Title and Description	**Behaviour Management, Suspensions and Exclusions Policy**

Date of last review	October 2026
Approved by	The Trust Board
To be reviewed by	Local Governing Board
Responsibility	Headteacher
Review period	Annually
Date of next review	September 2027

Behaviour Management, Suspensions and Exclusions Policy

Below is an AI Summary of this policy:

Purpose and ethos

The policy aims to create a calm, safe, inclusive and purposeful school environment in which behaviour is explicitly taught rather than simply expected. It is rooted in the five school values (below).

A central feature is the Taught Behaviour Curriculum, through which students are explicitly taught, modelled and given opportunities to practise being Ready, Respectful and Responsible

Rewards

The rewards system is intended to recognise achievement, effort, personal growth and contribution to school life. Students receive points, including for demonstrating the 3 Rs, and these contribute to weekly and half-termly recognition.

Behaviour expectations

In lessons, behaviour is addressed through a three-stage system: Stage 1, Stage 2 and removal from the lesson.

Outside lessons, after-school detentions can be issued for various behaviours. More serious or repeated incidents can lead to escalating sanctions.

Bullying and online behaviour

There is a zero-tolerance approach to bullying. Students are also expected to behave responsibly online. The school may respond to behaviour occurring outside school where it affects the safety or wellbeing of members of the school community

SEND and individual needs

Behaviour must be considered in the context of a student's SEND and individual circumstances. The Taught Behaviour Curriculum is specifically intended to help SEND and disadvantaged students.

Sanctions and detentions

Sanctions should be applied with professionalism, compassion and consideration of individual circumstances. After-school detentions do not normally require parental consent.

Internal and offsite provision

An internal suspension/Reflection Room may be used for serious or repeated behaviour that does not warrant an external suspension, or where previous interventions have not worked. The policy also introduces offsite placements at another educational setting as an intervention.

Suspension

Suspension may be considered following a serious breach or persistent breaches of the policy.

Students at risk of permanent exclusion

Students approaching permanent exclusion may be referred to the Central Durham Behaviour Panel to explore alternatives such as a Supported Offsite Placement (SOP) or alternative provision.

Permanent exclusion

Permanent exclusion is presented as a last resort for serious or persistent breaches, or circumstances where allowing a student to remain would seriously harm the education or welfare of others.

Values and Ethos

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

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.

We recognise that positive behaviour should not be assumed; it should be explicitly taught, modelled, practised and reinforced. Through our Taught Behaviour Curriculum, students are educated in what it means to be Ready, Respectful and Responsible in all aspects of school life. Staff receive ongoing training to ensure expectations are taught consistently and that students receive the same messages in every area of the school.

We recognise that some disadvantaged students may not have had the same opportunities to develop behavioural habits and routines that support success in school. Our Taught Behaviour Curriculum therefore ensures that all students are explicitly taught the behaviours that will help them thrive both in school and beyond.

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 —School suspensions and permanent exclusions: statutory guidance (July 2026) – DfE
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

Rewards form an important part of our Taught Behaviour Curriculum. Students are recognised and celebrated for consistently demonstrating the school values of being Ready, Respectful and Responsible. By acknowledging these behaviours, we reinforce the habits and routines that contribute to a positive learning environment and support students in developing successful lifelong behaviours.

Points system

i. Students earn points for achieving excellence in various areas, including the 3 Rs (Ready, Respectful and Responsible), 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.

Our approach is underpinned by a Taught Behaviour Curriculum. We believe that behaviour, like any other aspect of education, should be explicitly taught. Students are regularly taught, modelled and given opportunities to practise what it means to be Ready, Respectful and Responsible in classrooms, corridors, social times, assemblies, educational visits and the wider community.

4a. Aims of our behaviour system:

High expectations and excellence: We set ambitious standards for conduct, effort and respect to ensure all students can focus on learning and achieve their full potential. Through our Taught Behaviour Curriculum, we explicitly teach behavioural expectations rather than assuming students already know them. Students are taught what it means to be Ready, Respectful and Responsible in different situations, enabling them to develop positive habits, self-regulation and the character needed for future education, employment and adult life.

