



Behaviour Policy

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1. Introduction

The Department of Education has stated that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the legal responsibility to have given due 'regard to the guidance' on:

- [Behaviour in schools 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [KCSIE 2024](#)
- [Alternative Provision 2025](#)
- The Education Act 2022, as amended by the Education Act 2011
- [Suspension and Permanent Exclusion Guidance \(July 2026\)](#)

The aim of this policy is to be inclusive, fair and equitable whilst maintaining high standards of behaviour and in a small minority, improving their behaviour.

'Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities' DfE 2024

At Baysgarth School we believe that behaviour is strongly linked to students' motivation and academic achievement. Poor behaviour and low-level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened. This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise and rewards.

Some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the school rules through positive choices and re-engage with learning.

Suspension and permanent exclusions are the last resort and as a school we are committed to utilising all our available resources to ensure that we have exhausted all proactive and preventative strategies before reaching this point.

2. Aims of the Policy

The aims of the behaviour system at Baysgarth School are:

- to place the focus on learning, allowing teachers to teach and students to make progress;

- to provide a consistent whole school approach to behaviour which is understood by students, staff and parents/carers;
- to encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour which is to be inclusive of the whole school;
- to create a positive environment in teaching areas and around school where learning can be effective and staff and students feel safe and respected;
- to ensure students are responsible for their behaviour and choices;
- to create a culture where negative behaviour (particularly low-level disruptive behaviour) has consequences which are consistent and understood, and positive behaviour results in praise and rewards;
- to ensure a calm, orderly and focused learning environment where everyone can thrive

All leaders within the school are relentless in their role to establish a positive learning climate. They are uncompromising in their expectations and challenge where appropriate colleagues, students and parents/carers.

Alongside these high expectations for every child, there is a deep understanding of how behaviour is communication and the staff have training and expertise in how to develop, model and actively teach appropriate and healthy behaviours. This allows every student to be held to the same expectations of the standards of behaviour.

3. Principles

- All school staff and parents work as a partnership to teach, model, refine, reward behaviour and understand our position as role models
- Behaviour expectations are the same for all members of our community, whilst recognising some students need more support to reach this, including reasonable adjustments
- Having high expectations of behaviour of all members of our community is respectful
- Students are made aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students' learning.
- Behaviour can be influenced and changed through adult intervention including parents
- Rewards should be accessible and attainable with equity across all year groups and cohorts
- The balance should be largely in favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where students, staff and parents/carers are clear of consequences of any behaviour that hinders learning.
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department's specialist needs e.g. technology, science, PE etc.,

- Consistency and boundaries provide all students and staff with the confidence and clarity to ensure the highest standards of behaviour
- Behaviour is not personal and using a clearly agreed and defined structure, removes emotional responses and the risk of confrontation
- Sanctions are clear and escalated fairly and consistently by all staff where a student chooses a behaviour that is inappropriate.
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4. School Ethos

Baysgarth School's core values are Respect, Resilience and Responsibility and this underpins all aspects of the school's work. The values that contribute to the 3Rs are promoted through all aspects of school life and are recognised through our behaviour and rewards systems.

Respect	Be respectful to all members of the school community through our actions and our use of language.
Resilience	Give 100% effort at all times viewing failure and challenging situations as an opportunity to learn and grow.
Responsibility	Taking responsibility for our own actions and encouraging others to take responsibility for their actions.

Baysgarth strongly believes that students who can consistently demonstrate these three core values will allow all students to go on to be successful in their future lives regardless of their academic ability and will achieve independence.

5. Non-Negotiables

There are clear expectations for staff and students and these are communicated through the non-negotiables which are displayed in all classrooms for students.

The non-negotiables for classroom behaviour are to:

- Wear the full uniform correctly, at all times, and adhere to the rules on jewellery, makeup and nail varnish.
- Mobile phones should not be seen at any time, for any reason
- Arrive for lessons ready to learn and fully equipped.
- Arrive for lessons on time.
- Demonstrate empathy, care, respect and positivity through the use of language and must accept that homophobic, racist and sexist comments will not be tolerated.

