

Leigh St Mary's Church of England Primary School

Positive Behaviour Policy



Updated: October 2026

Review: October 2027

This policy has been written in collaboration with SLT, teaching and support staff, pupils, governors, parents and the Targeted Educational Support Service.

Headteacher: Mrs S. Watson

Named personnel with designated responsibility:

Designated Senior Person for Safeguarding and Behaviour Management: Mrs S Watson

Deputy Designated Senior for Safeguarding and Behaviour Management: Mrs J Coop and Mrs C Wilkinson

Pastoral and Attendance Manager: Mrs C Wilkinson

Nominated Governor for Safeguarding: Mrs Deborah Catchatoor

Chair of Governors: Mr Ashley Turner

Our School Mission Statement

INSPIRE To be the best that I can be

BELIEVE To believe I can make a difference for good in this world

ACHIEVE To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School, we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever-changing world.

SCHOOL COMMITMENT

The behaviour policy, with positive attendance and safeguarding at the heart, links into the following areas of school life:



Leigh St Mary's Church of England Primary School is committed to creating a safe and secure environment in which children can learn successfully. Our Christian Values are at the heart of everything we do. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and its contents. The school recognises that every member of the school community has a responsibility for promoting good and courteous behaviour. Staff are committed to working closely with parents, pupils and Governors to promote positive behaviour and to create a culture of respect. We will always endeavour to take a considered and sensitive approach in order to support the differing needs of all of our pupils.

Through the school mission statement and aims we will endeavour to provide a curriculum that will inspire, motivate and develop skills required to equip children for adult life in a rapidly changing society. Skills in English, Maths, Computing and Science will feature highly, but equally a healthy outlook to life in sport, drama, music, art and the creative curriculum will play a significant part in the designated curriculum for each pupil.

Pupils will have wide ranging opportunities to learn about their behaviour and how it may affect others in both a positive and potentially negative way. Some of these opportunities are Whole School Worship, Classroom Worship, PSHE lessons, RE lessons, Circle Time, School Council, The Glade (nurture), Good to be Me, Lego Group, Eco Committee, Team Worship, Play Leaders, Sport Captains and Buddies.

Equal Opportunities

At Leigh St Mary's we follow the guidance set out in The Equality Act 2010. This explains school's legal duties in regard to safeguarding and the treatment of all pupils and those with Special Educational Needs or Disability. All pupils at Leigh St Mary's Church of England Primary School are treated with the upmost respect and care. All pupils are treated equally regardless of gender, needs, disability, race, religion or belief. School monitors data carefully and behaviour trends in specific groups are highlighted and actions put into place to support any areas of need.

Staff Training

Staff at Leigh St Mary's are trained regularly in the management of behaviour. Training has included:

TESS Support

Educational Psychology Support

Graduated Approach to SEND

Catch Me Being Good

Attachment Theory training

Supporting Transition for Children with Complex Needs (SENDCo)

Nurture Group training and clusters

SENCo Training and clusters

LLG ECT support programme

Prevent training

Safeguarding Level 1 and 2 training

Designated Safeguarding Lead training

Trauma Informed Schools Diploma (Pastoral Manager)

National Award for SEND (SENDCo)

Sensory Processing Disorder training

Emotionally Friendly Schools

Zones of Regulation

Draw and Talk

Earliest Help training

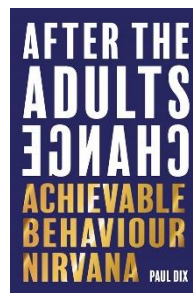
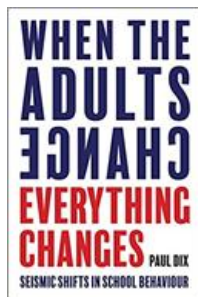
Emotionally Friendly Schools training

National Nurturing Schools Accreditation training

THE BEHAVIOUR PROCEDURE

We celebrate good work, good behaviour, good attitudes and individual effort at Leigh St Mary's Church of England Primary School. We encourage children to always aim for their best and we endeavour to encourage each child's self-discipline through positive praise and rewards. However, we recognise that it is necessary to address inappropriate behaviour.

At Leigh St Mary's we believe that a calm consistent approach is the best strategy to support positive behaviour and we have taken much of our guidance from a book by Paul Dix called *When the Adults Change Everything Changes* and *After the Adults Change Achievable Behaviour Nirvana*



Consistent and Calm Adult Behaviour

"The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent."

Adults throughout school are actively encouraged to keep calm and remember to smile and have a measured response to everything.

It is a consistency routed in kindness...

We believe:

The foundation of every school must be excellent behaviour.

Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour.

Emotionally calm and consistent approach includes:

- The essential daily drumbeat of the same rules, calm, smiling adults and predictable responses lay the foundations for a climate that works for everyone.
- Nurture starts at the school gate and in the classroom door.

- Starting with the simplest consistency - All staff to greet the children in the morning with a smile and to mention the child's name.
- Getting the class silent and ready for instruction. Embellished countdowns work well to start with. 'Eyes on me' also works well.
- Ending the lesson with positive reflections – routing self-reflection encourages deeper learning and creates enforced moments of stillness and silence.

The First Beats

- We encourage our teachers and staff to use positive praise from the very first beats of a lesson or activity.
- As the pupils enter the room, identify the behaviour you want to see and acknowledge it. Bury the pupils with positive affirmations and acknowledgements. "The fastest way to get a class of children to settle is to praise the behaviour you want to encourage." (Paul Dix, 2021)

RECOGNITION BOARDS (Paul Dix 2017)

- A recognition board is the simplest way to shift the culture in your classroom. Advertising the behaviour that you do want helps.
- Write at the top of the board that you do want that day (it will differ every day, else it will become wallpaper) Maybe try 'one voice' for a noisy class, 'speak politely' or 'hands and feet to yourself'. It will move away from social behaviours to more learning outcomes to, 'accurate peer feedback' or 'persuasive language'. When you see the behaviour of the day, write their names on the board.
- The recognition board isn't about showering praise to one individual but about a collaborative approach, we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.
- The board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson, morning, day, the aim is to have all names on the board. Even children who have received a private outcome can have their names on the board.
- The aim of the board is to raise expectation, not to write something on there that they can already do well. Emphasise peer responsibility. It isn't a competition

between individuals, rather a whole class helping everyone to get their name on the board.

