



Behaviour Policy 2026-27

1. Behaviour Principles

In line with the values expressed in our mission statement we aim to provide a happy and safe place of learning in which everyone can realise their potential and feels loved and valued.

Our school rules are expressed simply as RUAH:

Respect: We do everything with **respect** for ourselves and others and our community

Understanding: We **understand** our differences and needs; we consider these in how we behave. We value the power of understanding and knowledge.

Affection: We treat each other with **affection** showing our care for those around us, our community and world

Humour: We approach each other with good **humour**; kindness and gentleness – treating others how we would want to be treated ourselves.

These are outlined in more detail in appendix A:

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal or controlled drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Mobile phones (not in a pouch – students in years 7 to 11) other electronic devices being used outside of classrooms or to record / film unsupervised.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

See the school's anti Bullying policy in Appendix B

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (at the start of this policy)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

RUAH Expectations

Before School	In lessons	Around School	After School
Arrive on time, by 8.30, with equipment pack, phone in Yondr pouch.	In class, make it possible for all pupils to learn	Behave in an orderly and self-controlled way Walk in corridors directly to next class, walking on the left, keeping hands to self	Leave school and the area quietly and sensibly, showing RUAH in all interactions
Wear correct full uniform	Arrive on time and settle quickly (students should be working on the 'do now' before the changeover music ends)	Show RUAH in all interactions – be kind! Show respect to members of staff and each other	Use a Zip Card on public transport
Prohibited items must be left at home	Follow instruction, show RUAH	Wear uniform including blazer, coat and all external items of clothing off inside of the building	Do not use electric hire bikes or scooters unless over 18
Only 'healthy' snacks brought into school. No sweets, chewing gum or fizzy drinks.	Make a genuine and consistent work effort	When the bell rings for morning and breaktime line up move promptly to your tutor line	Do homework and revise regularly between lessons
Bring in any homework; come prepared for the day's learning	Ask questions	Treat the school building with respect and stay in designated areas during break and lunch times.	Make sure you only use MS Teams for learning and only contact staff up to 5pm each day
Bring in full correct PE kit on days this is required	Take Pride in your work	Accept sanctions when given	Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Students will be clearly informed of these expectations through assemblies and tutor time activities, as well as through visual prompt around school.

6.1 Mobile phones

Year 7 to 11 Any mobile phones or smart watches must be placed in a locked pouch on arrival at school. The pouch is issued to students and is their responsibility, loss or damage must be paid for. Any child found to have evaded this system will have their phone confiscated for their parents to collect. This policy is aimed at mitigating the significant impact upon learning and wellbeing caused by surreptitious phone use.

IPads, may not be used outside of classrooms or direct supervision from staff. Similarly, cameras and laptop cameras may not be used outside of class unless supervised by staff.

Years 12 and 13 may have and carry phones, these must not be used in public spaces or classrooms.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the RUAH behaviour curriculum or the Choice Chance Consequence protocol in classrooms
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using choice Chance Consequence for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

7.3 Responding to good behaviour

Staff are encouraged to reward outstanding examples of good academic work or citizenship by awarding Character Points on Arbor. The points are tracked by the school and cumulative additional rewards and messages home are sent when students reach the level 2 positive behaviour threshold of 10 Character Points per week, this gains an entry to the half termly 'spin the wheel' with a material prize. Other rewards include

nominations for 'Headteacher's student of the week', rewards trips/events, praise in public (PIP) during assemblies and whole-school line up, mentions in In Touch and Newsflash and commendation postcards.

7.4 Responding to misbehaviour

We aim to minimise the occurrence of misbehaviour through good teaching, engaging and exciting lessons, effective supervision outside of lesson times and a positive and caring approach to relationships with the students. It is recognised that on occasion incidents of misbehaviour can occur and it is the duty of staff to act fairly but firmly to ensure students can learn from these incidents and can improve their behaviour for learning.

Staff will follow the Choice Chance Consequence system.

Students misbehaving in class will be removed using the 'Red Card' system – staff should call for assistance using the emergency alert on Arbor. This may be for a single incident or as a result of failing to respond to reminders, encouragement and warnings. Students will be placed in the Reflection Room and be expected to work there.

