



**AL-IKHLAAS
PRIMARY
SCHOOL**

BEHAVIOUR POLICY

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Date: September 2024

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Introduction

1. Educational excellence, discipline, mutual care and respect and community service are the foundations for our approaches to leading and managing learning and behaviour at the school.
2. We value and promote an inclusive culture where all children are rewarded and praised regularly, consistently, and fairly and where staff take cognisance of any barriers to learning which individual children need to overcome to achieve progress.
3. The school operates a firm but fair and just approach, applied rigorously, robustly, and consistently; ensuring that disruptive behaviour by the few does not damage the achievements of the many.
4. The school creates a supportive environment which allows pupils to flourish within a culture of high expectations, unconditional positive regard, 'deliberate botheredness' and compassionate consistency.
5. At the core of our vision is the belief that all pupils can make outstanding progress in their learning, their personal and moral development and in their development as good citizens and leaders. For this to happen they must each have an excellent attitude to learning, incorporating regular attendance at school and outstanding behaviour.
6. We are a family school in which each member understands their rights and responsibilities and the potential impact of their decisions and actions on their own learning and that of others.
7. The school will do everything possible to ensure every pupil succeeds; we will take tough decisions where these are needed to safeguard the learning and wellbeing of our pupils and in keeping with the clear expectations set out in our policies and procedures.
8. The expectations we have of our young people are set out in our Home School Agreement, which is shared with pupils and parents/carers
9. This policy should also be read in conjunction with the school's Anti-Bullying Policy and SEND policy to ensure that children receive the support that they require to be successful learners and leaders.
10. This policy is based on advice from the Department for Education (DfE) on:
 - Behaviour and discipline in schools
 - Searching, screening and confiscation at school
 - The Equality Act 2010
 - Keeping Children Safe in Education 2024
 - Use of reasonable force in schools
 - Supporting pupils with medical conditions at school
 - Behaviour in schools September 2024
 - In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Aims

11. To recognise, reward and celebrate good behaviour.
12. To marginalise poor behaviour by promoting good behaviour.
13. To be seen to be fair and consistent in behaviour management by pupils, parents/carers, and staff.
14. To support pupils who struggle to manage their own behaviour.
15. To encourage all children to have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption.
16. To identify any undiagnosed or underlying needs for pupils who struggle to self-regulate.
17. To provide targeted support for the most vulnerable pupils within the school and, where required, referring them to additional support.
18. To involve pupils, parents/carers, staff and governors in the creation and implementation of a consistent approach to the management and improvement of behaviour.
19. To support the mission, vision and values of the school and its establishments.

Who is responsible for this policy?

20. The school has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or school framework. The governing board has delegated day-to-day responsibility for operating the policy to the head teacher.
21. The Governing Body and Senior Leadership Team at the school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Roles and responsibilities

22. Promoting positive behaviour and good attendance is the responsibility of the school community as a whole. We will hold all individuals, pupils, and staff to account for their attendance and behaviour and their contribution to the areas they are specifically responsible for. Specific roles and responsibilities include:
 - The Governing Body and head teacher in operating the policy and establishing procedures that encourage positive behaviour, discourage bullying, and promote respect, diversity, and equality
 - The Senior Leader with responsibility for Pastoral Support and Pupil Well-being in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils
 - The Senior Leadership Team in ensuring they are visible around school and known to pupils across school; actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils
 - The Senior Leadership Team in ensuring that each and every pupil gets the personal attention they need to ensure excellent standards of behaviour and great learning
 - The special educational and/or disabilities needs co-ordinator (SENDCO) ensuring that pupils are screened for special educational needs and/or disabilities and signposted to support where behavioural incidents meet thresholds
 - Pastoral Leaders in creating a class identity where each pupil feels a sense of responsibility for helping and supporting others and promoting excellent performance
 - All staff in ensuring:
 - That they treat pupils with unconditional positive regard, compassionate consistency and a de-escalation mindset
 - That the policy is consistently and fairly applied to all
 - That pupils are taught and retaught the behaviours which are conducive to learning and wellbeing
 - That high standards of behaviour, attendance and punctuality are modelled and actively promoted at all times
 - That good behaviour is recognised and praised

- That poor behaviour is challenged and appropriate sanctions implemented
- All pupils in demonstrating outstanding behaviour which exemplifies the Code of Conduct and school Values
- The parents and carers in taking responsibility for their child's attendance and their behaviour inside and outside school, working in partnership with the school to maintain high standards of behaviour and attendance

Code of conduct

23. The school sets out clear and explicit expectations of all stakeholders through Codes of Conduct
24. The Staff Code of Conduct is made available to all staff and they are routinely taken through this, firstly during their induction period and at the start of each year.
25. The Pupil Code of Conduct is modelled by adults and taught and retaught to pupils in all areas of school
26. The critical role that parents/carers play in ensuring their child can learn in school and at home is captured in the Home School Agreement.

