



Yavneh
College

Behaviour Policy

Approved July 2024

Introduction

Yavneh College is an Orthodox Jewish school that sees good behaviour as an integral part of the ethos of the school. Yavneh College is a modern, supportive learning environment based on traditional Jewish values, where all pupils are able to maximise their potential, help others and take advantage of every opportunity offered. The concept of the Yavneh Way is formulated from our school motto '*olam chesed yibaneh – the world is built on kindness*' and forms the basis of our ideas on appropriate pupil behaviour and how we manage pupil behaviour. In every area of school life, we believe that the Yavneh Way is to demand:

- Respect
- Kindness
- Politeness
- Courtesy

We believe that all members of the school community have the right to work in a respectful, calm atmosphere without fear of bullying or disruption. We also believe that role modelling is central to the building of sound relationships between pupils and staff at our school. It was Hillel, in the first century who stated that the Torah commands us to:

'Love your neighbour as yourself' (Vayikra 19)

Hillel stated that this is the most central element of Jewish practice, in essence it should be understood as, '*don't do to someone else that which you would not want them to do to you*'. This maxim should be at the heart of everything we do if we wish to teach pupils the principles of mutual respect and teamwork.

We believe the most effective of all behaviour management strategies is to create a culture in which pupils value good behaviour so that it becomes the norm and our classrooms all become places of endeavour and success. The 'warm-strict' culture we are shaping with clear boundaries and expectations allows the positive student-teacher relationship to develop. Good relationships are built out of structures and high expectations. Good behaviour is the result of a high level of consistency through common classroom routines which ensures that pupils know what is expected of them in each and every lesson. This requires all of our staff to 'run their rooms' following the classroom norms that are outlined in this policy, this will make it easier for pupils to behave and harder for them not to.

At Yavneh College we believe that pupils should be rewarded for their hard work and that positive behaviour management is far more effective than simply the imposition of consequences. We believe that prevention is more effective than punishment and that praise is more effective than criticism. It is the duty of teachers to correct pupil behaviour through appropriate punishments; we should remember that in conjunction with these punishments it is the duty of adults to encourage and praise. Good behaviour stems from being positive role models and all members of the school community are encouraged to act in this capacity both inside and outside the school.

At Yavneh College we believe that good behaviour and effort should be celebrated, and that poor behaviour should be corrected to encourage appropriate patterns of behaviour. There will be occasions when it is necessary for consequences because they have acted in an inappropriate way in particular, pupils who disrupt learning are dealt with firmly and consistently by all members of staff and will receive appropriate consequences as described in this policy. Consequences are **only** effective however, if they lead to improved behaviour. We believe that pupils who break the school rules must understand the consequence of their actions and be given an opportunity to improve their behaviour after their punishment has been served.

Mr S Lewis
Executive Headteacher

Legislation and Statutory Requirements:

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [Schedule 1 of the Education \(Independent School Standards\) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy](#)
- [DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online](#)

[This policy complies with our funding agreement and articles of association.](#)

Bullying:

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Sexist Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., sex, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti Bullying Policy, which can be found on the school website.

Roles and Responsibilities:

The Local Governing Body

The Local Governing Body (LGB) is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher to account for its implementation.

The Executive Headteacher

The Executive Headteacher is responsible for reviewing and approving this behaviour policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistent and fair practice. The Executive Headteacher will ensure that this behaviour policy works alongside the Child Protection policy to offer pupils both consequences and support where necessary.

The Executive Headteacher will ensure that the data relating to behaviour is reviewed on a half-termly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

Implementing the behaviour policy fairly and consistently

Modelling positive behaviour

Adopting a warm-strict approach

Using consistent routines and expectations throughout their practice to reduce the cognitive load for pupils and to reduce the opportunities for poor pupil behaviour

All staff are expected to promote positive behaviour for learning at all times and employ a range of techniques and strategies to achieve this. Prior to issuing a NBI a member of staff should employ proactive interventions that will prevent the need to issue a consequence.

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents on Go4Schools and/or CPOMS as appropriate

The WSLT and SLT will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

Support their child in adhering to the pupil Code of Conduct

Support the behavioural ethos set by teachers by upholding the decisions of the school and respect the fact that consequences are not negotiable

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with their child's teachers promptly

Statement of Behaviour Principles

At Yavneh College we:

- Respect the ethos of the school and treat all members of the school community with kindness and respect
- Embrace our Jewish identity
- Are proud to be part of our school and we look after it
- Make every effort to learn and allow others to learn
- Make a positive contribution to our community

What type of pupils do we want to nurture at Yavneh College?

Attributes

Yavneh College will nurture, role model and educate our pupils to be learners who are:

- Happy and full of enjoyment
- Independent and autonomous
- Well-rounded and open minded
- Resourceful
- Reflective
- Engaged and passionate about learning
- Ambitious and competitive
- Solution focused
- Bold risk takers

Growth Mindset

Our community will exhibit the behaviours and attitudes reflective of a Growth Mindset where they are:

- Prepared to embrace challenges - pushing themselves beyond their comfort zone
- Strong believers in their ability to develop and improve their talent and abilities through application and hard work
- Appreciative of the benefits of hard work and effort
- Intrinsically motivated
- Are able to treat setbacks and disappointments as learning opportunities
- Inspired by the success of others rather than threatened by it
- Responsive to all feedback (positive or negative, academic, or behavioural) rather than limited or discouraged by it
- Believers in the power of 'yet'

Social Behaviour

Our pupils and staff relate well to one another and play an active role in developing a supportive and inclusive community in which all of our pupils and staff:

