



BALFOUR
JUNIOR SCHOOL

Behaviour policy

Agreed by the LGB: 30th September 2025

Next review: September 2026

A **Beyond** ACADEMY
SCHOOLS TRUST

The Character Pyramid

"Intelligence plus character – that is the goal of true education"

Martin Luther King Jr

We aim to develop pupils' character and instil good habits rather than only reacting to poor choices. We teach good character through our core values and school ethos, having high expectations of pupils that we communicate clearly to them.



We are driven by our core values and offer the best possible education to improve life chances. Everyone can develop a lifelong passion for learning in a safe and supportive community, whilst celebrating individuality and diversity.

At Balfour Junior School, we recognise that everyone has the right to be safe, the right to be heard, the right to fair treatment, the right to be treated with respect and the right to learn without interruption. This is an inclusive process and a commitment to establishing and maintaining a high standard of behaviour throughout the school.

We explicitly teach all pupils how they can demonstrate the school's values and the reason it is important for all members of the school community to show them through their choices and actions. Where it is recognised that values have been shown, this is celebrated and rewarded. If pupils do not meet our expectations, consequences and sanctions are used to reinforce character education and act as a deterrent.

To ensure this we will all:

- Provide a well-ordered environment in which all are aware of behavioural expectations
- Treat all children and adults as individuals and respect their rights, values and beliefs.
- Foster good relationships and promote a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Ensure pupils develop a social and moral awareness and are sensitive to the needs of others.
- Encourage and praise good behaviour
- Develop strategies to eliminate undesirable behaviour in the classroom, around the corridors and in the playground.
- Prevent bullying

Balfour Junior School Principles of behaviour:

- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work and conduct.
- We will seek to give every child a sense of personal responsibility for his/her own actions. •
Effective communication systems
- Where there are significant concerns over a pupil's behaviour, we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- We will seek advice and support from appropriate outside agencies when necessary.
- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- Close monitoring of the impact of the provision for pupils' spiritual, moral, social and cultural development.
- The school has a "No shouting" policy which must be upheld by all members of staff unless in an emergency i.e. a child is in danger.

In all disciplinary actions it is essential the child knows that it is the behaviour which is unacceptable, not the child as a person.

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 to learning
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons ○ Alcohol
 - Illegal drugs ○ Stolen items
 - Tobacco and cigarette papers
 - 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)

The role of the Headteacher

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has access to records of all reported incidents of behaviour in behaviour logs.

The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the Behaviour Policy consistently. The teacher treats all children in their class with respect and understanding.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants and Midday Meals Supervisors.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

Parental involvement

Balfour Juniors has an “open door policy” and staff welcome early contact if parents have a concern about their child’s behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Develop and maintain good communication between parents and school.
- Have an 'open door policy' and encourage parents to come in and discuss any aspect of their child's behaviour which may be a concern. Parents will be involved early on if there are difficulties at school, and we expect parents to work with the school to resolve any difficulties.

If any parent/carer feels that we are not dealing with an issue in a fair way, complaints may be made via the stages set out in the Trust's complaints policy.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By ensuring that pupils have appropriate uniform for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers.
- By discussing any concerns with a relevant member of staff in a calm and civil manner and not in front of their child.

Behaviour Plan - The Four Card System

Each class has a behaviour display chart on a prominent board in their classroom.

Every child has a pocket on the board that displays the child's name and has a green card visible in it.

The chart is used in the following manner:

GREEN CARD: all children start with a green card at the beginning of every day.

Pupils are rewarded for positive behaviour to recognise when good choices are made and encourage further good behaviour. Housepoints or chance cards/raffle tickets may be given as rewards. Pupils may also be chosen to receive the weekly achievement award or termly values or Headteacher award in recognition of their positive behaviour and attitudes.

YELLOW CARD: the child's card is changed to yellow on the second warning..

RED CARD: the child's card is changed to red on the third warning. They are then sent to the Phase Leader with their diaries.

The class teacher will record the incident on CPOMS and write the details on the red card, so parents are aware of the incident.

Phase leaders will decide if the incident needs to be reported to the Headteacher or other member of SLT in her absence.

If further incidents happen during the day the child will be sent to a member of SLT for the rest of the session and if poor behaviour continues the parents will be contacted by telephone or letter. The Headteacher will work in conjunction with the class teacher and parents if poor behaviour continues or escalates.

