

Stanborough Primary School & Nursery

Behaviour & Discipline Policy



Approved by:	Stanborough Primary School Governing body	Date:
Last reviewed on:	April 2026	
Next review due by:	April 2027	

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Matthew 5:16

1. Aims and Expectations

- 1.1 It is a primary aim of our school that every member of the school community is valued and respected, and that each person is treated fairly and well. We are a caring community, with a clear set of values that include respect, co-operation and self-control. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a harmonious way. It promotes good relationships (beginning with the use of the Zones of Regulation and the Golden Rules in the Early years and continuing the Zones of Regulation throughout the older years also) and an environment where everyone feels safe and happy, so that effective learning can take place and so that the children can develop and become positive, responsible and increasingly independent members of the school and wider community.
- 1.2 This behaviour is to be applied in a consistent manner to ensure that all children are treated fairly.
- 1.3 The school rewards good behaviour, as it believes that this positive reinforcement will encourage children to be kind and considerate. This policy is designed to promote wanted (pro-social) behaviour, as well as deter anti-social behaviour.
- 1.4 Within the Early Years where the children are the youngest in the school, we manage behaviour in accordance to STEPS, a behaviour management initiative used across Hertfordshire. The Early Years staff are trained to use this method of dealing with behaviour where the focus is around the individual child and providing for their needs working closely with parents.

2. The Role of the Class Teacher

- 2.1 The class teacher discusses the school rules with the children and the rules are displayed in the classroom. In this way, every child in the school knows the standard of behaviour that is expected in the school. The zones of Regulation help children identify what they are feeling and gives ways to help children manage their feelings. In the EYFS, the Good Friend Chart is also used.
- 2.2 It is the responsibility of the class teacher to ensure that the school rules are enforced in his/her class, and that the children behave in a responsible manner.
- 2.3 The teacher has high expectations of the children in terms of behaviour and in the quality of work produced.
- 2.4 The teacher treats each child fairly and enforces the classroom code of conduct consistently.
- 2.5 The teacher treats all children in his/her class with respect and understanding.
- 2.6 The class teacher uses opportunities such as PSHE and circle time to further educate the children about behaviour.
- 2.7 If a child misbehaves in class, point 4 of this policy is applied.
- 2.8 The class teacher liaises with The Inclusion Manager or SENCO in the Early Years, parents and external agencies, as necessary, to support and guide the progress of each child.
- 2.9 The class teacher reports to parents about the progress of each child in the class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

- 2.10 It is the responsibility of the class teacher to ensure that the behaviour policy is implemented whether on or off school grounds.
- 2.11 Teaching Assistants work in line with school policy and with Teachers, to promote good behaviour.
- 2.12 All school staff recognise that the policy has to be consistently applied to ensure maximum effect.

3. The Role of the Headteacher

- 3.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety, welfare and well-being of all children in the school.
- 3.2 The Headteacher supports the staff by implementing the policy, setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 3.3 The Headteacher keeps records of all reported serious incidents of misbehaviour. These are monitored by the Headteacher to ensure patterns of behaviour are identified and acted upon.
- 3.4 The Headteacher may apply fixed-term suspensions (Education Act 2011). Fixed-term suspensions must be reported to the School Board. For repeated or very serious acts of anti-social behaviour, the Headteacher refers the case to the Discipline Committee. (BUC Education Handbook Section 5B and C.)

4. The Role of Parents

- 4.1 Parents play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine, ensuring that your child is at school on time, appropriately dressed, rested, and equipped will encourage your child to adhere to school rules and procedures.
- 4.2 We ask parents to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child's behaviour and to adhere to any parenting contracts put in place.
- 4.3 In the case of exclusions, we strongly recommend that parents provide appropriate supervision for their child during the time that they are excluded from school.
- 4.4 The school will apply sanctions as outlined in point three of this policy. Parents are expected to support the actions of the school. If parents are concerned about the way their child has been treated, the first point of contact is the class teacher. If concerns remain, they should contact the head teacher and finally, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (See the Complaints Policy.)

5. The Role of Governors

- 5.1 The governing body has the responsibility of setting the general guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the headteacher in implementing the policy.
- 5.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues.

6. The Responsibility of Pupils

- 6.1 The school expects all of its pupils to show respect to one another, to school staff, and anyone else that

they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated.