- Behave towards each other and all members of the community with good manners, courtesy, and consideration
- Proactively choose to and make a positive contribution to the school community
- Understand the high expectations that we place on them and co-operate fully without needing to be asked
- Are kind and empathetic to others
- Show respect and display honesty
- Model excellent social skills

Whole School Routines

- a. Teachers will 'Meet and Greet' at the door. Pupils to be brought into lessons as quickly as possible. This is an opportunity to remind pupils of the expectations, check uniform and welcome pupils into the classroom.
- b. When pupils get to their allocated seat (All classes must have a seating plan which promotes good behaviour) they unpack their equipment and place their lanyard on the desk, photo up.
- c. Teachers need to ensure Do-Now tasks are ready for the start of every lesson for pupils to begin as soon as they are at their desk.
- d. During lessons, when staff want pupils to come back to silence and focus after group or paired work, all teachers should count down from 3, 2, 1 and then expect silence.
- e. At the end of the lesson, the teacher ensures pupils have packed up their belongings and pupils stand behind their desks in silence. The teacher should then check the classroom is tidy with chairs under tables and tables in straight rows and that pupils are dressed in correct uniform. The teacher should then dismiss the pupils in an orderly manner.
- f. Form Tutors escort their tutor group to year group assemblies. The pupils must enter silently, be seated in form groups, and sit in silence whilst waiting for the assembly to start. Form Tutors will stand next to their form group and actively help to maintain order. For all other assemblies pupils enter silently, sit where directed and sit in silence whilst waiting for the assembly. For Executive Headteacher Assemblies, pupils stand silently when the Executive Headteacher enters. On dismissal pupils will remain silent and leave row by row as directed.
- g. "Quietly and quickly" are the phrases staff will use to direct pupils when moving between lessons.
- h. Pupils will line up outside the dining hall. Staff on duty will ensure the line is calm and orderly. Pupils will remove their own rubbish.

School Rules

Yavneh Way Pupil Code of Conduct

Our Code of Conduct is designed to make Yavneh College an excellent place to be for everyone and applies to all school-organised or school related activities, when travelling to or from school, when wearing school uniform, when identifiable as a pupil of our school. The school rules may also be applied if pupils act in a way that may have repercussions for the orderly running of the school, pose a threat to another pupil or could adversely affect the reputation of the school. All our pupils will be taught to:

- Respect each other, staff, members of our local community and all visitors to the school
- Wear school uniform correctly
- Respect and embrace the Jewish ethos of our school
- Be prepared for learning, always arriving at school with the correct equipment
- Communicate politely and effectively to each other, staff, members of our local community and all visitors to the school
- Make sensible choices and avoid risky behaviour
- Display the Yavneh Way values of Respect, Kindness, Politeness and Courtesy

Expectations

I will:

- Listen to members of staff and follow their instructions, at the first time of asking, politely and calmly
- Be honest
- Be polite to all I encounter: staff, visitors and fellow pupils and treat all people as I would wish to be treated myself. Display the Yavneh Way
- Go straight to lessons, holding doors open for others when corridors are busy
- Walk quickly and quietly on corridors and staircases, without rushing or causing a disturbance
- Accept consequences when given
- Respect other people's privacy and family life so they are not offended by what I say or do
- Never insult, intimidate, undermine, or swear at anyone, whether in person, through others, or via social media
- Never chew gum
- Never rush, fight, play-fight or engage in other forms of physical abuse or intimidation to anyone at any time
- Never touch or vandalise other people's or the school's property, and treat other's belongings with respect
- Always wear my uniform completely and correctly including no make-up
- Only wear jewellery allowed within this policy
- Eat and drink only in the Dining Hall, with the exception of plain water in a reusable bottle
- Never possess or consume cigarettes (including e-cigarettes), tobacco, alcohol, vapes or illegal substances
- Be sensible and follow the ICT User Agreement

On arrival:

- Be in full uniform and expect to be asked to remove make-up or any extra jewellery immediately
- Remove any chewing gum and dispose of it in the bin
- Ensure I am ready and prepared with the correct books and equipment including PE equipment
- Go straight to my form room and line up in silence outside my form room before 8:30am waiting to be greeted by my teacher

Assemblies

- Enter the assembly room in silence
- Sit in silence whilst awaiting the start of the assembly
- Listen attentively to the assembly and participate fully as necessary
- At the end of the assembly, when the member of staff or other adult holding the assembly leaves the room, remain in silence until I am dismissed

In lessons to help me achieve I will:

- Make learning my priority and understand there are no shortcuts
- Be on time for school and all lessons
- Line up silently and enter the classroom quietly, go straight to my allocated seat, place my lanyard photo up on desk and get any relevant equipment out as necessary and begin my Do Now task
- Show respect for my own learning and that of others by being silent when requested
- Be an active learner engaging with all activities
- Respect other people's responses and questions and learn from them by actively listening
- Always complete homework on time and to the best of my ability
- Never eat or chew in class
- Make sure I catch up with my learning when I am absent from school or behind in my work
- Remember it is always the teacher who determines what happens in lessons

To take pride in Yavneh College's surroundings I will:

- Help keep teaching rooms pleasant, clean, and tidy areas for me and others to work in
- Never drop litter and indeed help pick it up/remind others of their duty to keep our school clean and tidy
- Pick up my rubbish in the dining hall and help clear tables
- Never indulge in graffiti or vandalism

To show I am an ambassador of whom Yavneh College can be proud I will:

- Dress smartly, in correct uniform, at all times, including to and from school
- Have respect for the school's neighbours and be helpful and considerate in the local community
- Be aware of other people around me – on the streets, on the footpath to Tesco, in shops, on buses and trains; never shout or behave in a way that will affect others (we share pavements, buses/trains)
- Speak quietly and politely to my friends
- Offer my seat where possible to an older person/carer with young children
- Make my way to and from school quickly and not congregate in large groups on the streets or in Tesco
- Not eat in non-Kosher establishments whilst wearing school uniform

I UNDERSTAND THAT THERE ARE ALWAYS CONSEQUENCES TO MY ACTIONS, BOTH POSITIVE AND NEGATIVE AND AGREE TO FOLLOW THIS CODE OF CONDUCT.