Praise and rewards (delivered by all staff)

Praise

27. The most effective reward is that which is immediate and delivered by a person who has a good relationship with the young person. For example, a simple 'well done' can have a huge impact.
28. When developing relationships with young people, good practice is to have positive interactions and ensure rewards outweigh the negative by a ratio of 7:1. With pupils who have experienced trauma or adverse childhood experiences (ACEs), the recommended ratio increases to 14:1.
29. The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:
 - Specific and linked to an achievement or action of merit
 - Sincere and genuinely expressed with appropriate language and tone
 - Personalised through the use of the pupil's name
 - Consistently used in all lessons as a part of our teaching
 - Discreet and private at times when appropriate
30. Within the established positive learning environment, pupils should expect to receive regular praise from the adults in school for notably good behaviour. Strategies used include:
 - Regular verbal praise and encouragement, specifically focusing on personal gains by individuals
 - Non-verbal praise - e.g., thumbs up, positive facial expressions
 - Acknowledgement of good work and instant recognition for good homework produced
 - Encouraging staff to praise identified individuals and sharing their work
 - Displaying pupils' work around the learning environment as positive exemplars
31. Praise should also be addressed to parents/carers through a telephone call which in turn will promote a positive working relationship with the family.

Achievement and Behaviour Points

32. Pupils will be rewarded with **Classdojo points** each time they demonstrate our school values.

33. Pupils will be sanctioned with **minus dojo points** each time they fail to demonstrate school values through poor behaviour.

Weekly rewards

34. At least two star of the week certificates will be awarded per class per week
35. The pupil with the highest number of points in each year group and those who were named Star of the Week. Their names will be displayed on boards around the school to celebrate success.

Half-termly rewards

36. Form tutors/learning coordinators will identify one pupil for outstanding behaviour/character development during the half term. The pupil will be presented with an Outstanding Character certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
37. All subject teachers will identify one pupil for outstanding work ethic per year group for the half term. The pupil will be presented with an Outstanding Work Ethic certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
38. All subject teachers will identify one pupil for outstanding achievement per year group for the half term. The pupil will be presented with an Outstanding Achievement certificate in a special half termly assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
39. Pupils with 100% attendance each half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
40. Pupils with the most improved attendance over a half term will be awarded with a certificate in a special assembly. A letter to the pupil's parents/carers will also be sent home congratulating their child for the achievement.
41. A Golden Citizen is a pupil who has 100% attendance, 100% punctuality **and** zero behaviour incidents. They will receive a free experience during school hours. Parents/carers will receive a letter home congratulating their child for this achievement. There will also be a roll of honour of Golden Citizens displayed in each tutor group.

Behaviour management

Rationale

42. Every pupil has the right to learn without disruption.
43. Teachers have the right to teach without disruption.
44. Behaviour can be taught.
45. Pupils who require additional support to self-regulate receive support quickly.

Ready to learn: creating a positive climate for learning

46. Teachers and support staff will circulate around the room as often as is practical to assertively monitor pupils' work and be in proximity to higher needs pupils at key points during the lesson.
47. The highest expectations are plainly communicated through positive '*What To Do*' directions and corrections that are specific, concrete, observable and sequential. There is no ambiguity.

