Behaviour Policy

We believe that positive behaviours for learning are a necessary prerequisite for excellent learning and teaching to occur. For these behaviours to develop a safe and inclusive learning environment is fundamental. This policy will outline our current ethos and practice to support and encourage all children to develop their full potential, and where all members of the school community are valued through positive relationships.

The philosophy of the school and the behaviour policy is embodied by the concept of developing intrinsic motivation for positive behaviour, relationships and learning. This means that pupils learn that building positive approaches and attitudes to behaviour, relationships and learning ultimately benefits themselves, as well as others. In turn, they will understand how to be a positive citizen, contributing to their own and society's wellbeing into the future.

We strive to be clear and transparent about the expectations we have for both the staff and the learners.

John Ball School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Date agreed by Governors	February 2026
Signed on behalf of Governors	J Wilkinson J Wilkinson (Mar 27, 2026 12:51:41 GMT)
Date for next review:	February 2027

The John Ball School Behaviour Blueprint

Rules	Visible Consistencies	Over & Above Recognition
1. Be kind 2. Be Safe 3. Be Ready	1. Meet and Greet 2. Calm and supportive adults 3. Rules and values	1. Proud Cloud 2. PRIDE of JB Awards 3. Communication home

Relentless Routines

1. Arrive with a 'can do' mind-set.

Stepped Boundaries

1. Rule reminder
2. Caution
3. Last chance
4. Time and space to regulate and reflect (maybe from the place you are, the people you are with, or playtime)
5. Supportive reflection time
6. Restorative follow up

2. Regulate, recount, reflect, repair

Micro scripts & Mantras

The 30 second intervention:

"I've noticed... I need you to... In 5 mins, when I return, I will see... I know that you will..., Thank you for..."

In response to fogging techniques:

"I hear what you are saying, but now let's focus on..."

"Yes, there may be some truth in that, but now we need to..."

"That might be the way you saw it, however...

"Thank you for telling me. We can investigate that separately, but right now..."

In the playground mantra:
Is how you are playing increasing the risk of someone getting hurt?

3. A consequence will follow a wrongdoing

Restorative – Create a moment to repair and build

1. What happened?
2. Who has been affected?
3. How were they affected?
4. What do you need to do to make it right?
5. What will you do differently next time?

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In this policy you will find the following acronyms:

Acronym	Meaning
SLT	Senior leadership team
Arbor	System for recording both positive and negative behaviour incidents
PRIDE	Personal excellence, respect, innovation and creativity, determination and equality. These are the John Ball school values
LEA	Local education authority
HT	Head Teacher
AHT	Assistant Head Teacher
DHT	Deputy Head Teacher
DSL	Designated Safeguarding Lead

1. The Aims of the Policy

The aims of this policy are to provide simple, practical procedures for staff and learners that:

- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Through these aims we endeavour to:

- Create a culture of exceptionally positive behaviour: for learning, for ourselves, for our community and for life.
- Ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Avoid focusing on learners' negative conduct, but rather value the positive.
- Help learners take control over their behaviour and be responsible for the consequences of it.
- Build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- Promote community cohesion through improved relationships.
- Ensure that excellent behaviour is a minimum expectation for all.

1.1 This policy has been written in conjunction with the following policies:

- Safeguarding
- Esafety
- Learning and Teaching
- Learning Environment
- Anti-Bullying Policy
- Inclusion Policy
- Equalities Policy
- Complaints policy

2. Expectations for staff, pupils and parents

All school adults will promote and exemplify our three school rules:

- **Be Safe**
- **Be Kind**
- **Be Ready**

2.1 Staff:

At John Ball School adults act as excellent role-models and emulate the school's values by using these five principles as a guide for dealing with learners' behaviour:

1. Calm and consistent adult behaviour based on our visible consistencies
2. Relentless routines to provide consistency for all
3. Attention on the positive rather than the negative
4. Stepped boundaries as a restorative approach to behaviour management
5. Recognition of 'over and above' behaviour that is fair and consistent

In addition, all John Ball school adults will uphold our three 'Visible Consistencies':

1. Meet and Greet **–** all school adults will meet and greet pupils at different location points around the school and during the different transition times of the day: entering into school, breaks, lesson changes etc. Adults will make eye contact and use a greeting such as: *"Good morning/ Good afternoon, How are you today? Lovely to see you.*

Adults will expect pupils to return the greeting and prompt pupils who ignore the greeting. In a lighthearted, friendly way adults might say:

"Morning? I said good morning to you? What do you need to say back to me?
In this way, school adults are instilling positive and productive social conventions for pupils that will benefit them throughout their lives.