Sixth Form Code of Conduct

Our Code of Conduct is designed to make Yavneh College an excellent place to be for everyone and applies to all school-organised or school related activities, when travelling to or from school and when identifiable as a pupil of our school. The school rules may also be applied if students act in a way that may have repercussions for the orderly running of the school, pose a threat to another pupil or could adversely affect the reputation of the school.

We expect Yavneh Sixth Form students to:

- Respect each other, staff, members of our local Community and all visitors to the school
- Listen to members of staff and follow their instructions politely and calmly and at the first time of asking
- Respect and embrace the Jewish ethos of our school
- Communicate politely and effectively to each other, staff, members of our local Community and all visitors to the school
- Make sensible choices and avoid risky behaviour
- Respect the **kashrut** of the school site.
- Thoroughly prepare for lessons including bringing the required books and equipment
- Complete all work set to the best of their ability and within deadlines.
- Adhere to all examination and coursework regulations and deadlines
- Maintain full attendance and good punctuality to school and all lessons, including private study, registration, briefing, Yahadut, PSHE, Form Time and Individual Academic Mentoring.
- Ask for permission from the Head of Sixth Form, Deputy Head of Sixth Form or Sixth Form Secretary to go home if they feel ill during the day and therefore have to miss lessons.
- Contribute to the life of the Sixth Form by active involvement in extra-curricular activities offered.
- Adhere to the dress code at all times, including wearing their lanyard at all times.
- Never possess or consume cigarettes (including e-cigarettes), tobacco, alcohol or illegal substances.
- Follow the ICT User Agreement.
- Help keep teaching rooms pleasant, clean and tidy areas for myself and others to work in
- Never drop litter and indeed help pick it up/remind others of their duty to keep our school clean and tidy
- Never indulge in graffiti or vandalism

Sixth Form Privileges

- Year 12 and 13 non-prefect students are allowed to leave the school site **after 10.50am**, providing they have not been gated.
- Year 12 and 13 prefects are allowed to leave the school site **after 9.00am**, providing they have not been gated.
- Students are provided with a quiet working space in the Sixth Form Work Room and a social area to socialise with other Sixth Formers in the Café.
- Students are permitted to work in the LRC during free periods for **silent** independent study. Students who are not **working silently** will be asked to leave. Food, drink and mobile phones are not permitted in the LRC.
- Students are only permitted to use their mobile phones **in the Sixth Form block** and the path/stairway at the entrance to the Sixth Form Block.

ID cards

- All students are issued with an ID card at the start of term.
- All students need to sign in and out using their ID card at the security hut. Students without an ID card will not be allowed off site until the end of the school day. If a student arrives at school without their ID card, they must sign in with a member of the sixth form team.
- A charge of £5 will be made to replace a lost ID card.

Behaviour Management

At Yavneh College, we believe that the most effective way of managing behaviour is self-motivation by our students coupled with recognition and praise by our staff and parents. Our expectation in the Sixth Form is that students are intrinsically motivated to do their best at all times. There are, however, occasions when sanctions and support mechanisms must be put in place to help students learn the skills of self-reflection and regulation. We believe that the discretion of the school and the judgement employed by staff are the key to successful behaviour. Students who do not follow the Sixth Form Code of Conduct must understand the consequences of their actions and therefore sanctions are sometimes necessary in order to act as a deterrent to our students and to maintain an ethos of learning. All behavioural sanctions including all exclusions may be given for incidents that occur:

Please note: The following list is not exhaustive. All sanctions are issued at the discretion of teachers, Heads of Department, the Head and Deputy Head of Sixth Form and the Senior Leadership Team.

Personal appearance

- Students are expected to conform to the Sixth Form Dress Code at all times, whilst on the school site. Students may be sent home if uniform cannot be rectified on site. Members of the Senior Leadership Team and/or Sixth Form Team are authorised to make a judgment as to whether a student's attire conforms to the conditions set out in the Sixth Form Dress Code.
- If a student continues to receive uniform misdemeanours, then they will be gated at the discretion of the Head of Sixth Form and placed on report.
- Two uniform misdemeanours in a calendar week will result in an after school detention.

Lateness

- Lateness is considered after the lesson time has begun
- Any minutes late will be logged on Go4schools
- If a student arrives more than five minutes late for a lesson the student will be sent to the LRC where they must sign in and complete the lesson activities. The number of minutes late will be logged on Go4schools. They will return five minutes before the end of the lesson to show completed work to their teacher.
- If a student arrives more than five minutes late to Assembly, Form Time or Individual Academic Mentoring the student will be given an after-school detention. The number of minutes late will be logged on Go4schools.
- When the number of minutes late reaches 30 minutes in a calendar month this will result in an after-school detention. Subsequent lateness will be dealt with by the head of sixth form.

Failure to attend any lessons

Missing assembly, Yahadut, PSHE, Form Time or Individual Academic Mentoring will result in an After School Detention.

Homework

- Students who fail to complete work will be refused entry to the lesson. They will be sent to the LRC to complete the work. They will return five minutes before the end of the lesson to show completed work to their teacher. If insufficient work has been completed the student will be gated. Students are expected to catch up on any class work missed by the start of the next lesson and teachers will email home to notify parents.

Business Deadlines

- Failure to meet a deadline on time will lead to the student being required to come into school at 08:30 until 4pm every day until the work is complete. During this time, the student will be required to spend any free lessons in the LRC, they must sign in and out.