Each child will have their card reset at the end of lunchtime and the end of each day, in order for them to be given the opportunity to make a fresh start and redeem unacceptable behaviour.

If a teacher needs to keep a child off the playground to complete work, the work must be completed in the classroom with the teacher's supervision. A child should only be kept in for 15 minutes maximum at lunchtimes with lunch being eaten first.

GOLD CARDS: are awarded for exceptional work, behaviour or attitude to learning. On receipt of a gold card the children go to a member of SLT and are awarded with a certificate.

Achievement Awards: are awarded in celebration assembly on a Friday to individual pupils, groups or occasionally a class, for showing the school's values through hard work and good behaviour & attitudes.

Values Awards: are awarded in the final celebration assembly of each term to pupils who have shown exemplary demonstration of the term's value.

Headteacher Awards: are awarded in the final celebration assembly of each term to pupils who consistently make good choices, work hard and meet our expectations of behaviour & attitudes.

Please see appendix 1 on page 27 for the "Stages of behaviour chart" This gives examples of the rewards and consequences for different types of behaviour. Although the list is not exhaustive, it is used to guide decisions about behaviour to ensure a consistent approach by all staff.

Lunchtime

The Midday Meals Supervisors will follow the four-card system and behaviour principles in the same way as all other school staff.

Midday Meals Supervisors will record positive or negative behaviour incidents at lunchtime on the CPOMS system.

If a child receives two warnings (yellow card) he/she is sent to the Senior Midday Meals Supervisor who will make a record and notify the class teacher.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our school's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

We promote calm environments which will benefit pupils with SEND, enabling them to learn. Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided. The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. While the school's behaviour policy will be followed, it may be adapted at our discretion to effectively meet the needs of the pupil/s.

In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care 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 any of these duties we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Anti - Bullying

At Balfour Junior School we do not tolerate bullying in any form, and this will always incur some form of sanction or restorative justice. Any allegations of bullying of any type will be investigated.

We all recognise that those who are being bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in work patterns, lacking concentration or truanting from school. Pupils are always encouraged to report any form of bullying Anti-Bullying Strategy

Balfour Junior School defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

In common with all other schools, we recognise that some pupils at the school could experience bullying of some kind. It also needs to be understood that unkind behaviour such as impulsive, accidental actions may not be acts of bullying.

The staff and Governors of Balfour Junior School are committed to ensuring children have a happy time at school, free from harassment or bullying. Since bullying is a serious issue, yet not necessarily obvious and observable, it needs to be dealt with sensitively and effectively.

All children have a right to a secure and safe environment, free from fear and abuse. All children at Balfour Juniors will be made aware of the issues of bullying through assemblies and our Personal and Social Education curriculum (PSHE), Circle Times and participation in National Anti-Bullying Week.

Several forms of bullying can be identified:

- Physical abuse – pushing, hitting, kicking, biting, spitting etc.;
- Verbal abuse – name calling, taunting, teasing etc.;
- Emotional abuse – non-verbal signals, being left out of activities;
- Cyber - bullying via phone, internet.
- Taking other people's possessions without asking;
- Damaging property;
- Intimidation of any kind;
- Extortion;
- Racist;
- Homophobic;
- Sexual;
- Faith based;

All staff must be alert to signs of bullying and take immediate action including reporting concerns back to the class teacher.

In cases of reported bullying:

The person who the incident is reported to will:

- Reassure the victim that it is right to tell and that the matter will be handled sensitively. Assure them that it will be dealt with and fully investigated.
- Listen carefully to both parties recording as many details as possible
- Affirm the victim's self-worth offering comfort and support.
- Confirm the School's firm policy towards such behaviour.
- Inform a member of the Senior Leadership Team about the incident.

The Senior Leadership Team Member will:

- Conference with the pupils involved to deal with the Perpetrator and give the Victim a voice.
- Draw up agreed actions which will be monitored on a regular basis with all involved.
- Alert all staff as appropriate.
- Speak to parents as appropriate.

The Headteacher will:

- Make arrangements for support programmes when they are deemed to be appropriate.
- Discuss incidents with parents as appropriate.
- Suspend pupils internally or externally from school for serious or repeat offences.

If bullying has occurred then we may discipline the bully by sanctions such as loss of playtimes, letter of apology some form of restorative justice or, in extreme cases, possible suspension.

