



Promoting Positive Behaviour Policy 2023 2024

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1. Introduction

The Foundation means the Mill Hill School Foundation. St. Joseph's In The Park is one of the Foundation's schools.

This policy document operates in accordance with relevant legislation and the guidance given by the Department for Education (DfE) in Behaviour and Discipline in Schools' (2014) and in compliance with the Requirements for children with learning difficulties and/or disabilities given in the Equality Act 2010. The Protected Characteristics under this act are:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

This policy is to be read in conjunction with the following policies:

- Anti-Bullying
- Attendance and Punctuality
- Disability
- Educational Visits
- Online Safety Policy
- Expulsion, Removal and Review
- Safeguarding and Protecting the Welfare of Pupils
- Restraint and the Use of Reasonable Force
- Searches guidance
- Smoking, Alcohol, Drugs and Other Substance Abuse

2. Aims and Objectives

The key principle is to promote and sustain positive behaviour through the following aims and objectives:

- It is a primary aim of our school that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Positive and constructive behaviour management begins in the EYFS and continues throughout the school. In an age-appropriate way we use a range of techniques such as



positive reinforcement, good role models, leading by example, the setting of clear boundaries, distraction and pre-empting negative behaviour.

- Communication with parents plays a significant role, especially in the EYFS. Although the vast majority of issues are dealt with during the day, should it be necessary, parents are informed at pick up of any negative behaviour and we encourage parents to reinforce positive attitudes at home.
- Starting in EYFS and moving through to the KS1s and beyond to the KS2s, working long term with the parents ensures that the children's behaviour develops in a positive and constructive way.
- The school expects every member of the community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The school does not use corporal punishment.

3. Definition of Roles

Governing Body

- Sets the policy for the management of behaviour in the School
- Governors have a role in reviewing the decisions of the Head in respect of exclusions
- Determines complaints of parents/carers of pupils in the School

The Head

- Is responsible to the Governing Body for the good order and discipline of pupils at the School
- The Head maintains oversight of the operation of this policy and may review the decisions of other staff in respect of discipline
- The Head alone has the legal authority to exclude pupils from the School or to permanently withdraw a boarding place from a boarder
- The Head frequently meets with pupils who deserve commendation for their effort and/or achievements

The Assistant Head (Pastoral, or otherwise appointed)

- Is responsible to the Head for good order and discipline in the School as a whole
- This person is responsible to the Head for the welfare of all pupils, and specifically for ensuring the effectiveness of any reasonable specialist provision that a pupil may require



- Other members of Senior Leadership Team are to support the Assistant Head (Pastoral, or otherwise appointed) and Head in the implementation of this policy

Head of Lower School and Heads of Year

- Are responsible to the Deputy Head (Pastoral, or otherwise appointed) for the attainment, good order and discipline of pupils allocated to their year group at all times
- They support Heads of Department in ensuring good conduct of pupils in lessons

Heads of Department

- Are responsible for the attainment, good conduct and discipline of pupils in lessons and in their subject areas
- They support members of their department in ensuring good behaviour in lessons which are conducive to learning and teaching

Tutors

- Are responsible for monitoring the behaviour of the members of their tutor groups and identifying patterns which may require intervention
- They also give praise and support to their pupils and may recommend them for House or School rewards
- The tutor works with the pupil to resolve problems
- The tutor informs the Head of Year or Head of Lower School if there is a recurring problem or when sanctions are becoming excessive

Classroom Teachers

- Are responsible for the behaviour of pupils in their classroom, with the support of Heads of Department and other more senior staff
- They may impose low level sanctions and recommend that a pupil receives a mid-range sanction e.g., After School Detention.

ALL staff, teaching or otherwise, have a role to play in promoting the values of the School and upholding the principles set out (the Promoting Positive Behaviour strategy). All staff should follow the reporting and referral procedures to ensure that poor behaviour is dealt with at the correct level.

Parental/Guardian Involvement Throughout a child's time at St Joseph's in The Park, we aim to work in partnership with parents, guardians and carers to ensure that continuity of care and the careful management of each stage of a child's development is achieved and open and friendly communication is encouraged. The School firmly believes that parental involvement with the School and the child's education has a positive effect on the child's progress and development. Children benefit enormously from the knowledge and security that the School and their parents/guardians/carers are working together to support, encourage and recognise



their endeavours and achievements. This is equally true as we work to resolve difficulties they may have or mistakes they might make.

