

# Behaviour, Suspension & Exclusion Policy

Version 5.3

Reviewed by People Committee:

January 2023

Adopted by Governing Body:

October 2023

---

Reviewer:

L. Coffill

Governor Link:

S. Gates

# BEHAVIOUR, SUSPENSION & EXCLUSION POLICY

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

---

## A. Statements of Principle

East Barnet School's Behaviour Policy is founded on the principle that all members of the school community are equal and are entitled to work, learn and develop in a safe, supportive and disruption free environment where they will be treated with respect, tolerance and understanding. The ethos of the school is expressed clearly in the school's mission statement which underpins all the policies and practices within the school.

## B. Aims

The central theme of this policy is to encourage self-discipline and develop self-esteem and respect for all. Clarity and consistency of expectation along with the use of rewards and sanctions are the means by which we cultivate and achieve an environment and a community where all within it understand and uphold **East Barnet School's values**.

The Whole School Behaviour Policy aims to:

1. Reflect the values and culture of East Barnet School.
2. Make the Code of Behaviour clear to all. (Appendix 1).
3. Set out the framework for rewarding positive behaviour, achievement and progress (Rewards System, Appendix 2)
4. Set out the pathway and procedures/sanctions to be applied should behaviour become a cause for concern (Referral Pathway appendix 4 and Sanctions System, Appendix 3)
5. Ensure that the school is a safe and supportive environment for all.
6. Ensure that all members of the school community are shown respect and show respect to each other.
7. Encourage and foster a positive approach to behaviour by modelling, praising and rewarding good behaviour.
8. Ensure that where behaviour falls short of acceptable standards, procedures are followed, sanctions are applied fairly and consistently and appropriate support is given to students.

As a community, we recognise that this policy must apply to the behaviour of all its members whether teaching staff, support staff, students, parents and visitors. It is only by example that we can teach and demand high standards of behaviour from those whose education is our responsibility.

We also recognise that the success of this policy depends on the full support of parents/carers. Parents can monitor the house points, any detention received and attendance on the 'My Child at School' App and the Home-School Agreement outlines the expectations of the school and is endorsed by parents/carers and students as a sign of their commitment to East Barnet School.

## Code of Behaviour

At East Barnet School we believe in showing respect for:

- Our own learning and the learning of others
- People as individuals
- People in positions of authority
- Property which belongs to individuals and to the community as a whole
- The school buildings and the environment in which we work, eat and play
- The accepted dress code of the school
- The good name of the school
- The rules of our community

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

---

## The Rewards System

### The role of rewards in recognising and promoting good behaviour and achievement

At East Barnet School we believe that good behaviour and achievement as exemplified in our “*I want to learn*” culture, is best promoted and developed by drawing attention to and rewarding those students who reflect the school’s ethos. Praise, positive recognition and celebration of achievement, in all its forms, should be used as fully as possible.

We aim to recognise and encourage positive attitudes towards: **academic achievement** through hard work, motivation and growth mindset- and significant **contributions to both the school and local community** through kindness, integrity and respect.

All teachers recognise effort and achievement of students through verbal praise and supportive written comments when assessing work. In addition, recognition can also take a variety of forms including: house points; postcards; the awarding of badges and certificates; Amazon vouchers, celebration assemblies and semi-permanent displays around the school that recognise and celebrate achievement in its many forms.

### The Rewards Ladder

House points form the foundation of our rewards system and can be awarded in two categories:

#### ***“I want to learn”***

Examples of behaviours that would result in this type of house point are:

- Improvement or progress in classwork/homework
- Outstanding pieces of work
- Effort in class/homework
- Motivation levels in class
- Attendance at homework clubs/interventions

- Positive assessment scores
- Thoughtful questioning in class
- Improved deadline meeting and organisation
- Demonstrating resilience in lessons and embracing failure.
- Not giving up and persevering with challenging tasks
- Verbal and written answers in class/homework