Child-on-child abuse

Balfour Junior School recognises that children are capable of abusing their peers This referred to as child-on-child abuse and can take many forms.

Balfour Junior School believes that abuse is abuse and it will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Balfour Junior School recognises that child-on-child abuse can take many forms, including but not limited to:

- bullying, including cyberbullying

- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- ‘upskirting’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- nude or semi-nude image sharing (also known as ‘sexting’ or youth produced/involved sexual imagery)
- initiation/hazing type violence and rituals

Staff and leadership recognise that that some child-on-child abuse issues may be affected by gender, age, ability and culture of those involved, (i.e. for gender-based abuse, girls are more likely to be victims and boys more likely to be perpetrators) however, all child-on-child abuse is unacceptable and all reports will be taken seriously.

In order to minimise the risk of child-on-child abuse, we will:

- be aware of the nature and level of risk to which pupils are or may be exposed, and put in place a clear and comprehensive strategy which is tailored to their specific safeguarding context; and (b) take a whole-school community Contextual Safeguarding approach to preventing and responding to child-on-child abuse,
- regard the introduction of this procedure as a preventative measure. We (a) do not feel it is acceptable merely to take a reactive approach to child-on-child abuse in response to alleged

- incidents of it; and (b) believe that in order to tackle child-on-child abuse proactively, it is necessary to focus on all four of the following areas: (i) systems and structures; (ii) prevention; (iii) identification; and (iv) response/intervention
- recognise national and increasing concern about this issue, and implement this procedure in order to mitigate harmful attitudes and child-on-child in the school setting
- encourage parents and carers to hold us to account on this issue, so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the school so that it can ensure that appropriate and prompt action is taken in response.
- The school will take steps to ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and minimise the risk of all forms of peer-on-peer abuse. We will also ensure that children recognise warning signs and supports of support both within the school and externally (such as Kent Police, ChildLine etc.).

Balfour Junior School will not tolerate, dismiss or minimise any harmful behaviours in school and will take swift action to intervene when this occurs. All allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with associated school/college policies, including child protection, anti-bullying and behaviour.

Alleged victims, perpetrators and any other child affected by child-on-child abuse may be supported in the following way:

- The Designated Safeguarding Lead (DSL) will discuss the concern(s) or allegation(s) with the member of staff who has reported it/them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.
- Where any concern(s) or allegation(s) indicate(s) that indecent images of a child or children may have been shared online, the DSL should consider what urgent action can be taken in addition to the actions and referral duties set out in this policy, to seek specialist help in preventing the images spreading further and removing the images from the internet.

Use of reasonable force

Key Points Regarding Reasonable Force

- School staff with the appropriate training have a power to use reasonable force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force where it is necessary to control pupils and to restrain them to prevent harm to themselves or others. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who Can Use Reasonable Force?

- 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 pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When Can Reasonable Force be Used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Examples where Reasonable Force Might be Used

- to prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

SCHOOLS CANNOT use force as a punishment – it is always unlawful to use force as a punishment.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible and by staff who have received the appropriate training.
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Where a pupil attempts or is seen to be leaving school premises without authorisation the following procedure should be followed:

1. A member of staff will alert the headteacher (in her absence) the deputy headteacher or the deputising Senior Leader; this lead person will direct the course of action.
2. A member of Staff who knows the pupil well and has a good relationship with the pupil will follow the pupil to the perimeter fence, exit or gate and will try to persuade the pupil to stay in the school.
3. As active pursuit may encourage a child to leave the site and may also cause the pupil to panic; possibly putting him or herself at risk by running onto a busy road, staff will not chase but will try to keep a child in sight at a distance.
4. The lead member of the SLT may request additional staff to join the search in a vehicle, taking a mobile phone to contact the school.
5. A member of the SLT will contact the pupil's parents/carers. The call or attempted calls will be recorded.
6. If the searching staff member loses sight of the pupil, they must contact the school office giving details of their location and the clothes that the pupil is wearing.
7. If the pupil has left the immediate vicinity of the school grounds and is no longer visible then the lead SLT member will make a decision as to how to take matters further, which will take into account the age of the pupil, the nature of the incident which led to the pupil absconding, the pupils previous history of being involved in episodes of absconding and their outcomes. If the pupil returns of their own volition, parents/carers will be informed.
8. Upon his or her return to school, and when the pupil is calm, the pupil will meet with a member of the SLT so that the reasons for absconding may be discussed in detail. At this point a decision will be made as to the appropriateness of further actions.

