



Jump Primary School

Behaviour Policy

Maintaining a Positive Environment for Learning

Date Ratified by the Governing Body: Spring Term 2026

Signed by Head Teacher:

Signed by Chair of Governors:

Next Review Date: Spring Term 2027

This policy was reviewed with reference to Behaviour in schools- Advice for headteachers and school staff September 2023

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Ethos and Culture, Aims and Purpose & Rules

Jump Primary School is committed to safeguarding and promoting the wellbeing of all children in line with the Equality Act 2010 and current safeguarding and SEN/D practices. Staff and Governors believe that there should be a positive, consistent and supportive approach to behaviour, based upon agreed, explicit values and high expectations. This is fundamental to the social, academic, cultural and moral development of all our pupils. We focus on supporting pupils to build the skills for positive behaviours and attitudes which in turn enable a culture of successful learning and mutual respect. This is a crucial part of education which provides the building blocks for developing positive attitudes and relationships in order to enable our pupils to grow up in a global community. We feel our positive behaviour strategies incorporate the family ethos of our school and our attitude towards behaviour. We nurture children within the culture defined by our motto:

I am talented; together we are awesome!

We believe that behaviour is centred on three basic rights:

- The right to learn.
- The right to be safe and happy.
- The right to feel respected.

The rules that we refer to which underpin our ethos are:

- Be resilient
- Be respectful
- Be responsible



Pupils are taught that these rules protect our rights to be safe, learn and be treated with respect. These values form the core of our behaviour policy and promote a positive attitude to behaviour both within and beyond the school gates. The school recognises that some behaviours may be a response to unmet needs, trauma or adverse experiences. Staff use consistent, calm and supportive approaches to help children regulate and learn appropriate behaviours, while maintaining high expectations for conduct. Our approach is child-centred and we consider, at all times, what is in the best interests of the child.

Why do we need this policy?

Excellent behaviour inside the classroom is the key to successful learning and children will only make progress in an environment where this is allowed to happen. Outside of the classroom, positive behaviour keeps our children safe at playtimes and lunchtimes and over-riding all of this a high level of respect for each other and for the adults in school. The aims and purpose of this policy are:

- To secure an exemplary standard of behaviour for all of our children to demonstrate consistently
- To promote self-discipline and a proper regard for the rules of law
- To prevent all forms of bullying (including cyber; prejudice based and discrimination); physical threats; abuse and intimidation
- To create a positive ethos and school environment where we all work together as a caring community
- To maintain a calm, happy, safe and disruption free environment within school in order to sustain our high standard of education for all children
- To raise children's self-esteem by promoting respect and fostering responsibility where achievements at all levels are valued

- To create a feeling of common purpose, by having a consistent approach to behaviour in school through partnership with children, parents, staff, governors and the local community
- To provide clear boundaries for acceptable behaviour and ensure everyone's physical and emotional safety
- To provide a clear structure for addressing poor behaviour allowing children to learn from their mistakes and make improvements
- To effectively support those children who need help in maintaining our high standards of behaviour expected, making reasonable adjustments if necessary
- To provide support to all staff in managing behaviour through effective leadership, policy and practice

Behaviour Curriculum

Excellent behaviour is an integral part of teaching and learning and we aim, throughout the curriculum, to provide opportunities for children to acquire and develop positive social, emotional and behavioural skills that will encourage effective learning, perseverance and the ability to work collaboratively and independently. When planning any area of the curriculum, staff take into consideration our agreed Key Drivers and the Rules of Law, encouraging our children to:

- Develop enquiring minds and a spirit of curiosity while communicating in an **articulate** manner.
- Have high self-esteem – **respecting** themselves, others and the environment.
- **Responsible** learners who are able to work both independently and collaboratively.
- Are **self-aware**, accepting individuals embracing all areas of the 21st century.
- Seek to build **resilience** through a focus on wellbeing for mind, body and spirit.
- Meet new challenges, whether personal, social or academic, with **confidence**.