- Pupils are recognised for effort (Growth Mindset) not achievement.
- When the board is full with everyone's name on it, a collective 'whoop' or something similar 😊 is all that is required. Large rewards are not necessary. To keep the atmosphere positive the mini celebration at the end of the lesson is enough.
- Use the recognition board persistently and relentlessly catching learners doing the right thing.
- Adults around school, look out for the positive and praise the child.
- Afternoon Tea with Mrs Watson for those children who have gone above and beyond.
- Let's talk about the children in a positive way in the staff room – the ones who have gone 'over and above' and mention it to the child when you go back to class.
- Instead of hands up try using thinking thumbs – children show they are ready to answer in a calmer way.



Recognition of Good Behaviour



Class Dojo reward system is in place and this operates throughout school. The underlying principle of the reward system is receiving a Dojo Point for displaying our Christian Values and Diamond Rules within school. Children accrue dojos throughout the term and are encouraged to work together as a class to earn a set class target. This target may be rewarded at the staff member's choosing according to the needs of each class.

At Leigh St Mary's we also give:

Verbal praise and feedback

Written feedback in children's workbooks

Diamond Behaviour Award awarded in Celebration Assemblies

Love to Learn Award

Pride and Presentation Award

Spelling Star

Health and Fitness Award

Diamond Diner Award

KS1 Values Award

KS2 Values Award

RED TED and Red Carpet Reading Awards

Catch me being Good

Whole Class Diamonds in the Jar

Free Choice Friday

Stickers

Verbal and written messages home to parents

Visiting the Headteacher with good work or good news

Visiting another teacher with 'good work or good news

Notes are sent home in pupil planners when pupils have had some achievements to celebrate

The Three Diamond Rules

At Leigh St Mary's we have adopted **The Three Diamond Rules**. The rules govern the whole school as well as individual classes. They show children how to act when they are going about their school routines, reminding them that they need to do everything in accordance with the rules set out by school. The Diamond Rules also echo the school's core Christian Values.



The Three Diamond Rules



(Diamond because they should last forever)

1. Show respect and good manners at all times.
2. Follow instructions with thought and care.
3. Care for everyone and everything.

The Child's Voice

Rules are set by the school not by the children. Children have their say and input into the instructions throughout school. At the start of each school year teachers work collaboratively with their class to decide upon their class instructions. These are then signed by every member of the class including teaching and support staff. The instructions are displayed prominently within the classroom and referred to on a daily basis. Possible examples of instructions are: Please put your hand up when you want to ask a question, please don't run in the corridor, thank you for showing good listening etc.

Children need models rather than critics.

(Joseph Joubert)

How should we use the rules as well as instructions?

- ✓ The rules must be modelled by the adults in school.
- ✓ The rules must be clearly displayed in the classroom and around school.
- ✓ The rules should be referred to in all areas of the school – for instance in assembly and at lunchtime.
- ✓ The children must be clear on what rules they have followed when they are being praised.
- ✓ Parents and carers must be informed of the rules.
- ✓ The rules must appear in the behaviour policy.
- ✓ Children must be encouraged and praised for following the rules.

- ✓ Children must know that when they have chosen not to follow a rule there will be repercussions. (diamond outcomes)
- ✓ A key rule and an instruction should accompany the start of every lesson/activity.

(Taken from Better Behaved by Greg Sampson)

Positive Behaviour Awards and Outcomes



Class Dojo

- Dojo points should be given out to children for positively displaying our school values and Diamond Rules.
- Dojo points should be given out to children for positive and noteworthy behaviour.
- Dojo points can be given out at any point during the school day, including lesson time for displaying values through their school work or exemplary behaviour within class.
- Celebration Assembly certificates are worth 10 Dojo points.
- More than one Dojo point can be given out to a child each day at the teacher or support staff's discretion.

Dealing with Negative Behaviours (Paul Dix 2017)

- An emotionally led response to bad behaviour should always be resisted.
- How we behave is more important than how the children behave.
- When children behave badly give them what they **don't** want: a cool, mechanical, emotionless response.... save your emotion and passion, enthusiasm and excitement for when it has most impact – when behaviour is over and above.
- Children's names should not be written on the board for negative reasons. Paul Dix calls this 'naming and faming' not 'naming and shaming'.
- What works in terms of consequence is: the 2 minutes after the lesson that you hold a child for at the end of the lesson, sufficient enough to talk to them about the line they have crossed and for you to make it clear that their behaviour isn't acceptable. A lengthy punishment has no more impact.
- Limit addressing bad behaviour to a one-to-one conversation in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour and get out, with your dignity and the child's dignity intact.

- This performance takes practice and a script:

Deliver the outcomes, add a reminder about the kind of behaviour that you have seen from the child (yesterday or last week) '*That* is the person I know, *that* is the Chelsea I need to see today'. 'Thank you for listening' and move away from the child.

Choose one or two micro scripts to try; deliver them in a dull, formal, predictable voice that rewards nobody.

1. You need to.... (speak to me at the side of the room)
2. I need to see you... (following the agreed routine)
3. I expect.... (to see your table tidy in the next 2 minutes)
4. I know you will.... (help to clean the wall)
5. Thank you for.... , let's walk and talk
6. I have heard what you said, now you must... (Collect your things calmly and move to the thinking spot)
7. We will (have a better day tomorrow)

Seven more....

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic, and this will happen....' If you choose not to do the work, then this will happen....I'll leave you to make your decision'
2. Do you remember yesterday when you helped me to tidy up? That is the Matthew I need to see today, that is the Matthew you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour, but I believe that you can be a success.
4. I am not leaving; I care about what happens. You are going to be brilliant.
5. What do you think were the poor choices that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Child's name - it's not like you to...

- ✓ Remember to link behaviour conversations to the Diamond Rules.

- ✓ Remember that restorative follow-up is vital. Staff should use either a discussion or a feelings reflection sheet.
- ✓ All instances of negative behaviour should be recorded in CPOMS

Behaviour Sanctions – Including Detention

Behaviour Sanctions:

The following outcomes are for all teaching, support and welfare staff.

If a behaviour incident is deemed serious enough, then detention may occur. This would be in the form of missing playtime or lunchtime or removal from the classroom environment for a specified length of time.

If a pupil is placed in detention, then parents or careers should be informed and the incident logged on CPOMS.

Repeat occurrences of behaviour that results in detention should be monitored carefully and involve discussion with parents, SLT and possible outside agency support should be involved. Action should be put in place swiftly to minimise the number of detentions occurring. For further information please see the government guidance towards the end of this policy regarding detention of pupils and what the law allows.

