

Title and Description	Behaviour Management, Suspensions and Exclusions Policy
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Date of last review	December 2025
Approved by	Local Governing Board
To be reviewed by	Local Governing Board
Responsibility	Headteacher
Review period	Annually
Date of next review	September 2026

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

Purpose

To create a safe, inclusive, and positive school culture where all students feel valued, supported, and motivated to achieve excellence.

Core Principles

Known & Valued: Every student is recognised and celebrated.

Equity: Provide the most support for those who need it most.

Consistency & Fairness: Clear expectations, routines, and consequences.

Joy & Motivation: Foster pride, kindness, and collaboration.

Rewards System

Points: Awarded for academic success, effort, and contribution.

Recognition: Weekly leaderboards, half-term assemblies, certificates, badges.

Celebrations: Top individuals and tutor groups rewarded; subject stars highlighted.

Behaviour Framework

High Expectations: Promote respect, effort, and focus.

Supportive Approach: Behaviour seen as communication; responses include guidance and restorative practices.

Zero Tolerance: Bullying and harmful online behaviour strictly prohibited.

Sanctions: Detentions, removal from lessons, internal suspensions, and exclusions applied proportionately.

SEND Considerations

Adjust responses and provide reasonable accommodations.

Preventative strategies include movement breaks, seating adjustments, and staff training.

Escalated Measures

Internal Suspension: Reflection and support in supervised setting.

External Suspension: For serious breaches; reintegration meeting required.

Permanent Exclusion: Last resort; governed by statutory guidance and fairness principles.

Compliance

Linked to safeguarding, anti-bullying, mental health, and online safety policies.

Follows DfE guidance on behaviour, exclusions, and safeguarding.

Governing board and local authority notified of exclusions; independent review available.

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking,

and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

British Values All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Behaviour and Rewards

1. Aims of the Rewards and Behaviour Policy

To ensure all students are known and valued

- i. Promote a culture where every student feels recognised, respected, and celebrated as an individual.
- ii. Use rewards and behaviour strategies that reflect students' unique contexts, strengths, and achievements.

To provide the most for those who need the most

- i. Design support and interventions that are responsive to individual needs, particularly for students facing greater barriers.
- ii. Use restorative approaches and targeted rewards to encourage resilience and inclusion.

To cultivate a sense of joy

- i. Celebrate positive behaviours in a way that is motivating and rooted in shared school values.
- ii. Encourage an environment where kindness, effort, curiosity, and collaboration are visibly valued and rewarded.
- iii. Foster a school culture where students take pride in their contributions.

To create a consistent and fair system that nurtures responsibility and growth

- i. Establish clear expectations and routines that promote self-regulation and accountability.
- ii. Use praise, rewards, and consequences consistently and fairly to support personal and social development.
- iii. Encourage reflection and ownership of behaviour, helping students to learn from challenges and celebrate progress.

2. Relevant policies and publications

This Policy is linked with and reinforced by other school policies and practices such as

- i. Online Safety Policy, BYOD (Sixth Form only) and Acceptable Use Guidance
- ii. Child Protection and Safeguarding Policy
- iii. Complaints procedure
- iv. Anti-bullying Policy

- v. PREVENT Policy
- vi. Mental Health & Wellbeing Policy
- vii. Use of Artificial Intelligence in School Policy

It should also be read in conjunction with the relevant parents' publications including the Rewards and Sanctions handbook. Relevant DfE publications include:

- viii. Behaviour in schools: advice for headteachers and school staff (updated February 2024) — DfE
- ix. School suspensions and permanent exclusions: statutory guidance — DfE (May / effective September 2023)
- x. Keeping children safe in education (KCSIE) — DfE (latest version)

3. Rewards

3a. Aims

The rewards system is designed to foster a positive, inclusive, and motivating environment that encourages all students to achieve their personal best—academically, socially, and personally. It celebrates individual strengths, acknowledges growth, and creates an atmosphere where every student feels valued and inspired to thrive.