The development of children's social, emotional and behaviour skills is discussed in depth through a structured PSHE and RSHE curriculum and embedded across the rest of the curriculum including assemblies. We focus on respect, fairness, managing feelings, tolerance, empathy and social skills. All behaviour in school (both positive and negative) is managed by referring to our Golden Rules. All children are clear on the expectations around behaviour and the way this behaviour will be recognised positively or sanctioned.

Our Golden Rules are directly linked to the core British Values so that our children not only understand these but practise them every day.

Leadership and Management

All adults at Jump Primary model respectful behaviour. Leaders record and monitor any incidents of poor behaviour on our online management system tracker and CPOMS. The school leadership team are highly visible, with leaders routinely engaging with children, parents and staff on setting and maintaining the behaviour culture where everyone feels safe and supported. We pride ourselves on maintaining exceptional relationships with stakeholders so that there is consistency in expectations of behaviour, ensuring everyone contributes to our ethos.

School leaders play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in maintaining the culture of the school.

We ensure that our staff have highly effective training on matters such as how special educational needs, disabilities, or mental health needs may at times affect a child's behaviour and each incident will be dealt with according to the needs of the individual child. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams like Compass Be, help us to inform effective implementation, and design, of behaviour strategies for specific children – making links between whole school approaches to mental health and wellbeing as set out in the Mental health and behaviour in schools' guidance.

The senior mental health leads in school are Gillian Clark (Head Teacher) and Georgina Cooper (SENDCo)

Roles of teachers & staff (including lunchtime staff)

Good classroom management is at the heart of promoting a positive culture and ethos. Routines are key, and pupils are taught the behaviour and expectations around these routines to promote a calm and orderly atmosphere around school. Learning environments are purposeful and organised to support this. Pupils are prepared for the day's events through the use of visual timetables in every class; this further supports children's understanding of the classroom routine.

Excellent communication of routines and expectations extends beyond the classroom into our lunchtimes; pupils are clear on the lunch routines and that staff will follow the same behaviour approaches as teaching staff in promoting positive behaviour with postcards home, giving out house points and dealing with any incidents through repair and reflection.

There is a program of sporting activities available for different year groups on a daily basis at lunch. Reading suitcases also go out into a quieter area of the yard and we are further exploring the use of zoned activities in order to promote purposeful play and a calm orderly lunch with a variety of activities on offer to engage pupils.

Training to support our behaviour approach at Jump Primary is ongoing and revisited regularly; it starts early at induction. This training includes internal training such as more experienced members of staff supporting staff new to the school with managing behaviour and expectations. We also access external support such as 'Team Teach' and training from external partners such as Barnardo's and Compass Be to support children with specific additional needs. We are a small and tight knit school, and as such, we are in a privileged position that all our staff know our children well. They are continually building positive relationships with children and their families. Staff are able to regularly meet (often informally) to discuss how best to support our children. Meetings held every week between the Head Teacher, SENDCo and Parent Support Adviser further strengthen this understanding of children and their emerging needs.

Roles of the children

At Jump Primary we firmly believe that all our children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. In order to achieve this the voice of our children is imperative. Our Golden Rules are discussed regularly as they underpin every aspect of school life, and are now used by all stakeholders to embed our core values. Children understand that they have a duty to follow the school Golden Rules and have a wealth of opportunities to contribute positively to the school culture:

- School Parliament
- House Captains
- Reading Buddies
- Librarians
- Lunchtime Leaders
- Well-being Ambassadors
- Play Leaders
- Line Leaders

Normal levels of behaviour will be expected when children are away from school premises but under the supervision of school staff (eg. Sporting event, educational visit). Our approach to behaviour will be applied where possible but, in extreme cases, children who continue to misbehave and pose a risk to themselves or others will be removed from the event and returned to school. The follow up for these behaviours will be in line with normal practice. Subsequent visits away from school may require a separate risk assessment to be completed (in conjunction with the Educational Visits Co-ordinator) and parents will be informed of this.