Location points – Meet & Greet takes place during the transition times of the school day and in these areas: the classroom door, the playground, the lunch halls, learning/intervention areas, the music room and the dance and art studios. All adults in school should take part in this.

2. Calm and supportive adults

When school adults interact with pupils, they will always remain calm, with a positive outlook, supporting pupils to succeed. Adults will expect positive behaviour rather than assume pupils will behave negatively. When pupils have disagreements or conflicts, school adults will not make assumptions about pupils' behaviour based on past, or regular conduct, but they will investigate incidents carefully, listening to all pupils and considering their viewpoints, ensuring that a consequence will always follow a wrongdoing. Wherever possible this should be agreed with all pupils involved so that pupils take responsibility for their actions.

3. Rules and values

John Ball School adults will actively support pupils' positive and safe behaviour at all times in class and around the school by using the John Ball Behaviour Blueprint and reinforcing our three school rules: **Be Kind, Be Safe, Be Ready.** They will use our PRIDE values when guiding, praising and celebrating behaviour. If adults are unsure how to deal with an incident, they will seek guidance from colleagues, and/or the SLT. No

question is too obvious. We will work hard to support all school adults to develop and embed the John Ball School rules and values.

In addition, John Ball school adults will:

a. Record any negative behaviour on Arbor.

b. When moving children around school they will ensure that the children are accompanied by adults, that they are quiet, orderly and safe, using the 'stop point' and 'view point' markers in the corridors.

c. Develop positive relationships with children, rooted in mutual respect.

d. Model respectful behaviours and show what the values 'look like'.

e. Build effective relationships with children, parents, carers and colleagues.

f. Be consistent and fair using the John Ball School Behaviour Blueprint as a tool to guide the children's choice of behaviour

g. Treat everyone in the school community equally irrespective of protected characteristics, under Equalities Act 2010, which include age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

h. Use a sense of humour, when helpful and appropriate.

i. Have high expectations and adopt a growth mind-set to support and promote good progress for all children.

j. Plan appropriate and interesting learning to engage learners whatever their prior attainment and learning needs.

k. Use meaningful and precise praise as a tool to develop behaviour for learning.

l. Support each other in maintaining good classroom management

m. Follow advice from the SLT, Communication and Interaction team and Cognition and Learning teams

n. Share with parents/carers positive information as well as seeking parent/carers' support to develop appropriate learning behaviour.

o. Be ready to adjust and personalise approaches whilst retaining clear expectations.

p. Hold assemblies that discuss values and positive behaviour

q. Use the language of the whole school vision and values (PRIDE) when

discussing learning behaviours.

r. The SLT will monitor how the policy is implemented by all staff.

In the playground

A guiding principle in John Ball School is to allow pupils to safely develop their ability to risk assessing their own and other's behaviour. School adults on duty should be actively watching pupils play, engaging in conversations with pupils that guide play in a friendly, supportive manner. This mantra to support pupils in risk assessing their own behaviour: *Is how you are playing increasing the risk of someone getting hurt?*

Professional judgement and common sense should prevail. Adults on duty should intervene quickly if an action is obviously and immediately unsafe or unkind.

2.2 Children will:

- Follow school rules, expectations and guidelines for positive behaviour.
- Move around in class, in assembly and in corridors in a safe, orderly and respectful way.
- Be aware of the importance of mutual respect in maintaining healthy relationships in school.
- Develop an understanding of the reciprocity of positive behaviour in order to build an intrinsic motivation to behave well.
- Develop understanding of the PRIDE of John Ball, outlined in our PRIDE tree
- Treat everyone equally irrespective of the protected characteristics of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Discuss and experience rule-making.
- Celebrate the over and above recognition given to themselves and others in the forms of our Proud Cloud, PRIDE of JB Award and communication home
- Adhere to the positive behaviour for learning expectations.
- Understand the need to receive consequences for poor choice by being accountable and taking responsibility for their actions.

