

# Behaviour Policy

## Bonneygrove and Millbrook Primary School Federation



<b>Subject:</b>	<b>Behaviour Policy</b>
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<b>Approved by:</b>	<b>Shen Hasekilerden (Chair of Governors) and Jane Acreman (Vice Chair of Governors)</b>



# BONNEYGROVE AND MILLBROOK PRIMARY SCHOOL FEDERATION

## Behaviour Policy

### Rationale and Ethos

Our ethos at Bonneygrove and Millbrook Primary School Federation is centered around educating children through each of our schools' values. Our Behaviour Policy reflects these aims and is a federation-wide policy, which is supported and observed by all members of the schools' communities. It also outlines the procedures that the schools use to support children and young people in managing their own behaviour and that enables staff to act safely and with confidence. The parent/school partnership is particularly important in promoting positive behaviour and good attitudes to learning.

This policy supports the school's mission and aims by using 'It is Good to Be Green' – our whole school 'Behaviour Management Programme'. All of our school community have a right to feel safe, welcome, and supported. It is the responsibility of all to respect and be kind to each other.

### Children Looked After (please also see CLA Policy) [Bonneygrove and Millbrook Primary School Federation](#)

Behaviour at Bonneygrove and Millbrook Primary School Federation is managed and led to ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'in care' including a basic knowledge of attachment and trauma on behaviour and learning and understanding of the need for positive systems of support within the school, to overcome them.

### Children and Young People 'learn behaviour' through:

- Relationships with adults and peers
- Patterning and copying
- Reminding
- Repetition and structure
- Clear agreed boundaries
- Praise and reward when successful
- Comfort, when not successful, with reflection and opportunity to restore relationships

### Pro-social behaviour will be developed through:

- Relationships
- Role modelling
- Consistency
- Scripts and routines
- Positive phrasing
- Planning
- Reward and positive reinforcement
- Comfort and forgiveness
- Kindness

We will also ensure that in our planned curriculum delivery, pupils have positive experiences of learning

We believe that behaviour should be a joint responsibility and prefer to work in partnership with parents if there is a persistent problem. We will contact parents if we are concerned about persisting behaviour difficulties.

In extreme situations where a pupil is at risk of:

- Injuring self or others
- Committing a criminal offence (including behaving in a way that would be a criminal offence if the pupils were not under the age of criminal responsibility)
- Causing damage or
- Engaging in behaviour prejudicial to maintaining good order, teachers may use 'reasonable force' to resolve the situation.

Reasonable force includes:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

These restrictive measures will only be used in exceptional circumstances and parents will be informed of any serious incident involving their child.

## **RESPONSIBILITIES**

### **The Governors will:**

- monitor that the school's behaviour policy is implemented fairly and consistently and is regularly reviewed

### **The Management and Leadership Team will:**

- ensure that the school's behaviour policy is implemented fairly and consistently by all staff throughout the school
- model respectful and kind behaviour in front of children
- regularly evaluate the systems for promoting positive behaviour and for minimising /responding to unacceptable behaviour
- guide and support staff in behaviour management
- act as a point of escalation where it is deemed necessary
- provide additional targeted support for children with social, emotional, and behavioural difficulties
- work alongside parents to secure and promote positive behaviour

### **All staff will:**

- work in partnership with parents and carers to promote positive behaviour
- model respectful behaviour in front of children
- ensure advised provision is implemented consistently
- ensure that all children have access to a relevant, broad, and balanced curriculum, with appropriate differentiation, in order to promote positive attitudes to learning and behaviour choices
- reward and celebrate positive behaviour

- share responsibility for behaviour management

**All Children will:**

- respect one another and themselves
- make behaviour choices that are sensible
- respond to situations in the correct way preventing them from acting in retaliation
- keep themselves and others safe in order to learn as best as they can

**All parents/carers will:**

- support the school’s behaviour policy principles, ethos and work in partnership should any challenges arise
- model respectful behaviour in front of children at all times
- abide by and agree to the school’s Home School Agreement (November 2020 to include addendum regarding Home Learning during isolation or COVID-related absence).