48. Classroom routines are rigorous, well-rehearsed and habitual for all.
49. Star Classroom Culture techniques are used, including:
 - What To Do Directions/Corrections
 - Teacher Radar
 - Positive Group Corrections
 - Anonymous Individual Corrections
 - Do It Again
 - Whole Class Reset
50. Staff must make eye contact, use privately understood signals – a shake of the head, finger to mouth and other '*Least Invasive Corrections*' to avoid disruption. Staff will let the pupil know that the behaviour has been observed and narrate the expectations.
51. Directive questions should be used regularly to involve as many pupils as possible. For example, sometimes simply directing a question at a particular pupil is enough to get them back on task.
52. Activity or pace of the lesson should be regularly changed. Lessons that are deemed as too slow or boring are much more likely to generate misbehaviour.
53. Off-task behaviour is corrected swiftly and privately to reduce the disruption to the learning environment. As a guiding principle, teachers should aim to '*Praise in Public*' and '*Reprimand in Private*'.

Ready to learn: expectations of teachers

54. Teachers check that pupil planners are on desks with equipment ready at the start of the lesson. Precious learning time should not be lost organising basic equipment.
55. Teachers are outside classrooms, on time greeting pupils as they enter the classroom.
56. Good order must be established straightaway. There are clear routines for putting bags, coats etc. away, having books out ready to start. There is an established routine where there is a retrieval task for the pupils to complete on entry.
57. Teachers embed routines and procedures to secure an excellent classroom culture by spending time teaching the routines explicitly.
58. There are class seating plans to maximise pupil progress during the lesson.
59. At the beginning of every lesson, teachers recap prior learning to support the retention of knowledge, skills and understanding over time.
60. Teachers' planning includes clear learning objectives and outcomes that describe the expectations of knowledge, understanding, skills and abilities to be developed by pupils during the lesson.
61. All teachers take pride in their classroom. They ensure the environment is litter free, tidy, and organised.
62. Teachers are expected to display and model behaviour and achievement expectations every lesson.
63. Teachers ensure pupils' work is dated and presented well.
64. Ensure all pupils contribute to the drawing up of their own class charter, to which they all agree, sign and adhere to.
65. Pupils are praised and commended through the rewards system. For example, when a pupil:
 - Makes outstanding progress during the lesson
 - Shows initiative

- Completes homework to a good standard
 - Answers a challenging question in class
66. At the end of the lesson, teachers ensure pupils place their chairs under their desks. They will dismiss the class in an orderly fashion.
67. If routines are not executed with 100% compliance, teachers ensure that pupils *'Do it Again'* or follow through a *'Whole Class Reset.'*
68. Teachers aim to award at least 3 pupils with achievement points each lesson.
69. Leaders should be clear that the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.
70. Leaders should have the confidence to sanction pupils when their behaviour:
- poses a threat or causes harm to another pupil
 - could have repercussions for the orderly running of the school
 - identifies them as a member of the school
 - could adversely affect the reputation of the school

Ready to learn: Misbehaviours

71. Misbehaviours are outlined below.
72. Pupils who misbehave will receive a least invasive intervention and/or a verbal reprimand.
73. Where pupils persist with misbehaviour, they will receive a reasonable and proportionate sanction or consequence.
74. Leaders, teachers, and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated either online or offline. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread
75. Some more severe misbehaviours or persistent misbehaviours may lead to a suspension or a permanent exclusion subject to meeting the conditions set out in the Suspension or permanent Exclusion Checklists.
76. Suspected criminal behaviour. When a member of staff or head teacher suspects criminal behaviour, leaders should:
- make an initial assessment of whether an incident should be reported to the police
 - only by gathering enough information to establish the facts of the case
 - fully document any initial investigations and make every effort to preserve relevant evidence
 - ensure any further action they take does not interfere with any police action taken
- Leaders retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.
- When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care and the designated safeguarding lead (or deputy) take the lead.
77. Use of mobile phones (see mobile policy {e-safety and safeguarding} for details)
Pupils are not permitted to have mobile phones at school or on trips;
If in exceptional circumstances a parent wishes for his/her child to bring a mobile phone to school to contact them after school, the parent will have to put their request in writing to the Headteacher for consideration

If a phone is brought into school without permission, it will be confiscated and will only be returned to the parent.

As part of the school's behaviour policy, mobile phones policy are reiterated to all pupils, staff and parents throughout the school year.

78. Inappropriate online behaviour including:

- bullying
- the use of inappropriate language
- the soliciting and sharing of nude or semi-nude images and video
- sexual harassment

should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Leaders should follow the principles as set out in Keeping children safe in education and Sharing nudes and semi-nudes: advice for education settings working with children and young people published by the UK Council for Internet Safety. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour.

