

# TKS Behaviour, Suspensions and Exclusions Policy



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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Biblical values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

TKS believes that:

- Every pupil has the right to be safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors should be free from any form of discrimination
- Staff and volunteers should set an excellent example to pupils at all times
- Rewards and sanctions should be used consistently by staff, in line with this policy.
- Pupils should be helped to take responsibility for their actions
- That pupils should experience the Biblical principles of grace, restoration and redemption within the scope of this policy
- Families are involved in behaviour incidents to foster good relationships between TKS and pupils' home life
- This policy should be understood by pupils and staff
- The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

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## 2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Education \(Independent School Standards\) Regulations 2014; Schedule 1: para 7, para 9, para 10](#)

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Ill-treatment of others, including rudeness to staff
- Swearing or inappropriate gestures
- Non-completion of classwork or homework
- Persistent poor attitude towards learning
- Persistent incorrect uniform without good reason
- Mistreatment of school, or others' property
- Unauthorised use of mobile phones in lessons
- Other misdemeanours as determined by the Head

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude/semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or vaping paraphernalia
  - Fireworks

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- 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)

## 4. Bullying

**Bullying** is defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE "Preventing and Tackling Bullying", July 2017).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Details of our school's approach to defining, preventing and addressing bullying are set out in our **TKS Anti-Bullying Policy**.

## 5. Roles And Responsibilities

### 5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation

### 5.2 The Principal

The Principal is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that Heads understand the policy and are able to implement this fully, supporting staff

### 5.3 Heads

Heads of Early Years, Primary and Secondary are responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

### 5.4 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

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- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils; this may include the use of a Support Plan with specific strategies that are reviewed termly
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (refer to 7.4 with details of how we record behaviour)
- Challenging pupils to meet the school's expectations
- Communicating with parents and carers

The School Leadership Team will support staff in responding to behaviour incidents.

## 5.5 Parents and carers

Parents and carers, where possible, should:

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

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

## 5.6 Pupils

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

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

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

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

Pupils will be asked by their Class Teacher (Primary) or Tutor (Secondary) to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

## 6. School Expectations

At TKS we recognise that all pupils are made in the image of God and therefore worthy of respect and honour and that we seek to treat others as we ourselves would want to be treated. Pupils are encouraged to grow in the School Virtues (Biblical Wisdom, Sacrificial Love, Spirit-Led Faith) and alongside these are expected to:

- Behave safely and considerately
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Wear the correct uniform

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- Be prepared for learning
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## 6.1 Mobile phones

It is our expectation that Primary age pupils will not require mobile phones during the school day. If parents of Primary aged children feel that their child should have a mobile phone on their person (e.g. for safety reasons if they are to be walking home unaccompanied), they should make a special arrangement with their child's class teacher to hand the phone in at the beginning of the school day, and it will be returned by the teacher at the end of the school day.

Secondary Pupils should not use their phones in school. For pupils this age we recommend, as a general principle, that pupils do not bring their mobile phones to school. However, the school recognises that parents may wish or permit their children to have access to mobile phones either side of school hours.

For more details please refer to our **TKS Mobile Phones Policy**.

## 7. Responding To Behaviour

### 7.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the **TKS Safeguarding Policy** for more information.

### 7.2 Classroom management

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

- Create and maintain a purposeful learning environment
- Be clear in the expected behaviours
- Develop a positive relationship with pupils

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Our Positive Behaviour Management Strategies are detailed separately for each section of the school and can be obtained from the Head.

### 7.4 Responding to ~~Te-m~~ Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Please refer to Section 8 for when responding to misbehaviour from pupils with SEND.

Staff will endeavour to create a predictable environment by challenging behaviour that falls short of the standards, and will use their professional judgement in a consistent, fair and proportionate response, so pupils know with certainty that misbehaviour will be addressed. When challenging behaviour occurs, de-escalation techniques should be used to defuse the situation wherever possible, such as the use of pre-arranged scripts and

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phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. We seek to deal with positive and negative situations on the day, responding immediately so that the link between behaviour and consequence is identified. We seek to employ a restorative justice approach to situations where pupil relationships are broken due to acts of unkindness or malice.

We value a close connection with the parent body and seek to keep parents informed regularly with issues regarding behaviour. This will be done face to face, via a phone call or a [MCASSchoolBase](#) notification. We will not primarily use email as our prime way of communicating behavioural difficulties as we seek to maintain a personal approach with parents.

