



# BEHAVIOUR & EXCLUSIONS POLICY

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## Behaviour principles written statement

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

Our vision is that our school will be a vibrant, joyful community in which we all know and love one another, and in which all members of the community, including pupils, can share in leadership and experience growth. This vision is focused through five aims and six values, and expressed in every policy we agree. Our aim is that our school will be a place where everyone is known and everyone matters. We try to be a school which feels like an extended family in which the atmosphere, the quality of relationships, and the love and respect people have for one another is really important. We believe that people learn best where they feel safe, welcomed, and heard.

At the heart of our school are a set of core Christian values. These underpin our whole ethos, curriculum and school life and aim to ensure our pupils leave Bayford C of E Primary School as happy, secure, caring and responsible citizens. The values we promote are important within the school community and are values which will be important throughout life. In all that we do, we strive to share, encourage and demonstrate positive values with our children; in order that they understand them and strive to live by them. Our school rules are for the whole school community and embrace our values; these are set out in the Behaviour Policy.

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our children, staff and parents feel safe, nurtured and respected. The Governors at Bayford C of E Primary School aspire to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by creating an inclusive policy which celebrates diversity, understands the importance of common identity and reflects our Christian values. We are a caring Christian community where everyone feels valued, safe and adopts a positive attitude. What we do is underpinned by our Christian values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

Governors expect any policy or actions to be in accordance with their responsibility under equality legislation. We believe that all members of our school community should be able to learn and achieve in a safe, secure and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included. We have high expectations of everyone and we will actively promote equality of value whether of race, gender, age, sexuality, religion or disability, and we seek to eliminate all forms of discrimination, harassment and bullying.

The Behaviour Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging pro-social behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes. When children do not meet the expectations, either through consistent low-level disruption or more severe incidents, we will always try to teach the child what is expected, without humiliation and out of public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible. On occasions, sanctions may be necessary to demonstrate that anti-social behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionately and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student, and should be aimed at educating the child as to how their behaviour could change to become pro-social.

The Governors expect the Headteacher to use discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage anti-social/challenging behaviour. Those children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need. However, when making decisions, the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount. The Governing body support the school's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect towards all the individuals involved and within Government/DfE guidelines. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils, parents, or others towards

the school's staff will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school may ban them from the school premises and, if the threatening behaviour continues to cause disturbance, outside assistance may be called upon. We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement, and the policies that both stem from it and are influenced by it, applies to all pupils.

This statement will be reviewed in conjunction with the Behaviour Policy and the Exclusion Policy at least every two years:

**Date:**                      **June 2022**

**Review Date:**            **June 2024**

## Behaviour policy

### 1. Aims

It is a primary aim of Bayford School that every member of the school community feels valued and respected and that each person is treated fairly and well. We teach and model pro-social behaviour through our vision and our core Christian values and golden rules.

#### 1.1 Our Values

- Courage
- Appreciation
- Respect
- Peace
- Responsibility
- Love

#### 1.2 Our Golden Rules Relating to Behaviour

- We listen and use kind words
- We respect adults, property and each other
- We treat others as we would like to be treated ourselves

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

The purpose of this policy is to create a happy, pleasant, secure and stimulating learning environment where everyone will be encouraged and inspired to do their very best. We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We will teach pupils to take responsibility for their own actions, to understand the consequences of their choices and to become responsible citizens for the future. We will adopt a zero-tolerance

approach to bullying, racism and all other forms of discrimination by adults or pupils, and any such incidents will be dealt with promptly and firmly.

There are two basic principles upon which our behaviour policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child.
- We believe it is our duty to promote and encourage positive behaviour, not just react to that which is unacceptable.

Everyone at Bayford School has a part to play in the promotion of high standards of behaviour and teaching positive behaviour.

## 2. Hertfordshire STEPS

Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer. The Steps approach is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational setting
- A shared set of values and beliefs
- Open and shared communication
- A shared commitment to diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

The headteacher and one other member of the teaching staff have attended the full 3 days STEPS tutor training. The training emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Our behaviour policy supports

these principles. All staff attended training in February 2020 which was delivered by the headteacher.