Students may also be placed in Reflection due to poor conduct outside of lessons or due to lack of uniform or equipment.

The time spent in Reflection will be determined by staff – taking into account the original issue, attitude and work in Reflection and the practical ability to return to classes (for example – have they now got equipment or uniform).

Other sanctions imposed include detentions and community service. For more serious incidents we may suspend students or make use of time at an Alternative Provider.

All sanctions are imposed as a strong encouragement for the student to reflect upon their behaviour and attitude. We believe in restoring relationships and will always encourage and facilitate suitable conversations where appropriate.

7.5 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information.

7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them [for example St Francis, Savio, Devereux or the Pastoral Room]
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept, on CPOMS.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entail – e.g. “I will ask you to turn out your pockets and remove your coat”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact senior colleagues to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including lockers and bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

Students are expected to show their equipment packs and mobile phone pouches on arrival at school.

7.7 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school, this would include online activities which impact upon the school, its staff or students

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, an appropriate senior member of staff will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Issuing of appropriate sanctions
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

The school will impose sanctions including detention to encourage students to take responsibility for learning and conduct and to show RUAH. We will keep students for up to 30 minutes at the end of the school day without notice.

There are centralised detentions for students who are late to school or lessons without good reason (evidence of a doctor's appointment for example). We will inform families of these detentions during the day.

Students removed from classes (Red Cards or Reflection) will also be kept back for detention. Families will be informed of these detentions after the event as this is an immediate response. The same applies to sanctions imposed by classroom teachers.

Staff must make a timely record of behaviour issues accurately on Arbor. The record must have sufficient detail for staff to follow up and for families to hold children to account. Other students must be referred to by their initials.

We may also direct students to an adapted school day as a sanction, this may be 1:1 tuition on or off the school site or it may be a direction to attend provision off site (at another school or approved provider).

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by pastoral or senior school staff in Reflection and will be removed for a period of time which reflects the misconduct, takes into account the approach and attitude since and

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning coaches (internal or from external providers)
- Use of teaching assistants
- Short-term behaviour report cards
- A period of respite and intervention at the PRU
- Pastoral Support Plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information (Appendix D)

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, for example:

- Use of personalised student profiles to advise staff about the needs of students with complex SEND needs
- Use of short, planned movement breaks for students with SEND who find it difficult to sit still for long
- Use of 'brain breaks' for students with SEND who struggle to sustain focus
- Adjusting seating plans to support learning, access to the curriculum or concentration
- Adjusting uniform requirements for students with sensory issues
- Specific training for staff around particularly areas of SEND that are prevalent in the school (eg ASD)
- Use of time out spaces (St Francis, Devereux and Savio) where pupils with SEND can regulate their emotions in moments of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) or the Head of Learning for Inclusion will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This includes possible time in the internal support and tuition provision, reintegration meetings, support from the pastoral leads and a personalised report card.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The behaviour expectations of the school, the systems in place to support these (Choice chance Consequence)
- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed regularly.

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

- At school level
- By age group
- At the level of individual members of staff
- 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 trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Restrictive interventions policy
- Attendance policy

Appendix A – details of RUAH

RESPECT

- We respect everyone's right to learn and do well; we don't distract or disturb our own learning or that of others.
- We respect everyone's right to speak and listen to each other
- We respect each other's right to focus on education: mobile phones and other personal electronic devices should not be seen or heard in school
- We are all equal and part of the school community; we show this through wearing our school uniform correctly and with pride. We remember that we represent the school at all times including when travelling to and from school.

UNDERSTANDING

- We understand that we all have a responsibility to create a safe and calm environment for each other: we move purposefully and calmly around the school and treat the building and its environment with consideration. We respect other's personal space and do not 'play- fight.'
- We understand that our focus is learning and education
- We understand that we achieve our best when we work together: Governors-Teachers- Students and Parents.