If children demonstrate unacceptable behaviour away from school premises *and* out of school hours, we would make every effort to ensure the impact of such unacceptable behaviour is clarified and discussed with the child using a restorative framework. It is likely that their parents will be notified at this point and school will liaise with any external agencies involved if necessary. This would especially be the case if other children or the wider community were suffering the negativity of these actions and/or the child themselves were at risk. This would be our duty under safeguarding practices. The above would also apply to any event outside school where the reputation of the school would be adversely affected.

Roles of parents & carers

At Jump Primary, we know that the role of parents and carers is crucial in helping us to develop and maintain good behaviour. To support the school, parents are encouraged to become familiar with the school's behaviour policy and, whenever possible, take part in the life of the school, the wider community and its culture. Parents have an important role in supporting the school's behaviour policy and are asked to encourage and reinforce the policy at home as appropriate.

Where a parent has a concern about management of behaviour, they are encouraged to raise this directly with the school while continuing to work in partnership with us. We aim to reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour and encouraging parents to celebrate children's successes. Where appropriate, parents will be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Individual needs and inclusive practice - taking account of individual child needs (SEND, gender, vulnerability, race, religion, culture, sexuality)

We are keen to ensure that we do not discriminate against any child through the application of our Behaviour Policy, especially against children whose apparent inappropriate behaviour may be a result of their SEN, disability, racial and/or cultural background or any factors contributing to their vulnerability. Therefore, when intervening with apparent inappropriate behaviour, all adults accept

that there will be circumstances in which some children may be treated according to their individual needs and take account of those individual child needs when applying sanctions. All stakeholders understand that to be fair to everyone, our actions may not always look identical but will always have the best interests of the child at heart. At Jump Primary, we try to manage behaviour effectively, whether or not the child has underlying needs so that all children can access all parts of what we have to offer. If a child is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on our behaviour policy and practice, particularly where a child has SEND that at times affects their behaviour.

In particular:

- schools have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND
- if a child has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school will always co-operate with the local authority and other bodies. As part of meeting any of these duties, we aim to, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to): short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long, adjusting seating plans to allow a child with a specific need to sit in sight of the teacher, adjusting uniform requirements for a child with sensory issues or who has severe eczema, training for staff in understanding conditions such as autism and ADHD

Our SENDCO is Georgina Cooper. She supports staff with advice regarding how best to manage the children with SEND. She is also responsible for seeking external support/ advice as appropriate.

Transition points

At Jump Primary, we recognise the importance of supporting children with transitions into school, between different classes and transition to secondary school.

We do this in the following ways:

- Transition into FS2- Children new to school will have several opportunities to visit and become familiar with the setting and expectations around behaviour prior to starting school. When a child is allocated a place at Jump, parents/carers are invited to an initial meeting with the FS2 team and headteacher, where the key expectations around behaviour are shared. Children are then invited to a 'stay and play' session where they meet their new teachers and become familiar with their new setting. Any child with additional needs will be invited for extra visits as appropriate, these may also include visits when the classroom is empty so they can explore in a less overwhelming way. Our PSA, Diane Cooper, will liaise with any previous setting before transition alongside the class teacher.
- Transition between classes - Each year children will have an opportunity to move up to their new class prior to the end of the year. Children with additional needs will receive extra visits, as appropriate. Staff meet to discuss all the children in the class prior to these visits so that they can be made aware of how best to support the children and create the most effective learning environment.

- Transition to secondary school - We work closely with our secondary feeder schools to ensure that children can access visits and taster days. Our SENDCo works with the receiving schools to arrange extra visits for children for whom this transition is likely to be more challenging. CPOMS is used to ensure that all behavioural incidents that have been logged throughout a child's time at Jump are shared with the relevant bodies.
- Re-induction into school - Very occasionally children may require some extra support with being re-introduced into school life and expectations. This will always be done working in conjunction with parents/carers to ensure that this can be as successful as possible.