4. Promoting Positive Behaviour

In order to promote positive behaviour, the Mill Hill School Foundation endeavours to establish strong and mutually respectful relationships between all staff and pupils. We endeavour to provide teaching which is lively, purposeful and engaging. We seek to create an environment where praise, rewards and recognition are given generously where earned and where sanctions, when deserved, are imposed justly, swiftly and consistently, giving pupils a chance to reflect and learn from their mistakes. For this to happen:

Staff will

- Ensure that full induction procedures are in place for newly qualified and inexperienced teachers (along with a support programme), all incoming experienced staff and graduate assistants
- Ensure that systems of communication with, and between, staff on disciplinary matters is effective
- Ensure that this policy is implemented in all Departments and by all staff

The Deputy Head (Pastoral, or otherwise appointed) will

- Take the lead on the management of behaviour within the school
- Ensure that School punishments are used equitably across the School and that pupils are rewarded for positive behaviour as well as sanctioned for poor behaviour

Heads of Year will

- Promote good relationships between pupils and between staff and pupils
- Monitor the behaviour of pupils and give rewards or sanctions as appropriate Heads of Department will (within their Departments)
- Encourage positive teaching and learning and good relationships between staff and pupils
- Provide support for teachers and other staff to maintain good discipline
- Use systems of recognition appropriate to their departments

5. Recognition and Rewards

The vast majority of pupils display high levels of positive behaviour at St Joseph's in The Park at all times.

Our rewards system allows pupils, teachers, and their parents/guardians to see how well children are progressing in their subjects and where they are producing sustained good work, effort and progress.



St Joseph's in The Park recognises that a key part of developing the potential of our young people is giving encouragement and praise. Praise is a key component of the recognition and rewards system along with good teaching and good staff/pupil relationships.

6. System of Recognition and Rewards

We praise and reward children for good behaviour in a variety of ways:

These are in line with the school's aims of:

1. Be Kind
 2. Be Adventurous
 3. Be Yourself
- Teachers congratulate children
 - The children can climb the "Steps for Success" class mountain for good behaviour, effort, and work. These are linked to the school's learning habits of:
 1. Adaptability
 2. Curiosity
 3. Determination
 4. Responsibility
 5. Reflectiveness

There are five steps to climb in each learning zone.

1st Zone: Discovery

2nd Zone: Explorers

3rd Zone: Adventures

4th Zone: Summit

- We distribute "house points" to children from Y1 to Y6, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Excellent pieces of work can be celebrated with the headmaster.
- Friday Assembly celebrates achievements of children in all classes both inside and outside school. House Point totals are announced, and a Headmaster's award is made to one child per class.
- Termly Headmaster's lunch; one child per class is invited to join the Headmaster for lunch as recognition of an outstanding contribution to school life.

The Mill Hill School Foundation will always take into account, offer additional support and make reasonable adjustments with regard to children with special educational needs, disability and those children who are vulnerable when implementing the Promoting Positive Behaviour Policy.



7. Consequences of Poor Behaviour

We recognise that pupils can sometimes get things wrong when it comes to their behaviour, conduct and decision making, and that it is our responsibility to help pupils learn from these mistakes.

We aim to take a sympathetic and restorative approach to how we manage undesirable behaviour, while remaining firm and consistent in our application.

The use of disciplinary sanctions will be reasonable and proportionate to the circumstances and staff will apply them consistently and fairly. Account will be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. The **Behaviour Management Flowchart** at the end of the policy summarises the following sanctions.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we separate the child from the rest of the class until he/she calms down and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child the class teacher records the incident and applies an appropriate sanction, such as the withdrawal of free time. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- If a pupil is found to have made a malicious accusation against a member of staff then the Headmaster handles the disciplinary procedure (or in the case of an accusation against the Head, the Chair of Governors). A malicious accusation is considered to be serious enough to call an immediate meeting with parents.
- KS2 pupils can have free time withdrawn at any time.



- Individual Goal Cards are used to promote and reward desirable behaviour. They are used for a fixed term and reviewed by class teacher who reports successes to the Assistant Head.
- Report Cards are utilised to monitor the behaviour and attitude of pupils in KS1 and KS2. A pupil for whom it is deemed necessary, when other sanctions have not had a positive effect on behaviour, is required to carry a Report Card for a week. The card is signed by the teacher after each lesson and is monitored by the Class Teacher and Parents daily. A member of SMT will review the progress of the pupil through the week and sign the card at the end of the week. If a satisfactory improvement has been noted, then the pupil is no longer required to carry the card. If, however, it is necessary, the pupil may have to carry the card for a subsequent week.
- If the Report card has not been seen to have worked then the Headmaster may take the decision to exclude a pupil for a fixed period or revisit other steps in the **Behaviour Management Flowchart**.
- The Headmaster may also take the decision to exclude a pupil without recourse to the Report Card. The pupil's parents/carer will be contacted for a meeting to discuss the next step in managing pupil behaviour and whether exclusion is appropriate and what form it would take. The child's welfare must always be the prime consideration. For additional information on the process of exclusions, please see the **Behaviour Management Flowchart**.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

