physically intimidating a member of staff, e.g. standing very close to her/him, shaking or holding a fist towards another person, the use of aggressive hand gestures etc
  - Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard
  - Being physically abusive or threatening, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors
  - Swearing at a member of staff
  - Breaching the school's security procedures

This is not an exhaustive list but seeks to provide illustrations of such inappropriate behaviour.

How the school can respond:

1. Verbal warning – the Headteacher or a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.

2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
5. Legal proceedings – a. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises or any items owned by the school.  
b. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.

### **The Role of Governors**

The Governing Board has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school discipline and behaviour policy, but governors may advise the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school discipline and behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour, as well as Racist and Bullying Incidents. The Headteacher has the responsibility for giving suspensions or lunchtime exclusions to individual children. The Headteacher may also decide to permanently exclude a child.

### **The Role of the Class Teacher and other staff**

Class teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson time or about the school.

The school rules are to be clearly displayed in each classroom.

The class teacher regularly discusses the School Rules with each class. In this way, every child in the school knows the standards of behaviour that we expect in our school. If there are incidents of undesirable behaviour, the class teacher follows the agreed sequence of sanctions, including contacting parents and referring children to the Headteacher.

Class teachers liaise with the SENCO/Inclusion Manager or external agencies, as necessary, to support and guide the progress of each child.

Class teachers report to parents about the progress of each child in their class, in line with the whole school policy. They may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The Role of Parents**

We believe that it is vitally important that the school works collaboratively with parents, so children receive a consistent message about how to behave at home and at school.

We therefore try to build a supportive dialogue between the home and the school, informing parents immediately if we have concerns about their child's welfare or behaviour, in line with the agreed sequence of sanctions.

**We expect parents:**

- To ensure their children attend school and arrive on time.
- To keep the school informed of behavioural difficulties their child may be experiencing at home.
- To inform the school of any trauma which may affect their child's performance or behaviour, e.g. an illness or a relationship breakdown within the family.
- Inform the school about their child's health and specific learning needs, and any way in which this may affect their performance or behaviour.
- To inform the school of any concerns about bullying.
- To support the school in encouraging their children to show respect.
- To support the school's approach to discipline and use of reasonable sanctions, especially in front of their children. Differences of opinion should be dealt with 1:1 with the Headteacher directly.
- To sign the Home-School Agreement to indicate their cooperation with the school policy on behaviour.

If parents have any concerns about the way their child has been treated, they should follow the complaints procedure as set out in the school's Complaints Policy (see website).

**The Role of the Children**

At Saughall All Saints C of E Primary children are expected to follow all school rules and class rules.

**Monitoring**

The Headteacher will monitor the effectiveness of this policy regularly, reporting to the governing board. It will be formally reviewed annually.

It is the responsibility of the governing board to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

**DFE Behaviour Guidance Sept 2022**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf)

**DfE Suspension and Permanent Exclusion**

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)