



Colliers Green CofE Primary School

Colliers Green, Cranbrook, Kent. TN17 2LR

Document Control Sheet

Document Title:	Behaviour and Exclusion Policy
Document Type:	Policy
Owner:	Headteacher
Governor Committee:	SESC
Date adopted by governors:	7 th July 2026
Re-adoption date:	July 2028
Policy Type:	Safeguarding, child protection and behaviour.
Statutory Policy:	Yes

Document History

Date:	Summary of Changes:
July 2022	Existing policy updated with minor changes to reflect the development of the school's Christian Vision.
November 2024	Minor updates to reflect current practice following discussion with staff.
July 2026	Addition of 'reset time' as a consequence for extreme behaviour. Creation of Appendix A to separate out the exclusions information and include recent updates that come in effect July 2026.

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CHRISTIAN VISION

Colliers Green is a family. We are a small rural school set in beautiful surroundings, where everyone feels welcomed and valued. We provide a caring, supportive and calm learning environment, rooted in our Christian values of aspiration, resilience and community. We encourage and nurture our children to flourish, and grow into their potential and achieve academic success, becoming compassionate individuals and valued citizens of God's world.

Jeremiah 17:8

They will be like a tree planted by the water
that sends out its roots by the stream.
It does not fear when heat comes;
its leaves are always green.
It has no worries in a year of drought
and never fails to bear fruit.

1. INTRODUCTION

This policy sets out how Colliers Green will reward positive behaviours in pupils, and the consequences that will be put in place where poor behaviours occur.

Our policy is rooted in our core values of **Aspiration**, **Resilience** and **Community**, in our status as a Church of England primary school and therefore, in the teachings and example of Jesus and the Bible. This means we promote values such as love for one another, mutual consideration and respect, care and compassion, and forgiveness. We will learn together to behave as Jesus did and in line with what He told us.

We recognise that our school is a community and staff, children, parents and governors work together in partnership and together we recognise that everyone is special and valued.

We will promote our vision and values through our policies, our collective worship and in all the day to day activities that go on in our school.

2. AIMS

The aims of this policy support and are supported by the aims of the school:-

- a) Maintaining a happy community providing equal opportunities, where pupils feel safe, valued and respected.
- b) Encouraging all pupils to achieve their potential and more.
- c) As per Jeremiah 17:8, helping the children to grow strong roots so that if they were to make a poor choice in terms of behaviour, they have the resilience to get back on track and not let it define them
- d) Raising self-esteem.
- e) Providing guidance for staff, pupils and parents within an atmosphere of support and mutual respect.
- f) Encouraging a shared responsibility between school and home.

3. PRINCIPLES

We operate a positive behaviour policy, which embodies the high expectations we have for all within the school community.

Our School:-

- a) Has a whole school approach to behaviour, setting good habits early with high expectations of cooperative behaviour from the start.
- b) Provides an environment conducive to on-task behaviour.
- c) Makes positive recognition of pupil achievement.
- d) Involves pupils in the creation and review of class rules, through discussion, circle time and PSHE lessons.
- e) Involves parents by maintaining good communications to ensure their support.
- f) Ensures that 'if things go wrong', pupils are given the opportunity to put them right.
- g) Language around 'choices and consequences', and 'strong roots' will be used to ensure the pupils understand that they can make positive and negative choices around behaviour. If they make positive choices, they will be rewarded and if they make negative choices they will receive consequences.
- h) Identifies extra-curricular opportunities in order to reinforce our expectations: visiting speakers, workshops, special events etc.

4. REWARD SYSTEM

We operate a reward system designed to promote self-esteem within the children. We acknowledge that, whilst consistency is important, we also recognise that at different stages of a child's life at school, different ways of rewarding good behaviour may be appropriate. As a result, different classes use slightly different mechanisms to reward positive behaviour.

Good behaviour is rewarded by, for example:-

- a) Smiles, positive comments and being used as a role model.
- b) Receiving stickers.
- c) Receiving house points awarded for positive behavior and work.
- d) Awards for gaining numbers of house points.

100 House Points	Bronze Certificate
200 House Points	Silver Certificate
300 House Points	Gold Certificate
400 House Points	Platinum Certificate
House with the most House Points each term	House Treat, chosen by House members at the beginning of the term

- e) Talking to parents, praising good behaviour. Use of 'teacher mail' to send home with children.
- f) Weekly Aspiration Awards and Recognition of Resilience certificates are presented in Celebration Worship, one per class. Community Kindness Champion certificates are awarded to children for being extra kind to others.
- g) Sending the child to Headteacher or another member of staff with evidence of good behaviour/good work for a Headteacher sticker.