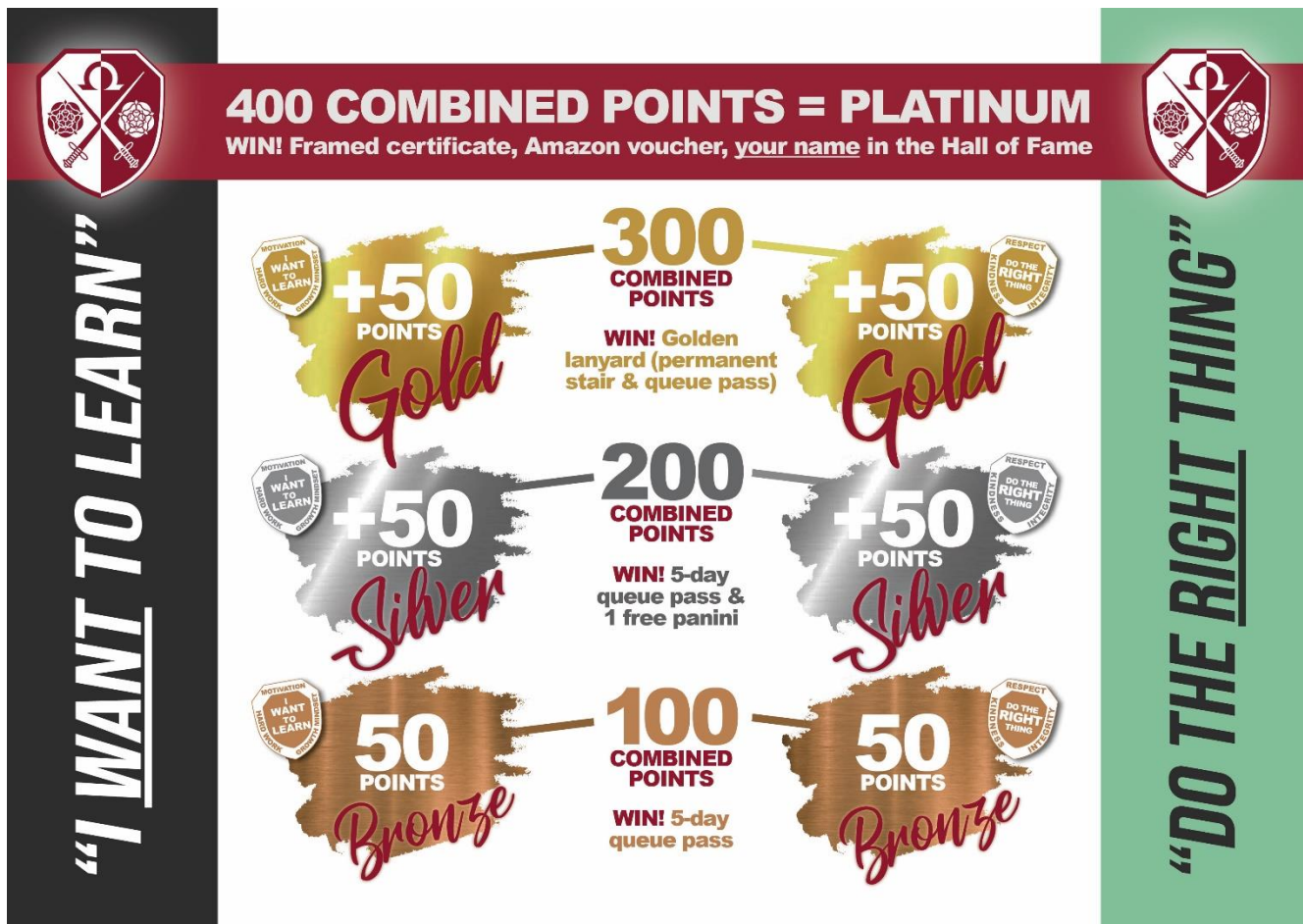
### ***“Do the right thing”***

Examples of behaviours that would result in this type of house point are:

- Small acts of kindness – e.g., holding doors open for staff and peers
- Helping others and supporting peers (in and out of class)
- Picking up litter
- Volunteering at clubs
- Leadership roles
- Being a positive role model to other students
- Extra-curricular participation
- Helping out at school events
- Integrity – uniform, corridor behaviour, lining up, cover lessons
- Inclusive behaviour
- Politeness and positive interactions with staff and peers
- Leading campaigns
- Involvement in charity events

### **Rewards Pathway**

The number of house points received equates to different rewards on the pathway, outlined below.