Removal From Lessons

- If a student fails to meet the expectations of their teacher, then they will be removed from the lesson and sent to the LRC where they must complete the lesson activities. The student must return to the lesson five minutes before the end of the lesson to show the work they have completed. Parents will be informed by email if a student has been removed. The student will receive an after-school detention.
- Repeated poor behaviour in lessons will lead to gating or removal from a series of lessons at the discretion of the head of sixth form.

Outside of Lessons

- If a student fails to meet expectations outside of lessons, they will be asked to hand in their ID card and will be gated for a time at the discretion of the Head of Sixth Form.

Mobile Phones

- Any Sixth Form student seen with mobile phones outside of the sixth form block will have them confiscated until 4pm on the same day and may be issued a subsequent sanction by the Head of Sixth Form.

Parking

- Students are not permitted to park their car on Hillside Avenue. Students who are found to be parked on Hillside Avenue will be gated at the discretion of the head of sixth form. Students who drive to school must inform the Sixth Form Secretary of the registration number, colour, make and model of their car.

Any student who leaves or attempts to leave the school site whilst gated (without permission) will be gated for extra days.

Praise and Rewards

Effort and achievement awards will take place on a half-termly basis.

Sixth Form star of the month one student per year group

Raffle for students with PB1 rewards

Head of Sixth Form half termly breakfast with parents and students

The Workroom

- Students are not permitted to change the layout of the room
- Students are to sit at the desks, two per table
- The workroom is a quiet working room, students who fail to adhere to this will be asked to leave
- Failure to follow these rules will be gated for a time at the discretion of the Head of Sixth Form
- No hot food will be permitted in the workroom
- Students must clear their rubbish
- Students are not permitted to sit at Mrs Jacobson's desk

Responding to Positive 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.

In line with our Growth Mindset principles, praise should never be given based purely on attributes and perceived 'talents.' Praise should recognise and reward positive attitudes, hard work, effort, and perseverance. Rewards will be issued through our House Point system. In anticipation of excellent behaviour pupils begin each lesson with a PB, a positive behaviour point. The system also links individual recognition and achievement to the house system, contributing to the House Cup thereby developing a healthy competitiveness at house level and fostering a tangible sense of belonging.

Pupils receive recognition for behaviours including but not limited to:

- Excellent effort with homework or classwork
- Making excellent progress
- Sustained effort and progress
- Sustained improvement in effort, coursework, and behaviour
- Showing resilience in school
- Demonstrating the Yavneh Way
- Supporting peers
- Demonstrating good use of Growth Mindset (for example overcoming a challenge or endeavouring to complete extension/challenge tasks)
- Having work accepted into the Headteacher's Book of Excellence
- Going out of the way to be kind to someone else
- Being an ambassador for the school

Positive behaviour is recognised and rewarded in a variety of ways included, but limited to:

- o Verbal praise
- o Shout Outs
- o Communicating praise to parents/carers via a phone call or written correspondence
- o Certificates, prize ceremonies and special assemblies including parent and/or pupil breakfasts
- o Awards including Pupil of the Month, Metsuyan Award for 100% attendance and zero NHPs in a fortnight and the Kol HaKavod Award for exceeding in acts of kindness
- o Being given positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- o Being included in the Headteacher's Book of Excellence
- o Being entered into raffles when achieving the required net point score
- o Whole-class or year group rewards, such as a popular activity
- o Displaying excellent work and participation including on social media

Responding to Negative Behaviour

At Yavneh College, we believe that the most effective way of managing behaviour is building a culture of self-motivation, through explicitly teaching behavioural norms and by guiding pupils to self-regulation. Good behaviour is the result of a high level of consistency through common routines which ensures that pupils know what is expected of them each and every day, coupled with recognition and reward. There are, however, occasions when consequences and support mechanisms must be put in place, and we believe that the discretion of the school and the judgement employed by staff are the key to successful behaviour. Pupils who do not follow the Yavneh Way Code of Conduct must understand the consequences of their actions and therefore consequences are sometimes necessary in order to maintain an ethos of learning. All behavioural consequences including all exclusions may be given for incidents that occur:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Please note: The following list is not exhaustive. All consequences are issued at the discretion of teachers, Heads of Department, Heads of Year, Heads of Key Stage, and the Senior Leadership Team. The Behaviours and Actions Pathway (Appendix 1) is used to inform decisions regarding the application of consequences and staff use their professional judgement when using consequences, including an act that does not appear on the table. All cumulative consequences will reset each half-term, with the exception of Report Cards, IBPs, BIPs and PSPS, which consider a pupil's overall behaviour record.

Uniform

- During the school day, pupils are expected to wear full school uniform
- Pupils who come into school with incorrect uniform will be expected to go to the school office to buy the missing item, for example a Kippah. They can pay using contactless payment, debit card or with cash. If a pupil does not have a way to pay for the item, then they will be placed into internal isolation unless/until a parent brings the correct item of uniform into school
- Pupils who are not wearing the correct school uniform will be told to correct their uniform and failure to do so will result in then being issued a Negative House Point. Persistent failure to wear the correct uniform may result in further consequences being applied. See Appendix 1
- Pupils will only be allowed to wear trainers with an approved medical note
- Pupils are not permitted to wear make-up
- Only the following jewellery is permitted:
- Wristwatches (not smart watches)
- All non-permitted jewellery will be confiscated and returned at the end of the day
- Should pupils wish to create pierced holes for jewellery outside of school, these should be created at the start of the summer holidays to allow time for the hole to heal fully
- Students should expect to be asked to remove any extra jewellery immediately. Failure to comply with this constitutes a breach of the behaviour policy
- In PE lessons, personal effects, such as jewellery, religious artefacts, watches and so forth, should always be removed to establish a safe environment
- Make-up is not permitted. Pupils will be asked to remove make-up, including false eyelashes, which are not allowed
- Fingernails must be short and unpainted. Nail extensions must not be worn. Pupils will be asked to remove nail varnish and nail extensions. The school has make-up remover and nail varnish remover on site to support in this
- Should a pupil not be able to remove nail varnish/extensions/earrings or eyelashes on the spot, home will be contacted, and the pupil will be given 24 hours to have removed. Failure to do so will result in an internal isolation