- h) Class treats may be awarded at the class teacher's discretion for a short session of approximately 30 minutes for exceptional class behaviour/work.
- i) Dojo points, table points, and a 'behaviour rainbow' may also be used in some classes.

5. CONSEQUENCES

Our school promotes a positive attitude to behaviour and most pupils respond to this.

However, we recognise that, from time to time, there will be a need to involve consequences for those pupils whose behaviour is deemed unacceptable and is not conducive to learning. In each of the following points below take-up time will be given to allow the child time to respond positively. If the child does not do this, the next step will be taken. Should the behaviour be extreme we reserve the right to move straight to number 5.

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	The child will be moved within the classroom, or to a designated reflective, quiet space just outside the classroom.
4	The child will spend 10 minutes thinking time in another class or miss 10 minutes of playtime. This will be dependent on the current activity and time of day. The child will be asked to reflect on the behavioural choices that they have made. A reflection book is available to support with this if necessary. Parents will be informed in person or by telephone/email/studybugs. In class 1, the child will be moved down a spot on the rainbow.
5	The child will be sent to the Headteacher. ‘Reset time’ may be used at this stage (see section 6). The Headteacher will inform parents.

- a) We reserve the option to call in parents to discuss any behavioural concerns with the intention of helping the child to turn their behaviour pattern around.
- b) A behaviour log – home/school conversation book may be used should it be needed.
- c) If a consequence needs to be applied the following day, both the child and the parents will be informed on the day the misbehaviour occurred. This would only be used in certain circumstances, such as wrong behavioural choices being made at the end of the day.
- d) Pupil voice on behaviour will be sought through regular questionnaires and through PSHE and class-based discussions.
- e) Parent voice on behaviour will be sought through regular questionnaires and may be sought on other occasions should the need arise.
- f) Should consequences be required at playtime/ lunchtime, the following consequences will apply:

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	5 minutes out
4	Class teacher informed at the end of play/lunch if appropriate
5	Headteacher informed

g) Should consequences be required during Collective Worship, the following consequences will apply:

1	A prompt or reminder will be given to the child
2	A warning will be given to the child
3	The child will be required to stand up and move their seating position
4	The child will leave CW with a member of staff.

All rewards and consequences will be explained to pupils and visual representations of them will be available to help pupils understanding.

6. EXTREME BEHAVIOUR

Children with extreme behaviour issues will be referred to the SENCo to enable the school to access support from Specialist Teaching Services. A Pastoral Support Plan may be drawn up between the School, parents and the child, which will define expectations, rewards and consequences. This will be reviewed within an agreed period.

In some cases of extreme or persistent poor behaviour, a period of 'reset time' may be used as an additional consequence. Reset time provides the child with an opportunity to step away from the classroom environment, regulate their emotions, and reflect on the behavioural choices they have made. This may involve the child working in a quiet space outside the classroom, for example with the Headteacher or another member of staff. The purpose of reset time is to help the child re-establish calm, restore positive behaviour, and return to learning with a fresh start. Parents will be informed when reset time has been used.

Incidences of poor behaviour will be recorded on CPOMS.

A fixed-term exclusion may be used, or part-time schooling with multi-agency links to explore all possible support structures, both in and out of school. As a last resort and to serve the best interests of the child and his/her peers, a managed move or a permanent exclusion may be sought. (See Appendix A).

7. USE OF PHYSICAL RESTRAINT

Physical restraint is only used to prevent a pupil causing harm to himself/herself or others, seriously damaging property, or committing an act which risks harm to people or property. Alternatives to physical restraint should always be considered and tried prior to handling a child. Some of the key points are listed below.

Only the minimum necessary force should be used and every effort made to avoid injury to the child.

Physical contact and restraint should never be used in anger.

Restraint should continue for no longer than is necessary.

Where at all possible, more than one adult should be present.

No adult should be expected or required to restrain a child if by doing so they will put themselves at risk.

Children who require complex or repeated physical management will have a written positive handling plan which has been agreed by parents and relevant external agencies.

All incidents will be recorded by individual staff on CPOMS and the child will be asked to record a written reflection of their behaviour wherever possible.

Staff dealing with such children should be trained in proper and safe methods of restraint.

8. OPPORTUNITIES FOR CHILDREN TO DISCUSS APPROPRIATE BEHAVIOUR

A programme of personal, social and health education designed to promote mutual respect, self-discipline and social responsibility throughout the school.

A clear focus for work on relationships and feelings as part of the PSHE work throughout school.