3b. Core Principles

Excellence – students achieving excellence should be celebrated. Students seeing this are more likely in turn to be motivated to achieve excellence.

The most for those that need the most – some students face more barriers to success. We should positively discriminate in their favour in any rewards system to give them a greater sense of success.

Known and valued – every child has the right to be known and valued. We show we know them by using the rewards system to recognise how much we value them.

Collective Endeavour – all staff should recognise that it is their role to contribute to a culture of positivity and in doing so this makes it easier to others to do so – consistency is key to any behaviour system.

Professional Joy – rewarding students makes them feel happy. This makes staff feel happy.

3c. Reward Mechanisms

Points System

- i. Students earn points for achieving excellence in various areas, including academic success, personal growth, contribution to school life, and effort. Points can be awarded by any staff member.
- ii. These points are totalled up each week creating an ongoing weekly leaderboard.

- iii. At the end of the half term, the tutor group in each year group with the most points (minus behaviour points) will receive an award
- iv. The top 20 performing individuals in each year group will also receive a reward afternoon.
- v. This is celebrated in a half termly celebration assembly led by the year teams.
- vi. Also celebrated are different achievements and milestones. For example, recognition for being a leader. A physical and digital badge is created for this and given out in the assembly.
- vii. Each curriculum area will also choose a star of the half term and a rising star which will come with a certificate to be given out in the assembly.

4. Behaviour

Our behaviour system exists to create a calm, safe, and purposeful environment where every student can thrive. Its core purpose is not simply to manage behaviour, but to promote excellence by setting clear expectations and providing consistent support.

4a. Aims of Our Behaviour System:

High Expectations: We set ambitious standards for conduct, effort, and respect to ensure all students can focus on learning.

Safety: A predictable and well-managed environment helps students feel safe, both physically and emotionally.

Support: We recognise that all behaviour is a form of communication. Our system is designed to respond with support and guidance, not just sanction.

Excellence: By minimising disruption and reinforcing positive habits, we enable students to make the most of their education and achieve their full potential.

Compassion and insight: Our approach is rooted in understanding individuals, not applying a one-size-fits-all model. We aim to deal with behaviour in a way that shows care, builds relationships, and considers each student's context.

4b. In-Class Behaviour

In class-behaviour has a three-stage process

- 1) Stage 1
- 2) Stage 2
- 3) Removal from lesson

A Removal from lesson will be given for behaviours such as:

- Not following instructions from the teacher
- Persistent disruptive behaviour

Reacting badly to a warning or instruction

This list is not exhaustive.

Teachers may also give detentions for lack of effort in lessons.

4c. Out of lesson behaviour

Breaktime or lunchtime detentions will be given where students do not meet our expectations , for example:

- i. Being late to school
- ii. Poor behaviour on site
- iii. Internal truancy
- iv. Not wearing the correct uniform

This list is illustrative and not exhaustive. In cases of more serious or repeated breaches of expectations, longer detentions or other sanctions may be applied.

4d. Bullying

The school takes a zero-tolerance approach to all forms of bullying. Every student and staff member has the right to feel safe, respected, and valued.

Bullying—whether physical, verbal, relational, or online—is unacceptable and will be addressed promptly and consistently.

All reports of bullying will be taken seriously, investigated thoroughly, and followed by appropriate support and consequences. We expect all members of our community to contribute to a culture of kindness, inclusion, and mutual respect. Please see anti bullying policy for more information.

4e. Online Safety and Social Media Use

Students are expected to use all digital platforms and devices responsibly, respectfully, and in line with the school's values. Any online behaviour—including social media posts, messages, and shared content—that causes harm, disrupts learning, or damages the reputation or wellbeing of others is unacceptable. Students must not engage in cyberbullying, share inappropriate material, or use technology to intimidate, harass, or exclude others. Personal information should be kept private, and school-related content must only be shared with permission and in a positive, appropriate manner. The school may take action for online behaviour that occurs outside school if it impacts the safety or wellbeing of any member of the school community.

