United Learning Academy Trust

Bank End Primary Academy

BEHAVIOUR POLICY

2026-2027

Bank End Primary Academy Behaviour Policy

This policy sets out how Bank End Primary Academy will promote good behaviour, self-discipline and respect, prevent bullying, ensure that pupils complete assigned work, and regulate the conduct of pupils. In applying this policy, the school will take into account its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also take into account the needs of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

Rationale:

We believe that a positive school climate will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'. The School Family is held together through strong relationships and communication skills which are taught during conflict moments and in the classroom through active learning lessons. (More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey)

Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.

2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.

3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.

4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.

5. To be able to deal with change. Changes are acknowledged and dealt with openly.

6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.

7. To develop autonomy. Taking ownership of your own feelings and actions.

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

Education Act 2002

Education and Inspection Act 2006

Equality Act 2010

Education Act 2011

Behaviour and Discipline in Schools – DfE Guidance 2012, 2013

Policy Implementation: Roles and Responsibilities

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and that harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, Bank End Primary Academy is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with disabilities.

Pupils	Expected to take responsibility for their own behaviour and follow the School Behaviour expectations always.
Parents	Work in partnership with the School and take part in life of the school and its culture to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner throughout the school by setting those standards required to promote positive behaviour. Act as role models in every interaction.
Member of SLT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring behaviour and consequence systems, and devising and implementing strategies to improve behaviour where required.
Principal	Responsible for the implementation and day-today management of the policy and procedures Reports records of serious incidents to LGB on a termly basis
Local Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel.

Summary of Conscious Discipline approach

Conscious Discipline empowers teachers with the Seven Powers of Self Control. These powers allow teachers to stay in control of themselves and in charge of the children. Self-control allows teachers to be proactive instead of reactive in conflict moments and embrace conflict as a teaching opportunity rather than a disruption to learning. From The Seven Powers for Self-Control emerge the Seven Basic Skills of Discipline. These are the only skills that a teacher needs to constructively respond to any conflict in the classroom. These skills promote a peaceful inner state in children. From this state, children are free to learn, cooperate and help each other to be successful. (Conscious Discipline, 2000, Dr Becky Bailey). The table below shows the link between these powers and skills:

Skill	Power	Value	Purpose	Brain Smart Tips	Emotional Development	Key Phrases
Composure Being the person, you want your children to become	**Perception** No one can make you angry	Integrity	Remain calm and teach children how to behave.	The brain functions optimally in a safe environment.	Anger management is integral for social competence.	**S – Smile** **T – Take a breath** **A – And** **R – Relax**
Encouragement Building the school family	**Unity** We are all in this together	Interdependence	Create a sense of belonging.	Social successes prime the brain for academic successes.	Relationships are the motivation for learning.	You did it! You _____ so _____ That was helpful.
Assertiveness Setting limits respectfully	**Attention** What you focus on, you get more of	Respect	Set limits and expectations.	Telling children what to do aligns their bodies with their willpower.	Healthy boundaries are essential for all relationships.	Did you like it?
Choices Building self-esteem and willpower	**Free Will** The only person you can make change is yourself	Empowerment	Empowers children while setting limits.	Choice changes brain chemistry.	Building self-esteem and willpower reduces impulsivity.	You may _____ or _____. What is your choice?
Positive Intent Creating teaching moments	**Love** See the best in others	Diversity	Create teachable moments especially for difficult children.	Thoughts physically alter cells in the body.	Positive intent improves self-image and builds trust.	You wanted _____. You may not _____. When you want _____ _____, say _____.
Empathy Handling fussing and Fits	**Acceptance** The moment is as it is	Compassion	Help children accept & process feelings.	Empathy wires the brain for self-control and higher cognition.	Empathy is the heart of emotional intelligence.	You seem _____. Something _____ must have happened.
Consequences Helping children learn from their mistakes	**Intention** Mistakes are opportunities to learn	Responsibility	Help children reflect on their choices and change.	The brain thrives on feedback.	Consequences help children learn cause & effect relationships.	If you choose to _____ then you will _____.

Home School Links

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasise positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

School Expectations

- Do your best

- Show respect

- Behave in a safe way

- Be in the right place at the right time

- Handle emotions appropriately

- Communicate in a friendly way

- Cooperate with others

Encouragements

We believe that through developing the school family, that children will become intrinsically motivated displaying helpfulness, co-operation, and problem–solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish.

The School Family develops a sense of belonging. In order to build this, classroom structures are in place throughout school.