If children's behaviour is deemed unacceptable or inappropriate, then the following behaviour sanctions should be followed clearly:

Sanctions In the classroom

If a child is displaying undesirable behaviours, please follow the following outcomes:

1. Give a look or a sign to show that you are not happy with the behaviour.
2. First verbal warning.
3. Second verbal warning.
4. Miss 5 minutes of playtime and **record incident on CPOMS**. Also miss 5 minutes of Free Choice Friday.
5. If a child misses playtime write this in their school planner.
6. If a child appears on CPOMS three times arrange for their parents to meet Mrs Watson.
7. Follow up by using Making Things Right for EYFS and KS1 or KS2

Sanctions on the Playground

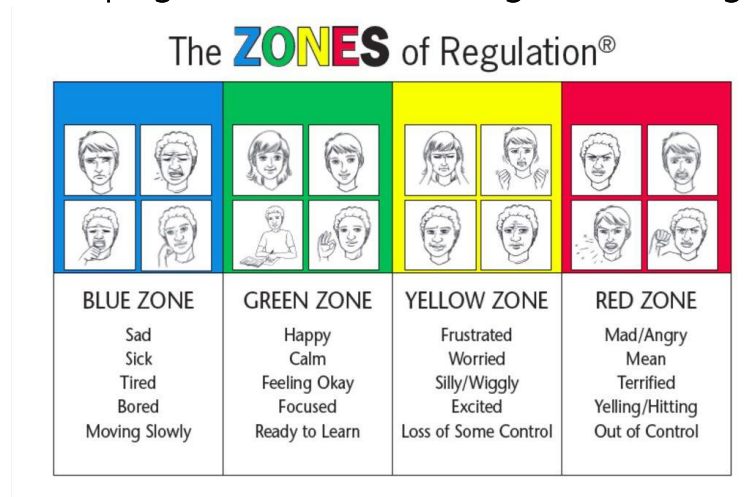
If a child is displaying undesirable behaviours, please try to follow the following outcomes:

1. Give a look or a sign to show that you are not happy with the behaviour.

2. First verbal warning.
3. Second verbal warning.
4. Miss 5 minutes of playtime with staff on duty. **Record incident on CPOMS.**
5. If a child misses playtime write this in their school planner.
6. If a child appears on CPOMS three times arrange for their parents to meet Mrs Watson.
7. If there is another incident on the same day send the child inside to the designated area and inform class teacher that they should miss 5 minutes of Free Choice Friday.
8. Follow up by using Making Things Right for EYFS and KS1 or KS2

The Whole Child Approach

Developing Self- Awareness using Zones of Regulation



At Leigh St Mary's we have adopted Zones of Regulation as a way of supporting pupils to recognise, understand and manage their feelings and emotions. We recognise that it is important that all feelings are given validation and that pupils understand that it is ok to have intense and complex feelings such as anger and sadness. We place huge importance on how pupils deal with their emotions and encourage pupils to self-regulate by choosing different ways to feel happy and calm.

In each classroom a Zones area is established with specific colours for various feelings. The colours are red, yellow, blue and green. Children have their photograph, peg or name nearby and can place themselves on the colour that they are feeling. These pictures or pegs can be moved throughout the day as we encourage pupils to recognise their feelings and act accordingly. Alongside the Zones area there are calm kits and calm corners in every classroom. Pupils may use these areas and kits to help themselves to regulate their feelings and emotions. Pupils should be praised for self-regulation and encouraged to make positive choices to understand and therefore regulate their own behaviours.

Regulate, Relate, Reason

For particular pupils it is important that staff help them to regulate and calm their stress responses by offering soothing and reassurance. Strategies may include:

Regulate:

- **Encourage sensory experiences:** move the muscles groups with hugs, weighted blankets or rhythmic and repetitive activities such as playing catch.
- **Engage in patterned, repetitive rhythmic activity:** walking, running, dancing, singing or calming breathing techniques.
- **Use relational tools:** with reflective listening and emotional coaching strategies, use clarifying questions or authentic empathy where you actively and truly try to understand what is being experienced by the pupil.

- **Give space:** sometimes it may be necessary to allow the pupil time alone to work through their feelings and emotions. Reassure them that you are nearby and will be there for them when they need you.
- **Get down low:** standing over a pupil can make them feel overwhelmed, while kneeling down at their level creates safety.
- **Let them play:** opportunity throughout the day for unstructured play experiences is a great self-regulating activity. This may be built into a pupil's day via an IBP or PSP.

Relate:

Connect with pupils through attuned, sensitive relationships. Empathise and validate their feelings so they feel understood.

- **Play together:** opportunities to have fun with pupils helps to build trusted relationships.
- **Nurture:** nurturing experiences can help the pupil to feel secure.
- **Share activities:** think about what the pupil loves to do and try to build that into their day.

Reason:

Once a pupil is calm and connected, they are able to fully engage in learning. Help them to reflect, remember, articulate and feel self-assured.

- **Use collaborative problem solving:** find solutions that work for everyone.
- **Explain why:** when reasons are known it helps to change negative behaviours
- **Share your feelings:** some pupils may not be able to see the consequences of their actions so by explaining your feelings this can help them to develop understanding.
- **Reflect together:** complete a feelings reflection activity such as making Things right.
- **Ask questions:** you might learn something new
- **Encourage confidence:** highlight what was done well.
- **Simulate to stimulate:** walk through solutions through play such as puppets, telling or creating stories, drawing reflective pictures or artworks to encode learning deeper and make it easier to remember.

Thinking Time

It is sometimes necessary for pupils to have 'thinking time' out of the classroom environment. This is not a punishment and should be seen as a carefully planned intervention and be documented in a Pupil Learning Plan as a supportive strategy. Staff should consider the purpose of the thinking time intervention with the aim of achieving a positive outcome for the pupil. During this time pupils will have the chance to reflect and calm.

Thinking Time should be for no longer than is necessary and the time spent away from the classroom should be as constructive as possible. Pupils who are regularly accessing

thinking time should be monitored carefully using assess, plan, do, review as part of the graduated approach.

Special Educational Needs

When a pupil is highlighted as having Special Educational Needs for specific behavioural difficulties, the procedures for dealing with that child may differ to our diamond rewards and outcomes. The alternative procedures will be formed in agreement with the pupil, their parents and the relevant school staff. The procedures will be clearly explained to all those who might have contact with the pupil in school.

The support available to pupils within school with social, emotional and mental health needs follow the school's graduated approach to SEND. This support begins with Quality First Teaching within the classroom environment. Small adjustments may be made to the pupils' routine or environment. Where further support is needed then small group support may be necessary. This could lead to further support including 1:1 interventions.