Pupils who abscond from the classroom or school building but remain on the school grounds:

In these circumstances, school staff will not pursue a pupil or force him/her back into the school building. The CCTV will be monitored and staff placed in key viewpoints in order to gather information. School staff will use their judgement, knowledge of the pupil and assessment of the pupil's safety in deciding what to do. This will include taking into account the pupil's age and vulnerability. The demeanour of the pupil will need to be taken into account. If the pupil is upset or angry, care should be taken in approaching the child. In all cases, staff should not place themselves or pupils in situations of potential danger of injury.

Suspension and Permanent Exclusion

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

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [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 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](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

Definitions

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

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

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

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

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

Roles and responsibilities

The headteacher

Deciding whether to suspend or exclude

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

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

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events

- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

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

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

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

Informing parents

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

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

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

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil 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 (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

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

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

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

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

- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

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

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

Informing the local governing board

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

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons 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.

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

If a:

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

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

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

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

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, but this will only be done where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

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

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

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

The Local Governing Board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Local Governing Board.

The Local Governing Board has a duty to consider parents' representations about a suspension or permanent exclusion. They have 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 Local Governing Board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Local Governing Board will arrange suitable fulltime education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

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

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
 - The school register and absence codes
 - Instances where pupils receive repeat suspensions
 - Interventions in place to support pupils at risk of suspension or permanent exclusion ➤
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
 - The characteristics of suspended and permanently excluded pupils, and why this is taking place
 - Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
 - The cost implications of directing pupils off-site

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 LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a pupil

Local 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 which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

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

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, Local 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 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, Local 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 Local Governing Board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend) ➤
The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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.

Local Governing Board 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, Local Governing Board 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'.

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.

Local Governing Board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- 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 Local Governing Board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel ➤
The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents) ➤ The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

Independent review

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

Applications for an independent review must be made within 15 school days of notice being given to the parents by Local 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.

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

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years A

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

- Are a member of the Trust 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 Trust 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 Trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

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

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

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

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

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

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

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

This notification will include:

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

School registers

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

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

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

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

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

Making a return to the LA

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

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

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

Returning from a suspension

Reintegration strategy

Following suspension, 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:

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

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

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

Reintegration meetings

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

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

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

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

Monitoring arrangements

The school will collect data on the following:

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

The data will be analysed termly by the Headteacher. The Headteacher will report back to the Local Governing Body

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

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

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

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed annually by the Headteacher. At every review, the policy will be approved by the Local Governing Body.

Appendix 1 – stages of behaviour

 Balfour Junior School 	
If you...	Then...
- Produce exceptional work - Demonstrate excellent behaviour or attitude to learning or developing character skills	You will visit a member of senior staff for a Gold Card
- Go out of your way to be extra helpful or kind without being asked - Make a good choice even if others around you do not	<u>You may receive:</u> Verbal praise A housepoint A chance card An Achievement Award
- Follow the school and class rules - Work hard - Demonstrate the school's values of resilience, kindness, integrity, respect personal responsibility or gratitude - Act in a polite and sensible way	Your card will remain Green
- Are not working hard and concentrating - Are calling out or chatting when someone else is talking - Answer back - Are rude to someone - Move around the classroom in an unsafe way - Cause careless damage	Adults will give you a warning and remind you to make a good choice
- Continue to behave in the same way as when the first warning was given - Receive a second warning - Tell lies - Waste resources - Deliberately hurt someone's feelings - Hurt another child through careless or disorderly behaviour - Prevent others from being able to get on with their work or learning	You will be given a yellow card
- Continue to behave in the same way as when the yellow card was given or receive a second yellow card - Any form of violent conduct – e.g. pushing, hitting, kicking - Cause a major disruption to learning - Use threatening behaviour or language - Vandalise or damage any property - Steal or show the intention to steal - Use swear words or offensive language or gestures - Are deliberately dangerous in your behaviour - Absconding from the classroom or building - Refuse to follow an adult's instructions - Discriminate against another person or group because of their race, sex, religion, abilities, or any other difference	You will be given a red card You will be sent to Miss Payne, Mr Williams, Mr Kirk or Mrs Mayston Your parents will be informed If it's violent behaviour or something you have been given a red card for before, there may be extra consequences such as loss of outdoor playtime or working in a different classroom to your own