- Have a voice and express opinions through Pupil Voice meetings and class reviews as a means to monitor, improve and tackle behaviour issues that impact on their learning, safety and happiness within the school.
- Adhere to the John Ball Behaviour policy at all times on the school site for whatever the reason including, after school clubs, wraparound provision and events.
- Adheres to the John Ball Behaviour policy at all times when out of the school site but engaged with a school event such as school trip, residentials and events.

2.3 Parents/carers will:

- Inform the school, initially through the class teacher, of any concerns regarding behaviours (refer to the Anti Bullying Policy).
- Support the school in the development of positive learning behaviours.
- Cooperate with the school, as set out in the home–school agreement including any online safety guidance.
- Build a supportive dialogue between the home and the school
- Attend meetings regarding their child and to work positively with school in order to resolve any issues.
- Understand that a child's version of events may not always be the same as events experienced by the adults and other children in school.
- Ensure that the child has good attendance and is punctual.
- Contact the school if they have any concern about the way that their child has been treated. This will initially be through the class teacher but may be escalated through the Assistant Headteacher, Deputy Headteacher and then the Headteacher if required. If concerns are unresolved this may be escalated through the complaints policy to the School Governing Body, through the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented (refer to the Complaints policy)

3. How are these expectations communicated?

At John Ball, the school adults will uphold our 'Relentless Routines' as outlined in the John Ball Behaviour Blueprint. By doing this they will ensure a positive culture is created, pupils recognise and expect consistent routines.

Our Relentless Routines are these:

- Arrive with a 'can do' mind-set, ready to learn.
- Regulate, recount, reflect and repair

- A consequence will follow a wrongdoing

3.1.1 The Senior Leadership Team (SLT) will lead assemblies on the three school rules and the values on our PRIDE tree throughout the school year to outline the Behaviour Policy to all pupils. For families which join us mid-academic year, a briefing on these expectations form part of the initial parent/child meeting with the SLT prior to enrolment.

3.1.2 All parents will be directed to read the Behaviour Policy on the school website at the beginning of the year.

4. Celebrating Positive Behaviour - Over & Above Recognition

4.1 At John Ball School, we believe that all children can achieve and that success in learning is an intrinsic reward in itself. However, we also acknowledge that children enjoy a celebration of their own and others success and that recognition of this raises a pupil's sense of self- worth and their place within the school community.

4.2 Staff will strive to acknowledge all known efforts and achievements of a child, both in and out of school when this is appropriate to do so. Each week children from each class are nominated to receive 'The Pride of John Ball' award. This is a special certificate in our school celebration assemblies for applying our PRIDE values.

4.3 Children will be awarded house points for positive behaviors. The aim of awarding House points is that it teaches children a sense of community. When they do something well, the community benefits. They also benefit when someone else does something well in their house. This also allows children to take pride in being a part of something bigger than just them, being a part of a team and celebrating/ being happy for others contributions regardless of their own efforts. At the end of each term, the

house with the most house points receives a shared experience of celebration.

4.4 Most children will be given green tokens to post in their house box although this may not always happen depending on circumstances such as but not limited to, location when awarded, age of child and the person awarding the house point having the tokens with them at that time. All house points are recorded electronically which generates a notification email to parents. The aim of this email is to encourage praise at home which further helps develop intrinsic motivation for doing the right thing.

4.5 Parents will also be informed of good behaviour for learning through certificates children take home and details written into the child's reading record book or discussion with the parent at the end of the day.

4.6 Children will also be sent to show great work to the Headteacher or Assistant Headteachers who will praise this work and give an award sticker and/or write a positive comment on the child's work.

4.7 When a child has demonstrated exceptional behaviour for learning the Headteacher or Assistant headteacher will also contact parents to praise the child's efforts.

4.8 Each child receiving a Pride of John Ball award, a position on the Proud Cloud, or postcard home will receive a house point and be able to add a token to their house point collection box. Pupils may also receive a house point in recognition of their positive conduct witnessed around school by adults in school.