**Lunchtimes**

Our aim is to be proactive in engaging children in play activities during the lunchtime session. Lunchtime Midday Supervisory Assistants (MSAs) and Teaching Assistants work closely with all school staff to ensure that the expectations of our children remain the same throughout the school day. To support positive behaviour at lunchtimes we promote effective communication between teachers and MSA and Teaching Assistants.

Individual	Whole Class	Whole School
<p>Headship Team stickers for exceptional attitude towards learning.</p> <p>Certificates and coloured pins given out weekly in celebration assembly (values related) and displayed in the main reception area.</p> <p>Opportunity to present work they are proud of in celebration assemblies.</p> <p>It’s Good to be Green stickers and rewards.</p>	<p>Continual encouragement (verbal) to those children who are complying and to a child who has modified their behaviour.</p> <p>Age appropriate, personalised class reward system.</p>	<p>Rewards for improved behaviour and consistently good behaviour through earning ‘Golden Stars’.</p>

**All Staff at Bonneygrove and Millbrook Primary School Federation will strive to achieve a consistent approach when issuing rewards and using school’s systems for positive reinforcement.**

## **Inappropriate Behavior Choices and related Consequences 'It is Good to be Green'**

### **NURTURING GOOD BEHAVIOUR**

#### **Bonneygrove and Millbrook Primary School Federation**

#### **Good to be Green Behaviour Scheme**

The 'Good to be Green' scheme effectively promotes positive behaviour, rewards pupils who consistently behave appropriately, and tracks pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy). The scheme is visual, with child-friendly resources allowing our pupils to see how they are doing in class efficiently. We believe it is essential always to promote a positive message regarding behaviour management - 'Good to be Green is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start the following day afresh.

Every child starts their day positively with a green card in their pocket of the Class Chart. The card says- 'It's Good to be Green!' If they are still on Green by the end of the day, the child will have a well done and may be sent to the Head of School's Office for a gold award (Head of School Sticker). The children soon learn to associate being on Green with a feeling of having done the right thing.

If a child must be warned during the day, in lessons, or at break times of inappropriate behaviour or has broken a school rule, then a Yellow Warning Card will be displayed over the top of the Green card. The warning allows the child to reflect, consider and review their behaviour. If a child is already on a Yellow Warning Card and must be told again of inappropriate behaviour, then there are consequences. A yellow card would equate, for example, to 5 minutes off playtime – at the class teacher's discretion (mainly for Level 1 and 2 behaviours- see table below with card colour information).

Sometimes, the threat of moving a child onto a Red Consequence Card is enough to encourage them to behave appropriately. However, if necessary, the child's Yellow Warning Card will be moved to the back of the pocket, and the Red Consequence Card will be displayed. Persistent Level 2/ Level 3 behaviour (see table below) would equate to a red card which would then have a consequence of loss of playtime or a proportion of lunchtime – at the Senior Leaders discretion. Persistent Level 3 or Level 4 behaviour could result in a temporary/ permanent exclusion. A child who has receives a red card would be a cause for concern, and parents would be notified.

Teachers and staff respond to inappropriate behaviour using the 'Good to be Green' scheme. The table below gives examples of some kinds of behaviour which are levelled according to 'severity'.

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed on the following guidelines: These apply to behaviour always - in class, around the school and at playtime.

**Some rewards for GREEN behaviour include:**

- Earned 'Golden Time'
- Class rewards
- An end-of-year treat for those who stay GREEN all year (without red or yellow cards)

### Procedures for dealing with inappropriate behaviour

Sometimes children forget our aims for good behaviour. They will then be reminded of the school's expectations.

Each classroom has a Good to be Green wall chart with a space for each child. Every pupil has three cards behind their name, with every name starting with the green card in front: Stop and Think (Blue) Yellow (Warning) and Red (Consequence). The Good to be Green rules are also displayed in each classroom. The aim is to enable pupils to stay on the green card by supporting them in following the school rules. Each day all pupils will start again with their green card displayed in the wall chart.