The non-negotiables for behaviour around the school, within the school grounds and when travelling to and from school are:

- To not enter any out of bounds areas of the school unless given explicit permission to do so by a member of staff.
- Wearing the full uniform correctly, at all times, and adhere to the rules on jewellery, makeup and nail varnish.
- Mobile phones should not be seen at any time, for any reason

- Food and drink to only be consumed in the designated area
- Coats must be removed on entry to the building with blazers being worn at all times, except with permission in classrooms. The rule on blazers will be relaxed during periods of warm weather.
- Demonstrate empathy, care, respect and positivity through the use of language and must accept that homophobic, racist and sexist comments will not be tolerated.

6. Meeting Expectations

The school's inclusion framework supports the clear identification of a graduated support offer for students. The universal offer is designed to support the communication of expectations and standards. Some examples of this are:

- Annual onboarding programme which is bespoke to each year group linked to the core values of the school
- Reward programme linked to the core values of the school
- House organisation and activities
- Tutor time activities including the House challenge
- Assemblies

7. Behaviour Management System

It is our belief that a school has a duty to supplement the work of parents/carers in teaching, modelling and reinforcing positive behaviours, with the clear aim of ensuring our young people possess the self regulation tools and skills to be a successful adult in society.

We know that for some students, they will require a greater degree of support to do this and we utilise our available resources to ensure that this support is provided in school within a culture of responsibility and resilience. Mistakes happen and choices are not always positive but as responsible adults we deal with the consequences and move on. The school's core values encourage students to be resilient and to support them, we promote positivity in changing choices and behaviour at all times.

The behaviour management system at Baysgarth School is designed to give students responsibility for their behaviour through the recognition of their choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour. This behaviour can impact negatively on the learning and progress of students in the lesson and prevent the teacher from teaching the class. The behaviour management system ensures that behaviour is addressed consistently across the school.

The behaviour management system is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Where a student chooses not to follow an agreed expectation, consequences are clear and consistent and opportunities are given to students to modify their behaviour through positive choices, reinforcing the learning parents/carers instil at home about responsibility.

The behaviour management system within lessons and outside lessons is based on the same principle of a tiered escalation of consequences. **See Appendix A.**

Students are given a warning prior to the first sanction being applied, reinforcing at every stage that the power to change the outcomes is within the student. Choices will be explained

and reinforced as part of teaching responsibility for personal choice, self regulation and behaviour.

We are proud to have a diverse and inclusive school community and a high number of our students have additional needs or circumstances that may require reasonable adjustments. Reasonable adjustments are sometimes permanently required or in some cases time limited.

Reasonable adjustments will be made to applicable students with regards to the awarding of sanctions. **See Appendix B for behaviour sanctions listing.**

Consequences are never taken back and students have responsibility for the choices they make and therefore the consequences. However, there is a strong belief that after a consequence, the issue is resolved and a fresh start is given. This encourages students to learn and develop the skills, tools and knowledge for self regulation and behaviour.

Students whose behaviour seriously breaches the expectations of the school or who have failed to comply with the consequences of their behaviour may face an isolation placement or a period of suspension.

8. Supporting Behaviour and Preventing Suspensions

The school is committed to identifying as soon as possible, where students need support to develop their self management and regulation strategies to be able to meet the high expectations of their behaviour.

All pastoral support is organised holistically around a student, to ensure that relationships are strong and every student feels seen, valued and heard. This enables early identification of students who need further support in line with our inclusion framework.

Our inclusion framework identifies the support for students with emerging, identified and high needs and where these needs are linked to behaviour based on ensuring students have a good understanding of behavioural expectations and providing support to ensure they develop the skills and tools to meet them.

In establishing the underlying need behind the behaviour, staff are trained to assess any SEND need that a student may have. Each year-team has a SENSO (Special Educational Needs Support Officer) who will work directly with any student whose behaviour is causing concern, if a SEND need is identified.

If there are serious concerns with a student's behaviour and there is no improvement through school-led interventions and support, then a multi agency approach will be needed.