4f. Reasonable Force

In rare situations, staff may need to use reasonable force to ensure the safety of students and staff. We work within the parameters of the [government guidelines](#). We will always aim to use other means first and treat the use of reasonable force as a very last resort.

- i. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- ii. In a school, force is used for two main purposes – to control students or to restrain them, with a view to keeping them and others safe.
- iii. ‘Reasonable in the circumstances’ means using no more force than is needed.
- iv. Any member of school staff can use reasonable force if necessary and as described above.

4g. Search, Seizure and Confiscation

Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search: [Searching, Screening and Confiscation - GOV.UK](#).

In addition to the prohibited items listed in the document above, we also include any item which pupils have on their person which could cause disruption to the school day or could bring the school into disrepute as well as mobile phones not switched off and in students’ bags.

5. Students with SEND

Behaviour will always be considered in relation to a student’s SEND (see SEND Policy). If it is deemed that a student’s SEND has contributed to their misbehaviour, the school will consider this in responses and consider reasonable adjustments to sanctions.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate could include:

- i. Short, planned, movement breaks for a student whose SEND means they find it difficult to sit still for long
- ii. Ensuring a student with visual or hearing impairment is seated in sight of the teacher.
- iii. Adjusting uniform requirements for a student with sensory issues or a relevant medical condition.
- iv. Training for staff in understanding how different students with additional needs might require support to adhere to the behaviour policy.

6. Sanctions

Consequences will always be applied with professionalism, compassion, and an understanding of individual circumstances. Consequences are also given negative behaviour points which can be tracked by staff and parents.

6a. Detentions

Where necessary teachers and pastoral staff can use detentions as consequences. The focus should be on reflection and aim to help the student correct their behaviour.

Following guidelines from the DfE

- i. Teachers have a power to issue detention to students
- ii. The school should make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.
- iii. Parental consent is not required for detentions out of hours if the conditions above have been satisfied
- iv. With lunchtime detentions, staff will ensure that reasonable time is allowed for the student to eat, drink, and use the toilet
- v. School staff should not issue a detention where they know that doing so would compromise a child's safety.
- vi. Detentions are issued and scheduled according to our behaviour policy to ensure consistency for all students; therefore, they cannot be changed based on parental convenience.

If a student fails to attend a 60 minute after-school detention it will result in the student being placed in the removal room the next school day

7. Internal Suspensions

Internal Suspensions are used when a student has failed to meet expectations in a serious or repeated way and needs time away from the main school environment to reflect and reset.

7a. When is an Internal Suspension used?

- i. For behaviour that is serious but does not meet the threshold for a fixed-term external suspension
- ii. As an escalated response when previous interventions (e.g., detentions, removals) have not led to improvement
- iii. The decision for an internal suspension will be made by the pastoral team or SLT.
- iv. A formal letter will be sent to parents/carers outlining the details.

7b. Student Placement in B4 (Removal Room)

- i. The student will spend the full day in B4 under supervision.
- ii. Appropriate work will be provided by subject teachers to ensure learning continues.
- iii. The student will spend dedicated time with the Inclusion Manager, discussing the incident(s) and working through strategies to improve behaviour. This may include restorative conversations, behaviour targets, or further support planning.

8. Suspension

8a. Behaviours Leading to Suspension

Suspension may be considered for serious breaches of school rules, including but not limited to:

- i. Persistent defiance or disruption
- ii. Physical or verbal abuse of staff or students
- iii. Bullying or harassment
- iv. Possession of prohibited items (e.g., weapons, drugs)
- v. Vandalism or theft
- vi. Any other serious incident that compromises the safety and wellbeing of the school community

The decision to suspend a student is made by the Headteacher or Deputy Headteacher, based on the severity of the behaviour and any prior incidents. The decision can be made in respect of behaviour inside or outside of school.

The Headteacher will ensure that all appropriate procedures and policies are followed. Staff will follow a check list to ensure everything is done correctly. This is in appendix 1.

Students will be provided with appropriate work to complete at home

A reintegration meeting must take place before the student returns to lessons.