- 1) Green Card Pupils will have a green card to show that they have been following the school rules.
- 2) Blue Card (Stop and Think) Children discretely asked to 'stop and think' about their behaviour.
- 3) Yellow Card (Warning) Occasionally children will need a reminder of behaviour expectations in school. Pupils will be given a verbal reminder that if the behaviour continues a warning card will be given. If the behaviour continues the pupils will be given a yellow warning card which will be displayed in the classroom wall chart. As soon as the pupil demonstrates that they have modified their behaviour they will be moved back to the green card. If the pupil does not modify their behaviour the adult working with them will provide strategies and support to help them to move back to green.
- 4) Red Card If the behaviour still does not modify despite warnings and support, a red consequence card will be issued. There will be rare occasions where a child's behaviour will take them straight to red. These are:
  - Deliberately Hurting other children - by hitting, kicking, or with words
  - Bullying (persistent physical or verbal abuse towards another pupil).
  - Using bad language
  - Stealing

### Some Examples of levelled (although not exhaustive)

Green Behaviours (1)	Blue Behaviours (2)	Yellow Behaviours (3)	Red Behaviours (4)
Being quiet when the teacher is talking • Listening and sitting nicely • Concentrate in class—try your best not to be distracted • Be polite and always use good manners • Be helpful and work well together • Always be where you are supposed to be • Call people by their given names • Look after school equipment	• Answering back • Lack of effort • Lack of focus during the teacher input • Distracting others and yourself instead of working • Using a tone of voice or sarcastic response which is 'rude' • Talking when you have been asked not to e.g., lining up, in the dinner hall, talking over the teacher • Pushing when lining up	• Play fighting on the playground • Playing in the wrong zone on the playground • Choosing to talk at the wrong time • Walking off without asking • Spoiling other children's chance to learn • Being a bit cheeky (answering back) • Rocking on your chair • Continuing to ignore instructions	• Threatening to hurt another child or member of staff • Hurting other children or an adult – by hitting, kicking, pushing or with words • Bullying • Being defiant - ignoring a direct instruction from a grown up • Not correcting your behaviour when you are on a 'warning' card • Damaging school property or property that belongs to others

<ul style="list-style-type: none"> <li>• Respect all adults—treat them all in the same way</li> <li>• Care for each other</li> <li>• Share</li> <li>• Walk sensibly around the building</li> <li>• Invite lonely children to join in games</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing games at the end of break</li> <li>• Making the wrong choices with games at break time</li> <li>• Not following instructions</li> <li>• Having poor body language</li> <li>• Rocking on your chair</li> <li>• Running in the corridor</li> </ul>	<ul style="list-style-type: none"> <li>• Being stroppy /sulking</li> <li>• Continuing to have poor body language</li> <li>• Not changing your behaviour after being given a blue thinking card</li> </ul>	<ul style="list-style-type: none"> <li>• Being moved in assembly</li> <li>• Inappropriate lunchtime behaviour</li> <li>• Stealing</li> <li>• Using bad language: swearing, racist or homophobic language</li> </ul>
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Class teachers will record the cards that pupils are given on a wall chart and keep a log of any yellow and red cards issued. This will help teachers to record and reward those pupils that stay on green. It will also help them to identify any patterns where pupils are not keeping to the 'Good to Be Green School Rules' and help to develop further strategies to support the child in making the correct choices.

Parents will be informed where there are persistent concerns regarding a pupil's behaviour. Mr Hamilton, Miss Hurry or the senior leadership team will inform the parents to discuss any concerns they may have regarding their child's behaviour so that supportive strategies can be put in place. The following lesson/day pupils will start afresh on a green card if they have shown us, they have modified their behaviour. Rewarding Good to be Green Stickers (EYFS and KS1) – children will be awarded stickers for demonstrating that they are upholding our school values via House points (gold stars). Sharing of achievements between classes/Head of School Good to be Green is an inclusive behaviour system. We have consulted with behaviour support staff to ensure that where there are specific individual needs, they will be catered for in the way that we implement the scheme. As part of our positive school ethos other rewards celebration assemblies, values awards and gold stars will continue as usual.

Children will not be allowed to use the words 'only', 'just' and 'because' when giving their accounts of events. (e.g., I was kicking, I was shouting because it was boring. These words lessen and self-excuse the action).

There can be no excuse for violence, aggression, or disrespect to others.