Safety and consistency: A predictable and well-managed environment helps students feel safe, both physically and emotionally. All staff are trained in the school's Taught Behaviour Curriculum and use consistent language, routines and expectations so that students experience clarity, fairness and consistency across all areas of school life.

Support, compassion and understanding: We recognise that all behaviour is a form of communication. Our system is designed to respond with support and guidance, not just sanction. Our approach is rooted in understanding individuals rather than 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 circumstances, whilst maintaining high expectations for all.

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

After school detentions will be given where students do not meet our expectations , for example:

i. Being late to school or lessons
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.

The Taught Behaviour Curriculum benefits students with SEND and disadvantaged students by ensuring expectations are made explicit, modelled clearly, revisited regularly and supported through reasonable adjustments where appropriate. Staff will use adaptive approaches whilst maintaining high expectations for all students.

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. Detentions are scheduled in line with the school's behaviour procedures to ensure consistency. Whilst parental convenience will not normally be a reason for rescheduling a detention, the school may exercise discretion where safeguarding, welfare or exceptional circumstances apply.

If a student fails to attend a 30 minute after-school detention it will result in the student being placed in the removal room the next school day and detention that night.

6b. Internal Suspensions (Removal room provision)

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.

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.

Student placement in the Reflection Room

i. The student will spend the full day in the Reflection Room 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.

6c. Offsite suspensions

Offsite suspension may be used where a student continues to fail to meet the school's expectations and previous interventions have not secured sustained improvement. The purpose of an offsite is to improve behaviour and prevent further escalation of concerns. It is not a 'suspension' and will only be used where the school believes that a temporary placement in another educational setting is in the best interests of the student and the wider school community.

The decision to use an offsite will be made by a senior leader. The placement will normally take place at a local school and will be for a specified period of time.

During the placement:

i. The student will be supervised at all times by the host provision.

ii. Appropriate work will be provided to ensure learning continues.

iii. Clear behavioural targets and support strategies will be established to help the student successfully return to their usual school environment.

iv. Parents/carers will receive notification of the placement, including its purpose, duration, location and reporting arrangements, with at least two school days' notice wherever required by statutory guidance.

v. Parents/carers are expected to ensure that their child attends the placement and to make appropriate travel arrangements unless alternative arrangements have been agreed with the school.

vi. A reintegration meeting will take place before a student returns to lessons following an offsite. The purpose of the meeting is to reflect on the behaviour that led to the offsite, identify any support required, discuss reasonable adjustments where appropriate, set clear expectations and targets for future conduct, and plan for a successful return to school with the aim of preventing recurrence.

6d. Suspension

Behaviours leading to suspension

Suspension may be used where there has been a serious breach, or persistent breaches, of the Behaviour Policy and where allowing the student to remain in school would seriously harm the education or welfare of the student or others, 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 a senior leader acting with delegated authority from the Headteacher (this will normally be a 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. All decisions regarding suspension and permanent exclusion will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances of the student and the wider interests of the school community.

The Headteacher will take reasonable steps to consider the views of a child's social worker and the Virtual School Head where applicable

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. In reaching decisions regarding suspension, the Headteacher will consider all available evidence and determine the facts on the balance of probabilities.

In making any suspension or permanent exclusion decision, the Headteacher will consider the student's age, any SEND, whether the student is vulnerable, has a social worker, is looked after, or has an Education, Health and Care Plan, and whether alternative strategies or interventions have been considered where appropriate.

Students will be provided with appropriate work to complete at home.

A reintegration meeting will take place before a student returns to lessons following a suspension. The purpose of the meeting is to reflect on the behaviour that led to the suspension, identify any support required, discuss reasonable adjustments where appropriate, set clear expectations and targets for future conduct, and plan for a successful return to school with the aim of preventing recurrence.

6e. 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 Supported Offsite Placement (SOP) or Alternative Provision). The decision to refer a student to the Behaviour Panel will be taken by the Pastoral Team and AHT. The AHT will represent the School at Inclusion Panel meetings.