Pre-emptive steps to follow to avoid the use of sanctions

- Ensure pupils know the school and classroom rules;
- Provide clear messages about their routines and order of day using visual timetables
- Allow pupils to assume responsibilities and involve them actively in lessons
- Encourage children to identify how they can give their best effort.
- Make active use of 'zones of regulation' to recognise and name emotions which may lead to poor behaviour, guiding pupils to develop self-control and regulation;
- Ensure that the relationship between teacher and pupil is warm, friendly, respectful and professional;
- Reward pupils for good work, positive behaviour and any other appropriate positive reason, using specific and quantitative praise;



- Listen to all accounts before making judgements;
- Be fair and consistent when dealing with pupils, applying this policy will help achieve this;
- Be courteous and polite to pupils, refer to them by their forenames and expect pupils to address staff and visitors in a respectful manner (Mr, Miss, Mrs, Ms). The vast majority of our pupils respond positively to "please" and "thank you" and will respond in an equally courteous manner;
- Members of staff should never shout or lose their temper or use abusive or sarcastic language. It is essential to remain calm and maintain control of the situation;
- Use the STOP, THINK, CHOOSE approach

Applying the use of sanctions

- Make it clear during any clarification that it is always in a pupil's best interests to tell the truth, and that the pupil's honesty will be reflected in any sanction that is eventually applied;
- Make it clear, where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil;
- Avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour;
- Avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding;
- Wherever possible, avoid whole-group sanctions;
- Do not apply any further sanctions such as finishing work at break time or missing break, without consultation with the Assistant Head (Pastoral).
- Use sanctions in conjunction with appropriate skilled dialogue, to help the pupil to learn from mistakes, and recognise how they can improve their behaviour;
- When appropriate, use sanctions that put right harm caused by unacceptable behaviour;
- Never issue a sanction that is humiliating or degrading – or delivered in a humiliating or degrading way;
- Never send a child to be out of class or left in class unsupervised.
- Apply sanctions in a calm and controlled manner;
- Ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used;
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour; Use the STOP, THINK, CHOOSE approach
- ALL sanctions should be related to the behaviour the child is demonstrating, not to the child personally.



Recording Sanctions. Ensure that all sanctions are recorded on iSAMS.

Parents should be kept informed of interventions (if level 1 interventions are having no impact) and the school should try to work in partnership with parents to help to improve children's behaviour.

All communications with parents should be recorded on the Parent Communication Form (academic) or CPOMS (pastoral). A hard copy of this is kept in the child's file. Concerns about behaviour should, be logged on my concern and sanctions recorded on isams.

If the behaviour of a pupil is considered to be sufficiently extreme, the Head of Lower / Head of Year or the Assistant Head (Pastoral) must be informed.

Removing pupils from class - In extreme cases of bad behaviour, where the learning of others or the Health and Safety of others is affected, a pupil may be removed from the classroom for the duration of the lesson. The subject teacher should bear in mind that they have responsibility for all of their class and must never leave a pupil unsupervised. Pupils must be accompanied by an adult to one of the Deputy Heads, Heads of Year or Head of Lower School. Or if this is not possible the member of staff should email SMT to request support.

Staff should consider whether there are any safeguarding implications for the pupil/s involved in relation to Child on Child Abuse guidelines in accordance to the schools policies on **Anti Bullying** and **Safeguarding and Protecting the Welfare of Pupils**. Both policies are available on the school website.

8. Special Educational Needs (SEN)

All members of staff will be aware of children with Special Educational Needs or Disabilities (SEND) and will adjust their approach to the behaviour of these children in order to educate, rather than sanction. Teachers and Assistants take into account any diagnosed or potential special educational needs that may affect a child's understanding of social situations and appropriate behaviour or reactions. (All staff members can approach the SENDCO to seek support and/or advice on how to appropriately support a child with SEND in their care). Staff to be aware about the perception of behaviour if a child is SEN when they have been the victim.

Children for whom the sanctions and or praise process does not apply – not formally SEND. There are always children for who the standard praise and sanctions do not apply. In these instances, staff are to use their knowledge of the child, the child's needs and any behaviour



plans already in place to support behaviour. In most cases these children will have a case worker (Deputy Head, Assistant Head Pastoral, Play therapist) who will support the child if their threshold has been reached.