The school rejects the use of corporal punishment.

Across the school we follow a ~~four-level~~[four-level](#) system for dealing with misbehaviour.

## **Level 1: Verbal Reminder**

A gentle verbal reminder is given, where a 'reminder' is necessary of the classroom / break-time expectations, or asking if a pupils needs 'help' as they seem to be struggling to comply with an expected behaviour.

## **Level 2: Warning**

A verbal warning is given by the teacher. The teacher will model respectful communication. This should be a clear unambiguous communication with the child, ideally away from other children, stating:

- the name of the pupil;
- the behaviour which needs to be addressed;
- AND a restatement of the expected behaviour.

Normally this should be done one-to-one, but if it is during a whole class session it may be appropriate to address in front others depending on the pupil(s) and the circumstances. Care should be taken not to embarrass an individual or to escalate a situation. It will be explained that if the behaviour continues, there will be a consequence.

At Level 2 in Early Years, staff will explain that if the behaviour continues then the next step will be for the pupil to sit out for a short time.

At Level 2 In Primary, pupils will be referred to 'orange' on the traffic light chart in the classroom/outside (the orange level states: You are choosing not to follow the class expectations. You need to listen and make good choices). The teacher can give an orange post-it note as a reminder if necessary for the individual pupil.

At Level 2 in Secondary, a record is made in [BromComSchoolBase](#) as a day book entry to show that a warning has been given. The Tutor and Head of Secondary are informed. If a pupil is given three warnings in one week, the Tutor will issue a Level 3 sanction and communicate with parents.

## **Level 3: Sanction**

This is given when the warning has not succeeded, for persistent lack of following the class expectations or a serious incident (e.g. hitting another child). It is given with a greater firmness of speech (without shouting) which references the behaviour and the choice to carry out the behaviour being unacceptable. Staff take care to communicate that it is the choice that is unacceptable not the student.

At Level 3 in Early Years, the child is asked to sit out on a chair for a period of thinking time for up to five minutes, depending on the age of child and the nature of the incident. The class teacher should always have a follow up conversation with the pupil, agreeing the next steps to improve behaviour and make good choices,

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and/or how the situation could have been handled differently. Pupils who have misbehaved will be encouraged to apologise as appropriate, and any offended party will be encouraged to express forgiveness in order to restore relationship. This is often best carried out after a cool down period has elapsed. Persistent or serious incidents will be discussed with parents at the end of the session. Where someone other than a parent collects the child, a phone call to parents will be made after the end of the session. Persistent or serious incidents will be recorded on [BromComSchoolbase](#).

At Level 3 in Primary, the pupil will be given a Learning Slip, accompanied by referring to 'red' on the traffic light chart in the classroom/outside (the red level states: You are choosing not to follow the class expectations, this means a learning slip. We need to talk about how to make good choices).

This should be informed quickly to the class teacher if it is given during a lesson with another teacher or at playtime, and recorded on [BromComSchoolbase](#). Generally, the issuing teacher should always have a follow up conversation with the student at the end of the lesson. The class teacher should always have a follow up conversation with the student, agreeing the next steps to improve behaviour and make good choices. This is always communicated with the parent of the child. The parent is to be invited into school for a brief meeting with the class teacher or if this is not possible (when a child is collected by another parent) a phone call to the parent is necessary to communicate about the learning slip, what happened and the next steps. A learning slip means some of playtime at lunchtime is missed (Y1/2= 5 minutes, Y3/4= 10 minutes, Y5/6= 15 minutes), during this time a conversation will be had between the class teacher and the child, talking about clear expectations and an apology / forgiveness for the incident.

At Level 3 in Secondary, the pupil will be given a detention or, in more serious cases, a series of detentions; this will be recorded on [BromComSchoolBase](#) and the Tutor, and the pupil's parents, will be informed. Generally, the issuing teacher should always have a follow up conversation with the student at the end of the lesson. The Tutor should always have a follow up conversation with the student, agreeing the apology strategy where necessary. Movement of the seat during a lesson may be necessary after a sanction to indicate a further level of seriousness. A disruptive student may need to be removed from the classroom immediately. They should be instructed to report to the Head of Secondary and sit in the corridor outside the Head of Secondary's office with appropriate work. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Communication with the parents of the pupil concerned will be necessary, by the Tutor and/or the teacher.