AFFECTION

- We treat each other as we would like to be treated: we speak politely, with kindness and care
- We are helpful and thoughtful to everyone we encounter
- We show our affection and respect for each other by what we say and what we do: simple acts of kindness can have a profound positive impact, sadly unkind words or actions can have cause real harm
- We remember that every person is valuable and special and so we treat others with tolerance and patience; we do not tolerate bullying or unkindness.

HUMOUR

- We are positive and optimistic; we learn from mistakes and difficulties and learn how to be resilient and confident.
- We always remember that lesson time is learning time: we never stop others from learning and from feeling safe and happy in school
- We work on managing our emotions and always consider how we make those around us feel.

Our behaviour policy reflects Don Bosco's Preventive System in the way in which we, in a Salesian school, aim to walk alongside the young people in our care, providing them with firm but gentle correction when they make mistakes or poor choices, but also taking every opportunity to praise and reward them when they do well. Students should take responsibility for their actions, be prepared to restore relationships and to learn from mistakes.

Appendix B - SJBC Bullying Policy

Anti-Bullying Policy

1. Vision Statement

At Saint John Bosco College our purpose is to fulfil the extraordinary human and spiritual potential of each student. As they grow up, we offer them the opportunity to gain the knowledge and skills necessary to engage creatively in the lifelong task of growing to human and spiritual maturity. The Anti-Bullying Policy forms an important part of the school's work with young people to ensure that they can grow and develop in an environment free from bullying and discrimination of any type.

St John Bosco's philosophy of education can be summarised in three words: Reason, Religion and Kindness. The importance of treating one another in a reasoned and kind way, based on the Gospel values of love and forgiveness, underpins the work that we do at the college and forms the rationale behind the Anti-Bullying Policy. This philosophy can also be expressed as Respect, Understanding, Affection and Humour (RUAH) which provides a model of behaviour for staff and students to strive for and aspire to when working together in school. St John Bosco believed that preventing misbehaviour was key to creating an environment in which children can flourish. This means that staff spend as much time as possible engaging with students in formal and informal settings during the school day ensuring that students receive as much supervision and guidance throughout the day as possible.

Our school is committed to continuous improvement through an ongoing process of self-evaluation and review which informs our strategic and operational development plans. The Anti-Bullying policy is reviewed annually in the light of this process and key elements from the policy are incorporated into our strategic and operational plans.

Our Anti-Bullying Policy forms a part of a related series of school policies such as our Behaviour for Learning Policy, our Equality statement, SEN Policy, Attendance and Complaints Policies.

The promotion of Anti-Bullying is covered across a range of curriculum areas including RE (faith-based bullying and Islamophobia) the Personal Development Programme (equality and diversity, sexual/homophobic bullying) and various in-school workshops (cyberbullying and e-safety).

2. Aims

St John Bosco College's Anti-Bullying Policy aims to:

- give assurance to students, parents and staff that bullying of any kind is taken seriously and the College adopts a zero-tolerance approach to bullying of any kind.
- address the issue of bullying in its different forms and to reduce and ultimately prevent any form of bullying from taking place within the College.
- create an environment where all students feel comfortable reporting incidences of bullying - provide a protocol for dealing effectively with incidents if and when they arise.
- help foster an atmosphere of respect, tolerance, and difference within the school community

3. What is bullying?

In consultation with staff, students and other stakeholders, including the local authority (Wandsworth) we have agreed upon the following definitions of bullying:

“Bullying is any behaviour which is deliberately intended to hurt, intimidate, frighten, harm or exclude”
Wandsworth Anti-Bullying Strategy

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally” DFE Preventing and Tackling Bullying advice

However, in some instances, bullying can be unintentional. Making persistent unkind remarks about someone and deeming it ‘banter’ can have unintended harmful consequences. The College however defines persistent ‘banter’ as a form of bullying and therefore will treat it as such.

Types of bullying can include but is not exclusive to:

PHYSICAL: hitting, kicking, punching, taking belongings, any unwanted physical contact

VERBAL: persistent name-calling and unkind remarks, mocking a person’s appearance, racist remarks, homophobic/sexist remarks, saying unpleasant things about a person’s family and friends

CYBER: using online platforms or social media apps to make hurtful comments, to spread rumours, to instigate arguments or to send images/ videos of someone without their consent with the intention of upsetting them.