At Leigh St Mary's we also have the support and involvement from outside agencies such as TESS (Targeted Educational Support Service), Educational Psychology Service, CAMHS, Family Help, Speech and Language Therapy and Occupational Therapy.

Pupils who have severe social, emotional and mental health needs will have their support recorded in a plan. It may be thought best that particular pupils follow the school's Supporting Social and Emotional Development Policy and Pathway. They may also be supported via individual behaviour plans or an Early Help assessment and plan.

Following on from support from external agencies it is sometimes necessary to consider other approaches to support a pupils' behaviour. This could involve an Education, Health and Care Plan (EHCP), attendance at an alternative provision placement away from the main school site or suspension.

School is committed to working with parents to support behaviour both in and out of school. Parents and carers should be made aware of the outside agency support available to develop their child's social, emotional and behavioural skills. Some examples of this support are TESS, EPS, Family Help, Restorative Solutions, Leigh Family Hub and Local Children's Centres or support groups.

Ordinarily Available Inclusive Provision and Support for Behaviour and SEMH

Leigh St Mary's Church of England Primary School draws on the Greater Manchester Ordinarily Available Inclusive Provision (GM OAIP) framework to support pupils, including those with social, emotional and mental health (SEMH) needs. Through high-quality teaching, adaptive approaches and reasonable adjustments, we seek to identify and reduce barriers to learning, participation and belonging. Support may include predictable routines, clear and accessible instructions, preparation for transitions, adjustments to the

sensory environment and opportunities for supported emotional regulation. These approaches are informed by individual need and do not depend on a formal diagnosis or an Education, Health and Care plan.

In line with the Education Endowment Foundation's Improving Behaviour in Schools guidance, we prioritise understanding pupils and the influences on their behaviour, building supportive relationships and explicitly teaching the skills needed for successful learning. Staff maintain clear, consistent expectations while adapting support and responses to individual circumstances. Where pupils need additional help, staff work with the SENCO, pupils, parents and carers to identify possible triggers, agree targeted strategies and review their impact through an Assess, Plan, Do, Review cycle. Specialist advice is sought where appropriate. This approach combines consistent classroom practice with personalised support to strengthen engagement, emotional wellbeing and positive behaviour.

Behaviour Incidents of a Serious Nature

Incidents of a very serious or a persistent nature (e.g. bullying), will be referred to and dealt with by the Headteacher or Deputy Headteacher. This will usually involve the Headteacher and relevant school staff working closely with the pupil and parents to address and resolve the inappropriate behaviour. The support will follow the school's graduated approach to SEND as outlined above.

As there may be times when staff in school are required to use reasonable force to control a behaviour incident Leigh St Mary's Church of England Primary School has adopted the Team Teach approach in response to behaviour incidents of a serious nature. This is a supportive approach which allows pupils displaying social, emotional and mental health needs to be kept safe, helped to become calm, to recover from the incident and to maintain their dignity. At all times the health, safety and wellbeing of the pupil is the upmost priority. Pupils who require Team Teach intervention will have a personalised Positive Handling Plan. The intervention used will always be in the best interest of the pupil. For more details of the school's Team Teach approach please refer to The Positive Handling Policy.

All members of staff are regularly updated with regard to government guidance regarding the use of Positive Handling, Physical Intervention and Duty of Care.

Any behaviour incident of a serious nature will be logged via CPOMS and in the school's Bound and Numbered Book. Parents will be informed and staff involved will have the opportunity to reflect on the incident and plan for any necessary future intervention.

Please see the government guidance for more information:

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Managing Pupil Transition

Times of transition can be 'hot spots' for potential behaviour issues. At Leigh St Mary's we plan carefully for daily transition around school and times of major transition. Major transition could include moving year groups at the end of the school year, moving from EYFS to Year 1, moving from Key Stage 1 to Key Stage 2 and transition of Year 6 to high school.

Transition will be thought out and planned carefully according to the needs of individual pupils. It may be necessary to involve parents and outside agency support for the transition of pupils with more complex needs. Pupil Passports and One Page Profiles should be set up as deemed necessary.

Possible transition support may include:

- ✓ Visits to the new environment
- ✓ Meeting the new teacher and support staff
- ✓ Carrying out transition activities such as a day in the new class or a meet the new teacher activities
- ✓ Teachers and support staff transition meetings
- ✓ Opportunities to meet new parents
- ✓ Creating Pupil Passports
- ✓ Creating One Page Profiles
- ✓ Sharing examples of pupils' work
- ✓ Sharing assessment data
- ✓ Sharing knowledge of successful interventions
- ✓ Sharing Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs), Positive Handling Plans (PHPs), Pastoral Support Plans (PSPs), Education, Health and Care Plans (EHCP)
- ✓ Sharing knowledge of external agency involvement
- ✓ Creating social stories for individual pupils with more complex needs

The Power to Discipline Beyond the School Gates

At Leigh St Mary's Primary School our high expectations of behaviour and conduct extend beyond the school day. We expect our pupils to behave with respect and courtesy and show positive behaviours outside of school and to act as role models for our school. This includes the appropriate use of social media. Pupils and parents will sign a home school agreement to promote good and courteous behaviour both in and outside of school.

We believe that it is important to maintain good order on transport and educational visits. Good behaviour on trips secures the pupil's safety and that of staff and the general public.

Any reports of bad behaviour or bullying that occur anywhere off the school premises will be dealt with by the Headteacher. Sanctions will be followed accordingly and investigation, discussion, plan and involvement of any external agency support will be carried out as appropriate.

School may discipline a pupil for any misbehaviour when a child is:

- ✓ Taking part in any school-organised or school related activity
- ✓ Travelling to and from school
- ✓ Wearing school uniform
- ✓ Is in some way identifiable as a pupil of the school

Or misbehaviour at any time that:

- ✓ Could have repercussions for the orderly running of the school
- ✓ Pose a threat to another pupils or member of the public
- ✓ Could adversely affect the reputation of the school.

Removal from the Classroom and Emergency Safety Interventions

Leigh St Mary's promotes positive behaviour through supportive relationships, clear expectations and early intervention. Staff will prioritise prevention and de-escalation while protecting the safety, wellbeing and dignity of pupils and staff.

Removal from the classroom

Removal is a serious disciplinary response to serious misbehaviour. It will normally follow other classroom strategies, unless the seriousness of the behaviour requires immediate removal. Decisions must be proportionate and take account of the pupil's age, individual circumstances and special educational needs and/or disabilities, including reasonable adjustments.