- Children will always be encouraged to apologise. They will be encouraged to empathise with other people's points of view and consider the consequences of their actions.
- Should pupils reach RED status, their parents will be informed of the incidents. The pupils' behaviour records (CPOMS) will be analysed, and an appropriate sanction will be applied.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending out-of-school clubs and off-site school visits.
- There may be incidents that are so extreme that it is felt that these must be referred immediately to the Head of School.
- Each case will be considered carefully and dealt with in a way that feels fair to the needs of the individuals involved and the school community. In these cases, fixed term or permanent exclusion may be applied.

**NB: fixed term exclusions may be implemented** in some incidents that result in harming children, staff, or property where an investigation has led to serious breach of school rules. This is decided on a case-by-case basis and will involve the HT and reported to at least one Governor.

### **Recording and Reporting arrangements**

The school keeps a variety of records of incidents of challenging behaviour. The class teacher records incidents with reference to the warning system; we also keep a record of serious incidents that occur at

break or lunchtimes. **Staff to ensure that offences are logged, and details recorded via CPOMS the same school day.** CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.

Parents are to be informed following when children have reached a red card (It is Good to be Green). Where a child moves from green to blue or yellow – it is important that the adult catches the child being good to ensure they are quickly moved from yellow or blue back to green.

A record of any pupil who receives a fixed-term or permanent exclusion is kept by the school. Racial and Homophobic incidents are recorded on specific forms and reported to the Governing body and Local Authority.

### **Pupils' Conduct outside the school gates**

As stated by the DFE:

Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable.”

Staff are expected to respond to non-criminal bad behaviour and bullying which occurs off the school premises that is witnessed by a staff member or reported to the school.

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **The De-Escalation Process (Child in Crisis)**

Bonneygrove and Millbrook Primary School Federation staff recognize that at times, children find their emotions difficult to manage, leading them to react in an uncharacteristic way. In these situations, we refer to the child as being ‘in crisis’ rather than saying ‘kicking off’, ‘stopping’ or ‘playing up’. Staff are trained to follow the process below to ensure that everyone’s wellbeing is respected, and the child can return to a calm state of mind as quickly as possible.



De-Escalation Principles		De-Escalation Script
Use the child's name	→	Child's name
Acknowledge their right to their feelings	→	I can see something has happened
Tell them why you are there	→	I am here to help
Offer help	→	Talk and I will listen
Offer a 'get out' (positive phrasing)	→	Come with me and.....

### **Enrichment Activities**

Theatre groups, class visits etc... are an entitlement and therefore children must not be withdrawn from them as a punishment. However, the HT reserves the right to exclude any child from an enrichment activity if his/her behaviour is likely to compromise the safety of themselves or others. This decision must not exclude due to specific needs and disability (refer to the Inclusion Policy).

### **Inclusion**

At Bonneygrove and Millbrook Primary School Federation our school ethos is focussed on our six school values so that all children have access to and an enjoyment of the curriculum. Where behaviour, emotional or social skills restrict access, then a program of intervention will be put in place (small group support). Where this support does not meet the child's needs, (specific to a child) provision will be put into place and a referral for external advice and/or support from another agency will be made. These decisions will be made in conjunction with the parents, class teacher, Inclusion Leader and/or HT.

**Please refer to the Inclusion Policy** [Inclusion Policy 2024/2025](#)

In exceptional circumstances, it may be necessary to seek expert advice from external agencies which results in personalising behaviour related sanctions and consequences to meet the specific needs of a child.

### **Systems for the Start of the academic year**

Prior to children beginning in their new classes in September, a comprehensive handover from prior class teachers takes place to ensure transition is smooth and that new members of staff have full records of children's history. In addition to this, teaching assistants also complete a handover of children they work particularly closely with.

### **Behaviour Agreements with the Children**

During the first week of term, each class are responsible for discussing and agreeing our school and class rules. This is referred to as a class charter. The class discuss the following:

- Expectations for all
- How we learn well here
- How we feel safe here
- How we show respect here

## Language of Behaviour for Learning

We aim to use consistent language across Bonneygrove and Millbrook Primary School Federation, which is inclusive and encourages children to feel part of the school community and to take responsibility for their own behaviour. Interactions need to be assertive, directive, and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

Outlined below are examples of how we address children:

### **Always use inclusive pronouns to build the team idea ... We/Us/Our etc**

“At our school/in our class/at Bonneygrove...”