## **2.1 Staff and other adults in school will:**

- be aware of, understand and support the policies and procedures that help our school work effectively
- model the behaviour and actions expected of our children
- be appropriately organised for what they are here to do
- ensure that they are aware of specific needs and requirements of children in their care
- ensure that everyone is safe and secure within the school environment and on educational visits
- use positive phrasing when speaking with children
- follow the Herts 'Step On' principles when dealing with children's behaviour

## **2.2 How the adults at Bayford teach pro-social behaviour**

We help children to be enthusiastic and focussed about learning by:

- recognising and rewarding pro-social behaviour and achievements
- providing high quality learning and varied experiences in a stimulating environment
- promoting a 'can do' attitude
- displaying children's work in a variety of ways and celebrating their achievements
- providing reflection time to help the children learn from their behaviour

## **3. Rewards and support with behaviour**

We will plan responses to specified prosocial behaviour that the individual is capable of displaying. By spending equal time planning responses to pro-social behaviour, the pro-social behaviour is recognised and celebrated which gives it value to the child, promoting growth of the pro-social behaviour. For example, staff will say thank you and use the child's name if they have demonstrated prosocial behaviour such as holding a door open for them or walking sensibly in the corridors. When a child demonstrates pro-social behaviour during lessons, staff will praise the behaviour by thanking them.



We believe that working with children's experiences and feelings creates an internal discipline. This results in long term change. The move from external discipline to internal discipline is the journey from child to adult. As a community, we will help children on this journey.

When something goes wrong, we will employ a range of interventions to act on internal discipline using the STEPS therapeutic continuum and consider the feelings that such interventions will have on the child in question. Wherever possible, we will create a learning opportunity by directly relating the behaviour to the harm that has been caused. It should contribute to a solution or put limits on freedom that prevents the opportunity to behave in an anti-social way in the future. We will consider what the child needs to learn and how we are going to teach this.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher or teaching assistant, or to sit on their own, to help them to concentrate better.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. If children have not completed an achievable amount of work, they may be asked to finish this during their free time or at home.

If a child is disruptive in class, the teacher reminds him or her of our expectations. If a child disrupts repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. They will be asked to move to a different location, e.g. a quiet area of the classroom or a different room. Once the child is in a position to discuss their behaviour calmly, which may not be until the following day, we talk to them about the expectations and anything that would help them to work more effectively. Staff should not do anything that might escalate difficult behaviour, e.g. raising their voice, standing too close to a child, asking questions before the child is calm, discussing the child with another adult in front of the child.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. If a child is very disruptive, it may be appropriate to remove the other children. An adult who is a safe person for the child can then help to regulate their behaviour. If

they are on their own, teachers should ask another child in the classroom to alert another member of staff to help.

If a child threatens, or shows hurtful behaviour to another pupil, the class teacher records the incident on CPOMS and there will be a consequence for the child. Wherever possible, the consequence will be linked to educating the child about their behaviour, e.g. producing a PowerPoint about kindness if they have hurt somebody in the playground. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to getting support from the parents to help support the child to regulate their behaviour.

Having assessed the risk of harm to the child or others, teachers may choose to deliberately ignore some behaviours as a way of disempowering the behaviour and to then praise the child when they are doing the right thing, e.g. if a child is hiding under a desk, the teacher may say 'Come out when you are ready.' The child would then be expected to catch up on the work they have missed at an appropriate time.

If a child behaves inappropriately at break time or lunch time, there will be a consequence that is linked to the behaviour, e.g. if they have used equipment in an unsafe way, they might be asked to design a poster explaining how to use the equipment, give a demonstration to younger children, or play appropriately with the equipment with a member of staff. Once the child has demonstrated that they understand and are willing to play while demonstrating pro-social behaviour, they will be able to re-join the other children.

On the very rare occasion that a child walks out of a classroom, a member of staff (often a teaching assistant), would follow at a distance, keeping the child in sight but not approaching them. The member of staff should occasionally say 'Are you ready to join me yet.' Once the child chooses to return, they will be praised for making a good decision 'Well done for making a good choice'. At an appropriate time, which may not be until the following day, the class teacher will speak to the child to ascertain why the child felt uncomfortable and support them with better ways of expressing their feelings. The child will be asked to complete the work they have missed at a later time, e.g. at home.

If a child is suspected of bullying another child, the school will work with the child and the victim according to our Anti-Bullying Policy.

A child may be excluded from play times if, for example, they play in a way that is dangerous or harmful to others. They may be excluded from the classroom if, for example, they are continually disrupting the learning of other children. If a child displays serious acts of anti-social behaviour, they may be excluded from the school. This exclusion time will be used to help to educate the child in pro-social behaviour, e.g. spending time with a member of staff looking for examples of pro-social behaviour on the playground, or to make arrangements to ensure everyone is safe upon the child's return to school.

Forgiveness and redemption are at the heart of our school. A child may make a mistake, but they will be forgiven and should learn from their mistakes. If a child continues to make the same mistakes or if their anti-social behaviour is escalating, the school will conduct behaviour analysis, and will consider how to predict difficulties and use preventative strategies. For some children an individual risk management plan to support their behaviour may be put in place.