Rewards and positive reinforcement

Acknowledging positive pupil behaviour forms the heart of our policy, celebrating pupil achievements both within their learning but also their day to day interactions within our school community.

We do this by:

- Focussing on dojo points for positive behaviours in the classroom
- Exchanging dojo points for prizes and certificates
- Sending special Bee postcards home to celebrate positive behaviours and strengthen home links
- Developing house teams and house points to encourage a collective responsibility
- Sharing good news with other staff e.g. a visit to the headteacher or other members of staff who are important to the child
- Speaking to parents and carers about a child's positive behaviour
- Celebrating a star of the week in class who receives a Headteacher's award
- Teaching about behaviour, relationships and feelings through our personal, social and health education curriculum and weekly class assembly
- Celebrating our successes with the wider community through social media
- Running class and school councils who regularly reflect on matters of importance around behaviour
- Organising focused weeks such as anti-bullying week, mental health awareness week and keeping safe week to further promote agendas around personal safety, respect, responsibility and resilience

Unacceptable behaviour

Our focus is always positive recognition and reinforcement in order to promote positive behaviour.

Where behaviour is not in keeping with our rules, all staff will encourage pupils to reflect on this by:

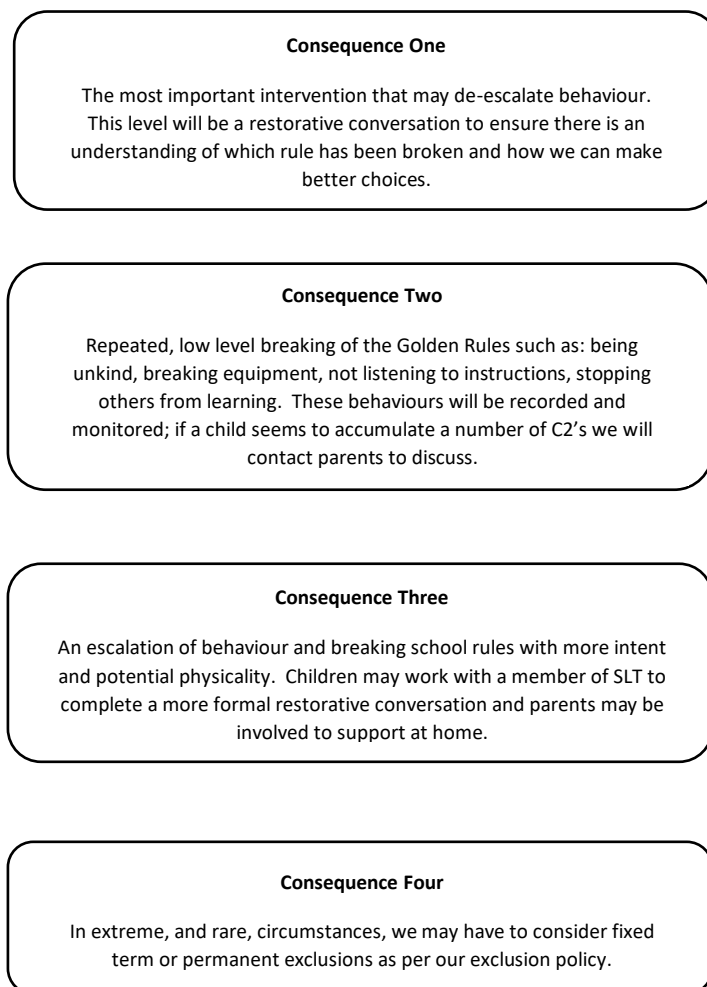
- Giving rule reminders and how an observed behaviour links to this particular rule
- Speaking to the child 1:1 if behaviour is ongoing and possibly removing them from the context or setting
- Encouraging pupils to put right and take responsibility for what has gone wrong through reflection on the incident and how they can repair the incident with a restorative conversation once the child is calm and regulated.
- Speaking with parents where necessary.
- Working 1:1 with some pupils to support their focussed, tailored behaviour plan