PSYCHOLOGICAL: threatening, intimidating, putting pressure on others to conform

RACIAL: discriminating against and mocking a person for their or their families’ race, ethnicity, culture, religion or language.

SEXUAL: making comments of a sexual nature, inappropriate touching, pressuring someone to perform sexual acts, sending messages or images of a sexual nature online or via social media apps.

HOMOPHOBIC OR TRANSPHOBIC: discriminating against and mocking someone for their sexuality or gender orientation.

4. Cyber Bullying

Increasingly, when instances of bullying do occur, they tend to take place online via social media and messaging apps. Like traditional forms of bullying there are several types of cyber bullying which include but are not exclusive to:

By law, you must be at least 13 years of age to use social media apps. The College therefore advises parents to monitor their child’s internet and mobile use carefully for their own safety and wellbeing. Where instances of cyberbullying are reported the College will investigate these thoroughly and follow up robustly.

5. Reporting and Procedures

Secrecy and silence encourage bullying to take place. It is therefore important that students who are being bullied, or others who know about it, speak out. We will not ignore any incident of bullying. Once an incident of bullying is reported it will be dealt with according to the following procedure:

- 1) Students report the issue of bullying to an adult. The staff member will listen and take appropriate notes of the incident. The student themselves will need to write an incident statement. Pupils should expect that staff will deal sensitively with complaints, but that staff cannot guarantee that the information given will remain confidential if it is not in the child’s best interests for it to remain so. This links to the school’s policy on safeguarding and child protection.

- 2) The staff member must inform a relevant member of staff (form tutor, Pastoral Team, Head of House, subject teachers, a member of SLT) that a problem has occurred. Staff will then decide on the appropriate action to take which must include an interview and statement from those accused of bullying. The Head of House will inform parents of both parties about the problem. If the report has a sexual or racial element, then the Head of House and SLT must be informed immediately.
- 3) If the target of bullying is in agreement, a mediation meeting between the student affected by bullying and the student bullying should take place, where the student bullying apologises to the student targeted by bullying and a way forward is agreed. This meeting is mediated and supervised by a member of the Pastoral Team or Head of House. This is consistent with the school's wish to encourage 'restorative justice'. Parents of both parties informed that a restorative meeting has taken place.
- 4) Appropriate sanctions should be applied, and parents informed if staff feel that a breach of the school behaviour policy has occurred and will be decided on by either the Head of House or SLT. These will include warnings, detentions and meeting in school with parents. In very serious or repeated cases of bullying, internal exclusion, fixed-term exclusion, and eventually permanent exclusion, could result. Records will be kept of follow up action and monitoring of incidents.
- 5) All parties involved will be supported and their well-being monitored by the Pastoral Team, Tutor and Head of House.
- 6) Every attempt will be made to support improved behaviour from students who engage in bullying behaviour. Tutor and Head of House will monitor their behaviour and ensure that students and parents are clear that serious and/or repeated bullying can lead to internal, fixed term, or even permanent exclusion.

A clear statement of how students can report incidents of bullying will be displayed around school and on the school's Year Group Teams for students to see. Students and parents can also report bullying using the Sharp reporting system on the school's website

Pupils can get further advice on reporting bullying online: www.childline.org.uk or www.ceop.police.uk

6. Roles and Responsibilities

Our policy at SJBC is that everyone has a responsibility to respond appropriately if they believe that bullying is occurring.

Students

Students should be aware of their role as good citizens in a school with a Salesian, Catholic ethos. They are expected to act as 'good Samaritans' and to support their peers if they believe that bullying is taking place. This means that they should report any incidents (see above) and encourage their peers to do the same.

Students can also apply to take on the role of peer mentor, form captain, house captain or School Captain. If they are chosen for these roles then they will receive specialist training from staff in how to support their peers.