Mobile phones

- KS3 and KS4 pupils must ensure mobile phones are turned off at the beginning of the school day (08.30am) and locked in mobile phone lockers in Form rooms. Pupils can collect their phones from these lockers at the end of the school day
- Pupils who refuse to lock their mobile phone in their mobile phone locker or who bring an additional phone into school will be internally isolated the first time they are caught doing so and suspended subsequent times
- Sixth Form students may use their mobile phone in the Sixth Form block only, when not in lessons. Any Sixth Form student seen with mobile phones outside of the Sixth Form block will have them confiscated until the end of the school day and may be issued a subsequent consequence by the Head of Sixth Form
- Pupils may use the school office phone in an emergency

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 on CPOMS and reported to parents/carers

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.

Searching, screening and confiscation

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

Confiscation

Any prohibited items 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/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher, or by the Executive Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept on CPOMS.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Executive Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher, DSL, Assistant Head for Behaviour or Head of Key Stage to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use ‘reasonable force’ to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMS.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will inform the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated if anything
- What action the school has taken, including any consequences that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the parents/carers, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements, and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Executive Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site misbehaviour

Consequences 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

Consequences may also be applied where a pupil has misbehaved off-site, at any time, 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

Consequences 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).

Online misbehaviour

The school can issue behaviour consequences 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

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

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, the Executive Headteacher, other members of the SLT, the Heads of Key Stage or Pastoral Manager 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 consequences, 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 tandem report to children's social care, if appropriate.

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 our Child Protection policy for more information.

Malicious allegations

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 our Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

In order to support pupils with SEND and to anticipate and attempt to remove triggers for negative behaviour, we might support pupils by:

- Providing short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism`
- Using safe spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

We expect all pupils, including those with SEND to comply with the school's expectations and consequences whenever possible. When considering a behavioural consequence for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to use a consequence for the behaviour.

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (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.

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/carers to create the plan and review it on a regular basis.

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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Additional Support Programmes for Pupils who are at risk of Permanent Exclusion:

Where there is ongoing concern that a pupil's behaviour is escalating and that they are at possible risk of permanent exclusion from school, they may be placed on one of the following programmes to offer them additional support:

Individual Behaviour Plan (IBP):

IBPs are reserved for pupils who are not responding positively to the normal school consequences and who require more individualised monitoring. Before a pupil is placed on an IBP it is likely that they will have had intense behaviour monitoring and support from their Form Tutor and Head of Year. However, if their behaviour is still a concern the Head of Key Stage, in consultation with the Assistant Head for Behaviour, will place them on an IBP. An IBP is likely to last for 6 weeks but will be at the discretion of the Assistant Head for Behaviour. Pupils placed on an IBP will receive the following support:

- A meeting with them, their parents, their Head of Year and Head of Key Stage to explain the IPB process.
- Specific targets for the pupil to focus on passing for the duration of the IBP process.
- Mentoring by a member of the WSLT (Whole School Leadership Team).
- Weekly feedback to parents from their Head of Key Stage or mentor regarding the progress that they are making on their IBP.
- Review meetings with the Head of Key Stage coordinating the IBP

IBPs are taken extremely seriously by the school. Therefore, if a pupil is on an IBP and displays unacceptable behaviour, they are likely to be removed from lessons and issued an internal isolation or suspension.

Behaviour Intervention Plan (BIP)

If a pupil fails their IBP, it is likely that they will be placed on a **Behaviour Intervention Plan** with the Assistant Head for Behaviour for a period of 4 weeks. During this time, the pupil will continue to receive support from their pastoral team and mentor. They will be required to report to the Assistant Head for Behaviour at least once a day.

Pastoral Support Plans (PSPs):

Should the Behaviour Intervention Plan not result in improvements the Executive Headteacher will place them on a PSP for 16 weeks. PSPs are extremely serious and failure to pass a PSP may result in permanent exclusion from Yavneh College. Pupils placed on a PSP will receive the following support:

- A meeting with them, their parents, the Executive Headteacher, and their Head of Year or Head of Key Stage to explain the PSP process.
- Specific targets for the pupil to focus on passing for the duration of the PSP process.

- Mentoring by a member of the WSLT (Whole School Leadership Team).
- Weekly feedback to parents from their mentor regarding the progress that they are making on their IBP.
- Fortnightly meetings with the Executive Headteacher to discuss their progress.
- Review meeting with the Deputy Headteacher, mentor, and parent.

PSPs are taken extremely seriously by the school. Therefore, if a pupil is on a PSP and displays unacceptable behaviour, they are likely to be removed from lessons and issued an internal isolation or suspension.

Training

Our staff are provided with training in managing behaviour, including proper use of restraint, the needs of pupils at the school and how SEND and mental health can impact behaviour as part of their induction process and ongoing CPD.

Behaviour management will also form part of continuing professional development via INSET days, weekly Tutor Team meetings and CPD from The National College.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions, and suspensions
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and parent (via anonymous surveys)

The data will be analysed every term by the Assistant Headteacher for Behaviour.

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 them.