Removal will take place in a suitable space with meaningful educational provision and appropriately trained supervision. It will last only as long as necessary, with regular review. Prolonged removal requires the Headteacher's explicit agreement.

Parents and carers will be informed on the same day. Where applicable, school will notify the pupil's social worker and Virtual School Head and review their Personal Education Plan.

Staff will support reflection and a planned return to class. Repeated removals will prompt review of underlying needs and support.

Supervision, welfare and safety

A pupil placed in a separate room must remain under constant supervision by at least one member of staff. At no point may the pupil be left unsupervised. Staffing will reflect the assessed risks, and staff must summon additional assistance when needed.

Pupils will have access to drinking water, meals, toilet facilities and necessary medical support. Staff will monitor their physical and emotional wellbeing throughout.

Leigh St Mary's assess the suitability of designated spaces, staffing, communication arrangements and emergency access. Risk assessments must address foreseeable risks to pupils and staff, specify practical controls and be reviewed following incidents or changes in circumstances. A dynamic assessment during an incident supplements these arrangements.

Emergency interventions and seclusion

Seclusion means confining a pupil away from others and preventing them from leaving. It is a safety intervention, never a punishment, and may be used only to protect others from harm during significant emotional or behavioural dysregulation. It must end as soon as the immediate risk reduces.

Any restrictive intervention must be necessary, proportionate and the least restrictive effective response. Force must never be used as punishment. Team Teach approaches must operate within the law and school policy; training or an individual plan does not automatically justify intervention.

Recording, reporting and review

Staff must record removals and emergency interventions on CPOMS promptly and notify the Headteacher. Records must identify those involved, timing, duration, relevant needs, antecedents, de-escalation, reasons, intervention details, injuries, support and follow-up.

Every seclusion or restraint incident and significant use of force must follow the school's statutory recording and reporting procedures. Written parental reporting must occur as soon as practicable, aiming for the same day. Where reporting would risk serious harm, the statutory alternative reporting arrangements must be followed with safeguarding oversight.

After an emergency intervention, staff will review the pupil's Positive Handling Plan and risk assessment, involve parents and carers appropriately, and provide support to pupils and staff affected.

Thinking time and regulation breaks

Supportive thinking time or a planned regulation break serves a different purpose from disciplinary removal. However, its classification depends on what happens, rather than its name. Preventing a pupil from leaving may constitute a restrictive intervention and must be treated accordingly.

Pupil Suspension and Permanent Exclusion

Leigh St Mary's Church of England Primary School is committed to providing a safe, supportive and inclusive environment in which pupils can learn and staff can work effectively. We promote positive behaviour through clear expectations, supportive relationships, early intervention and appropriate individual support.

Suspension and permanent exclusion are serious disciplinary measures. Decisions will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances. Permanent exclusion will be used only as a last resort.

The school will follow the current Department for Education statutory guidance on suspension and permanent exclusion, alongside *Behaviour in Schools, Keeping Children Safe in Education* and its duties under equality and special educational needs legislation.

Authority to suspend or permanently exclude

Only the Headteacher, or a person formally appointed as acting Headteacher, may suspend or permanently exclude a pupil. This responsibility cannot otherwise be delegated.

The Headteacher makes the initial decision. Governors who may subsequently consider reinstatement must remain impartial and must not approve or prejudge the decision beforehand.

Grounds for suspension and permanent exclusion

A suspension is a temporary exclusion for a specified period. It may be appropriate following a serious incident or persistent breaches of the Behaviour Policy.

Permanent exclusion will be considered only where:

- There has been a serious breach, or persistent breaches, of the school's Behaviour Policy; **and**
- The pupil's continued attendance would seriously harm their own education or welfare, or that of others in the school.

Both conditions must be satisfied.

Serious incidents may include violence, threatening behaviour, bullying, discriminatory abuse, sexual violence or abuse, serious incidents involving weapons or drugs, or deliberate serious damage. These examples are not exhaustive and do not result in automatic exclusion.

Exceptionally, a single serious incident may justify permanent exclusion where both conditions above are met.

A pupil will not be suspended or permanently excluded because of a disagreement or breakdown in relationships between the school and their parents or carers. Nor will exclusion be used simply because a pupil has SEND that the school considers it cannot meet, because of academic attainment, or because parents have not attended a meeting.

Considerations before a decision

Before deciding, the Headteacher will:

- Establish the facts through an appropriate and fair investigation.
- Consider the available evidence, including the pupil's account, with support for communication where needed.
- Establish what happened using the balance of probabilities: whether it is more likely than not that an event occurred.
- Consider the seriousness and circumstances of the behaviour, including bullying, discriminatory harassment, provocation, trauma, unmet needs or safeguarding concerns.
- Consider the pupil's age, understanding, SEND, disability, health and relevant individual circumstances.
- Consider reasonable adjustments, provision already made and whether further support or another response would be appropriate.
- Assess the effect on the education, safety and welfare of the pupil and others.

Finding that misconduct occurred does not, by itself, determine the sanction. The Headteacher will separately consider whether suspension or permanent exclusion is justified and proportionate.

SEND and pupils requiring additional support

Where a pupil is at risk of suspension or permanent exclusion, the school will review the support provided and involve the SENCO and other relevant professionals.

For a pupil with an Education, Health and Care plan, the school will work with parents and the local authority to consider whether provision remains suitable and whether an early review or reassessment is needed.

For looked-after and previously looked-after children, the school will involve the Designated Teacher and relevant professionals. Where appropriate, the pupil's social worker and Virtual School Head will contribute to planning and review.

Support may include a Pastoral Support Plan, individual behaviour support, Early Help or Family Help, specialist assessment or other coordinated intervention. Support will be reviewed for effectiveness.

Safeguarding

Behaviour concerns will also be considered through the school's safeguarding procedures. Staff will refer concerns about abuse, neglect, exploitation, mental health or other risks to the Designated Safeguarding Lead.

A disciplinary response does not replace safeguarding action. The school will consider the needs and safety of affected children, including any victim and the pupil whose behaviour is being investigated.

Where child-on-child abuse is alleged, the school will follow KCSIE and use appropriate risk and needs assessments. Referrals to children's social care, police or other agencies will be made as appropriate.

Safeguarding arrangements will continue during any suspension, exclusion or move to alternative provision. Relevant information will be shared securely with those responsible for the pupil's education and welfare.

Duration of suspension

Every suspension will have a defined start and end date. Its length will reflect the circumstances and be proportionate; suspensions will not be open-ended.