Examples of support include:

- Parental/carers meetings and home visits
- Parenting assessments
- Mentoring and Coaching
- Behaviour support plans
- Focused 1-1 or small group interventions on specific issues such as Anger Management for example
- Access to counselling
- Access to external wellbeing services
- Referrals to external services such as Educational Behavioural Psychology Support Team or CAMHS for specialist assessment

- Referrals to external services such as Education Inclusion team; Educational welfare; Social Care: Police intervention
- Access to enhanced provisions
- Access to specialist or alternative provisions

9. Fixed Term Suspension

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.' [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

All decisions to suspend are only taken as a last resort or where the breach of school rules is of such severity that internal sanctions are deemed insufficient.

When considering a suspension, the Headteacher will take account of any relevant safeguarding concerns, SEND needs, disabilities, social worker involvement and other contributing factors. The views of the student will be considered where appropriate, taking account of their age and understanding.

Suspension can be fixed term or permanent and must be sanctioned by the Headteacher.

There is no list of set behaviours for which a pupil can and cannot be excluded, and the decision to exclude lies with the Headteacher. Headteachers are expected to use their professional judgement based on the individual circumstances and the evidence presented to them.

Suspension will be considered when:

- Physical assault (or attempted assault) on a member of staff or student
- Possession of a weapon/prohibited substance
- Verbal abuse against a member of staff or student
- Threatening behaviour against a member of staff or student
- Bullying, including online
- Breach of ICT Acceptable Use Policy which puts the safety of others at risk
- Inappropriate use of AI including using AI to manipulate or generate images of staff or students
- Racist abuse
- Abuse related to sexual orientation or gender reassignment
- Abuse related to a disability
- Failure to comply with a reasonable request from a senior member of staff
- A previously agreed contract has been broken
- Refusal to accept sanction e.g. isolation placement
- Breaches of health and safety including causing the fire alarm to be set off by smoking or vaping on the school site or by maliciously activating the alarm
- Wilful damage to property
- Sexual misconduct (Including sexual harassment)
- Theft
- Making a false allegation against a member of staff
- Other serious breaches of school rules

The decision to suspend a student will be taken on a **balance of probabilities** and will take into account the seriousness of breaches of the school's Behaviour Policy, including persistent disruptive behaviour.

A student consuming or dealing in prohibited substances or brandishing an offensive weapon can expect to be permanently excluded. In these situations, the Police will be informed immediately and asked to attend the school.

A student who maliciously sets off the fire alarm, knowing that public examinations are taking place, can expect to be permanently excluded.

Students may spend time in isolation whilst an incident is fully investigated and to ensure that a suspension or a permanent exclusion does not take place until the facts have been considered by the Head Teacher. This is preventative but a refusal will result in an additional sanction.

Any period of isolation whilst an incident is investigated is not a suspension. However, where a student is sent home for disciplinary reasons, this will always be recorded as a formal suspension in line with statutory guidance.

Students will be given opportunity to provide statement(s) and any subsequent decision to exclude will apply the standard of proof on, 'the balance of probabilities', i.e. if it is more probable than not that the pupil did what he or she is alleged to have done.' [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Parents/carers will be informed of any suspension by telephone and a letter will be sent in the post. The letter will detail if the suspension is external or internal and the date of the reintegration meeting or phone call.

Internal exclusions will be used where appropriate to ensure that interventions and targeted support can be implemented to minimise the likelihood of a repeat suspension and maintaining effective safeguards over a student.

There are occasions where due to the severity of the issue or breach of behaviour policy, a student will face an external suspension and will serve the sanction at home.

On the student's return to mainstream, as part of the reintegration into school, students may be expected to participate in suspension seminars and/or any other behaviour intervention that is recommended.

If the student is suspended to home for the period of suspension, the student must not be allowed out into the community during school hours and it is the responsibility of parents / carers to ensure this happens.

Students serving a suspension internally or externally must complete curriculum aligned work set by the school. Instructions for this are clearly communicated to students and parents as well as the expectations. Parents/carers are expected to support the school with the implementation of a suspension and to ensure that the students understand the seriousness of the sanction and the need to complete work. Students must be able to demonstrate that they have completed a fair and reasonable quantity of work which should align to the number of days they have served their suspension for. Failure to complete work during a suspension could result in additional sanctions being applied.