The agreement of a set of rules by each class at the beginning of Term 1.

Social skills groups / friendship groups may be run for targeted children when appropriate.

9. LIAISON WITH PARENTS

'Class information meetings' are held at the beginning of each academic year and our approach to behaviour management and our expectations are outlined.

Throughout the year, parents are kept informed about their child's behaviour, with a more in-depth focus during parents evening if required.

Parents are encouraged to come into school and discuss any issues concerning their child's education/behaviour with staff.

10. ONGOING BEHAVIOUR PROBLEMS

If any pupils present an ongoing behaviour problem, all staff involved with the child will keep an internal log of the problem using CPOMS, including third party interventions and all strategies used. These will be reviewed by the Headteacher as necessary.

A Pastoral Support Plan, specific risk assessment plan, or Provision Map may be agreed between pupil, staff and parents as required.

Any concerns regarding a pupil should be discussed with the class teacher, family liaison officer or SENCo as appropriate. There are times when the advice of outside agencies will be required. This could be the result of discussions between the class teacher, SENCo, and headteacher, or as the result of discussion at a Pupil Progress Meeting. Any outside agency will need information; therefore, staff need to document evidence of behaviour carefully so that it can be collated when required. Outside agencies could include Specialist Teaching Service, Educational Psychologist, Speech Therapist, Physiotherapist, School Nurse and Social Services.

Pupil behaviour and wellbeing is a standing item on all staff professional development meetings, with minutes circulated to all members of staff.

The headteacher reports to governors on behaviour each term, and a full monitoring report is produced annually.

Appendix A: Suspensions and permanent exclusions

This policy is based on statutory guidance from the Department for Education: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units (PRUs) in England, including pupil movement (Aug 24, with updates from July 2026). It is based on the following legislation, which outline schools' powers to exclude pupils:

- the Education Act 2002, as amended by the Education Act 2011;
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- the Education and Inspections Act 2006;
- the Education Act 1996; and
- the Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

If a pupil's behaviour continues to be disruptive or violent and is identified as being a serious breach of this policy in spite of applying all the suggested and agreed measures and is undermining the quality of teaching and learning for other pupils and, if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, then procedures for the exclusion of the pupil will commence.

Examples of behaviours that may lead to exclusion are:

- Repeated failure to comply with a reasonable request from a member of staff
- Verbal abuse of staff, other adults or children
- Repeated use of bad language in school or in the school grounds
- Failure to comply with the consequences of bad behaviour
- Wilful damage to property
- Repeated bullying
- Dangerous acts or violence towards another child or adult
- Repeated fighting
- Theft
- Persistent defiance or disruption in the classroom
- Bringing weapons or illegal substances into school.

Types of exclusion

A suspension – previously referred to as a fixed-term exclusion - from the school can only be authorised by the Headteacher. If no-one is available to authorise the suspension a decision should be deferred until the opportunity for authorisation is available. The school regularly monitors the number of suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met. Suspensions and permanent exclusions are both types of exclusion, and where this policy uses the word 'exclusion' this includes both suspensions and permanent exclusions.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.

‘Informal’ or ‘unofficial’ exclusions, such as sending a pupil home ‘to cool off’, are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

When is exclusion appropriate

Advice should be sought from Kent Inclusion and Attendance Adviser if a long-term suspension or permanent exclusion is likely so that all alternatives to exclusion and further support can be explored. A decision to exclude a pupil should only be taken in response to a serious breach or serious breaches of the school’s behaviour policy, and if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- a. Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- b. Allow the pupil to give their version of events
- c. Consider if the pupil has special educational needs (SEN)

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool and may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion. It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school’s legal duties to pupils with disabilities or SEN remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension. If the suspension exceeds 5 school days, the school is required to arrange full-time education from the sixth day (e.g. at a Pupil Referral Unit PRU). Parents can request this work to ensure continued learning.

A suspension can also be for parts of the school day. For example, if a pupil’s behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher’s duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Notification of an exclusion

The headteacher (or person deputising in their absence) will immediately provide the following information, in writing, to the parents of an excluded pupil:

- a. The reason(s) for the exclusion
- b. The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- c. Information about parents’ right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- d. Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting.

The headteacher will also notify parents by the end of the afternoon session on the day their child is suspended that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

In the case of a Permanent Exclusion parents will be notified by the Head teacher in a face-to-face meeting. The Chair of Governors will be informed, and a copy of the letter to parents made available. The school administrator will record the nature and length of the exclusion on the schools MI system. The exclusion will be reported to the next Full Governing Body meeting.