Pupils can be issued with detentions during lunchtime break. These can be given by a teacher, with more serious misdemeanours being overseen by the Head of school.

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## Level 4: After-School Detention

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### At level 4:

#### 1. Purpose of After-school Detention:

After-school detention is implemented as a consequence for inappropriate or persistently disruptive behaviour in school. It aims to give pupils time to reflect on their actions, understand the impact of their behaviour, and learn to make better choices in the future. Pupils can also use the time to complete homework.

**2. Types of Behaviour Leading to Detention:** A pupil would be given an after-school detention for persistent and repeated failure to heed the warnings of levels 1-3. An after-school detention may also be given for, but is not limited to, the following behaviours:

- Persistent disruptive or disrespectful behaviour in class
- 3 level 2 warnings in a day, or over the course of a week
- 3 level 3 sanctions in a day, or over the course of a week
- Persistent failure to complete homework
- Persistent disregard for school rules or policies (e.g., uniform, mobile phones, etc.)
- Inappropriate language or verbal abuse towards staff or peers
- Physical altercations or aggressive behaviour (minor incidents)

#### 3. Procedures for Detention:

- **Notification:** Pupils will be informed of their detention by the school, typically via an email or verbal communication from a teacher or form tutor. Parents should ensure pupils can safely get home at the designated end time.
- **Timing:** Detention will take place after school hours, usually lasting between 30 minutes to 1 hour, depending on the misdemeanour
- **Location:** Detention will be held in a designated classroom or area supervised by a staff member.
- **Work During Detention:** Pupils will be required to complete a reflective task or academic work during detention. This may include:
  - Completing missed work
  - Writing a reflection on their behaviour and how they can improve in future
  - Writing an apology letter to the teacher or peers involved

**Behaviour During Detention:** Pupils are expected to demonstrate respect and responsibility during the detention period. Disruptive behaviour during detention will result in an escalation of the consequences.

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## Level 5: Behaviour Report

At Level 5 in Early Years, where serious incidents (eg hitting another child) continue, or the child is unable to or refuses to engage in the above process, a meeting will be held with parents to discuss a way forward and agree appropriate actions.

Where a child persists in making poor behaviour choices in a way that is detrimental to the wellbeing of other children and staff in the setting, or their behaviour has reached a point of being dangerous to others, parents may be requested to collect their child and take them home for the remainder of the session. Where staff are required to intervene in repeated patterns of challenging behaviour over a number of sessions and it is felt that the misbehaviour could be the result of an unidentified special need, staff will work closely with the child and their parents to ascertain what may lie behind the undesirable behaviour and provide appropriate support.

At Level 5 in Primary, if there is persistent disobedience, disrespect towards other pupils / staff, or a more serious incident, after investigation, the Head of Primary may suggest that the child is put onto behaviour report. This can be for one week or two weeks, depending on the situation. The behaviour log will start by a meeting between the class teacher and parent(s) to explain the nature of the behaviour log and the positive outcomes we are aiming for. During this time the class teacher, in communication with the child, will write or draw a response to identify the behaviour during different periods of the day. This could be a smiley/straight/sad face or a thumbs system or simply written. This will then be communicated with the parent(s) daily for the duration of the behaviour log- ideally in person, away from other parents at the end of day collection or over the phone. Throughout the duration of the behaviour log other strategies will be implemented to support the child to make good choices e.g. additional supervision at playtime, support small group sessions like a friendship nurture group, check in points throughout the day with the teacher and so on. A final meeting will occur between the class teacher/ Head of Primary and parent(s) at the end of the duration of the behaviour log.

The heart of the behaviour log is that the child can see the positive aspects of their day/ week. We want to draw the child's attention to the good choices and effort put in and encourage more of this. This is also a helpful document for teachers to identify where possible behaviour trigger points of the day are, then to establish strategies to help the child at these points of the day.

At Level 5 in Secondary, if there is persistent disobedience, disrespect towards other pupils or staff, or a more serious incident, after investigation, the Head of Secondary may suggest that the pupil is put onto behaviour report. This can be for one week or two weeks, depending on the situation. It can be for all subjects or subject specific.