4.9 At the end of each half term, teachers will choose the most improved Reader, the most improved Writer and the most improved Mathematician in their class. Each of these children will receive a token for the vending machine where they can select an item to keep as a reward.

5. What happens when a child does not follow school expectations?

5.1.1 All staff across the school are proactive in anticipating and pre-empting disruptive and challenging behaviour and should aim to diffuse situations before they escalate to ensure learning/sensible play can continue. All staff should ensure that the appropriate sequence of interventions, known as 'Stepped Boundaries' as used in relation to levels of behaviour. This is outlined in the John Ball School Behaviour Blueprint:

Stepped Boundaries:

1. Rule reminder
2. Caution
3. Last chance
4. Time and space to regulate and reflect
5. Supportive reflection
6. Restorative follow up

Internal/ External exclusion (as decided by the Head Teacher for repeated or extreme behaviours.)

Further guidance is provided in the table that follows below.

The 30 Second Intervention

This intervention micro script reflects the John Ball School ethos of supporting pupils to reflect and change their behaviour themselves. School adults should follow this script, or use a similar one of their own, ensuring that what they say makes the negative behaviour clear, offers the pupil time to change, makes the pupil feel you believe they can change and ensures the pupils knows the adult will check back in on the behaviour very soon. This is an example of the expected script:

"I've noticed that you are… I need you to …
In 5 mins, when I return, I will see… I know that you will…
Thank you for…"

Step 4 on the Stepped Boundaries onwards should always be followed by a restorative follow up conversation between the pupils and school adults to repair the behaviour and agree consequences.

Restorative Follow up – Create a moment to repair and build

At John Ball School, the school adults will always deal with behaviour incidents by using a restorative follow procedure to investigate incidents. This procedure will seek to answer these questions for all those involved:

1. What happened?
2. Who has been affected?
3. How were they affected?
4. What do you need to do to make it right?
5. What will you do differently next time?

School adults are expected to take the time to go through this procedure and not assume a child has behaved negatively because they have often in the past, or because other children say they have.

Fogging

At times, pupils find it difficult to admit they have made a negative behaviour choice. When feeling this way, the pupil may argue back, or attempt to 'fog' the conversation by revisiting small details, referring to previous incidents or fixating on the behaviour of another pupil or adult. School adults should prepare to deal with this by using these kinds of replies:

"I hear what you are saying, but now let's focus on…"

"I understand what you're saying, but here we're talking about…" "Yes, there may be some truth in that, but now we need to…" "That might be the way you saw it, however…

"Yes, sometimes I may appear unfair…"

"Thank you for telling me. We can investigate that separately, but right now…"

In this way, the pupil's views are acknowledged, but the school adult brings the focus

back to the behaviour in question.

5.2 Keeping all children and adults immediately safe should always be a priority over following behaviour protocols. For example, if a child were to suddenly act dangerously, with imminent harm to themselves and others, then using the 'The 30 second intervention' would not be appropriate and staff should call the 119 emergency number. At all times remaining calm is essential. School adults should explain the action is unsafe and that the child needs to stop. They should ask another adult for support. If alone, the school adult should ask another pupil to fetch another adult. Ask other children present to move away from the area. Professional judgement and common sense should prevail. Overall, staff should use the 119 emergency number if any behaviour is unsafe.

5.3 Below is a table that outlines the stepped boundaries that we apply when addressing negative behaviour.

Stepped Boundaries

Behaviour	Stepped Boundaries
Step 1 Rule **Reminder** Universal – to support children in staying on task and making positive choices. This step would not be reported on Arbor	• **Celebrate our three rules: Be Kind, Be Safe, Be Ready regularly.** • Remind pupils of the rules if they have a small lapse in behaviour in order to support them to change and to be mindful of their behaviour. • Proximity praise – praise the class / group for doing what you have asked in order to incentivise those children having small lapses in behaviour. • Quick reminder about the task / instruction to whole class or group child is sitting at. • Explain to everyone what not to do and what to do rather than initially naming a child publicly: *"I can see that not everyone is listening. Remember everyone should be listening to these instructions."* • Refocus lapses in behaviour if they persist by repeating the instruction and using the child's name. • Give the option to complete tasks with an appropriate peer. • ***NB: Behaviour that makes a child feel uncomfortable or excluded should be dealt with using the Anti Bullying Policy***