- 6.2 Pupils are ambassadors of our school, both on and off the premises. We expect them to uphold the school's values at all times, reflecting the high standards of our community wherever they go.
- 6.3 They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as Pastoral Support Plans.
- 6.4 School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions.
- 6.5 If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their parents as well as the class teacher who will work with them to draw up a support plan.
- 6.6 The school asks that pupils carefully read and then sign a home-school agreement to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour. The home-school agreement is re-visited at the start of and during the academic year, as necessary.

6.7 School rules that apply at all times to all pupils of the school community:

- We uphold and take pride in the School Values.
- We are punctual.
- We always dress according to the school code and take pride in our appearance.
- We do not bully each other – we all have a right to be respected.
- We do not use bad language at any time
- We respect the ideas of others. We listen and do not interrupt them. If we have something to say, we put our hand up and wait to be asked.
- We take care of all our property and respect the schools and other people's property
- We listen carefully to instructions given to us by our teachers. Deliberate disobedience will not be tolerated.
- We stand up promptly and greet formal visitors who enter the classroom and hold the doors for anyone who is following us.
- We show excellence in all that we do.
- We do not bring mobile phones or smart devices to school unless we have written permission from the Headteacher, and we follow the school's mobile phone rules at all times.

6.8 Safety

- We are considerate of our peers and the school community. We do not run through the school, do not shout out during lessons, or shout to one another in school, or when in public places.
- We keep our hands and feet to ourselves (not kick, hit, punch, pull or push anybody).
- At morning break and at lunchtime, we must be in the playground unless we have permission from a member of staff to remain in school.
- When there is wet weather, we behave sensibly in the classroom and report any problems to the members of staff on duty.
- We follow the School's E-safety guidance.

7. Mobile Phones and Smart Devices

7.1 Our approach

At Stanborough Primary School, we do not permit pupils to bring mobile phones or smart devices (including smart watches with communication or internet capabilities) onto the school premises. We believe that mobile phones are unnecessary in primary school and can:

- Distract from learning
- Disrupt the school day
- Pose safeguarding risks (including access to inappropriate content and cyberbullying)
- Negatively impact social interaction and playtime

7.2 Exception for Year 6 pupils in specific circumstances

In exceptional cases, Year 6 pupils who walk home independently may be granted permission to bring a mobile phone to school for safety reasons only. However, strict conditions apply:

- Parents/carers must complete a **Mobile Phone Permission Form** (available from the school office) which must be approved by the Headteacher
- Phones must be handed to the school office immediately upon arrival (by 8:45am)
- Phones will be stored securely by the school secretary in a locked location
- Phones must be collected from the school office at the end of the school day (3:35pm)
- Phones must be switched off and must not be used anywhere on school premises at any time during the school day
- Permission may be withdrawn if the conditions are not followed

7.3 Smart watches

Smart watches with communication or internet capabilities (e.g., ability to make calls, send messages, or access the internet) are not permitted. Simple analogue or digital watches for timekeeping only are allowed.

7.4 Unauthorised possession or use

If a pupil is found in possession of a mobile phone or smart device during the school day without permission, or if a Year 6 pupil with permission fails to hand in their phone:

1. The device will be confiscated immediately by a member of staff
2. The device will be stored securely in the school office
3. Parents/carers will be notified the same day
4. The device must be collected by a parent/carer at the end of the school day (3:30pm)
5. Repeated violations will result in further sanctions in line with our behaviour policy, which may include withdrawal of permission to bring a phone to school

Staff will not:

- Search the contents of a confiscated phone
- Accept responsibility for lost, stolen, or damaged devices
- The school is not liable for any loss or damage to mobile phones or smart devices brought onto the premises.

7.5 Communication during the school day

- Parents/carers who need to contact their child during the school day should telephone the school office on **01923 673291**
- Similarly, if a pupil needs to contact home during the school day, they should ask a member of staff who will facilitate this through the school office.

7.6 Emergency situations

In exceptional circumstances (e.g., a significant family emergency or specific medical need), the Headteacher may grant temporary permission for a pupil to carry a mobile phone. This will be agreed in writing with parents/carers on a case-by-case basis.

7.7 Staff mobile phone use

Staff are expected to model appropriate behaviour regarding mobile phone use. Personal mobile phones should not be used in front of pupils during the school day and should be stored in staff areas. In emergencies, staff should use phones discreetly away from pupils. Staff must not use personal phones to photograph or contact pupils and should use school devices for all work-related communication.