This Behaviour Policy will be reviewed by the Executive Headteacher and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour as presented in the Executive Headteacher's termly report to the LGB. At each review, the policy will be approved by the LGB.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Anti-Bullying policy
- Child Protection Policy
- Exclusions Policy

Appendix 1 – Behaviours and Actions Pathway

This Pathway is used to inform decisions regarding the application of positive and negative consequences. Staff may use their professional judgement when applying consequences, including an act that does not appear on the table. Please note that the table is intended to indicate the level of positive or negative consequence. The list is not exhaustive. Decisions concerning behaviour are at the discretion of the school.

Consequences	Examples of Behaviour	Actions
PB Positive Behaviour	<p>Pupils receive recognition for behaviours including but not limited to:</p> <ul style="list-style-type: none"> • Excellent effort with homework or classwork • Making excellent progress • Sustained effort and progress • Sustained improvement in effort, coursework, and behaviour • Showing resilience in school • Demonstrating the Yavneh Way • Supporting peers • Demonstrating good use of Growth Mindset (for example overcoming a challenge or endeavouring to complete extension/challenge tasks) • Having work accepted into the Headteacher's Book of Excellence • Going out of the way to be kind to someone else • Being an ambassador for the school 	<p>Positive behaviour must be recognised and rewarded. Rewards and recognition can be given in a variety of ways included, but not limited to:</p> <ul style="list-style-type: none"> • The Point System: In anticipation of excellent behaviour pupils begin each lesson with a PB, a positive behaviour point • Verbal praise • Shout Outs • Communicating praise to parents/carers via a phone call or written correspondence • Being given positions of responsibility within class/form • Being included in the Headteacher's Book of Excellence • Displaying/sharing excellent work

Examples of positive behaviours including but not limited to	Number of House Points
Excellent effort with homework or classwork	1
Making excellent progress in a subject	1
Showing resilience in school	2
Demonstrating the Yavneh Way	2
Demonstrating good use of Growth Mindset (for example overcoming a challenge or endeavouring to complete extension/challenge tasks)	2
Having work accepted into the Headteacher's Book of Excellence	3
Sustained improvement in effort, coursework and behaviour	3
Going out of your way to be kind to someone else	4
Representing the school	4
Metsuyan Award – This is an award for 100% attendance and zero NHPs in a fortnight	5

<p>B</p> <p>Initial Teacher Strategies</p> <p>Verbal Reminder</p>	<p><u>General low-level classroom behaviours such as, but not limited to:</u></p> <ul style="list-style-type: none"> • Not meeting minimum working expectations (e.g., head on the desk) • Off-task chatter • Talking over a teacher • Distracting others • Not listening to instructions • Shouting • Silly Noises • Leaving seat without permission • Eating in class (including chewing gum, logged on G4S) • Rocking on a chair • Failure to bring equipment 	<p><u>Proactive B4L techniques</u></p> <ul style="list-style-type: none"> • Praise for correct behaviour • Non-verbal cues • Move or refocus pupil • Offer concise and respectful choices and consequences • Saying the pupil's name • Approaching the pupil and standing next to them • Patrolling the work area • Setting time limits (I'll be back in 3 minutes to check) • Catch them being good - offering praise at the first opportunity after any informal reminder • Time given to redirect or modify behaviour • STOPP Strategy • Call for support
<p>NB1</p> <p>Move to Warning System (Removal of lanyard from desk)</p>	<p><u>Continued low-level classroom behaviours such as, but not limited to:</u></p> <ul style="list-style-type: none"> • Not responding to initial verbal warning to modify behaviour • Repeated low level behaviours/repeated B behaviours • Repeated lack of equipment • Arguing • Throwing an object 	<ul style="list-style-type: none"> • Teacher removes lanyard and places on their desk • NB1 recorded on Go4Schools/removal of PB • At the end of the lesson, when the lanyard is returned, the teacher reminds pupil of the expectations
<p>NB2</p> <p>WSLT 45 Minute Detention</p> <p>Recorded on Go4Schools</p>	<p>Repeated NB1 disruption to classroom learning behaviours</p> <hr/> <p><u>Behaviours inside and outside of classroom</u></p> <ul style="list-style-type: none"> • Refusing a direct instruction from any member of staff inside or outside of lesson e.g., ignoring/walking away from teacher/ Not correcting uniform infringement • Speaking disrespectfully to staff/peers • Failure to complete homework • Repeated NB1s (3 or more in a week as a guide) 	<ul style="list-style-type: none"> • On Call requested • Pupil removed from lesson (Pupil taken to LRC for remainder of the lesson and sent to next lesson if re-regulated) • WSLT Detention and restorative conversation • Pupils removed from 2 or more lessons in a week will be placed on Form Tutor Report for an initial 2-week period. The HOY will email the parents. If the removals are from one subject the pupil will be placed on HOD report <hr/> <ul style="list-style-type: none"> • Offer concise and respectful choices and consequences <hr/> <ul style="list-style-type: none"> • Record on Go4Schools • Failure to complete HW in one subject HOD intervention/across subjects HOY intervention