Any SOP will be voluntary and undertaken only with the informed agreement of parents/carers and the receiving school, in line with DfE guidance.

7. Permanent Exclusion

Permanent exclusion is a serious sanction and will only be used as a last resort where allowing a student to remain in school would seriously harm the education or welfare of others, or where there has been a serious or persistent breach of the school's Behaviour Policy. All decisions regarding permanent exclusion will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances of the student and the wider interests of the school community. Only the Headteacher (or a senior leader acting with delegated authority from the Headteacher) can permanently exclude a student on disciplinary grounds.

7a. Authority and grounds for exclusion

Only the Headteacher (or acting Headteacher) can make the decision to permanently exclude a student on disciplinary grounds. A permanent exclusion may be issued in response to behaviour occurring in school or outside of school where it is reasonable for the school to take action. Permanent exclusion will always be considered a last resort.
Before making a decision, the Headteacher will consider all relevant facts and evidence, including any mitigating circumstances, and will determine the facts on the balance of probabilities. Consideration will also be given to the student's views, any special educational needs or disabilities, whether the student is vulnerable, has a social worker, is looked after or previously looked after, and any other relevant information. The school will not discriminate against any student on the basis of a protected characteristic.

Where appropriate, alternative strategies and interventions, including a SOP or additional support, will be considered before a permanent exclusion is issued. A SOP will only take place with the informed agreement of parents/carers, the receiving school and, where appropriate, the student.

7b. **Informing parents and carers**

Where a decision is made to permanently exclude a student, parents/carers will be informed without delay and provided with written confirmation.

. Written confirmation will include:

i. The reasons for the permanent exclusion.

ii. Information about their right to make representations to the Governing Board.
iii. Information about how those representations can be made.
iv. Details of any meeting that the Governing Board is legally required to hold.
v. Information about the right to attend, be represented and request remote access to meetings where permitted.
vi. Information concerning the parents' legal responsibility to ensure their child is not present in a public place during school hours during the first five school days following the exclusion, unless alternative provision has been arranged.

7c. **The role of the governing board and local authority**

The Headteacher will notify the Governing Board and the Local Authority of all permanent exclusions in accordance with statutory requirements. Where relevant, notification will also be shared with the student's social worker, the Virtual School Head, and any other agencies involved in supporting the student.

The Governing Board will consider all permanent exclusions within the timescales set out in statutory guidance. In carrying out this function, Governors will review all relevant information, consider any representations made by parents/carers and determine whether the student should be reinstated.

7e. Independent review

If the Governing Board decides not to reinstate a permanently excluded student, parents/carers have the right to request an Independent Review Panel within the statutory timescales.

The purpose of the review is to consider whether the decision was lawful, reasonable, fair and procedurally correct. The school and Academy Trust will follow the requirements outlined in the Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement statutory guidance

7f. Education during suspension and permanent exclusion

The school recognises the importance of minimising disruption to a student's education. Appropriate work will be provided during the initial period of any suspension or following a permanent exclusion.

In line with statutory requirements, full-time education will be arranged from the sixth school day of a suspension or permanent exclusion. For looked-after children and children with a social worker, the school and Local Authority will work together to secure suitable education from the first day wherever possible

Appendix 1 – Suspension Checklist

Have meetings/discussions taken place between the relevant pastoral colleagues as to who will do what, and how this will be communicated?

Was it a one-off incident or a series of incidents over time? Does the student need to be isolated while an investigation takes place?

Has evidence been gathered from every appropriate witness? Is there a clear rationale for the suspension?

Would an alternative sanction be more appropriate?

Have any reasonable adjustments been made in connection with student needs (PP or SEND)?

Has communication been made with parents/carers?

Does the student know why they are being suspended?

Have staff been informed?

Has attendance officer been informed regarding official paperwork?

Have arrangements for work/transport/6th day provision been made?

Has a reintegration meeting been arranged?

What further support does the student need to prevent a reoccurrence?

Do staff need further guidance on classroom routines/management?

Has everything been recorded appropriately?