9. Bullying

Bullying is defined as any intentional behaviour that physically, verbally or indirectly hurts or injures another individual or group; that threatens or frightens; that is demoralising or humiliating; that psychologically hurts or injures.

KCSIE states that:

“All staff should be aware that children can abuse other children (referred to as child on child abuse)

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals”.

Promotion of the anti-bullying message is through a variety of mechanisms including:

- Annual Safeguarding briefing for all staff which refers to The Foundation Anti-Bullying Policy;
- PSHE lessons / Assemblies/circle time;
- Staff and pupil training;
- Raising awareness of bullying during National Anti-Bullying Week
- Involvement of all members of the School community. Caterers and grounds staff may notice things that others do not;
- School Councils;
- Guest speakers to talk to pupils and parents;
- Awareness of areas around school where bullying may occur.



Bullying is taken seriously at St Joseph's in the Park and all staff are aware of what steps to take;

1. Staff member alerted will ascertain all the facts from the pupils involved
2. Deputy Head will co-ordinate the investigation.
3. The Head will be informed at an appropriate stage in the investigation;
4. The investigation will be thorough, timely and pupil interviews will be conducted in accordance with the clearly set out guidelines. If, as a result of the investigation, any safeguarding issues arise, these will be reported immediately to the appropriate person;
5. Parents will be informed as soon as possible of their child's potential involvement;
6. A summary of the outcome of the investigation will be compiled by the investigator and sanctions/additional support (for the victim/bully) agreed. These will be on a case by case basis.
7. Parents will be informed of any action to be taken re: their child;
8. The incident will be (confidentially) recorded and a copy placed on the pupil's file;
9. A log of bullying incidents is held by the Head.
10. Following an incident of bullying full pastoral care is given to both children through the therapeutic services offered in school.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it may be difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see **Anti-Bullying Policy**).

10. Use of Physical Intervention

The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.

Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from committing an offence, injuring themselves or others or destroying property". Staff are aware of guidance in Hertfordshire's Policy on Physical Restraint in Schools at [Behaviour: policies and guidance - Hertfordshire Grid for Learning \(thegrid.org.uk\)](https://www.thegrid.org.uk). All staff are reminded of the guidance at regular intervals.

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.



11. Corporal Punishment

There is no corporal punishment at The Mill Hill School Foundation, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by The Mill Hill School Foundation including any acting in loco parentis such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are based on the DfE Guidance, 'Use of Reasonable Force in Schools', noted in the Foundation's Restraint Guidance document.

12. Fixed-term and Permanent Exclusions

At St Joseph's In The Park, we value a positive and nurturing learning environment that encourages the holistic development of each child.

In instances where a student's behaviour significantly disrupts this environment, we have a graduated system of exclusions to address the issue. Our policy encompasses three levels of exclusion, each tailored to the severity of the behaviour displayed.

Level 1 involves a temporary removal from the classroom, providing the student with an opportunity to reflect on their actions and work on improving their behaviour.

Level 2 entails a short-term exclusion from school premises, allowing the child to receive additional support and intervention to address the underlying causes of their behaviour.

Finally, level 3 encompasses a more prolonged exclusion, which may be necessary if the student's behaviour poses a serious risk to themselves or others.

Actions that may warrant an exclusion include persistent defiance of school rules, physical aggression, bullying, substance abuse, or any behaviour that significantly undermines the well-being or safety of the school community. Our aim is to guide students towards making positive choices and providing them with the necessary support to reintegrate successfully into our school community.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance "Exclusion From Maintained Schools, Academies & Pupil Referral units In England" (DfE, April 2012). We refer to this guidance in any decision to exclude a child from school which can be found at www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/

Only the Headmaster (or the acting Head) has the power to exclude a child from school. The Headmaster may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headmaster may request that parents remove



their child permanently. It is also possible for the Headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headmaster excludes a child, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headmaster makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headmaster informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headmaster.

The governing body convenes an Appeals Panel which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headmaster must comply with this ruling.

If a pupil is expelled there will be no refund of acceptance fee or fees for the current or past terms (see Parent Contract Section G, para. 58)

13. Drugs & Alcohol

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the medical room for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a trained first aider. Parent / Carers must complete a permission form for staff to administer medication. These forms are held in reception and the medical room.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any individual who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. They will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the Headmaster. If the offence is repeated, the child will be permanently excluded. With adults, normal disciplinary procedures will be followed.

14. Monitoring Behaviour in School

The Headmaster monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.