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of
- Belonging and responsibility (we are all in this together)
- Time-machine. To provide conflict resolution opportunities.
- Picture rule cards. To empower children to set limits and build will power.
- Celebration centre. To see the best in others and value diversity.
- We care centre. To help the children accept and help process feelings.
- Class meetings and circle time. To help children reflect on their choices and change.

Details of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website:
http://consciousdiscipline.com/shuberts_classroom.asp

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained. At the end of each day, the class celebrate the acts of kindness and helpfulness that have taken place that day.

Encouraging children to make positive choices

To encourage children to make positive choices and follow the school expectations, a number of strategies may be used: -

Noticing and describing positive behaviour

- Children who have followed the instruction will be praised, with the desired behaviour
- being described and how it is helpful being explained. E.g. Child name you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- Two positive choices may be given. E.g. You may put your pencil in the pot or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

Choices and consequences

- If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given. E.g. Child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded in the child's behaviour log.
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. When there has been conflict between two children, the 'Time Machine' structure may be used to help the children work through the incident again as a learning process.

Procedures for serious incidents

Incidents which are considered to be of a more serious nature will be referred to team leaders (such as acts of excessive aggression towards another child or a member of staff).

Team leaders will investigate the incident and will decide on appropriate actions.

Where there has been an act of aggression towards another child, parents / carers of both the victim and the perpetrator will be informed and the consequences explained. For incidents of this nature, internal isolation or an exclusion may be considered.

Recording Behaviour: Initial intervention following behavioural incidents

A stepped approach is used to record incidents and involve the child, parents, teacher and other senior staff in developing strategies to improve behaviour. These are outlined below:

Step	Step 1	Step 2	Step 3	Step 4	Step 5
Number of points	6	12	18	24	30
Who is involved?	Class teacher Child	Team leader Class teacher Child	Deputy head Class teacher SENCO Child Parents	Head teacher Class teacher SENCO Child Parents	Head teacher SLT SENCO
What happens next?	Behaviour review meeting to reflect on behaviour and agree future actions	Behaviour review meeting to reflect on behaviour and agree future actions. A self-monitoring behaviour agreement should be established. (Team leaders will arrange for learners in their class to meet with another team leader in school).	Behaviour review meeting to reflect on behaviour and agree future actions Parents invited. A behaviour recovery plan in discussion with the SENCO and class teacher will be greed for all learners (See Appendix A) External support considered and SEN level reviewed.	Behaviour review meeting to reflect on behaviour Parents invited. Behaviour plan reviewed.	SLT minuted discussion Review all options with consideration of change of setting or permanent exclusion. Parents informed of outcome. Multi agency meeting (PARE meeting) called if permanent exclusion agreed.
When does behaviour review meeting take place?	In school time, break or lunch times	In school time, break or lunch times	After school	In school time	After school
Copies of minutes of meeting and behaviour log to:	Parent Team leader Behaviour log file Record on CPOMs	Parent Team leader Behaviour log file Record on CPOMs	Parent Deputy head Team leader SENCO Behaviour log file Record on CPOMs	Head teacher Parent Team leader SENCO Teacher Behaviour log Record on CPOMs	Parent Head teacher SLT SENCO Other agencies Record on CPOMs

NB All Hate incidents to be recorded on CPOMs.

Monitoring and evaluating school behaviour

The school captures data including all components of the behaviour culture and uses this data to analyse and identify possible factors contributing to behaviour incidents, system problems or failure to provide appropriate support.

The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity;
- travelling to or from school;
- wearing school uniform;
- 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.

Consequences will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of school staff.

Contextual Safeguarding

Staff always consider the context and motive of a pupil's misbehaviour and whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding / Child Protection Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay.

All staff are trained to recognise that any disruptive behaviour might be the result of unmet educational needs, or any other needs, and discuss concerns with the pupil's parents accordingly and include any local or school specific arrangements.

Bullying

- Bullying is a form of anti-social behaviour that the School considers inappropriate
- and unacceptable in all its forms.
- Bullying is behaviour by an individual or group, repeated over time, that hurts
- another individual or group either physically or emotionally.
- It may involve an imbalance of power between the perpetrator and the victim.
- Bullying can be motivated by actual differences or perceived differences.

What is bullying?