Incidents of poor, disruptive behaviour that require additional intervention from staff are recorded on our CPOMS system in order to inform the ongoing monitoring of behaviour. This is also a crucial stage to identify triggers for behaviour or barriers to engagement. Low-level, repeated behaviours, microaggressions, or persistent disrespect or harassment are monitored **cumulatively** to identify emerging safeguarding concerns.

For some pupils with additional needs who may find it difficult to manage aspects of their behaviour we work collaboratively with parents/carers and other multi agency professionals to seek advice in exploring other supportive mechanisms to promote positive behaviour.

Alongside the senior leadership team, Miss Cooper (SENDCO) and Mrs Cooper (Parent Support Advisor) will signpost families for additional support if a child is experiencing behaviour difficulties in school.

An example flow chart to illustrate our behaviour plan:



This is by no means an exhaustive list of behaviours and we will always make time to review the policy and its application.

The following behaviours will not be tolerated at Jump primary:

- Rudeness and bad language
- Bullying of any form (see our anti bullying policy for further details)
- Racism and/or racial harassment
- Sexual harassment/sexual violence/threats of a sexual nature
- Child on child abuse
- Language/bullying/harassment around sexual orientation
- Threats or intimidation of violence
- Bringing an offensive weapon to school

Specific negative behaviours:

Child on child Abuse (KCSiE 2025)

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff are clear as to our policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it (Safeguarding Policy 2025).

The school recognises that poor behaviour, including bullying, harassment or abuse, may occur online as well as face-to-face. Online behaviour that impacts the safety, wellbeing or reputation of children, staff or the school will be treated as a safeguarding concern and managed in line with this behaviour policy, the Online Safety Policy and KCSiE guidance.

All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to the Designated Safeguarding Lead (or deputy). All staff will challenge inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment, sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

Bullying

We would stress first and foremost that both children and parents come and talk to a member of staff if they are concerned that bullying is happening. Any accusations are investigated immediately,

thoroughly and carefully monitored as per our Antibullying Policy. This school considers bullying to be a very serious offence that will not be tolerated in school and it will be treated as such. Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying is the repeated or varied actions performed over a period of time resulting in pain and distress to the victim.

Bullying can be in the form of:

- Emotional – being unfriendly, excluding, tormenting, etc.
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Prejudicial – based on prejudices towards people of different races, religions or sexual orientation
- Cyber – inappropriate comments on social media, sexting, photographs, videos, abusive emails or hacked accounts

In a primary context, sexualised behaviours are addressed developmentally and proportionately, with safeguarding procedures followed where behaviours are harmful, concerning or age-inappropriate. Any form of bullying can cause long-term misery to children. We consider bullying to be unacceptable behaviour and it will not be tolerated. As with any problem encountered in school, bullying is best dealt with when staff, parents and children all work in partnership. We encourage children to tell adults about any incidents of bullying. Any proven incidents of bullying will be recorded using the school's system. It will also be reported to the Full Governing Board at the termly meeting.

It is the behaviour that is unacceptable not the child.

Staff will:

- Check the child understands what they are in trouble for by asking.
- Establish they know that the behaviour is unacceptable.
- Focus on the effect the behaviour has on others.
- Discuss how the behaviour can be avoided in the future.
- Encourage the child to think of how they can learn from the situation.

Any incidents will be recorded and reported and followed up quickly in collaboration with parents and carers to ensure they do not continue under the guidance of legislation around Keeping Children Safe in Education.

The three safeguarding leads within school (see below) are actively promoted as a source of support for pupils who may wish to discuss privately anything that may put their emotional or physical safety at harm (see Child Protection policy). Pupils in school are aware of these members of staff and their roles and that they can approach them at any time.