Exemptions:

In exceptional circumstances (such as medical emergencies, urgent caring responsibilities, or other critical personal situations), staff may seek permission from the Headteacher to keep their personal phone accessible during the school day. Any such exemption must be agreed in advance, will be subject to review, and requires that phones are checked discreetly away from pupils. The prohibition on using personal phones to photograph or contact pupils applies at all times regardless of any exemption granted.

8 Rewards

We praise and reward children for good behaviour in a variety of ways:

8.6 Children are congratulated and praised verbally in class, during weekly assemblies and afternoon tea on Wednesdays.

8.7 In the Early Years Foundation Stage (EYFS), we promote positive behaviour through a nurturing and consistent approach that supports children's emotional and social development. We use positive reinforcement strategies such as our *Good Friend Chart* and stickers to celebrate kind, respectful, and cooperative behaviour, helping children to understand and value positive interactions with others. Clear and age-appropriate expectations are communicated and modelled by staff, and children are encouraged to reflect on their actions through gentle guidance and discussion. When behaviour does not meet expectations, we use *reflection time* as an opportunity for children to think about their choices, understand the impact of their behaviour, and learn alternative ways to express themselves. Our approach is supportive, inclusive, and focused on helping each child develop self-regulation, empathy, and a strong sense of belonging. We work in close partnership with parents and carers to ensure consistency and a shared understanding of our behaviour expectations.

8.8 Teachers award stickers and certificates for good work and good behaviour and to acknowledge effort as well as acts of kindness in school. Teachers utilise additional incentives such as star of the week, helper of the day, stamps and stickers to reward good behaviour.

8.9 Children who are identified as the star of the week are invited to Afternoon Tea with the Headteacher on a Wednesday afternoon.

8.10 Staff will send notes home or phone parents/carers to celebrate positive behaviour and achievements.

8.11 All classes have an opportunity to contribute to assemblies where they are able to show examples of their best work.

8.12 Children are sent to the Headteacher if they have produced great work, where they receive a Headteacher's sticker award. Teachers ensure that the children are clear about what they have done well.

8.13 Whole-class achievement can be rewarded through class points (the class with the most points receives the class cup in assembly) or cubes (when the jar is full, the class receives a treat, as decided by the class teacher.)

8.14 Certificates are awarded throughout the year during assembly. At the end of the year, the school holds a special celebration assembly in which pupils are awarded medals and shields for their achievements.

8.15 Children who demonstrate that they are trustworthy and responsible may be given additional roles within the school. These include positions such as School Council Representative, Faith Ambassador, Digital Leader, Eco Champion, and Wellbeing Champion.

8.16 The school recognises awards achieved by the children outside of school. The children are encouraged to bring these in so that they can be congratulated in assembly.

9 Sanctions

The school employs a number of sanctions to enforce the school rules and ensure a safe and happy learning environment.

9.6 We expect the children to be focused and on task during lessons. If they are distracted, they will be moved to a different seat.

9.7 We expect children to try their best in all activities. If they do not do so, they may be asked to re-do the task.

9.8 In the Early Years Foundation Stage (EYFS), we promote positive behaviour through a nurturing, consistent, and developmentally appropriate approach. We understand that young children are learning to express their emotions, develop social skills, and understand boundaries. Our focus is on modelling respectful interactions, setting clear and consistent expectations, and using positive reinforcement to encourage desired behaviours. When challenging behaviour arises, we respond calmly and supportively, helping children to understand the impact of their actions and guiding them towards making positive choices. We work closely with parents and carers to ensure a shared understanding and consistent approach, always prioritising the child's emotional well-being and sense of security.

9.9 Where children are withdrawn from the class, an incident form is completed and given to the Headteacher. Parents are informed at the earliest opportunity, preferably on the same day.

9.10 School, staff and parents work together to promote wanted behaviour.

9.11 The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

10 Unacceptable Behaviour

10.6 If a child engages in the following **unacceptable behaviour**: lack of respect, violence, threatening behaviour including bullying, deliberate disobedience, discrimination or deliberate vandalism of school property, she/he will be taken to the Headteacher with an Incident Form.

10.7 All stakeholders should be aware that all types of discriminatory behaviour will, under no circumstances, be tolerated and should this occur, this will lead to the pupil being put on Headteacher's Report immediately.

10.8 After being taken to the Headteacher the pupil completes a reflection sheet. The Headteacher verifies the events and then puts into action the 'Procedure for Dealing with Unacceptable Behaviour' as well as logging it on CPOMs.