Table 1: Misbehaviour checklist

Misbehaviour
Aggressive or threatening behaviour towards a member of staff
Aggressive or threatening behaviour towards peers
Answering back
Arriving 4 or more minutes late to lesson (without a note from a member of staff)
Bringing school into disrepute
Bullying – physical
Bullying – verbal
Calling out
Cheating in exams/assessments
Chewing/eating in class
Cyber bullying
Damaging peers' equipment/property
Damaging school equipment/property
Dangerous or unsafe behaviours
Dangerous play
Disturbing others/out of seat without permission
Disruption to prayer or act of faith
Failure to behave sensibly around the school (such as pushing or horseplay)
Failure to complete homework
Incorrect uniform

Incorrect footwear
Incorrect/no PE kit
Wearing makeup or Jewellery
Failure to speak to peers with respect
Failure to speak to staff with respect
Failure to speak to visitors/supply staff with respect
Fighting, physically aggressive or threatening violence
Graffiti
Having a mobile phone in school
Having alcohol, cigarettes/e-cigarettes, or other banned substances in school
Head on desk/slumped in chair
Homophobic language or behaviour
Racist language or behaviour
Sexist or misogynistic language or behaviour
Inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)
Insufficient effort/work
Lack of effort in the classroom
Leaving the classroom without permission
Littering in the classroom or around the school
Name calling
Over-boisterous play
Persistent answering back

Persistent calling out
Persistent chewing/eating in class
Persistent disturbing others/out of seat without permission
Persistent failure to behave sensibly around the school (such as pushing or horseplay)
Persistent failure to complete homework
Persistent failure to speak to peers with respect
Persistent failure to speak to staff with respect
Persistent failure to speak to visitors/supply staff with respect
Persistent head on desk/slumped in chair
Persistent inadequate equipment for each lesson (Book, Pen, pencil, ruler, calculator, PE kit)
Persistent insufficient effort/work
Persistent lack of effort in the classroom
Persistent littering in the classroom or around the school
Persistent poor Manners
Persistent refusal to follow instructions from staff
Persistent talking over the teacher
Persistent untidy work
Persistent walking off from a member of staff
Persistently arriving 4 or more minutes late to lesson (without a note from a member of staff)
Poor Manners
Refusing to follow instructions from staff
Rude language or swearing
Running Indoors
Talking over the teacher
Theft or bringing in stolen items
Truancy from lessons
Untidy work
Using headphones/Bluetooth headsets
Walking off from a member of staff

Ready to learn: dealing with misbehaviour

79. The teacher criticises the behaviour, not the pupil.
80. Non-verbal signals are used that do not interrupt the flow of the lesson.
81. A strategy of private, rather than public, reprimands are used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
82. The teacher uses statements to correct misbehaviour: *'We put up our hands before speaking.'* This secures order.
83. Threats of reprimands are followed through. The inevitability of a sanction is crucial.
84. Whole-class punishment is not used for the misdemeanours of individuals.
85. Reprimands are clear and firm in a neutral tone. Teachers avoid pleading or bargaining with pupils.
86. Teachers and leaders make *reasonable adjustments*, where necessary, to support SEND learners to meet our expectations.

87. Pupils will always be expected to, and provided with an opportunity to set right what has gone wrong (if this involves upsetting someone else or damaging somebody's property).
88. Pupils will, through an extensive programme of PSHCE (Personal, Social, Health and Citizenship Education) be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) in a way that is intended to cause upset or harm. Through this programme of study, pupils will be clear what is meant by the term bullying, that it is not tolerated at the school, and how to access support if it is encountered. They will also learn in more detail about the behaviours that characterise the various STAR values, and how to grow and develop these.

Detention system

89. Should pupils fail to respond to reprimands for misbehaviour, parents will be informed.

Report card system

90. When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on the monitoring Report Card System to help them regulate their behaviour and improve their attitude to learning.
91. Pupils may also be placed on a monitoring Report Card for concerns around punctuality to lessons or when truancy is a concern.
92. Pupils on Report Cards may be considered for a Pupil Behaviour Support Plan.
93. A Pupil Behaviour Support Plan may involve multi-agency support to meet the specific needs of a pupil as identified through the Schools' Behaviour Risk Register.