A pupil may receive one or more suspensions totalling no more than 45 school days in one academic year. The school will monitor the cumulative total, including relevant suspensions at other schools.

Any suspension for part of a school day must follow the formal procedure.

Notification and recording

Parents and carers will be notified without delay. Written notification will explain:

- The reasons for the decision.
- The duration of a suspension, or that the exclusion is permanent.
- Their right to make representations, how to do so, and applicable arrangements for governing board consideration.
- Education arrangements and relevant duties during the exclusion.
- Sources of independent information and support, including local SEND information, advice and support services.

The local authority will be notified without delay of every suspension and permanent exclusion. Where the pupil has a social worker, or is looked-after, the social worker and/or Virtual School Head will also be notified without delay.

The governing board will receive notifications and information within the statutory timescales. Decisions, evidence, notifications and follow-up will be recorded securely.

Education during suspension or permanent exclusion

The school will take reasonable steps to set and mark suitable, accessible work during the first five school days where alternative provision is not being attended.

For compulsory-school-age pupils, suitable full-time education must be arranged:

- By the governing board from the sixth consecutive school day of suspension.
- By the local authority from the sixth school day of permanent exclusion.

Consecutive suspensions count together for the sixth-day duty.

For looked-after children and children with a social worker, the school will work with the local authority to seek alternative provision from the first day.

Parents will be informed of their duty, where applicable, to ensure their child is not in a public place during school hours in the first five school days without reasonable justification.

Reintegration following suspension

The school will plan a supported return, involving the pupil, parents and relevant professionals. This will include reviewing support, identifying steps to prevent recurrence and helping the pupil re-engage positively with learning.

A reintegration meeting will normally take place before or at the start of the return. A pupil's return will not be delayed because parents cannot or will not attend, or made conditional on signing an agreement.

A part-time timetable will not be used to manage behaviour.

Governing board consideration and independent review

Parents may make representations to the governing board. The school will explain the applicable procedure and timescales in its written notification.

The governing board will consider reinstatement within the statutory framework, including:

- Within 15 school days for permanent exclusion or suspensions taking the total above 15 school days in a term.
- Within 50 school days, where parents make representations, for suspensions taking the total above five but not above 15 school days in a term.
- For totals of five school days or fewer in a term, consideration of parental representations, although the board cannot direct reinstatement and is not required to hold a meeting.

Additional requirements apply where a pupil would miss a public examination or national curriculum test.

If the governing board does not reinstate a permanently excluded pupil, parents will be informed of their right to request an Independent Review Panel, the deadline and their right to request a SEN expert without charge. Relevant rights concerning discrimination claims will also be explained.

Attendance records and removal from roll

The school will use attendance codes appropriate to the pupil's circumstances. Code E applies where a pupil is suspended or permanently excluded and no alternative provision is made. Attendance at alternative provision must be recorded using the applicable code.

A permanently excluded pupil will remain on the admission register until the legal requirements for removal are met.

Informal exclusion and other absence

Leigh St Mary's will not send a pupil home for disciplinary reasons without following the formal suspension or permanent exclusion procedure.

Supervised removal within school will follow the separate classroom-removal provisions of this policy.

Absence for infectious illness or another genuine health reason will be managed under the relevant health and attendance arrangements.

Any exceptional separation from school premises for safeguarding purposes will follow the specific DfE framework, involve the Designated Safeguarding Lead and Local Authority as appropriate, maintain education and be kept under review. It must not be used to circumvent disciplinary exclusion procedures.

Monitoring

School leaders and governors will review suspension and exclusion information to identify repeated patterns, evaluate support and consider any disproportionate impact on particular groups of pupils.

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

<https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf>

Safeguarding Concerns and Allegations About Adults Working in or on Behalf of the School

Leigh St Mary's Church of England Primary School takes all safeguarding concerns and allegations seriously. We will respond promptly, fairly and consistently, prioritising children's safety while providing appropriate support to those involved.

This section applies to staff, supply staff, trainee teachers, volunteers, contractors and others working in or on behalf of the school.

The school will follow Part Four of the current *Keeping Children Safe in Education* guidance and Wigan's safeguarding and Local Authority Designated Officer (LADO) procedures. These arrangements must be read alongside the school's Child Protection Policy, Staff Code of Conduct and whistleblowing procedures.

Concerns or allegations that may meet the harm threshold

The allegations procedure applies where an adult is alleged to have:

- Caused, or potentially caused, harm to a child.
- Possibly committed an offence against or relating to a child.
- Behaved towards children in a manner suggesting a risk of harm.
- Acted, or potentially acted, in a manner suggesting they may be unsuitable for work with children.

Concerns may arise from conduct within or outside school, including conduct in an adult's personal life.

Reporting and immediate action

Anyone receiving an allegation or witnessing concerning conduct must report it to the Headteacher immediately.

An allegation concerning the Headteacher must be reported directly to the Chair of Governors, Mrs Ashley Turner. Where the normal reporting route presents a conflict of interest, the concern must be reported directly to the LADO.

The Headteacher, or Chair of Governors where the allegation concerns the Headteacher, will act as case manager.

The person receiving the concern will:

- Listen carefully, take the account seriously and avoid assumptions.
- Avoid leading questions or attempting to investigate.

- Explain that information must be shared with those responsible for safeguarding.
- Make a prompt, signed and dated factual record, using the person's own words wherever possible.
- Preserve relevant information and evidence.

Immediate action will be taken to protect children and obtain urgent medical assistance where necessary. Children's social care and/or the police will be contacted immediately where circumstances require; emergency action must not wait for LADO advice.

LADO consultation and case management

The case manager will contact the LADO promptly where the harm threshold may be met, and within one working day. If uncertain about the threshold, advice will be sought from the LADO.

Any preliminary factual clarification will be limited, follow local procedures and avoid compromising subsequent enquiries. Staff must not conduct their own substantive investigation or approach the person concerned independently.

The case manager will agree the next steps with the LADO, including any involvement of children's social care, police, the employer or supplying agency, and HR advisers.

The timing and content of information given to the adult concerned and parents or carers will be agreed with the relevant agencies, protecting children and the integrity of enquiries.

Suspension of an adult will not be automatic. Risks, alternatives and the reasons for any decision will be considered and recorded, with appropriate advice and regular review.

Support and confidentiality

The school will consider the welfare and support needs of the child, their family and the adult concerned throughout the process.

Information will be shared only where necessary for safeguarding, fair case management or legal obligations. Confidentiality cannot be promised, and applicable reporting restrictions must be respected.