10.9 The ABA (Anti-Bullying Alliance) defines bullying as 'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'. Bullying can be physical, verbal, emotional or via mobile phones and the internet (cyber bullying). Bullying can include: name-calling, taunting and mocking, making offensive comments, kicking, hitting and pushing, taking belongings, inappropriate text messaging and e-mailing, sending offensive or degrading messages by phone or via the internet, producing offensive graffiti, excluding people from groups, spreading hurtful and untruthful rumours and gossiping.

10.10 The school does not tolerate bullying of any kind and acts immediately to stop any such behaviour. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. The school does everything in its power to ensure that all children

attend the school free from fear. This also includes cyber bullying in and out of school.

10.11 Parents are informed of the situation by the Headteacher or in some cases the Inclusion team in a meeting. Parents are given a copy of the Procedures for Dealing with Unacceptable Behaviour to say they have been notified of the behaviour and are aware of the next steps. School staff and parents work together to promote wanted behaviour. In the Early Years, staff will bring to the attention of the Early Years Leader any behaviour which is unacceptable. The Leader will meet with the parents in an attempt to address and resolve the behaviour alongside guidance from STEPS. If there is no improvement, the Headteacher will be informed.

10.12 If the child's behaviour shows no sign of improvement, the parents will be sent a written warning stating that if the child's behaviour does not improve within a set period, action will be taken including a referral to the Discipline Committee. The Governing Body is then notified. The child is put on Headteacher's Report and behavioural intervention strategies are put into place, with parental involvement.

10.13 If the unacceptable behaviour persists, a second written warning is issued. Strategies are reviewed and a further review date is set. If at this second review the behaviour is still deemed to be unsatisfactory, the matter will be referred to the Discipline Committee. The conclusion of the Discipline Committee will determine the next course of action, which may include temporary or permanent inclusion.

10.14 Within the Early Years the ABC model is used where we need to examine or change the pattern of behaviour to work in accordance with the EYFS to enable personal, social and emotional development and put support in place where a child requires it and the impact that it could cause to their learning.

11 Discriminatory Behaviour

11.6 Any racist, sexist or discriminatory behaviour is regarded as unacceptable and is logged separately and reported termly to the Governing Body.

11.7 The school specifically teaches the importance of valuing and respecting each other – showing tolerance.

11.8 Children are taught that all forms of discrimination are wrong.

12 Prohibition of Weapons

1. Stanborough Primary School & Nursery has a zero-tolerance approach to weapons of any kind on school premises. This includes knives, blades, replica weapons, or any item that could be used to threaten, harm or intimidate others.
2. The school recognises that children of primary age may not always understand the serious nature of bringing such items to school. However, the safety of all members of our school community is paramount, and any incident involving a weapon will be treated with the utmost seriousness.
3. Items that are prohibited include, but are not limited to:
 - Knives of any kind (including penknives, craft knives, or kitchen knives)
 - Blades or sharp instruments not required for educational purposes
 - Replica or toy weapons that could cause alarm
 - Any object that has been adapted or is intended to be used as a weapon
 - Fireworks or other explosive materials
 - Any item that could be used to threaten or cause harm
4. Legitimate items required for educational purposes (such as scissors or craft tools) must only be used under direct staff supervision and stored securely by staff when not in use.

13 Searching and Bag Checking

1. The school reserves the right to search pupils and their belongings, including bags, lockers, and personal items, if there are reasonable grounds to suspect that a pupil may be in possession of a prohibited item.
2. Searches will be conducted by the Headteacher or a member of staff authorised by the Headteacher. Where possible, searches will be conducted by a staff member of the same sex as the pupil, with another staff member present as a witness.
3. The school may conduct random bag checks as a preventative measure to maintain a safe environment. Parents will be informed of this policy and such checks will be carried out respectfully and sensitively, recognising the age of our pupils.
4. Staff will not conduct intimate searches (searches of a pupil's person beyond outer clothing). If there are serious concerns that require such action, the police will be called immediately.
5. During any search:
 - The pupil's dignity and privacy will be respected as far as possible
 - The search will be conducted in an appropriate private space
 - A witness (another member of staff) will be present
 - Parents will be informed as soon as reasonably practicable
 - A record of the search will be made and kept securely

14 Procedures if a Weapon is Found or Suspected

1. If a member of staff suspects that a pupil may have a weapon or prohibited item:
 - The pupil should be immediately removed from other children to ensure everyone's safety
 - The Headteacher must be informed immediately
 - The pupil should be asked to hand over the item voluntarily
 - If the pupil refuses, a search may be conducted as outlined above
 - The pupil must be supervised at all times until the situation is resolved
2. If a weapon or prohibited item is found:
 - The item will be confiscated immediately and stored securely
 - The police will be contacted without delay
 - Parents will be informed immediately
 - The Designated Safeguarding Lead (DSL) will be notified to consider any safeguarding concerns
 - A full incident report will be completed and logged on CPOMs
 - The item will be handed to the police and not returned to the pupil or parent
3. The school recognises that a child carrying a weapon may be doing so because they feel unsafe or are being exploited by others (criminal exploitation). In such cases, the DSL will work with external agencies including the police and children's social care to ensure the child receives appropriate support and protection.