	<ul style="list-style-type: none"> • Not following the ICT Acceptable Use policy (Consequences will be increased for more significant breaches) • Behaving inappropriately outside of lessons including in Tefillah/assemblies/Dining Hall • Not following assessment/mock exam protocols • Minor damage to school property (e.g., graffiti on desks) • Low level bullying • Not clearing up own rubbish and dropping litter • Swearing verbal or non-verbal (not directed to a member of staff or Pupil) 	
<p>NB3</p> <p>SLT 1 Hour Detention</p> <p>Recorded on Go4Schools</p>	<ul style="list-style-type: none"> • Repeated NB1/NB2 behaviours including but not limited to during/just after period of tutor report • Being in an out-of-bounds area • Missing a NB2 detention without approval from HOY, HOK or SLT • Breach of the Yavneh Code of Conduct (More serious breaches of the Yavneh Code of Conduct will result in more serious consequences at the discretion of the SLT/Headteacher) 	<ul style="list-style-type: none"> • HOY/HOD report. HOD if behaviours are from single subject
<p>NB4</p> <p>Headteacher 1 Hour Friday Detention</p>	<ul style="list-style-type: none"> • Continued behavioural concerns • Significant behavioural incident in or outside of lessons • Damage to school property • Breach of the Yavneh Code of Conduct • Truancy 	<ul style="list-style-type: none"> • IBP report with HOK
<p>NB5</p> <p>Internal Isolation</p>	<ul style="list-style-type: none"> • Further deterioration in behaviour • If a pupil is removed from 5 or more lessons in a half term, they will be issued an internal isolation followed by HOY/HOD report and meeting with parents or an IBP/BIP • Serious/repeated breach of Yavneh Code of Conduct, including but not limited to fighting, bringing the school into disrepute, bullying behaviour, including through the use of ICT • use of abusive, discriminatory or prejudice-based language, including inappropriate sexualised language to other members of the school community • Misuse of ICT • Failure to follow school rules concerning mobile phones for the first time in a term 	<ul style="list-style-type: none"> • If a pupil is issued a NB5 for continued removal from lessons their parents will need to meet with the Assistant Head for Behaviour and/or HOY/HOK in a reintegration meeting • Following IBP if a pupil continues to display significant behavioural concerns, they will be placed on a Behaviour Intervention Plan with the Assistant Head for Behaviour

<p>NB6</p> <p>Suspension</p>	<ul style="list-style-type: none"> • Theft • Continued significant pattern of poor behaviour • If a pupil is removed from 8 or more lessons in a half term they will receive a suspension and will be placed on a Behaviour Intervention Plan with the Assistant Head for Behaviour and in some cases with the Deputy Head • Aggressive use of rude, abusive language, prejudiced-based language, and/or behaviour including swearing at a member of staff • Being in possession of cigarette/vape paraphernalia and/or smoking cigarettes or e-cigarettes/vapes • Serious physical assault • Serious bullying and/or threatening behaviour including through ICT • Misuse of any ICT, including school systems or personal devices including accessing and sharing pornography • Disruption to whole school life such as deliberately setting off the fire alarm • Failure to follow school rules concerning mobile phones • Vandalism • Serious theft • Sexual harassment • Bringing the school into disrepute 	<p>The list is not exhaustive. Decisions concerning suspension are at the <u>discretion of the Executive Headteacher</u></p> <ul style="list-style-type: none"> • Pupils in danger of permanent exclusion will be placed on a PSP with the Executive Headteacher
<p>NB7</p> <p>Permanent Exclusion</p>	<ul style="list-style-type: none"> • Persistent, significant disruption to learning or school life • Repeated serious theft • Possession of, dealing or using illegal drugs or bringing drug paraphernalia into school. (Refer to school drugs policy for further details) • Bringing alcohol into school or, consuming alcohol in school • Arriving at school intoxicated or under the influence of illegal substances • Serious, actual, or threatened violence against a pupil or member of staff • Bringing an offensive weapon to school • Sexual harassment, abuse or assault • Sexual activity including accessing and sharing pornography • Serious or repeated breach of the ICT Code of Conduct 	<p>The list is not exhaustive. Decisions concerning Permanent Exclusion are at the discretion of <u>Executive Headteacher</u></p>

	<ul style="list-style-type: none"> • Serious continued deliberate disruption to the learning of others • Bringing the school into disrepute 	
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In addition to the behaviours/consequences already listed, the following is added:

Removal of Pupil Privilege	Removal of a pupil privilege. This includes, but is not limited to, Trips, Whole School or Year group events e.g., Sports Day, Yavneh Way Days, House events, Chanukah or Purim celebrations
Confiscation	Following a mobile phone or jewellery confiscation, for any subsequent confiscations, a parent/carer will be required to collect the item from school
Lateness	If a pupil arrives late to registration and/or a lesson/Mincha without a valid reason, the minutes late will be recorded. For every 30 minutes accumulated in a half-term the pupil will 'pay back' 30 minutes of time in a NB3 detention
Homework	If a pupil fails to hand in homework, they will be issued with a WSLT detention
Equipment	If a pupil does not meet equipment expectations a notification will be recorded on Go4Schools. Once a pupil receives three notifications, they will serve a WSLT detention and be placed on Tutor Report
Uniform	<p>U1- Uniform</p> <p>Incorrect uniform after form time</p> <p>It is anticipated that pupils leave form with correct uniform, so further misdemeanors are choices. Some discretion may be used after break/lunch and where a pupil might have forgotten to replace/dropped kippah.</p> <p>All Staff record on Go4Schools as a U1</p> <p>2 x Week U1 results in a NB2 WSLT Detention</p> <p>Repeated Uniform infringements are dealt with by the HOY</p>

Chewing Gum	CG- Chewing Gum 1 x results in a NB2 WSLT Detention Repeated chewing gum infringements are dealt with by the HOY
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Appendix 2 - School Uniform Dress Code

Girls

Regulation Yavneh College white polo shirt
Regulation Yavneh College black sweatshirt
Regulation Yavneh College skirt, long enough to cover the knees
Plain black or flesh-coloured tights or white or black ankle or knee-length socks (socks must not cover knees)
Black school shoes, without high heels (no boots or trainers)
Plain black outdoor coat. Denim or leather coats and hoodies are not allowed.
Regulation Yavneh College black shoulder bag (optional)
School lanyard to be worn and visible

Boys

Kipa
Regulation Yavneh College white polo shirt
Regulation Yavneh College black sweatshirt
Plain black school trousers, without turn-ups
Black ankle or knee-length socks
Black school shoes (no boots or trainers)
Plain black outdoor coat. Denim or leather coats and hoodies are not allowed
School lanyard to be worn and visible

Notes

1. Boots cannot be worn during the school day.
2. Trainers can only be worn for:
 - PE lessons.
 - Playing outdoor games at break or lunchtime.
 - Medical reasons. Please note that permission to wear trainers for medical reasons will only be granted on receipt of a letter from a doctor; a letter from a parent will not be accepted.