Students who have reported that they are being bullied should expect that staff will continue to monitor the situation over a period of time to ensure that the bullying has stopped. These students may need further support and where appropriate a referral may be made by the Pastoral Team, Form Tutor or Head of House or for the students to receive counselling

Students who have engaged in bullying behaviour should also expect that their behaviour is monitored over a period of time to ensure that they have stopped engaging in this type of behaviour. They too may be referred for counselling or support, in the same way as described above if members of staff feel it is appropriate

In very serious or repeated cases of bullying, students, parents and carers should be aware that internal exclusion, fixed-term exclusion, and eventually permanent exclusion, could result.

Peer Mentors

At SJBC we have a peer mentor scheme. Students may wish to tell one of the Peer Mentors that they, or someone else, is being bullied. The Peer Mentors have received training in helping other students with bullying and will have a designated adult as a supervisor to whom they can refer concerns about bullying.

Staff

Staff have a clear responsibility to respond to bullying if they suspect that it is taking place or if it is reported to them. These form part of a staff member's safeguarding responsibilities which can be found in the school's safeguarding policy. Staff members are expected to follow the procedures described above in a sensitive manner. Whilst it is important that staff make appropriate referrals it is the school's view that tackling bullying is everyone's responsibility and staff should make every effort to ensure that they contribute to the follow-up work (investigating incidents, taking statements, liaising with relevant staff) if an incident is reported to them. Staff should also seek to provide opportunities for students to discuss bullying through their work as class teachers, form tutors, Head of House and other roles.

Parents and Guardians

Parents as well as staff and students should know that the College does not tolerate bullying of any kind. If a parent is concerned that their child is being bullied, they should report it to their child's form tutor in the first instance. If a child has reported a case of bullying or been accused of bullying, the parent of that child should be informed by the school of the incident. Where a Head of House or member of SLT has deemed it necessary, parents may be asked to be involved in the solution to the problem as appropriate. Parents can also report bullying through the Sharp reporting system on the school's website

Complaints Procedure

Parents should contact their child's tutor in the first instance. If parents are dissatisfied with the response, or you have a serious concern, they can make a formal complaint to the Headteacher either in writing or by telephone, by email or in person by appointment. If parents are dissatisfied with the response of the Headteacher, they may make a formal complaint in writing to the Clerk to the Governors at the school, who will refer it to the Governing Body. If parents are not satisfied with the Governing Body's decision, they may contact the local authority or the Secretary of State for Education at the Department for Education.

Appendix C - SJBC Uniform Policy

At Saint John Bosco College, uniform is compulsory for all students in Years 7-11 (Years 12 and 13 may wear business dress of their own choice and we ask for the full co-operation of every parent in the maintenance of high standards in dress and appearance). We believe that attendance at school looking smart, professional and ready to learn is an essential part of our students' success, both now and in the future. As a consequence, any student who attends SJBC not in full school uniform (which includes wearing additional items of clothing or jewellery which are not authorised) will be sent home to change. We also feel that each of our young people has a responsibility to represent the school well and with pride to the outside world and expect them to wear full school dress both on their way to and home from school to the same high standards that we expect when they are in the College building. The key words are smartness and general appropriateness; extremes should be avoided at all times.

The equipment list is compulsory also and should be taken as seriously as the uniform, as a set of required items for each day of our students' school life.

Boys' and Girls' Uniform

- Dark blue blazer with embroidered school logo
- Year 7 – 9 White button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves) or white blouse
- Year 9, 10 & 11 Light blue button to the neck shirt, not fitted or with darts (long or short sleeved but not $\frac{3}{4}$ length sleeves) or light blue blouse
- Dark grey jumper embroidered school logo (optional)
- Mid grey trousers or mid grey skirt (at least knee length)
- Black, smart, sensible shoes capable of being polished (not trainers or pumps, high heels, suede style or boots- see below)
- Black, navy blue or dark grey socks or tights (no sports socks or inner shoe 'sockettes')
- School tie to be worn by boys with to the neck buttoned shirt
- Year 7 and 8: School branded water-proof, winter coat
- Year 9 – 11: water-proof, warm winter coat (black or dark blue)
- Black or navy-blue gloves, hat and scarf
- Practical rucksack or black school bag large enough to carry bulky items and be carried comfortably (no ladies' handbags, drawstring bags, shopping bags or very small or otherwise impractical or unsuitable bags)