Ms Gillian Clark



Miss Georgina Cooper



Mrs Diane Cooper



Reasonable force and confiscation

The use of reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children. Staff are trained in de-escalation techniques to pre-empt situations where reasonable force may be required.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff consider the risks, any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Confiscation

The sanction of confiscation is applied in a reasonable and proportionate way. The aim of confiscating property is maintaining an environment conducive to learning - one that safeguards the rights of other children to be educated with regard to health and safety, threats to good order and the ethos of the school. At Jump Primary School, all adults have the authority to take or dispose of non-personal items or items that could be potentially harmful to themselves or others. All adults have the right to take but **not** dispose of the following items:

Personal belongings- these items will be kept in the Headteacher's office and will be returned at the end of the school day.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as a cigarette lighter, penknife, adult literature. This material should be referred to the headteacher, who will decide on the most appropriate action to take, followed by a letter to parents/ carers confirming the reasons for such action. The material may need to be stored safely until a responsible family adult can come to retrieve them if appropriate.

A child might reasonably be asked to turn out their pockets or to hand over an item that is causing disruption. Schools may search (without consent) for:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes
- fireworks
- pornographic images
- items likely to cause harm or commit an offence

Staff within school are Team Teach trained to support any incidents which may require physical management/intervention. Any such incidents are logged in an incident report form and uploaded to our CPOMS system. For any pupils requiring physical intervention, a risk assessment is set up in the form of a Positive Handling Plan that details the proactive measures implemented to support a child's behaviour in greater detail.

Suspensions and/or exclusions are used as a **last resort** and in line with statutory guidance. The individual's SEND needs and any safeguarding considerations apply. Parents have the right of appeal as per statutory guidance.

At Jump Primary School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders:

School

Rights

- *To make clear the school's statutory power to discipline children and that children and parents will need to respect this.*
- *To enforce their school behaviour policy – including rules and disciplinary measures.*
- *To expect children and parents' cooperation in maintaining an orderly climate for learning.*
- *To expect children to respect the rights of other children and adults in the school.*
- *Not to tolerate violence, threatening behaviour or abuse by children or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.*

Responsibilities

- *To ensure the whole school community is consulted about the principles of the school behaviour policy.*
- *To ensure that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.*
- *To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.*
- *To support, praise and as appropriate reward children's good behaviour.*
- *To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.*
- *To take all reasonable measures to protect the safety and well-being of staff and children, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.*
- *To ensure staff model good behaviour.*
- *To promote positive behaviour through active development of children's social, emotional and behavioural skills.*
- *To keep parents informed of their child's behaviour – good as well as bad.*

Children

Rights

- *To contribute to the development of the school behaviour policy, with every child involved in the consultation process.*
- *To be taught in environments that are safe, conducive to learning and free from disruption.*
- *To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.*

Responsibilities

- *To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.*
- *To act as positive ambassadors for the school when off school premises.*
- *Not to bring inappropriate or unlawful items to school.*
- *To show respect to school staff, fellow children, school property and the school environment.*
- *Never to harm or bully other children.*

•To appeal to the class teacher/ head teacher / governors, and if they believe the school has exercised its disciplinary authority unreasonably.

•To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

Parents/Carers

Rights

- To contribute to the development of the school behaviour policy.
- To be kept informed about their child's progress, including issues relating to their behaviour.
- To expect their children to be safe, secure and respected in school.
- To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary.
- To appeal to the class teacher/head teacher / governors if they believe the school has exercised its disciplinary authority unreasonably.
- To appeal against a decision to exclude their child, first to the governing body of the school and then – in cases of permanent exclusion – to an independent appeal panel.

Responsibilities

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.

Links to further documentation

- Anti-bullying Policy
- PSHE & RSE Policies
- Safeguarding Policy
- Sexual harassment, online abuse and sexual violence (SHAV) Policy
- SEMH Policy