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated. If this occurs, the parents, the governing board and the local authority, must be notified and, if relevant, the social worker and Virtual Schools Head. We will follow DFE Exclusions guidance if this is considered to be an appropriate action.

Students returning from a fixed-term exclusion (suspension)

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent exclusion

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Head teacher may decide to permanently exclude a pupil because of ongoing issues or even for an extremely serious 'one-off' incident.

In the case of a Permanent Exclusion, this can only be authorised by the Head teacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Head teacher of the school. If your child has been permanently excluded, be aware that:

- a. The Head teacher will inform the parents of the decision in a face to face meeting. The parents will be informed of the decision and the reasons for it. The evidence leading up to the decision will be explained.
- b. A letter of confirmation will be sent on the same day by first-class post outlining the reasons for the decision, the procedures for appeal which are open to the parents
- c. The Chair of Governors and the Hearings & Appeals Governor will be informed, and a copy of the letter to parents made available
- d. The school's governing body is required to review the Head teacher's decision and you may meet with them to explain your views on the exclusion
- e. The school must provide full-time education up to the sixth day of a permanent exclusion
- f. A special meeting of a delegated committee of the Governing Body will be called within fifteen working days of the date of exclusion, of which the parents will be notified, in order to consider the decision of the Head teacher.

Pupils can temporarily be kept off-site for safeguarding purposes

The updated guidance explicitly allows a school to temporarily forbid a pupil from attending its premises, if two or more pupils need to be separated for safeguarding purposes. This wouldn't be considered an exclusion on disciplinary grounds.

Where a pupil is temporarily forbidden from attending, the headteacher should notify the governing body without delay. As a board, they need to make sure this protocol is only used in "rare circumstances" and only when:

- Separating pupils is essential, and
- There isn't a practical way to allow one or more pupils involved to remain on school premises

This could, for example, follow an allegation of harm by one pupil against another which requires physically separating a pupil from others.

Decisions should be made on a case-by-case basis, with the designated safeguarding lead taking a lead role and using their professional judgement, supported by agencies like children's social care and the police as required.

Where a pupil is temporarily forbidden from attending school:

- the school should inform the parents/carers of the reason why
- The local authority (LA) must arrange education for the pupil, unless your school or the pupil's parents/carers choose to do so
- The pupil should be supported to reintegrate into school life once they return

Managed moves

A managed move is used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process.

Previously, some schools have used "trial" managed moves where a pupil would attend a new school temporarily to see if it worked out. The updated guidance makes clear this is not allowed.

Where a temporary move (i.e. a time-limited placement at another education setting) needs to occur to improve a pupil's behaviour, the school will use off-site direction instead. During the review of an off-site direction placement the school may identify alternative options, including a permanent managed move. The guidance now also states that a pupil must not be permanently excluded because of an unwillingness by the pupil and/or their parents/carers to agree to a managed move.

Before a managed move:

- The original school should involve the pupil – the headteacher should support them to share their views and explain how they'll consider this as part of the decision-making process
- The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments
- The original school and the new school should make sure that relevant information is shared between them and the LA as appropriate, including:
 - Data on prior and current attainment
 - Academic potential
 - A current risk assessment
 - Advice on effective ongoing risk management and/or other pupil support strategies

The points above also apply to off-site directions.

Following a managed move, the original school should delete the pupil's name from their admission register as it will be added to the new school's admission register.

Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site. In these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.

The school is now expected to notify relevant parties as soon as leaders start contemplating a managed move for a pupil with a social worker.

The school should make the following people aware:

- The social worker
- DSL
- The pupil's parents/carers, unless this would lead to safeguarding risks
- The virtual school head (VSH), if the child is looked-after

If it's decided that a managed move is in the pupil's best interests, the original school and new school should make sure any personal education plan (PEP) the pupil has is reviewed and amended to take account of the move.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the School Office Manager. Governing board reinstatement meetings and Independent Review Panels (IRPs) can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in the DfE guidance.

Exclusions committee

The Governing Body delegates authority to a committee of governors, of whom the Head teacher shall not be one. The committee is delegated the authority, to consider:

- The report of the Head teacher in respect of the decision to exclude a pupil
- The representations of the parents of the pupil (if present) to question those involved, if appropriate
- To allow cross-questioning
- To decide either to endorse the decision of the Head teacher, or to direct the Head teacher to reinstate the pupil.

Links with other policies

The Exclusion Policy should be read in tandem with other relevant school policies, particularly the Special Educational Needs Policy and the Equal Opportunities Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy which follow the DfE Behaviour in Schools (2024) guidance.