The Headteacher may cancel a suspension or permanent exclusion prior to the Governing Board meeting if new evidence becomes available and it is considered appropriate to do so.

Where an exclusion is cancelled, parents/carers, governors, the Local Authority and other relevant professionals will be informed without delay.

10. Intervention before Suspension

Despite an incident or breach being assessed as requiring a suspension the school recognises that this could be a critical learning opportunity and therefore the school has a strategy of intervention before suspension.

This strategy allows students to undertake intervention in place of the suspension as an educational response on the first occasion, despite the incident or breach being serious enough to warrant an external suspension.

At Baysgarth School we want to support our students to be self-reliant, responsible, resilient, respectful, caring and contributing members of society. The introduction of an **intervention and not suspension** model is designed as a targeted behaviour management strategy to educate students to identify alternative behaviour choices whilst the issues are small and manageable rather than waiting for them to grow and be a repeated issue for them.

Whilst accepting that there needs to be a published system in order to respond to positive and negative behaviours it is important to note that this system is not exhaustive and given that we are working with children and young people we should strive for consistency wherever possible. However, it must be accepted that adjustments are sometimes made for students based on their individual situation and specific needs.

This personal approach and understanding in the school's ethos does not result in a drop in standards but rather is a response to a needs-led and individualised approach valuing each and every member of the community and showing an understanding of what works for them individually in terms of raising standards.

Examples of interventions:-

- Physical Assault / Verbal abuse or threatening behaviour (Peer on Peer)

The basis of the intervention will be to target conflict resolution skills and provide practical skills for students to manage anger, become more assertive and resolve conflict independently without the need for verbal or physical abuse. At all times the individual will be encouraged to take responsibility for their actions and there would be an expectation that the students involved would engage in restorative conversations after disruption or conflict has occurred.

Baysgarth School encourages restorative practices. Restorative practices are a range of practices that are aimed at maintaining and restoring relationships in schools. They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

- Persistent or disruptive behaviour

Where behaviour is poor, pupils and staff can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Parents/carers and pupils recognise managing behaviour well as one of the top priorities for schools.

Direct work will be completed with students with a focus on reducing persistent or disruptive behaviour and increasing a sustained effort and engagement with the teaching and learning.

Indirect Racial Abuse / Indirect harmful and abusive behaviour

Students will be invited to attend a student engagement workshop on bullying, racism and hate crime delivered by PC Manny Gul, Community Cohesion Officer, Community Safety Unit, Humberside Police.

There will be occasions when intervention before suspension is not appropriate. This decision is made at the discretion of the Headteacher or Deputy Headteacher

11. Safeguarding Separation

In exceptional circumstances, the school may temporarily prevent a student from attending school premises for safeguarding reasons rather than disciplinary reasons. This may be necessary where allegations have been made involving another student and a risk assessment determines that physical separation is required to safeguard one or more students.

This is not a suspension and will only be used in rare circumstances where separation cannot reasonably be achieved whilst all students remain on site.

Any decision will be made on a case-by-case basis by the Headteacher and Designated Safeguarding Lead, taking account of statutory safeguarding responsibilities, the Equality Act 2010 and the Human Rights Act 1998. Parents/carers will be informed without delay and suitable education arrangements will be considered where appropriate.

12. Sixth Day Provision

Students who are excluded for a period of six days or longer will be provided with alternative educational provision, which will normally be off-site. For Children in Care, an Alternative Provision will be provided from the first day of the suspension.

13. Repeated Fixed Term Suspensions

Where suspensions become a regular occurrence, the school will review whether suspension alone is an effective strategy and whether additional interventions, alternative provision, managed moves or other support mechanisms should be considered.

A student can be suspended for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year. If a student breaches 45 days this will be a permanent exclusion.

Students at risk of multiple fixed term suspensions may be invited, along with their parents/carers, to a Governors' Panel.

School Governors will be present at this meeting, along with school representatives from the Inclusion team. The purpose of these meetings is to hear detailed behaviour analysis and to assess the extent to which the parental/carer partnership is effective and that the necessary

levels of support are in place for the student. Each meeting sets out an agreed set of actions which will be reviewed at least once within the school year.