Step 2 **Caution** Targeted – a child is not completing their learning and is off task or engaging in poor conduct around the school or at playtime. This step would not be reported on Arbor	• **Using a caution** - warn the child and try to redirect them back on track by offering them a choice by using the micro script -'The 30 second intervention': *"I've noticed that you are… I need you to… In 5 mins, when I return, I will see… I know that you will… Thank you for…"* • As soon as the child returns to task, praise immediately. • Refocus/ distract from argumentative conversations. • Stand or sit close to the child to talk about their behaviour rather than deal with negative behaviour publicly – this avoids a performance and keeps pupils' esteem intact • Use eye contact if appropriate and avoid making a comparison with other children. • Avoid highlighting the negative actions such as: "*Don't do that!" "You shouldn't be doing that".* Try to stick to the micro script above. • Be consistent and fair. • Deliver consequences in a calm, low-key, matter of fact manner. • Avoid threatening pupils with consequences to obtain compliance such as: "*If you don't stop, you'll lose your playtime… Or "Carry on and we'll call home…Or "If you don't stop, you'll lose golden time".* This kind of interaction challenges children to act against the instruction and does not teach them to become intrinsically motivated to behave positively. • If a pupil argues, stay calm. Never argue back as this escalates the pupil's emotions and detracts from your supportive position. • In response to fogging techniques use these micro scripts: *"I hear what you are saying, but now let's focus on…"* *"Yes, there may be some truth in that, but now we need to…"* *"That might be the way you saw it, however…* *"Thank you for telling me. We can investigate that separately, but right now…"* • Show empathy for what they are saying e.g. *"I hear what you are saying. I can see that you are upset."* • Refocus by repeating directions / instructions in a low key and calm manner *"OK, but you need to start work now."* • Repeat the direction / instruction, without engaging in the argument, a maximum of three times. • Give the child time and space to change as long as you, yourself and others are safe.

	• Offer a choice that allows the child to have some control to move on from the situation e.g.," *Would you like to complete your task at your group table or on your own at the workstation? "Would you like 5 minutes to calm down before you start again?" "Would you like to go for a quick walk to the toilet and return ready?"*
Step 3 **Last Chance** The off-task/ negative behaviour continues despite the adult's actions in section 1 and 2 above. This step would not be reported on Arbor	• **Calmly reminding the child that the next step is going to be a time out of class/away from play.** • Explain that you have reminded them to behave positively – use the Be Kind, Be Safe, Be Ready rules. • Speak positively rather than showing a lack of patience or irritation (even though you might feel this). You are the adult who should model regulated behaviour. • Explain the next step unemotionally. Frowning or showing visible disapproval can challenge/ encourage a dysregulated child not to comply. • Give another short space of time for a change in behaviour
Step 4a **Time and space to regulate and reflect** (Maybe from the place the pupil is, the people they are with or playtime) Despite a verbal warning and use of the Rule Reminder, Caution and Last chance, the pupil continues to make decisions which are disrupting their/other(s) learning or play. It should be considered if this step would need to be recorded on Arbor	• **Use a time and space system to allow reflection for the child.** This can be child led or by adult request- a 5-minute timer can be used. The child can sit or stand outside the classroom, taking some time to reflect. • If this happens in the playground, the member of staff will ask the child to stand next to them for a 5-minute time out. • On return to the class or area of play the member of staff should have a conversation to discuss the issues presented (whilst outside the class with the door remaining open). • Praise/thank the child for taking the time and space to reflect. • Remind them of the rules again. • If in the middle of a lesson, a discussion about consequences and details of the disruption may have to come later. • Allow the child to return to class/ play quietly and calmy without overly drawing attention to their return. • If behaviour is unsafe the child should receive immediate consequences without discussion such as being asked to leave the area/classroom, get down, put an item down etc. • If a pupil is agitated and angry, applying a consequence might have to come later when the pupil is regulated and less emotional. • If a child refuses time and space or refuses to listen to instructions to cease unsafe behaviour – **adults should call 119 for SLT assistance.**