The purpose of the meeting is to reflect on the behaviour that led to suspension, set expectations and targets for future conduct and offer support to prevent recurrence

8b. Students at risk of Exclusion

If a student is at risk of permanent exclusion the student is likely to be referred to the Central Durham Behaviour Panel of local schools, Local Authority personnel and external agencies, in an attempt to find a solution that does not involve a permanent exclusion (such as a Managed Move or Alternative Provision). The decision to refer a student to the Behaviour Panel will be taken by the Pastoral Team. The Director of Inclusion will normally represent the School at Inclusion Panel meetings

9. Permanent Exclusion

9a. Authority and Grounds for Exclusion

- i. Only the Headteacher (or acting Headteacher) can permanently exclude a student on disciplinary grounds.
- ii. Exclusion may be based on behaviour inside or outside school.
- iii. Permanent exclusion is considered a last resort.
- iv. Schools must not discriminate based on protected characteristics (e.g. disability, race).
- v. The Headteacher must consider fair treatment for vulnerable groups, especially students with an EHC plan or looked-after children.

9b. Criteria for Exclusion

Exclusion is appropriate only in response to:

- i. Serious or persistent breaches of the school's behaviour policy.
- ii. Situations where the student's continued presence would seriously harm the education or welfare of others.

Pre-Exclusion Considerations Before excluding a student, the Headteacher must:

- i. Review all relevant facts and evidence, including provocation.
- ii. Allow the student to share their version of events.
- iii. Consider if the student has special educational needs (SEN).
- iv. Consider if the student is vulnerable (e.g. has a social worker or is looked-after).
- v. Explore alternative solutions such as off-site direction or managed moves.

9c. Informing Parents

When a student is excluded, parents must be informed without delay. They will receive:

- i. Written reasons for the exclusion.
- ii. Confirmation that the exclusion is permanent.
- iii. Information on their right to make representations to the governing board and how the student may be involved.
- iv. Instructions on how to make representations.
- v. Notification of any legal requirement for the governing board to consider reinstatement, and their right to attend and be represented at the meeting.
- vi. The option to request remote access for the meeting
- vii. A reminder of their legal duty to ensure the child is not in a public place during school hours for the first 5 school days (or until alternative provision starts), with potential penalties for non-compliance.

9d. Informing Governing Body and Local Authority

The Headteacher must notify the Chair of Governors immediately about:

- i. Any permanent exclusion.
- ii. Any exclusion/suspension that totals more than 5 school days (or 10 lunchtimes) in a term.
- iii. Any exclusion/suspension that causes a student to miss a National Curriculum test or public exam.

The Local Authority (and if applicable, the Virtual School Head and social worker for looked-after children) must be informed of all exclusions, including the reason and duration. If the student resides in a different local authority, that authority must also be notified.

Governing Board's Duty to Consider Exclusion

The Exclusions Committee must review parental representations and consider reinstatement within 15 school days if:

- i. The exclusion is permanent.

- ii. The exclusion/suspension totals more than 15 school days in a term.
- iii. The exclusion/suspension causes the student to miss a public exam.

If the exclusion is between 6 and 15 days in a term and parents make representations, the board must decide on reinstatement within 50 school days.

If the exclusion totals 5 days or fewer in a term:

- i. The board must consider any parental representations.
- ii. A meeting must be arranged within a reasonable timeframe.
- iii. The board may consider reinstatement.

9e. Independent Review

IRPs contribute to a robust process of scrutiny to ensure that exclusions are lawful, reasonable, and procedurally fair. If parents/carers apply for an independent review within the legal timeframe, the Academy Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board its decision to not reinstate the student 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.

The school and Academy Trust will follow the guidance on independent reviews as laid down in “Suspension and Permanent Exclusion from schools and academies”: September 2022.

9f. The education of pupils who have been suspended or permanently excluded

There is a statutory duty on governing boards to arrange full time education from the sixth day of a suspension or a permanent exclusion. In the case of a looked-after child or child with a social worker, the school and the local authority will work together to arrange alternative provision from the first day following the suspension or permanent exclusion.