The behaviour log will start by a meeting between the Tutor and parent(s) to explain the nature of the behaviour log and the positive outcomes we are aiming for. Once issued, scores and comments will be recorded after each lesson/period by the Tutor and teachers. Parents are required to sign the card daily to acknowledge that they have read it. Throughout the duration of the behaviour log other strategies will be implemented to support the child to make good choices e.g. additional supervision (e.g detentions), support small group sessions, check-in points throughout the day with the teacher and so on. A final meeting will occur between the Tutor / Head of Secondary and parent(s) at the end of the duration of the behaviour log.

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document for teachers to identify where possible behaviour trigger points of the day are, then to establish strategies to help the child at these points of the day.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Suspension and Permanent Exclusion

A suspension is when a pupil is removed from the school for a fixed period. An exclusion (or permanent exclusion) is when a pupil is removed from the school permanently and taken off the school roll. The decision to suspend or exclude will be made by the Head and Principal and only as a last resort. Advice can be sought from the Governors.

As a measure of last resort, the school reserves the right to suspend or to exclude a pupil, or to ask parents to remove him or her from school, in any of the following circumstances:

- (a) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;
- (b) Serious actual or threatened violence, sexual abuse or assault occurs;
- (c) Illegal drugs, tobacco, alcohol or an offensive weapon have been brought on to the premises;
- (d) There had been serious misconduct towards a member of the school community or which brings the school into disrepute on or off school premises;
- (e) In response to a serious breach (or continued minor breaches) of this policy or of any other school expectations;
- (f) If the pupil's work rate or attendance or conduct (including behaviour or conduct outside school), or any combination of these, are deemed unacceptable;
- (g) In the reasonable opinion of the School Leadership Team, and with the Principal's agreement, conduct is such that exclusion is the appropriate response.
- (h) If the suspension or exclusion is believed to be in the school's best interests or those of the pupil concerned or of other pupils.

Depending on the circumstances, a pupil could be given:

**-An internal suspension** (in-school, supervised time out of class)

**-An external suspension**

This could be for up to three days, at the discretion of the Head / Principal due to the circumstances.

Following a suspension, the child and parent(s) will be asked to come to a reintegration meeting with the Class Teacher / Tutor and Head to seek to restore relationship.

**-A permanent exclusion**

As the ultimate sanction, permanent exclusion will generally have been preceded by efforts to rectify the issues causing concern and by appropriate warnings to the pupil and to his or her parents or carers.

**-An immediate exclusion**

The school may, however, find itself obliged to exclude a pupil or to require them to be removed immediately and without prior warning for a first or 'one-off' offence in instances of very serious misconduct or where it is believed that the pupil's continued presence in school may present a risk to others and/or bring the school into disrepute.

The school will always endeavour to act fairly and to take all relevant circumstances into consideration when deciding whether to a pupil must be suspended, removed or excluded and will, wherever possible and appropriate, consult with parents before the decision is taken.

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If a decision is made to suspend or exclude a pupil then parents will be informed of the period of the suspension or exclusion and the reason(s) for it in writing.

If a pupil is to be permanently excluded the following procedure is followed:

- The child is initially suspended from school
- The reason for permanent exclusion is communicated to the parents
- A period of five days is then offered to investigate if there is an alternative to permanent exclusion
- If no alternative can be agreed upon after five days, then the permanent exclusion will be implemented

The Chair of Governors will be informed of any suspension or exclusion. The school will keep a record of the suspension or exclusion on [MCASSchoolBase](#), including i) date of the suspension or exclusion; ii) name of pupil and parent; iii) brief statement of issues; iv) reference to staff members involved; v) brief statement of outcome of any review and / or follow up. Once the decision has been made to exclude a pupil, the school will ensure communication with the onward education provider (and County Council where appropriate).

The Principal, in conjunction with the Head, may cancel a suspension or permanent exclusion that has already begun.

## 7.6 Review

If parents are unhappy with a decision to exclude a pupil they may ask the school to review it.