Step 4b **Supported Reflection** Despite time out, the pupil has yet to settle and focus on learning. Any behaviour that has reached this point in the stepped boundaries should be reported on Arbor	• If the child returns from time and space and continues with the negative behaviour the adult should call 119 for further support with reflection. • If this happens during a lunchbreak, the child should be sent to the senior playground associate in order to be aware of any child reaching this point. • *"I can see that you are continuing to…. so I'll check in with you in one minute. If you do decide to continue then I will need to call for ….(SLT member) to support"* • The class teacher will inform the pupils' parents that day that they needed support from SLT. This will also be recorded on Arbor.
Step 5 **Restorative Follow up – consequence and conversation** **Following from the point of a supported reflection onwards**	• All instances of negative behaviour from Level 4 onwards require a restorative follow up conversation. This can be a very short conversation in reference to a brief lapse resulting in the need for time and space. Or it might require a longer discussion for more persistence behaviour. The restorative follow -up conversation should try to answer these questions: *1. What happened?* *2. Who has been affected?* *3. How were they affected?* *4. What do you need to do to make it right?* *5. What will you do differently next time?*
<u>Behaviour that requires internal or external exclusion</u> Pupil behaviour severely falls short of our expected standard. Pupil deliberately harms, or threatens to harm, others. Any behaviours at this level, parents will receive a phone call	• In consultation with the DHT and HT, pupils demonstrating consistently negative behaviour or harming others may require an internal or external exclusion. • A member of SLT will phone the parent/carer on the day of issue and either discuss the behaviour or make an arrangement to discuss the behaviours and next steps. • The school office will also issue a letter to the parents/carers notifying them of the type of exclusion and arrangements for this. • Where appropriate, support will be put in place by the Inclusion team • More than one incident or an incident of serious aggression may lead to a fixed term exclusion. In extreme cases the Headteacher can move directly to a fixed term exclusion. • The return to school or class will be preceded by a 'return to school' interview using the restorative follow-up ethos.

Flowchart for explaining stepped boundaries to children

6. Recording and reporting incidents of behaviour

6.1.1 When children make choices that demonstrate the upholding of the school rules or values, children can be rewarded with house points. These are logged onto Arbor. Parents receive an automated email outlining that their child has made a positive contribution to the school and to praise them for this.

6.1.2 It is important to keep a record of disruptive or negative behaviours displayed by children. Behaviour incidents that are addressed through the first three steps of the process outlined below **do not** need to be recorded. Incidents that need to be escalated above step 3 or if there are multiple incidents being addressed up to step 3, should be logged onto Arbor.

6.1.3 Where children are reporting an incident that was not seen by an adult, the children's voice should be recorded as it is said. If through that adult exploring the incident they wish to add context or another person's viewpoint to the child's words, then this should be clear in the reporting of the incident.

6.1.4 The school categorises behaviour within 5 levels. An example of these, but not an exhaustive list, are outlined in the table below.

Level	Example of types of behaviour	Reporting to parents
Level 1	Argument or disagreement Inappropriate use of school equipment	Not reported unless repeated incidents escalate to a higher level
Level 2	Verbal abuse (not including protected characteristics) Disruption of learning	Addressed in school and automated email
Level 3	Physical reaction Refusal to follow instructions	Addressed in school and automated email
Level 4	Refusal to accept consequence Verbal abuse related to protected characteristics	Phone call to parent, consequence agreed in partnership with parent
Level 5	Physical aggression Bullying	Phone call to parent, consequence agreed in partnership with parent

6.1.5 Lower level incidents logged onto Arbor will generate an automated email to parents. We would like parents to speak with their children about these incidents as the child should know what choices they made that generated the email. For significant behaviour, parents will be informed by a phone call from a member of the leadership team. Staff will always use their professional judgement when applying the behaviour policy.

6.1.6 The incidents will be analysed at the weekly inclusion meeting attended by AHT (and the DSL), Inclusion Leader and the HT. Any patterns identified will direct future planning and provision both for the individual and the cohort.

6.1.7 In the event of continuous disruption a support package will be developed by the Inclusion Team.

6.1.8 Behaviour Incidents and analysis will be fed into the termly Headteacher's Report and shared with the Governors. Analysis of behaviour will also be discussed in the weekly inclusion meeting.