Where it becomes clear that suspensions are not deterring poor behaviour the school will consider alternative strategies for addressing that behaviour.

For example:

- Managed Move to another school
- Direction to an alternative provision

The Governors have the power to direct a pupil off-site for education to improve his or her behaviour. This is not a sanction and the objective is to address the behaviours that are causing concern.

14. Reintegration Meeting

A reintegration meeting will normally take place before, or at the beginning of, a student's return to school following a suspension. The purpose of the meeting is to provide a fresh start, reinforce behavioural expectations, identify support required and strengthen engagement with learning.

Reintegration meetings will follow a predetermined agenda:

- Review of work completed during the suspension
- Discussion of the reflection activity
- Demonstration from the student that they show remorse for their actions and are clear on how these could have been avoided and will be avoided in the future if a similar situation occurs
- Production of a Reintegration plan - co-constructed by school/parent/carer/child

Where appropriate, reintegration plans will be reviewed regularly and adapted in collaboration with students, parents/carers and relevant professionals. A student will not be prevented from returning to school because a parent/carer is unable or unwilling to attend a reintegration meeting.

15. Managed Moves and Off Site Direction

There are occasions where a managed move is felt to be the best action to support a student re-engaging positively with education. This is an arrangement that is discussed with parents and students and their views taken into consideration and the decision to proceed with this is voluntary and permanent from the start.

The school staff will support a parent in exploring and organising this action if it is deemed to be in the best interests of a student.

On other occasions, students may benefit from enhanced or alternative provision. These provisions will be predominantly school based provisions. The transition process into these provisions will be done in collaboration with students and parents and will ensure that their voices and views are heard.

All placements in these provisions are designed to ensure that the appropriate support and interventions are effectively in place to ensure a successful transition back into mainstream.

Transition into specialist placements are managed through a process involving the Strategic SENCO and the EHCP Coordinator.

16. Part Time Timetables

Part-time timetables will never be used as a sanction or as a means of managing behaviour.

Where a part-time timetable is considered necessary due to exceptional individual circumstances, such as medical needs, anxiety-related difficulties or reintegration support, it will be implemented only with parental agreement, for the shortest possible period and subject to regular review.

Any part-time timetable is intended to ensure that a student can return to full time mainstream provision and before implementation a clear plan to achieve this will be created, complying with statutory guidance and the school's Part Time Timetable Policy.

17. Screening and Searching

Please refer to the DfE Guidance 'Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies'.

In addition to the practice identified in the DfE Guidance, Baysgarth School also bans the following items and as a result are able to search students for them:

- Lighters, matches, lighter fluids
- Firecrackers
- Lasers
- Cigarettes, tobacco
- Electronic cigarettes
- Aerosols (including, but not limited to, deodorant and hairspray)

Any item brought into the school with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion, will cause disruption to the school or be detrimental to any member of the school community will be searched for and confiscated.

This is at the Headteacher's discretion.

18. Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, which they consider harmful or detrimental to school discipline.

Staff should hand the confiscated item to the relevant member of on-call staff as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.

Items confiscated by the school can be collected by parents/carers except where the school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves.

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.

If the following items are confiscated the school will dispose of it and not return it to the student or families:

- Alcohol
- Tobacco
- Cigarettes
- Cigarette papers
- Lighters
- Vaping Devices
- Substances that are not controlled such as 'Legal Highs'
- Aerosols
- Fireworks
- Pornographic images (Images found on electronic devices or mobile phones will be deleted unless it is deemed necessary to retain them and pass to the Police)

If the following items are confiscated, the Police are contacted immediately:

- Controlled substances
- Stolen items (these may be returned to the owner at the Headteacher's discretion)
- Weapons
- Items that are evidence of a serious offence
- Pornographic images that constitute a specified offence (e.g. extreme or child related)

19. CCTV

The school may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

20. Use of Reasonable Force

Please refer to the DfE Guidance 'Use of reasonable force: Advice for Headteachers and the school's Physical Intervention Policy.