PE Kit

- Polo shirt with school logo PE jumper with school logo Navy 'striped' shorts
- School branded PE tracksuit trousers
- Sports socks
- Trainers

Jewellery

Students can wear:

- A wrist watch (smart watches should be left at home or placed in a pouch).
- One small pair of plain gold or silver studs no more than 4mm in diameter (one in each ear only).
- A religious necklace which must be worn out of sight inside the blouse or jumper.

Students must not:

- Wear the same pair of earrings in the same ear or have more than one earring in their ear
- Wear decorative earrings (costume earrings), sleepers or hooped earrings of any type
- Have any facial jewellery or tongue piercings. Covering such jewellery with a plaster is not permitted.
- The school accepts no responsibility for any financial issues or risk of infection that arises when students are asked to remove piercings.

Make Up and Hair**Students Can have:**

- Dyed hair, but natural colours (i.e., a colour a person could grow naturally) **only** are acceptable.
- Long hair should be off the face with a blue or black clip or band with no hair covering the eyes.

Students must not:

- Wear coloured nail varnish
- Shave part of their heads
- Wear false nails or bring false nails & glue to school.
- Wear false eyelashes.
- Wear coloured/patterned contact lenses should not be worn.

All students should own a dark blue or black warm winter coat, scarf and gloves. They must not come to school in the cold or wet weather wearing only their blazer.

Shoes must support the whole foot. Shoes that do not fully grip the upper part of the foot are not suitable. Heels should be flat (no higher than 3 cm). Bows etc are not allowed and toes should not be too pointed. Sling-back shoes, ankle strap shoes, fabric or plastic beach type shoes and black trainers are not acceptable. Ankle or other winter boots (including 'Ugg'-style boots) are not to be worn inside the building.

Mobile Phones

Mobile phones, headphones and other electronic devices are not to be used in school. We actively discourage children from bringing phones into school. SJBC is not liable for any loss or damage to such an item while at school. Students should adhere to the school's phone management system putting their phone in their Yondr pouch before crossing the threshold into school premises. Deliberate avoidance of the school's mobile phone management system will be considered as gross defiance, any un-pouched phone found on a student in years 7 to 11 will be confiscated and only returned to parents who attend school to collect it.

The school has a responsibility to check student phones where there is a suspicion of online bullying or other harmful behaviours. If the concerns are serious or risk exposing staff to inappropriate content then phones will be seized and passed to police.

Appendix D

Suspension and permanent exclusion policy

1. Aims

We are committed to following all statutory exclusions procedures to make sure that every child receives an education in a safe and caring environment.

Our school aims to:

- › Make sure that the exclusions process is applied fairly and consistently
- › Help governors, staff, parents/carers and pupils understand the exclusions process
- › Make sure that pupils in school are safe and happy
- › Prevent pupils from becoming NEET (not in education, employment or training)
- › Make sure 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 decides, in the interests of the school and not the pupil, to:

- › Remove a pupil from the school admission register without a formal, permanent exclusion, or
- › Encourage a parent/carer to remove their child from the school, or encourage a 6th former not to continue with their studies at the school
- › Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or
- › Move a pupil to alternative provision (AP) where this is not in their best interests, or
- › Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or
- › Place a pupil on a part-time timetable for behavioural reasons
- › Remove a pupil from the school roll without following due process

Accordingly, we will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, 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, and will not be made:

- › 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

If any pupil is suspended or permanently excluded on the above grounds, this will also be considered as ‘off-rolling’.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to suspend and permanently exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

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](#) and as modified and amended by [The Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#).

- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [Inspection information for state-funded schools](#), which defines 'off-rolling'

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 admission register.

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

Parent/carers – 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/carers and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis.

Cancelled exclusion – an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated.