### **Interactions – Describe and Direct**

Don't ask 'can you/will you ...?' – These often result in a 'no!'

Instead:

- Describe what you see
- Direct what is required

Examples of Negative Phrasing (Not Expected)	Examples of Positive Phrasing (Expected)
“why are you talking?”	“x – you are talking. This is listening time. Please Stop.”
“why are you fiddling with that...?”	“x – you are fiddling with... That is distracting. You need to...”
“don't run”	“Walk... Thank you”
“don't play with that pencil.”	“Put the pencil down... Thank you”
“stop staring out the window/daydreaming.”	“Looking and Listening – eyes this way... Thank you”

## **Appendix I - Statement of behaviour principles**

### **This Behaviour Policy is underpinned by Hertfordshire Steps, a key part of the Hertfordshire Behaviour and Attendance Strategy**

- All of our school community have a right to feel safe, welcome, and supported. It is the responsibility of all to respect and be kind to each other.
- Every pupil understands they have the right to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

## **Suspension and Permanent Exclusion**

### **DfE Guidance September 2022**

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

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

Schools and local authorities should not adopt a 'no exclusion' policy as an end in itself. This can lead to perverse incentives for schools not to exclude even when exclusion may be a way for a pupil to access Alternative Provision which will help ensure an excluded pupil remains engaged in education. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

This guidance has been updated to be a companion piece to the Behaviour in Schools guidance, which provides advice to Head of Schools, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. Therefore, this guidance should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.

#### **Further information**

This advice should not be read in isolation. It is important for schools to consider the following guidance: Behaviour in Schools guidance [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/behaviour-in-schools); Keeping Children Safe in Education [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/keeping-children-safe-in-education-2024.pdf); Mental health and behaviour in schools [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101318/mental-health-and-behaviour-in-schools.pdf).

#### **What legislation relates to this guidance?**

The principal legislation to which this guidance relates is:

- the Education Act 2002, as amended by the Education Act 2011.
- the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.
- the Education and Inspections Act 2006.
- the Education Act 1996; and 7

- 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.

### **Part three:**

The Head of School's power to suspend or permanently exclude for Head of Schools, academy principals and teachers in charge of pupil referral units This government supports Head of Schools in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

### **The Head of School's powers to use exclusion**

1. Only the Head of School of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.
2. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Head of School, including suspension or permanent exclusion, must be made in line with the principles of administrative lawlike., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
3. When establishing the facts in relation to a suspension or permanent exclusion decision the Head of School must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Head of School should accept that something happened if it is more likely that it happened than that it did not happen. The Head of School must take account of their legal duty of care when sending pupil home following an exclusion.
4. Head of Schools should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given

### **The Head of School's powers to use Suspension**

5. A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.
6. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.
7. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Head of Schools and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

8. It is important that during a suspension, pupils still receive their education. Head of Schools should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

9. A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Head of School's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

10. The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come refer to Paragraphs 6, 9 and 10 give guidance about section 51A Education Act 2002.

14 A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed.

15 <https://www.thenational.academy/> to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

#### **The Head of School's powers to permanently exclude.**

11. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

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

12. For any permanent exclusion, Head of Schools should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.

#### **The Head of School's powers to cancel exclusions**

13. The Head of School may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH.
- Parents should be offered the opportunity to meet with the Head of School to discuss the circumstances that led to the exclusion being cancelled.

- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and the pupil should be allowed back into school.

### **Setting a clear process for exclusions**

14. Head of Schools should consider the following, when setting a clear process for exclusions:

- adopting a reliable method for monitoring the 45-day suspension rule, including suspensions received from other schools.
- ensuring there is a formal process for informing parents, social worker (were relevant), governing board and local authority, clearly setting out all reasons for the exclusion.
- providing up-to-date links to sources of impartial advice for parents.
- reintegrating suspended or permanently excluded pupils and supporting pupils' future behaviour.
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

Full Information relating to Suspension and Permanent Exclusion can be found: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement.pdf)

Bonneygrove and Millbrook Primary School Federation will follow all recommendations as set out in the above documentation.