The class teachers discuss the school's Golden Rules with their class and displays them in the classroom. In addition, each class also has its own classroom rules, which are created at the start of the school year and agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher discusses these with the whole class during 'circle time'. This gives all children an opportunity to share how they feel. Incidents may also be discussed as a whole school in assembly time.

We do not use methods of tracking behaviour that risk creating negative feelings e.g. there are no public displays such as thunder clouds, traffic lights etc. This ensures that children do not compare themselves to their peers and everyone is on a level playing field. Children are praised for their efforts and achievements on an individual basis and staff acknowledge positive efforts, achievements and behaviour from children without using the sort of systems that announce to the rest of the class and school how that child is doing. For example, a child may be given individual verbal feedback, non-verbal signals like a thumbs up, emails or postcards may be sent home or a phone call home may be made.

The school does not tolerate bullying of any kind. Anti-bullying is a subject discussed regularly as part of PSHE lessons and 'circle time'. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents are logged in our Anti-Bullying File. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (see Anti-Bullying Policy).

All members of staff are aware of the DfE Document *Use of Reasonable Force*, July 2013. Staff only intervene physically to control children to prevent them injuring someone else, or if a child is in danger of hurting him/herself. The actions that we would take are in line with government and Hertfordshire guidelines on restrictive physical intervention with children. We follow the Hertfordshire Step-On approach for de-escalation.

Wherever possible, staff would aim to use de-escalation actions such as standing between a child and another child. They would use the de-escalation script:

- *Child's Name*
- *I can see there is a problem*
- *Talk and I will listen*
- *Come with me to the sunshine room or the office.*

If a crisis still occurred, they would act according to the Step-on Approach. (see 'Reducing the Need for Restrictive Physical Intervention Policy').

Staff are aware of the particular needs of children looked after and are sensitive to these. They understand that attachment issues are more likely to be an issue for these children (but can also be seen in other children). We aim to provide support and nurture for children looked after and staff will seek extra advice from the inclusion co-ordinator and headteacher when dealing with any anti-social behaviour from these vulnerable children.

## **4. Roles and Responsibilities**

### **4.1 Teaching Staff including Teaching Assistants**

All staff will intervene at the first opportunity to support behaviour, e.g. notice if a game may be becoming upsetting to a child and act immediately to prevent escalation.

It is the responsibility of the class teacher to ensure that the children in their class understand the expectations for pro-social behaviour and that there is a safe, calm learning environment. Teachers will ensure that there is always something purposeful for children to be doing, e.g. an activity ready immediately when they arrive in the morning and after break times. Teachers are

aware of the STEPS Inclusion Model and plan lessons to ensure both internalisers' and externalisers' needs are catered for.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats all children fairly and consistently. The teacher treats all children in their class with respect and understanding. Treating children fairly does not mean that every child is treated in exactly the same way.

Staff will consider if a child displaying anti-social behaviour is doing so consciously or sub-consciously and a response will be differentiated accordingly.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself as described above in Section 3. However, if anti-social behaviour continues, the class teacher seeks help and advice from the headteacher and/or Inclusion Co-ordinator. The headteacher would always be informed when there is a concern over a child's behaviour.

The class teacher and Inclusion Co-ordinator liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker, an educational psychologist or the behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. If it is deemed necessary for a child to receive more support with their behaviour, the school would carry out a behaviour analysis which could lead to a predict and prevent plan or a risk reduction. These help us to better understand and therefore develop thorough consistent ways of managing the child better, ensuring safe outcomes. Risk reduction plans are used to manage a child outside of this policy and to minimise the need for exclusion.

We analyse behaviour using tools such as:

- **subconscious & conscious checklist**, to help understand the type of behaviour and inform our responses accordingly.
- **Anxiety mapping**, which is used to predict and prevent escalation e.g. once we have predicted high anxiety, we differentiate to make it less likely to occur through support, protection etc.
- **Roots and fruits**, to understand and communicate root causes and solutions. This is an established tool used to analyse behaviours and explore what additional pro-social experiences the child needs to promote pro-social behaviour.

For all incidents where harm has occurred, we adopt the Steps *Reflect, Restore, Repair* approach which puts repairing harm done to relationships and people above the need to assign blame and dispense punishment. We recognise that shortly after an incident has occurred, emotions may be high among those involved. Therefore, we wait until feelings have changed before carrying out the reflect, restore, repair process. Where possible, this will be completed on the same day but it will be done no later than by the end of the next day. All people affected by the incident will re-visit the experience by re-telling and exploring what happened with a changed set of feelings.

Staff carrying out the process will focus on the harm that has been done and how the harm can be repaired and agree a plan that will ensure harm is less likely to occur in the future.