- cyber-bullying via text messages or he internet
- prejudice-based bullying against groups, for example, on grounds of special
- educational need, race, gender, religion and belief, sexual orientation, disability.
- Physical e.g. punching, kicking, hitting, spitting at another person

- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse
- Exclusion e.g. deliberately excluding a person or encouraging another person to
- exclude a person from discussions/activities
- Damage to property or theft e.g. deliberately damaging someone's or taking
- personal belongings. Physical or verbal threats might be used to force the person to
- hand over their property
- Face-to-face or remote e.g. via the internet or text
- By someone known to the recipient or an unknown protagonist e.g. an anonymous
- email Cyber-bullying e.g. communications that intimidate, control, manipulate, put
    - down, falsely discredit, or humiliate.

Bullying will not be tolerated at the Academy

Parent should refer to the schools' Anti-bully policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force -advice for school leaders, staff and governing bodies' (https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools).

It enables teachers and other members of staff in the school, authorised by the Principal, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the
- pupil himself); or
- engaging in any behaviour prejudicial to the maintenance of good order and
- discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it Mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Where physical intervention has been used more than once with a particular child, the school will write a positive handling plan and share this with the parents/carers and relevant school staff. Parents should always be told when it has been necessary to use physical restraint on their child.

Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

Every member of staff will inform the Principal immediately after they have needed to restrain a pupil physically.

Specific behaviour issues

Child-on-child sexual violence and sexual harassment

In every aspect of the school's culture sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be issues with consequences. All staff know the importance of challenging all inappropriate language and behaviour between pupils.

Prohibited items and searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items.

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance with more detailed information provided in Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies.

Only the Principle or a member of school staff authorised by the Principle, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will where possible will be the same sex as the pupil being searched.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Headteacher or member of the leadership team reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

The school should inform the pupil's parents of a search conducted after the event, particularly where alcohol, drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones
- any article that the member of staff reasonably suspects has been, or is likely to be,
- used:
    i) to commit an offence,
    ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the Child Protection / Safeguarding Policy.

The school may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given

to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the school can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School Policy, and may then serious consequences will be issues to the pupil in accordance with this policy, where appropriate.

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in school that the student gives their consent to it being searched. Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from students.

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (https://www.gov.uk/government/publications/searching-screening-and-confiscation) in deciding what to do with confiscated items.

Drugs

The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional

circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

The school may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the school will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Use of social media

In using social media relate all forms of social media and that they apply to the use of social media for both school purposes and personal use that may affect the school, pupils or staff in any way. Even where a pupil commits inappropriate online behaviour whilst not at school, these actions give guidelines for responsible use of social media and the breach of the policy on the use of social media will result in disciplinary sanctions.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third
- parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use of social media should be reported to the class teacher or a member of the school leadership team report misuse of social media.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline and that everyone should be treated with kindness, respect and dignity.

Where an incident involves nudes or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

Exclusions (also refer to the schools Exclusions Policy).

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example, travelling to and from school; on school trips; etc

Removal from classrooms

Careful consideration will be given to how and in what circumstances a pupil is removed from the classroom. The use of removal will allow for the continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil.

Types of Exclusion:

Fixed Term Exclusion

Set out examples of when a fixed-term exclusion may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

Repeated use of fixed-term exclusion for children with an EHCP the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Reintegration

Our aim is for children to be in their classes learning with their peers as soon as they are safe to do so. Children will always have a reintegration meeting before returning to their class. This is a supportive meeting to help plan and support how a child can be successful at meeting the school

behaviour expectations. This may include individual behaviour plans which would be reviewed in small steps throughout the day to focus on the successes they have achieved.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair.
Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special
- educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality
- law obligations.

Principal's Decision

The decision to exclude will be made by the Principal or the designated Principal after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification

Once a decision to exclude has been made, parents to be contacted at the earliest possible opportunity, by telephone if possible. The exclusion to be confirmed (without delay) by a letter signed by the Principal, or designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if
- the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and
- will give the reasons for the decision.

Managed Moves

Managed moves will only be used on a voluntary basis and with the agreement of all parties (including parents) and the admission authority of the new school and only where it is in the best interests of the pupil.

Managed moves will only be offered as part of a planned intervention.

Allegations against staff

The school takes its responsibilities for safeguarding extremely seriously, and that all members of the school community are aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the appropriate school policies and procedures, in particular the Child Protection / Safeguarding Policy.

Malicious accusations against staff

The School has the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals and issue appropriate consequences listed in this policy.

Monitoring and Review of the Policy

Bank End Primary Academy Primary will monitor behavioural issues and evaluate the effectiveness of the behaviour policy regularly. This will help the school consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the school will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending the policy.

Owner Date	Bank End Primary Academy
Reviewed	Governors
Date Authorised	01/10/2026
Review Date	01/10/2027