If trainers are worn in other circumstances, they are confiscated for the duration of the day and we issue the pupil with plimsolls if we have a suitable pair available. We also try to contact parents to see whether they can bring appropriate shoes into school. If we cannot supply plimsolls and parents cannot bring in a pair of shoes, the pupil is educated away from their peers for the rest of the day. If the plimsolls are not returned, parents are billed for a replacement pair.

3. Boys must wear a kipa at all times during the school day, except when playing sport. If a boy does not have a kipa, he is educated away from his peers and we try to contact his parents to ask them to bring in a kipa for him. Alternatively, he can purchase a kipa for £2 from the school office.

4. Jewellery – only the following jewellery is permitted:

o Wristwatches (not smart watches)

o All non-permitted jewellery will be confiscated and returned at the end of the day.

- Should pupils wish to create pierced holes for jewellery outside of school, these should be created at the start of the summer holidays to allow time for the hole to heal fully.
- Pupils should expect to be asked to remove any extra jewellery immediately. Failure to comply with this is constitutes a breach of the behaviour policy.
- In PE lessons, personal effects, such as jewellery, religious artefacts, watches and so forth, should always be removed to establish a safe environment.

5. Make-Up and Fingernails

- Make-up is not permitted. Pupils will be asked to remove make-up, including false eyelashes, which are not allowed.
- Fingernails must be short and unpainted. Nail extensions must not be worn. Pupils will be asked to remove nail varnish and nail extensions. The school has make-up remover and nail varnish remover on site to support in this. Should a pupil not be able to remove nail varnish/extensions or eyelashes on the spot, home will be contacted, and the pupil will be given 24 hours to have them removed. Failure to do so will result in an internal isolation.

6. No extreme hair colours or styles. (This is at the discretion of the Senior Leadership Team). Girls' hair accessories must be basic hairbands but can be any colour.

7. Where a judgement needs to be made about whether a pupil conforms to the school's expectations for uniform and appearance, the Senior Leadership Team is authorised to make such a judgement. Pupils who refuse to conform to the school's expectations will be educated separately to their peers.

Appendix 3 - Suspension and Permanent Exclusion

1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

'Off-rolling' is the practice of removing a pupil from the school roll, when a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Encourage a Sixth Form student not to continue with their course of study, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'

- [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007, as amended by The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [The School Inspection Handbook](#), which defines 'off-rolling'

This policy complies with our funding agreement and articles of association.

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

4. Roles and responsibilities

4.1 The Executive Headteacher

Deciding whether to suspend or exclude

Only the Executive Headteacher, or Deputy Headteacher acting on behalf of the Executive Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Executive Headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

- In accordance with the school's Behaviour Policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the Executive Headteacher will consider whether suspensions alone are an effective consequence and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's Behaviour Policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Executive Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events

- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g., the pupil has a social worker, or is a looked-after child (CLA))
- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other consequences provided for in the behaviour policy
 - For exclusions, off-site direction or managed moves

The Executive Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carer or social worker.

The Executive Headteacher will not reach their decision until they have heard from the pupil and will inform the pupil of how their views were taken into account when making the decision.

Informing parents/carers (or the pupil where they are 18 or older)

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers/pupil as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher decides to suspend or exclude a pupil, the parents/carers/pupil will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/carers/pupil will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers'/pupil's right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the pupil have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the Executive Headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place

- Any information the pupil needs in order to identify the person they should report to on the first day

If the Executive Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

If the Executive Headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers/pupil without delay, and provide a reason for the cancellation.

Informing the governing board

The Executive Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The Executive Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Executive Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The Executive Headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Executive Headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (CLA)** is at risk of suspension or exclusion, the Executive Headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Executive Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Executive Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the Executive Headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Executive Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Microsoft Teams or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Executive Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Governors' Disciplinary Committee (GDC).

The GDC has a duty to consider parents/carers' /the pupil's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a pupil

The GDC will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term;
or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the GDC must consider any representations made by parents/carers/the pupil (if they are 18 or older). However, it is not required to arrange a meeting with parents/carers/the pupil and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers/pupil make representations to the board, the GDC will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers/pupil do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the GDC will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the GDC may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents/carers, or the pupil if they are 18 or older (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Executive Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

Governing board meetings can be held remotely at the request of parents/carers, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The GDC can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the GDC will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Executive Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'

The clerk will be present when the decision is made.

Minutes will be taken of the meeting and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record and copies of relevant papers will be kept with this record.

The GDC will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the pupil if they are 18 or older
- The Executive Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the GDC has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents/carers'/the pupil's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents/carers/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the academy trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/pupil by the GDC of its decision to not reinstate the pupil 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. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/carers/pupils. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

- Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a director of the academy trust of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Executive Headteacher in the lead up to the permanent exclusion or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7. School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the GDC's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/carers/pupil have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least one telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents/carers, and other relevant parties.

8.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

The school expects all returning pupils and their parents/carers to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. Remote access to meetings

Parents/carers, or pupils if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers/pupil don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed every term by Ms L Endelman and Mr M Kendler, Assistant Headteachers who will report back to the Executive Headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- 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 patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

11. Independent Review Panel training

The academy trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act