Internal isolation

94. Internal isolation from the school community is the preferred alternative to any fixed term exclusion period.
95. Agreement for any referral to internal isolation can only be sanctioned by a senior leader. They will consider the recommendation following a full investigation or when substantial evidence has been submitted to justify this course of action.
96. Internal isolation may be used for the following reasons:

- To sanction a pupil who has been removed from a classroom for persistent or serious disruption or defiance
 - During an investigation into a serious behaviour incident and whilst awaiting senior leadership intervention and/or a decision on next steps
 - As a result of a referral from a teacher, where behaviour in the subject has seriously disrupted the learning of others
 - For a period of reflection following an investigation into a serious incident or persistent breach of the detention and/or reporting systems
97. Should a pupil be booked into isolation for one or more days:
- They will be isolated from their peers at both break and lunchtime
 - The pupil will be expected to follow their curriculum to ensure no learning time is lost. Work from the teachers will be set.
98. Should the pupil fail to comply with expectations in the isolation area, they may have additional time added to the sanction or in extreme cases, they may receive a fixed term exclusion.
99. Parents/carers will be expected to attend school for a meeting with the Senior Leader for the year group to sign a reintegration contract before the pupil is allowed back to mainstream lessons.

Personalised approach to pupils with additional needs and/or SEND

100. The school recognises that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:
- Social, Emotional, and Mental Health Needs (SEMH)
 - Adverse Childhood Experiences (ACE)
 - If a pupil displays behaviours which suggest an undiagnosed need, then the graduated response as outlined in the SEND Policy should be followed. This includes:
 - An assessment to establish a clear analysis of the pupil's needs
 - A plan setting out how the pupil will be supported using a Support Plan (SP)
 - The required actions to provide the support
 - Regular reviews to assess the effectiveness of the provision and identify any recent changes
101. Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
102. Adverse childhood experiences (ACE) can be defined as events which occur in a child's life which can be traumatic and leave lasting effects on development and learning e.g., delayed development leading to difficulties following instructions.
103. Teachers within the school will be aware of the content of a Support Plan (SP) for any pupil whose special needs might be manifested in challenging behaviour and as such will be mindful of this when considering the use of behaviour sanctions and make reasonable adjustments where necessary.

104. Consideration is made as to whether misbehaviour indicates that a child is suffering from, or is likely to suffer, significant harm or is the result of an unmet educational need or other needs. In these instances, the school will consider a multi-agency assessment where necessary.
105. Pupils who have been identified as having additional needs including SEMH and/or ACE characteristics will still be subject to the same procedures laid out within this policy.

Lateness to school

106. If a pupil is consistently late, their parents will be notified and a meeting will be arranged.
107. Pastoral care will be provided.
108. The attendance and punctuality risk register will be updated on a termly basis.
- Pupils with no late marks in the previous half-term are on level 0

Failure to complete homework on time

109. If a pupil consistently fails to meet a homework deadline, the teacher will arrange a meeting with the parents. If extra support is required, the school will provide that.

Out of classroom behaviour

110. If a pupil displays any misbehaviour in and around the school at social times, the member of staff on duty will give the pupil one warning to modify their behaviour. If the pupil does not rectify their behaviour, the member of staff will make a referral to the senior leader on duty. The senior leader will record the incident using the same process as above for in-class misbehaviours (Class behaviour log).

Permanent exclusions

111. All exclusions will be made in line with government guidance and by following the school's Exclusions Checklist. Schools will have due regard for the implications of the following when making these decisions:

- DfE – Behaviour and Discipline in Schools
- The Disability and Discrimination Act
- Equality Act 2010
- Keeping Children Safe in Education
- Code of Practice for Special Educational Need
- The Children's Act (with particular reference to children in the Care of the Local Authority)

112. The decision to exclude will be:

- Lawful

- Rational
- Reasonable
- Fair
- Proportionate

113. The head teacher will exclude from school only on disciplinary grounds. In their absence, a deputy head will carry out this function.

114. It is unlawful to exclude on non-disciplinary grounds such as:

- Academic attainment/ability
- Actions of a parent/carer
- Failure of a pupil/parent to meet specific conditions, such as, non-attendance at a reintegration meeting following a suspension

115. A full and detailed investigation will be undertaken prior to a decision to exclude. A record of all written statements, including physical evidence, where appropriate will be retained for disclosure in the event that it is required.