The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmaster records those incidents in which a child is sent to him/her on account of bad behaviour or is withdrawn from free time. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors each have a book with written details of any incident which are transferred into the incidents book that is kept by the Head of Pastoral Care.

The Headmaster keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

The DSL and the Head review and evaluate to see if there are any patterns in behaviour which may need further investigation.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by The Equality Act (2010), and the guidance from The Equality & Human Rights Commission: "What Equality Law Means For You As An Education Provider: Schools".

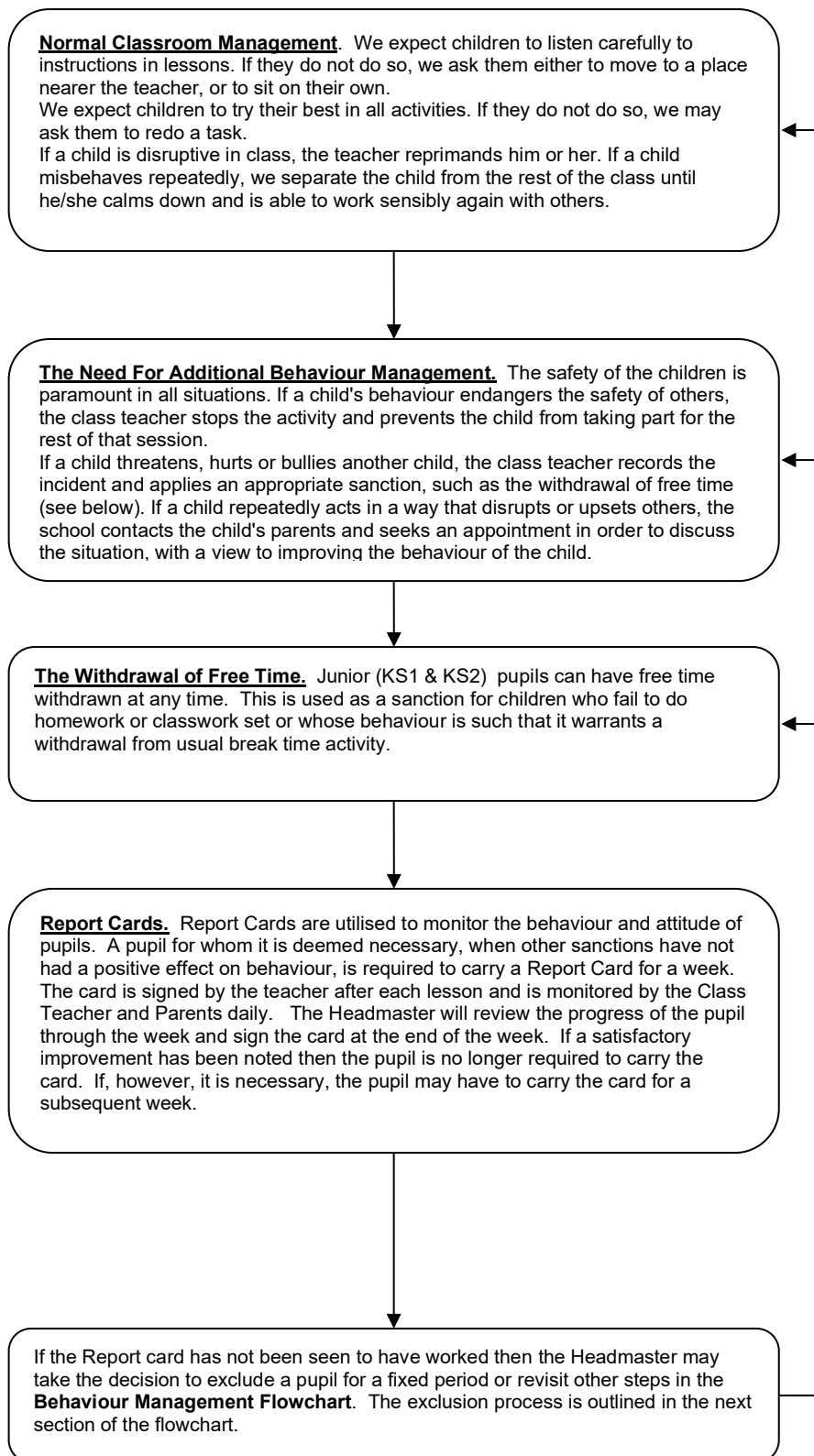
15. Review

This Policy is reviewed annually.

This Review: November 2023

Next review: Autumn 2024

Appendix 1: Behaviour Management Flowchart



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