Low-level concerns

Concerns about conduct that is inconsistent with the Staff Code of Conduct but does not meet the harm threshold must still be reported promptly under the school's Low-Level Concerns Policy. "Low-level" does not mean unimportant.

The Headteacher will oversee the response. Concerns involving the Headteacher will be referred to the Chair of Governors, with direct LADO consultation where there is a conflict of interest.

Concerns will be recorded, assessed and reviewed for patterns. If the harm threshold may be met, the LADO will be consulted.

Outcomes and further action

The school will record the outcome using the categories specified in KCSIE and consider any safeguarding, employment or professional-regulatory action required.

Leaving employment or withdrawing services will not prevent appropriate enquiries or statutory referrals. The school will make a DBS referral where the legal criteria are met and consider referral to the Teaching Regulation Agency where applicable.

An unsubstantiated allegation does not establish that a child has lied. Where an allegation is unfounded, false, malicious or unsubstantiated, the school will consider whether the person making it needs support or may have experienced abuse elsewhere.

Disciplinary action will be considered only where an allegation is established to have been deliberately invented or malicious. Any response will reflect the pupil's age, needs and circumstances and the Behaviour Policy. Suspension or permanent exclusion will never be automatic.

Records

Records will include the concern, actions, decisions, reasons, outcome and support provided. They will be held securely, with access restricted to authorised people, in accordance with data-protection requirements.

The school will follow KCSIE's specific requirements for retention, removal of false or malicious allegations from personnel records, and information included in employment references. Safeguarding and personnel records will be managed under their respective retention arrangements.

Learning and review

The school will consider lessons from cases and update procedures, training and support where necessary.

Policy Review Procedures

Senior leaders and governors will review the Behaviour Policy at least annually and sooner following significant incidents, changes in legislation or updated guidance.

The review will consider pupils' experiences, parental and staff feedback, behaviour information, safeguarding concerns, equality implications and the effectiveness of support.

A wider whole-school consultation involving pupils, parents, staff and governors will take place at least every two years. Necessary changes will be made promptly rather than deferred until that consultation.

The Behaviour Policy will remain consistent with the school's safeguarding, SEND, equality and staff-conduct policies. Updated arrangements will be communicated to the school community.

The following school policies are related to The Behaviour Policy:

- Safeguarding Policy, Child Protection and Early Help Policy
- Attendance Policy
- Special Educational Needs Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safe Use of the Internet Policy
- Mobile Phone Policy
- Admissions Policy
- Medicines Policy

Appendix 1: Legal Framework and Government Guidance on Behaviour

Purpose and application

Leigh St Mary's Church of England Primary School's approach to behaviour is informed by the legislation and Department for Education guidance applicable to schools in England.

This appendix provides a staff reference. It must be read alongside the full Behaviour Policy, Child Protection Policy, SEND Policy and the school's procedures for searching, confiscation and restrictive interventions.

The existence of a legal power does not mean that it should be exercised routinely. Staff must act within their authority and follow the school's published arrangements.

Principal legislation and guidance

Relevant legislation includes:

- The Education and Inspections Act 2006, particularly provisions concerning behaviour policies, disciplinary penalties, detention and reasonable force.
- The Education Act 1996, including powers relating to searching pupils and confiscating items.
- The Equality Act 2010.
- The Children and Families Act 2014.
- The Human Rights Act 1998.
- The Health and Safety at Work etc. Act 1974 and associated regulations.
- Regulations governing suspension and permanent exclusion, searches, detention and the recording and reporting of restrictive interventions.

Staff must refer to the current versions of:

- [Behaviour in Schools.](#)
- [Searching, Screening and Confiscation in Schools.](#)
- [Restrictive Interventions, Including Use of Reasonable Force, in Schools.](#)
- [Keeping Children Safe in Education.](#)
- [School Suspensions and Permanent Exclusions.](#)
- [SEND Code of Practice: 0 to 25 Years.](#)
- [Health and Safety: Advice for Schools.](#)

The school also takes account of the current Ofsted Education Inspection Framework and relevant school inspection materials. These describe inspection arrangements; they do not create additional disciplinary powers.

Authority to respond to misbehaviour

Teachers and other authorised staff may apply reasonable disciplinary sanctions where pupils breach school rules, fail to follow reasonable instructions or behave below the standard reasonably expected.

The statutory power generally applies to paid staff with responsibility for pupils, unless restricted by the Headteacher. The Headteacher may authorise other adults supervising pupils, including volunteers, to exercise specified disciplinary responsibilities.

Different powers have different requirements. General authority to apply sanctions does not automatically authorise a person to search pupils, suspend them or permanently exclude them.

A disciplinary penalty must:

- Be decided by a paid member of staff or another person authorised by the Headteacher.
- Be decided and imposed on school premises or while the pupil is under the lawful charge of the member of staff.
- Be reasonable, proportionate and consistent with other legal duties.

Staff must consider the pupil's age, SEND, disability, religious requirements and other relevant circumstances. Reasonable adjustments must be made where required. Staff should also consider whether additional support or safeguarding action is needed.

Corporal punishment is unlawful. Force must never be used as punishment.

Behaviour outside school

The school may respond to behaviour outside its premises, including online behaviour, where reasonable and within the scope of this policy.

This may include behaviour:

- During school activities or journeys to and from school.
- While a pupil is wearing uniform or is otherwise identifiable as belonging to the school.
- Affecting the orderly running of the school.
- Threatening another pupil or a member of the public.
- Adversely affecting the school's reputation.

Any sanction must remain proportionate and must be imposed on school premises or while the pupil is under a staff member's lawful charge. Safeguarding concerns will be referred to the Designated Safeguarding Lead.

Detention and supervised loss of break time

Detention may be used only in accordance with the sanctions and staff authorisations set out in the Behaviour Policy. It must be supervised, proportionate and suitable for the pupil's age and circumstances.

Parents and pupils must be informed through the policy if detention outside normal school hours may be used. Parental consent is not required for a lawful detention.

Lunchtime detention must leave sufficient time to eat, drink and use the toilet. Staff must consider safety, medical appointments, caring responsibilities and suitable travel arrangements.

For a primary-aged pupil, staff must ensure that parents understand any change to collection arrangements before an after-school detention takes place.

Outside-hours detention is subject to the permitted-day rules. These include eligible school days, specified term-time weekends and eligible non-teaching days. Staff must check the detailed DfE conditions before arranging detention on a weekend or non-teaching day.