Staff will use questions such as:

- What happened? (tell the story)
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so we can make a different choice next time?
- What would you like to happen next?
- How can we make things better for *child's name / you*?
- If everything was going to be alright, what would need to happen?

- How can you help to put this right?
- How can we make it OK for you to go back to school / playground etc?
- What do you think *child's name* might need?

## 4.2 The Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of anti-social behaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken as a last resort and after the school governors have been notified. (See exclusion policy)

## 4.3 Parents

Parents are expected to:

- Model appropriate behaviour and language when they are on the school grounds.
- Support their child in adhering to pro-social behaviour at school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. There is a home-school agreement that parents, children and staff are expected to sign. Parents who do not return signed agreements may be asked to

meet with governors to discuss this. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. In turn, parents are expected to speak directly with the school over any concerns by making an appointment to do so.

If the school has to use reasonable consequences to support a child with their behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher and then the school governors by appointment. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

#### **4.4 Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors Behaviour Principles are included at the beginning of this policy and are updated regularly. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

#### **5. Monitoring and review**

The effectiveness of the Behaviour Policy, and that of the Exclusions Policy, will be monitored by the Headteacher and, if necessary, further improvements will be made to both policies.

The Headteacher will keep records of serious incidents of misbehaviour of both children and parents/carers.

It is the responsibility of the Governing Body to monitor suspensions and exclusions and to ensure that the school policies are administered fairly and consistently.



This Policy will be reviewed in conjunction with the Behaviour Statement and the Exclusions Policy at least every two years. However, an earlier policy review may take place if the Government introduces new regulations or if the Governing Body receives recommendations on how the policies may be improved.

**Date:** June 2022

**Review Date:** June 2024

## Exclusions policy

We do not wish to exclude any child from school but sometimes this may be necessary. The school would always refer to current DfE guidelines for guidance in any decision to exclude a child from school.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to 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.

Only the Headteacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

The Headteacher could lawfully exclude a pupil, if that pupil:

- repeatedly failed to follow academic instruction;
- repeatedly and persistently breached the school's behaviour policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of a wider pattern of anti-social behaviour.

When considering whether to exclude, the Headteacher would take account of any contributing factors identified after an incident of anti-social behaviour has occurred – for example, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subjected to bullying.

An 'informal' exclusion involves a child being sent off the school premises, without this being officially recorded as exclusion (e.g. where a child is sent home for a 'cooling off' period). It is unlawful for a child to be informally excluded from school, even where the child's parent/s or carer/s agree to the exclusion. The Headteacher at Bayford C of E School would not agree to an illegal exclusion.

There are certain groups of pupils with additional needs who are particularly vulnerable to exclusion. This includes pupils with an Education, Health & Care Plan (EHCP) and 'looked after' children.

The Headteacher would, as far as possible, avoid permanently excluding any pupil with an EHCP or a 'looked after' child. Bayford School would engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to 'looked after' children we would co-operate proactively with foster carers or children's home workers and the Local Authority that looks after the child.

Where Bayford School has concerns about behaviour, or risk of exclusion, of a child in one of these vulnerable groups, the Headteacher would, in partnership with others (including the Local Authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of support for a pupil's SEN. Where a pupil has a statement of SEN or EHCP, we would consider requesting an early annual review or interim / emergency review.

In the unfortunate event of an exclusion being necessary the school will let the parent/carer of the pupil know about the exclusion as soon as possible and will follow up with a letter stating why, and for how long, the child is excluded. The parent/carer should also be told how to challenge the exclusion if they wanted to. Exclusions would start at the discretion of the Headteacher and may start on the same day as the 'offense' but it is unlikely that the school would insist on the pupil being collected straight away.

The exclusion may only be for a fixed term, or it may be permanent (expulsion). In all cases parent/carers have the right to appeal and if this is the case they should contact the local education authority. The Governing Body can select a discipline committee made up of between three and five members; this committee would consider any exclusion appeals by parent/carers on behalf of the Governors. When an appeals panel meet to consider an exclusion they consider the circumstances under which the child was excluded, consider any representation by parents and the LA and consider whether the child should be reinstated. If the Governors' appeals panel decide that a child should be reinstated the Headteacher must comply with the ruling. The Governing Body has a duty to consider parents' representations about exclusion and will do so in strict accordance with DfE guidelines on the procedure to be followed. The Department for Education publishes up-to-date guidance on exclusion and the Governors at Bayford School would always adhere to this.

This Policy will be reviewed in conjunction with the Behaviour Statement and the Behaviour Policy at least every two years.

**Date:** June 2022

**Review Date:** June 2024