1. The parents or carers have a right to ask for a review of a decision to exclude a pupil but this must be done in writing to the Chair of Governors. It must clearly state the reason why a review is required and also the outcome which they seek. This must be received within three working days of the school's written decision to exclude the pupil.
2. A review panel will be formed by the Chair of Governors and if a meeting is requested, those involved will be:
  - i. the Principal and one other member of Staff;
  - ii. the parents or carers;
  - iii. the Review Panel (this is made up of two Governors, neither of whom have detailed knowledge of the case, or of the child or parents / carers). The Chair of the panel has discretion to conduct the meeting either with all parties present or with one party at a time.
3. The parents may be accompanied by a friend or relation but 7 days' notice must be given to the Chair of Governors in the event that the friend or relation is legally qualified. Parents should inform the Chair in writing within three working days of the Review of the identity of the person accompanying them, if any.
4. The meeting will take place in school, usually between 3-10 days after the parents' application for review has been received. A review will not normally take place during the school holidays.
5. All those involved in the meeting are required to keep its proceedings confidential. Minutes will be taken.
6. It is the hope that at this stage the Chair of the Review Panel will be able to conclude the matter. All those present will have a reasonable opportunity of asking questions and making appropriate comment.
7. All are expected to show courtesy, restraint and good manners. Parents will be issued with a copy of the School Community Behaviour Policy and conduct is expected to remain in line with this.
8. If the meeting is initiated with all parties present but the Chair decides at any point in proceedings that the meeting would be better conducted with only one party present at any one time, the Chair has authority to take this decision at any stage.
9. The Chair, may, at their discretion, adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

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10. If the parents are dissatisfied with any aspect of the meeting, they must inform the Chair of the Review Panel at the time and ask that their dissatisfaction and their reasons for it should be minuted.
11. The role of the Review Panel is to listen to both sides, consider whether the Head and Principal's decision was fair and proportionate and in accordance with school policy, and decide whether to uphold the decision or refer the matter back to the Principal for reconsideration together with recommendations.
12. The panel will notify the Principal and the parents of the outcome in writing with reasons and any recommendations, usually within three days of the meeting. The Principal will provide a written response to such recommendations normally within 48 hours and, in the absence of significant procedural irregularity, the Principal's decision will be final.
13. The school will make reasonable adjustments where the parents and/or the pupil inform the Chair ahead of the Review meeting that they have a disability.

## 7.7 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- 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

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

## 7.8 Off-Site Misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

## 7.9 Searching, Screening and Confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps TKS to establish an environment where everyone is safe.

# TKS Behaviour, Suspensions and Exclusions Policy



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

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves. These will be carried out in line with the latest DfE guidance.

## 7.10 Online Misbehaviour

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

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

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

## 7.11 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of the School Leadership Team will make the report.

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

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

## 7.12 Zero-Tolerance Approach To Sexual Harassment And Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to the **TKS Safeguarding Policy** for more details.

## 7.13 Malicious Allegations

# TKS Behaviour, Suspensions and Exclusions Policy



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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to the TKS Safeguarding Policy and the TKS Allegation Management Policy for more information on responding to allegations of abuse against staff or other pupils.

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## 8. Responding To Misbehaviour From Pupils With SEND

### 8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour is a form of communication and may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

### 8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

# TKS Behaviour, Suspensions and Exclusions Policy



## 8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. Parents will be asked to privately fund these services if they are not provided by the NHS. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an early review of the EHC plan.

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## 9. Supporting Pupils Following A Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school, working closely with parents in line with our TKS Parent School Partnership agreement. Class Teachers (Primary) and Tutors (Secondary) will be primarily responsible for supporting pupils.

## 10. Pupil Transition

### 10.1 Inducting incoming pupils

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

### 10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 11. Training

As part of their induction process, our staff are trained on how we manage behaviour at TKS and regular training is held for all staff as needed. Annual Performance Management provides an opportunity for further specific training to be planned for and undertaken. A record of staff training is kept on [BromComSchoolBase](#).

## 12. Monitoring Arrangements

### 12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents (Level 3 or above)
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation

# TKS Behaviour, Suspensions and Exclusions Policy



- Anonymous surveys for staff, pupils, parents and governors on their perceptions and experiences of the school behaviour culture through the annual surveys

The data will be analysed every half term by the School Leadership Team.

The data will be analysed from a variety of perspectives including: at school level; by age group; at the level of individual members of staff; by time of day/week/term; by protected characteristic. The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## 12.2 Monitoring this policy

This behaviour policy will be reviewed by the School Leadership Team and Governing Body triennially, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Governing Body.

## 13. Links With Other Policies

This behaviour policy is linked to the following policies:

- Allegation Management Policy
- Anti-Bullying Policy
- Mobile phone policy
- Safeguarding Policy
- Use of Reasonable Force Policy