15 Consequences

1. Any pupil found in possession of a weapon or prohibited item will face serious disciplinary action, which may include:
 - Immediate fixed-term suspension while the incident is investigated
 - Referral to the Discipline Committee
 - Permanent exclusion in the most serious cases
 - Police involvement and potential criminal proceedings
2. The school will consider the age and understanding of the child, the circumstances surrounding the incident, and any safeguarding concerns when determining the appropriate response.

3. Even in cases involving very young children, parents will be required to attend a meeting with the Headteacher to discuss the serious nature of the incident and agree on a plan to prevent any recurrence.

16 Education and Prevention

1. The school will educate pupils about the dangers of weapons and knife crime through:
 - Age-appropriate PSHE lessons
 - Assemblies and discussions about personal safety
 - Teaching children how to keep themselves safe and who to speak to if they have concerns
 - Helping children understand the serious consequences of carrying weapons
2. Staff will be vigilant for signs that a child may be at risk of involvement in knife crime or criminal exploitation, including:
 - Unexplained gifts or money
 - Changes in behaviour, attendance or engagement
 - Concerning friendship groups or relationships with older individuals
 - Signs of fear or anxiety
3. The school will work in partnership with parents, the police, and other agencies to keep all children safe and to address any concerns about knife crime or criminal exploitation in our community.

17 Regulating pupil's offsite conduct

- 17.6 Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to pupils who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating. This also includes misuse of mobile phones or social media to bully, harass, or bring the school into disrepute.
- 17.7 Any off-site misbehaviour could result in sanctions. The school will take into consideration:
- 17.7.1 the severity of the misbehaviour;
 - 17.7.2 the effect such an action may have on the other pupils;
 - 17.7.3 the extent to which the behaviour has repercussions for the orderly running of the school/ormight impose a threat to another pupil or member of staff;
 - 17.7.4 whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
 - 17.7.5 if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school;
 - 17.7.6 the extent to which the reputation of the school has been affected.

18 Physical Restraint

- 18.6 All members of staff are aware of the regulations regarding the use of force by teachers (Physical Restraint Policy). Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent pupils from hurting themselves or others, from damaging property or from causing disorder (DFES Use of Reasonable Force July 2013). The actions taken are in line with the government guidelines on the restraint of children. A record must be kept of any physical intervention used. These are best recorded as part of the incident, on the Incident Sheet.

19 Children with persistently challenging behaviour

- 19.6 Some children with more specific behaviour needs may have a Pastoral Support Plan (PSP) in place with individual targets and strategies. These may include:

- 19.6.1 Home/school liaison book
- 19.6.2 Daily sticker / reward chart
- 19.6.3 Specific mentoring sessions

19.7 At Stanborough Primary School, a PSP is devised to support individual children to improve their social, emotional and behavioural skills. The PSP identifies precise and specific targets for the child to work towards and includes the child's thoughts and parents' views discussed at consultation meetings.

20 Fixed-term and Permanent Exclusions

- 20.6 Only the head teacher (or acting head teacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 5 days in any one school year. A given fixed-term exclusion may not exceed 5 days without the approval of the school board.
- 20.7 If the Headteacher excludes a pupil, she/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents on how to make any such appeal. (Complaints Policy)
- 20.8 The Headteacher informs the governing body about any fixed-term exclusions. Permanent Exclusions means the child is expelled. The Headteacher will inform the Local Authority of any permanent exclusions as the Local Authority should arrange full-time education for the excluded pupil from the sixth school day.
- 20.9 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 20.10 When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the school and consider whether the pupil should be reinstated.
- 20.11 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

21 Monitoring

- 21.6 The Headteacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 21.7 The teacher or teaching assistant who witnesses an incident or has an incident reported to him or her, whether in the school or playground, is responsible for writing out an Incident Sheet. The Sheet is processed via the Inclusion Team, to the head teacher, where it is actioned and filed in the office.
- 21.8 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 21.9 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.