Teachers, staff and Governing Bodies' and the school Physical Restraint Policy.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has

temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on an organised visit.

21. Discipline beyond the school gate

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#), this includes bringing the school into disrepute.

The school works closely with the local policing team and named safer schools officer, also encouraging parents/carers and other members of the community to report suspected instances of criminal activity, and antisocial behaviour involving school students to the police immediately.

Police investigations and school investigations for serious incidents run in parallel. Headteachers need not postpone any decision on a suspension solely because a police investigation is underway. The Headteacher should make the decision on the evidence available to them and the threshold for decision making required for schools.

If the Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential and day trips and the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site will be applied. Records of recent behaviour may be used to determine a student's eligibility for school visits.

Where bad behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, a suspension or a permanent exclusion.

Students are encouraged to wear their uniform correctly when travelling to and from the school, demonstrating the 3R values at all times and avoiding any behaviour that could adversely affect the reputation of the school.

The school may investigate incidents occurring outside school and make decisions independently of any police investigation. School disciplinary processes and police investigations may run concurrently and the school will make decisions based on the civil standard of proof, namely whether it is more likely than not that an event occurred.

22. Suspensions and The Equality Act

The Equality Act 2010: Part 6, defines a disabled person as 'someone who has a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day to day activities'. Students to whom this definition applies will receive support and intervention as outlined below but will also benefit from the two key duties summarised as:

- A less favourable treatment duty
- A reasonable adjustment duty

To prevent discrimination the school will not treat students less favourably for a reason related to their disability than to someone to whom that reason does not apply, without justification.

To prevent discrimination the school will not fail to take reasonable steps to ensure that disabled students are not placed at substantial disadvantage, in comparison with pupils who are not disabled, without justification.

The school will make 'reasonable adjustments' to the application of the Behaviour Policy. Reasonable adjustments are aimed at preventing discrimination and reducing the risk of suspension.

The school recognises its duties under the Equality Act 2010 and the Children and Families Act 2014. Reasonable adjustments will be considered for students with disabilities and special educational needs. The school will ensure that policies, procedures and practices do not unfairly increase the likelihood of suspension or exclusion for students with protected characteristics.

23. Permanent Exclusions

A permanent exclusion is when a student is no longer allowed to attend the school (unless reinstated). The decision to permanently exclude a student is made by the Headteacher and should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

There are occasions when a fixed term suspension has been issued and then further evidence has come to light which would mean the decision is now a permanent exclusion. In this rare occurrence, the permanent exclusion will be implemented following the fixed term suspension.

There is not an exhaustive list of behaviours which would constitute a permanent exclusion as it is at the Headteacher's discretion as to if the incident(s) meet the above criteria. However, there are some behaviours which will automatically result in a permanent exclusion:

1. A student consuming or dealing in prohibited substances on the school site
2. A student brandishing an offensive weapon
3. A student who maliciously sets off the fire alarm, knowing that public examinations are taking place
4. A student who breaches the schools' AI and/or cyber security protocols intentionally and puts, or attempts to put, the safety of the students and staff at significant risk, or causes damage to the school in any way (for example, but not limited to, hacking or locking down systems, acquiring personal data, causing reputational damage).

24. Exclusion Appeals

Fixed term suspension appeal process is documented within the suspension letter.

Permanent exclusions will result in a Governing Body Disciplinary Committee being held in response to the Headteacher's decision. The committee's role is to decide whether to direct reinstatement. The committee meeting provides an opportunity for parents/carers and professionals to present their evidence in support of this.

Full details of the Committee hearing will be communicated to parents through the clerk following the issuing of the permanent exclusion letter.

25. Off-Rolling and Unlawful Exclusions

The school will not engage in off-rolling or any form of unlawful exclusion.

Students will not be sent home informally, placed on a part-time timetable for behavioural reasons, removed from roll without following statutory procedures, or encouraged to leave the school in order to improve school performance data.

Any decision requiring a student to leave school on disciplinary grounds will be managed through the formal suspension or permanent exclusion process in accordance with statutory guidance.

Appendix

[Appendix A: Process for Tiered Sanctions](#)

[Appendix B - Behaviour Sanctions Listing](#)