116. In deciding whether to exclude, the head teacher will consider contributing factors resulting in poor behaviour, for example, bereavement, mental health issues, special educational needs or bullying.

Fixed Term Exclusion (Suspension)

117. A fixed term exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods, up to a maximum of 45 school days in one academic year. A fixed term exclusion does not have to be for a continuous period.

118. The law does not allow for extending a fixed term exclusion or converting into a permanent exclusion. Where further evidence comes to light, it is possible to issue a further fixed term exclusion or a permanent exclusion.

119. A fixed term exclusion can be issued for children whose behaviour is disruptive during lunch-time, this is counted as a half day fixed term exclusion.

120. The behaviour of a pupil outside the school premises can be considered grounds for a fixed term exclusion.

Permanent exclusion

121. Permanent exclusion is a sanction of last resort and will be used sparingly. Prior to a decision to permanently exclude a pupil, the head teacher must seek advice and guidance from the school governors. The decision to permanently exclude requires approval from the chair of governors.

122. A decision to permanently exclude 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 in school.’

123. The following will immediately be informed about the decision:

- The local authority in which the child resides and the local authority in which the school is located if different
- The Governing Body

Education for excluded pupils

124. For exclusions, the school will provide online learning to ensure that no learning opportunities are missed.

125. For permanent exclusions, the home local authority will arrange suitable full-time education from the sixth day of the exclusion.

Procedures for excluding a pupil

126. The school will notify parents/carers immediately by telephone or face to face, if possible, of the decision to exclude. The decision will be communicated in writing without delay.

127. The suspension letter will note the following:

- Whether it is a fixed term or a permanent exclusion.
- The duration of the exclusion if it is for a fixed period.
- Reasons for the exclusion.
- Arrangements made by the school for the pupil’s education. Parents/carers having responsibility for ensuring work sent home is completed by the pupil and returned to school.
- Dates the excluded pupil must not be present in a public place during school hours.

Independent review panel

128. For permanent exclusions, parents/carers will be advised of their right to request the independent review panel to review the decision.

129. The letter from the school will note the following information:

- Date by which the application for review must be made (25 school days from receiving notification of the decision not to reinstate)
- Where and to whom the application for a review including any written evidence must be submitted
- The grounds upon which a review is made. Where appropriate, this should include a reference to how a pupil's special educational needs are considered relevant to the exclusion
- A statement that, regardless of whether the excluded pupil has recognised SEND, parents/carers have a right to request the attendance of an SEND lead to advise the independent review panel
- A statement that parents/carers can bring a friend or representative at the meeting
- Sources of free and impartial advice

130. Following receipt of an application for review, the school's Admissions and Exclusions Team will arrange for an independent review panel to be constituted. The meeting will take place within 25 school days of receipt of an application requesting a review. All parties will receive 5 school days' notice of the hearing and be sent all the necessary documents.

131. The independent review panel members will comprise of the following:

- Lay member to chair the panel
- Current or former school governors; and
- head teacher

132. The role of the independent review panel is to review the Local Governing Body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel will consider the interests and circumstances of the excluded pupil, including the circumstances of the exclusion, and have regard to the interests of others at the school.

133. The independent review panel can decide the following:

- Uphold the exclusion
- Recommend that the Governing Body reconsiders the decision; or
- Quash the decision and direct that Governing Body considers the exclusion again

Recording behaviour in school

134. All behaviour incidents, particularly those that result in a sanction, must be recorded in the behaviour logs.

Positive handling (use of reasonable force)

135. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

136. The head teacher and authorised staff may also use positive handling when conducting a search without consent for 'prohibited items' as outlined in the following section.

137. Full guidance can be found in the school.

Powers of search and confiscation

138. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

139. The school also holds the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

140. Weapons and knives and pornography or child pornography will be handed over to the police, otherwise it is for the senior leader to decide if and when to return a confiscated item.

141. Full guidance can be found in the school's [Powers of Search Policy](#).

Use of CCTV

142. CCTV is in operation in School for purposes of safeguarding. It may be used as evidence during investigations and other processes to ensure that all those who can give evidence of a particular issue can be identified and to consider the allegations made before the application of an appropriate sanction.

Updated 05/09/ 2024 - K. Begum