4. Roles and responsibilities

4.1 The headteacher

Deciding whether to suspend or permanently 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 a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to permanently 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 the pupil or of others such as staff or pupils in the school

Before deciding whether to suspend or permanently 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 was/were provoked
- Allow the pupil to give their version of events considering these in light of their age and understanding, unless it would not be appropriate to do so
- 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) or a previously looked-after child)
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions: detentions or other sanctions provided for in the behaviour policy
 - For exclusions: off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered
- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL

- Parents/carers (unless this would create a safeguarding risk)
- For looked after children: the virtual school head (VSH)

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or permanently 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/carer 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.

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

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the pupil's SEN or disability.

Where a pupil has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the pupil.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police).

Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing board without delay
- Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so

Informing parents/carers

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers 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 permanently exclude a pupil, the parents/carers 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/carers 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'/carers' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend (and, where appropriate, more than 1, subject to reasonable limits set by the governing board)
- That parents/carers 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/carers 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 the suspension or exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers 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/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged to improve behaviour, the written notification will include:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the pupil should report to on arrival
- The duration of the placement
- The reasons for, and objectives of, the placement
- The start and finish times of any such provision
- Where 2 sessions per day are provided:
 - What time the morning sessions starts
 - What time the afternoon session ends
 - What time the break between them starts and ends
- Where a single session per day is provided:
 - What time the session starts and ends

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'/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers 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 that 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 that 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 so they can 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.

Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Pupil Premium Plus

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/carers 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/carers 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 exclusion

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 on MS Teams. If the pupil has a special educational need or disability (SEND), 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.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to The Chair of Governors who will convene a panel consisting of at least 3 governors.

The governing board has a duty to consider parents'/carers' 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 Local Authority 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.

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

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:

- › Closely scrutinise patterns of all pupil movement, including suspensions, permanent exclusions, off-site direction and managed moves
- › Ensure these measures are only used as a last resort
- › Review any use of separation from site for safeguarding purposes
- › Challenge the school's leadership team to identify and address emerging trends

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
- › The timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- › The characteristics of suspended and permanently excluded pupils, and whether pupils who share any particular characteristic are suspended or permanently excluded more than others
- › Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- › The cost implications of directing pupils off-site

Performance data and benchmarking:

Governors will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

- › Pupil numbers, attendance and exclusions
- › Attainment and progress
- › Curriculum planning and class sizes
- › Financial management and governance
- › Quality assurance
- › Safeguarding and wellbeing
- › The school community, including staff, pupils, parents/carers and the governing board

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.

5. Considering the reinstatement of a pupil

The Governing Board 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 that 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 Governing Board must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers 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/carers make representations to the board, The Governing Board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers 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 Governing Board 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 Governor Panel meeting and allowed to make representations or share information:

- Parents/carers and pupil if 18 or over (and, where requested, a representative or friend, and where appropriate, more than 1, subject to reasonable limits set by the governing board)
- 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

The meeting can be held remotely at the request of parents/carers or pupil if 18 or over. 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 Governors Panel 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 Governor Panel 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/governance professional 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 educational record and copies of relevant papers will be kept with this record.

The Governor Panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers or the pupil if 18 or over
- 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 Governor Panel 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'/carers' the pupil's if 18 or over, 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/carers)
- 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/carers/the pupil 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/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel
- That, if parents/carers/ the pupil if 18 or over 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

6. Independent review

If parents/carers/the pupil (if they are aged 18 or over) 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/carers/pupil by the Governing Board 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/carers. 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 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/carers 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/carers 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 VSH 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 based on the relevant principles)

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. School registers

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

- 15 school days have passed since the parents/carers/pupil (if 18 or over) were notified of the Governing Board's decision to not reinstate the pupil, and no application has been made for an independent review panel, or
- The parents/carers 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 (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

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

A pupil will be registered at 1 school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

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 and address
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer 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/carers 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/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers 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.

8. Returning from a suspension, off-site direction or separation for safeguarding purposes

8.1 Reintegration strategy

Following suspension, period of off-site direction, separation for safeguarding purposes, 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 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
- Mentoring by a trusted adult
- Regular review with the pupil and parent/carers to praise progress being made and address any concerns at an early stage
- Informing the pupils, parents/carers 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/carers and other relevant parties.