Searching pupils and possessions

Searches must follow the school's procedures and the full DfE searching guidance.

Staff may seek a pupil's informed agreement to a search. Where relying on statutory powers without agreement, only the Headteacher or authorised staff may search, and there must be reasonable grounds to suspect possession of:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco or cigarette papers.
- Fireworks.
- Pornographic images.
- An article reasonably suspected of having been used, or being likely to be used, to commit an offence, injure someone or damage property.
- Another item expressly identified in the school rules as an item for which a search may be made.

Items banned only by school rules must be distinguished from statutory prohibited items. E-cigarettes and vapes do not fall within the tobacco category in the DfE search guidance and must be expressly covered by school rules if searches for them are intended.

Searches must respect pupils' dignity, privacy and individual needs. Staff must explain the search, seek cooperation and follow the statutory safeguards concerning the searcher's sex, witnesses, location, possessions and clothing.

School staff must not conduct strip searches. Any police involvement does not remove the school's duty to safeguard the pupil.

Confiscation and electronic devices

Staff may confiscate, retain or dispose of property where lawful, reasonable and proportionate. Confiscated items must be handled safely and recorded as required by school procedures.

Staff must follow the item-specific DfE rules governing retention, return, disposal and police handover. These decisions are not unrestricted matters of personal discretion.

Weapons and evidence of suspected offences require police involvement in accordance with the guidance.

Suspected sexual images of children must be referred immediately to the Designated Safeguarding Lead. Staff must not investigate by copying, forwarding or intentionally viewing such images. Electronic devices and potential evidence must be preserved and handled under the safeguarding procedure.

Reasonable force and other restrictive interventions

School staff have statutory powers to use reasonable force in specified circumstances, including preventing injury, criminal offences, property damage or disorder.

Every intervention must be necessary and proportionate. Staff must use the least restrictive effective response, with no more force and no longer duration than necessary. Prevention and de-escalation must be prioritised wherever possible.

Staff must consider the pupil's age, SEND, disability, medical needs and vulnerabilities. Training and individual plans support decision-making but do not automatically authorise an intervention.

Reasonable force may be used when lawfully searching for statutory prohibited items where justified. It must not be used to search for items banned only by school rules.

Staff must follow the school's restrictive-intervention procedures, including supervision, welfare checks, medical assistance, recording, parental reporting and review. The recording and reporting requirements effective from April 2026 apply.

Recording, safeguarding and oversight

Searches for statutory prohibited items and searches conducted by police must be recorded on CPOMS, including where nothing is found. The Designated Safeguarding Lead must be informed as required by DfE guidance.

Parents must be informed promptly of searches for statutory prohibited items, the outcome and subsequent action. Other searches and confiscations will be recorded and communicated under school procedures.

School leaders will monitor the use of sanctions, searches and restrictive interventions, including repeated incidents, effectiveness and any disproportionate impact on particular groups.

This appendix will be reviewed alongside the Behaviour Policy and updated when relevant legislation or guidance changes.

Appendix 2: Model Suspension Letter

Model Letter

From head teacher notifying parent of a suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear [Parent's Name]

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [specify period]. This means that he/she will not be allowed in school for this period. The suspension begins/began on [date] and ends on [date]. Your child should return to school on [date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's Name] has not been taken lightly. [Child's Name] has been suspended for this fixed period because [reason for suspension].

The statutory guidance on Suspensions can be found at

<https://www.gov.uk/government/publications/school-suspension>

[for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place during school hours whilst suspended on [specify dates] unless there is reasonable justification for this and evidence of this justification may be required. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates.

We will set work for [Child's Name] to complete on the days he/she is suspended from school. [detail the arrangements for this]. Please ensure that work set by the school is completed and returned promptly for marking. If your child has a disability or special educational need and you consider that they will require reasonable adjustments in order to access the work set please contact school immediately to discuss.

You have the right to make representations about this decision to the governing body/academy trust. If you wish to make representations please contact [Name of Contact] on/at [contact details — address, phone number, email], as soon as possible. Whilst the governing body/academy trust has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to any disability, and you think discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You also have the right to see a copy of [Child's Name]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to receive a copy of [Child's Name]'s school record. I will be happy to supply a copy if you request it. There may be a charge for photocopying.

Further Guidance and Advice

I would like to draw your attention to the following relevant sources of free and impartial information:

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership) [Wigan SENDIASS](http://www.wigan SENDIASS) Telephone 01942 233323 Email: info@wigansendiass.co.uk

Yours sincerely

[Name]

Head teacher

Associated Resources and Legislative Framework

Leigh St Mary's Church of England Primary School's Behaviour Policy should be read alongside the following legislation and guidance applicable in England. Legislation is referenced as amended, and the school will refer to the current versions of official guidance.

Behaviour and governance

- [Behaviour in Schools: Advice for Headteachers and School Staff — DfE, February 2024](#)
- [Further Guidance and Resources for Supporting Behaviour in Schools](#)
- [Behaviour and Discipline in Schools: Guidance for Governing Bodies — DfE](#)

Safeguarding

- [Keeping Children Safe in Education 2026 — DfE, effective from September 2026](#)
- [Working Together to Safeguard Children 2026 — DfE](#)

Attendance, mental health and wellbeing

- [Working Together to Improve School Attendance — DfE statutory guidance, updated July 2026](#)
- [Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges — DfE](#)
- [Mental Health Issues Affecting a Pupil's Attendance: Guidance for Schools — DfE](#)

The mental-health attendance publication includes *Summary of Responsibilities Where a Mental Health Issue Is Affecting Attendance* and examples of effective practice.

Special educational needs and disabilities

- [Special Educational Needs and Disability Code of Practice: 0 to 25 Years — January 2015, effective from April 2015](#)
- [Equality Act 2010: Advice for Schools — DfE](#)

Searching, restrictive interventions and exclusion

- [Searching, Screening and Confiscation in Schools — DfE](#)
- [Restrictive Interventions, Including Use of Reasonable Force, in Schools — DfE, effective from April 2026](#)

- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement — DfE, effective from 26 July 2026](#)
- [Health and Safety: Advice for Schools — DfE](#)

Principal Legislation

The school will have regard to the relevant provisions of the following Acts, as amended:

- [Education Act 1996](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Education Act 2011](#)
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Human Rights Act 1998](#)
- [Children Act 1989](#)
- [Children Act 2004](#)
- [Health and Safety at Work etc. Act 1974](#)

Relevant regulations and statutory requirements are also identified within the DfE guidance linked above.