7. Suspension and Permanent Exclusions

7.1 Aims

We are committed to following all statutory exclusions procedures set out by the Department of Education to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

Ensure that the exclusions process is applied fairly and consistently

Help governors, staff, parents and pupils understand the exclusions process

Ensure that pupils in school are safe and happy

Prevent pupils from becoming NEET (not in education, employment or training)

Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

Remove a pupil from the school roll without following statutory exclusion procedure to make a formal, permanent exclusion, or

Encourage a parent to remove their child from the school roll, or

Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds. Therefore a suspension or exclusion on the following grounds would also be considered as 'off-rolling':

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

7.2 Legislation and statutory guidance

This policy is based on both legislation and statutory guidance which are as follows:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.from the Department for Education

In addition, the policy is based on:

Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils

Section 579 of the Education Act 1996, which defines 'school day'

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

The Equality Act 2010

Children and Families Act 2014

The School Inspection Handbook, which defines 'off-rolling'

7.3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

7.4. Roles and responsibilities

7.4.1 The headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

In response to serious or persistent breaches of the school's behaviour policy, and

If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked

Allow the pupil to give their version of events

Consider whether the pupil has special educational needs (SEN)

Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))

Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

The reason(s) for the suspension or permanent exclusion

The length of the suspension or, for a permanent exclusion, the fact that it is permanent

Information about the parents right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this

How to make representations

Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend

That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place

Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents without delay, and provide a reason for the cancellation.

Informing the governing board

The headteacher will, without delay, notify the governing board of:

Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil

Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term

Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

The reason(s) for the suspension or permanent exclusion

The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

Pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible

Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

They have decided to suspend or permanently exclude the pupil

The reason(s) for the decision

The length of the suspension or, for a permanent exclusion, the fact that it is permanent

The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

The parents , governing board and LA will be notified without delay

Where relevant, any social worker and VSH will be notified without delay

The notification must provide the reason for the cancellation

The governing board's duty to hold a meeting and consider reinstatement ceases

Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay

The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom and Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

7.4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the Standards and Curriculum committee consisting of at least 3 governors.

The Standards and Curriculum committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the LA if you are a maintained school or pupil referral unit (PRU) with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

How effectively and consistently the school's behaviour policy is being implemented

The school register and absence codes

Instances where pupils receive repeat suspensions

Interventions in place to support pupils at risk of suspension or permanent exclusion

Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary

Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working

The characteristics of suspended and permanently excluded pupils, and why this is taking place

Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it

The cost implications of directing pupils off-site

7.4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

7.5. Considering the reinstatement of a pupil

The Standards and Curriculum committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

The exclusion is permanent

It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or

It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the Standards and Curriculum committee must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents make representations to the board, the Standards and Curriculum committee will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Standards and Curriculum committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents and, where requested, a representative or friend
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding and, where requested, a representative or friend
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

Governing board meetings can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Standards and Curriculum committee of the governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the Standards and Curriculum committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's Arbor educational record, and copies of relevant papers will be kept with this record.

The Standards and Curriculum committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the Standards and Curriculum committee has decided not to reinstate the pupil, the notification of decision will also include the following:

The fact that it is a permanent exclusion

Notice of parents right to ask for the decision to be reviewed by an independent review panel

The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)

The name and address to which an application for a review and any written evidence should be submitted

That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion

That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to advise the review panel

Details of the role of the SEN expert and that there would be no cost to parents for this appointment

That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal

(special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7.6. Independent review

If parents apply for an independent review within the legal timeframe, the LA will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Standards and Curriculum committee of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

Are a member of the LA of the excluding school

Are the headteacher of the excluding school, or have held this position in the last 5 years

Are an employee of the LA, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)

Have, or at any time have had, any connection with the LA, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7.7. School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of Standards and Curriculum committee decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

7.8. Returning from a suspension

7.8.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be appropriate and implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

- Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

7.8.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

7.9. Remote access to meetings

Parents can request that a governing board meeting, or independent review panel be held remotely. If the parents don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the LA should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently
- Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

7.10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every Term by the AHT for Inclusion. The Headteacher will report back to the governors .

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the Headteacher every year. At every review, the policy will be approved by the Standards and Curriculum committee.