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/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

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

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

9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), 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 twice a year by the QOE Personal Development Governors Committee

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

- At school level
- By age group
- 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.

10. Criteria for Suspension / Exclusion:

The school follows the exclusion guidelines published by Wandsworth Borough Council and uses the standard letters for exclusion which the local authority makes available.

Exclusion is not imposed for truancy, late coming or absenteeism; for lack of equipment or poor-quality work. The purpose of exclusion is to assert the values of the school as an orderly community in which pupils and staff may work safely, free from harassment and disruption. The Headteacher is expected to safeguard the welfare and safety of those who study and work in the school.

The school may exclude for events on the school premises, or events under the supervision of school staff which take place off the premises. It may also exclude for events which take place while pupils are coming to or from school, involving either another pupil or a member of the public. It may also exclude for an event outside school hours which arises out of a connection between two pupils at the school. Exclusion may also occur where the event lies in a communication medium, such as a mobile phone or an internet site.

List A - permanent exclusions

A permanent exclusion may be imposed for:

- *A single act of dangerous, violent, harmful or reckless behaviour*
- *Violence, especially where it seems that the perpetrator has planned the violence, or has caused a significant injury, or has behaved in a recklessly dangerous way, or has ignored warnings to desist*
- *Threats of violence, particularly those which are persistent, or which are intended to subvert the school's discipline policies by intimidation, or which involve calling in a third party, or which are intended to cause fear and anxiety*
- *Persistent expression of racist views, racist actions, or other extreme discriminatory behaviour*
- *Bringing drugs or other banned or toxic substances¹ (see footnote) to school, using them on any school occasion, supplying them to other pupils, or encouraging other pupils to use them*
- *Bringing a weapon to school, or anything intended to be a weapon*
- *Bringing fireworks to school, or any other potentially dangerous item*
- *Letting off the fire alarm without good cause, or other misuse of fire-fighting or safety equipment*
- *Extreme public misbehaviour, especially when it brings the school into disrepute*
- *Theft, especially when it is openly done, or premeditated*
- *Persistent bullying*
- *Persistent failure to observe acceptable standards of behaviour*
- *Persistent poor behaviour that affects the progress and/or wellbeing of others (usually clear from 3 unsuccessful cycles of the PSP support program but not exclusively linked to this)*

List B - fixed-term exclusions may be given for:

- *Disruption of lessons*
- *Refusal to follow instructions or explicit refusal to obey a school rule*
- *Verbal abuse against another person*
- *Disrespectful or insolent behaviour to staff*
- *Racist behaviour or language*
- *Aggressive behaviour towards others and/or fighting*
- *Failure to attend detentions*
- *Persistent failure to observe acceptable standards of behaviour*
- *And for any action in List A for which a permanent exclusion is not imposed.*

In excluding pupils, the school will take account of the following factors before making a decision.

- The possibility of discrimination on the grounds of disability
- The possibility of discrimination on the grounds of ethnicity
- special educational needs
- language fluency
- age and maturity
- other mitigating factors

¹ A list of banned and toxic substances cannot be exhaustive. It will include any substance whose supply or possession is unlawful. Banned substances therefore include all controlled drugs - Class A, B and C drugs - as defined by the Misuse of Drugs Act 1971. Pupils may not bring any alcoholic drink or vapes to school. They may not bring any substance whose misuse may be harmful to self or others. Examples of this are: glues, propellants, cleaning fluids and bleaches, methylated spirits and solvents; prescription drugs (unless for their own use and with the consent of parents); mood-changing plants such as magic mushrooms. Pupils may not bring to school, or supply another pupil with, any substance which will affect mood or physical state. In all of these cases, it will aggravate the offence if a pupil induces another to use or ingest a substance without consent or understanding.

Policy Name:	Behaviour Policy 2026-27 (Includes Anti-Bullying Policy, Uniform Policy and Suspension and permanent exclusion policy)
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