### Recognition Awards:

- Students can be nominated for outstanding achievements in any of the behaviours underpinning our school values (see postcard below).
- Students who are nominated, receive 20 bonus House Points in the relevant category, a pin badge and a postcard home.
- One of the 6 behaviours will be assigned each month and faculties will nominate students demonstrating this.



### Recognising Attendance: The “100% Club”

A Letter of Recognition will be issued to all students whose attendance has been exemplary or who have exceeded or met the school attendance target. For students who complete a term with no absence, a certificate and a ‘100%’ badge will be awarded in recognition of excellent attendance.

For one term’s 100% attendance - A Bronze Award

For two term’s 100% attendance - A Silver Award

For three term’s 100% attendance - A Gold Award

The awards do not depend on concurrent 100% attendance but will build on the previous award.

Students achieving outstanding attendance are recognised in a display at the front of the school.

There will also be a termly raffle for students who have achieved 100% attendance over the whole term.



**Recognising Attendance Improvement:**

A letter of recognition will be issued to all students who have made improvements to their attendance when compared to the previous term, they will also receive a badge.

Praise Postcards will be issued by faculties and posted to parents/carers where students' efforts/achievements have been particularly noteworthy or sustained.

**Additional Awards**

At the end of each academic year, there are achievement assemblies for each year group in school. For year groups 7,8, 9, 10 and 12, each department awards certificates for 'I want to learn' by recognising the one of the values of hard work, motivation or growth mindset. Each form tutor and head of year will nominate a student who has demonstrated kindness, integrity or respect for the 'do the right thing award'

**EBS Awards**

Each year there is an evening to celebrate the achievement of the most outstanding students. The awards include:

- Faculty nominations recognising 'I want to learn'
- Year group awards recognising 'do the right thing'
- Governors' Award
- Community Award
- Headteacher's Award

**The Jack Petchey Award**

Students can be nominated by any member of the school community in recognition of outstanding achievement in any aspect of school life. Winners receive a framed certificate, a gold medallion and £300 to spend on any area of the school.

## The Sanctions System

### **The principles and processes of the Sanctions Ladder for managing and modifying unacceptable behaviour:**

There are a number of strategies which can be used to manage unacceptable behaviour. Sanctions are most effective when they are applied consistently, fairly and calmly so that students recognise and understand why the sanction is being applied. A student should not be given the same sanction repeatedly. If a student does not respond or comply with a particular sanction, then alternative methods of support and referral will be explored.

Punishments or reprimands that demean a student are not acceptable.

Community Service detentions should be considered as an alternative to a class-based detention where appropriate.

The school's behaviour tracking system (Bromcom) should be used to record both positive and negative behaviours that either result in a reward or a sanction, this includes sending a student to the IEC. The recording of information is required for later referrals. Interventions carried out by both pastoral and academic staff should also be recorded on the system, including reports, HoF/HoY detention, Student Support Plans (SSPs), and Governor's Disciplinary Panel Meetings (GDPM).

The information stored is for the use of all staff, Heads of Department (HOD), Heads of Faculty (HOF) and Heads of Year (HOY) can use this information to identify students who may require intervention.

All staff:

- have a professional duty to address poor/unacceptable behaviour whether it occurs within a classroom or around the school.
- are 'planning for success' to help ensure classrooms are positive and disruption free environments. Students are loaned equipment in the morning if they forget items to ensure

the start of the lesson is positive and staff will consider seating plans and differentiated activities to encourage successful outcomes.

### **In Lesson Behaviour- Disruption Free Learning**

On a lesson by lesson basis, students will have one simple choice, to either be in class working hard and progressing with their learning or to be internally excluded for one day so that the learning of others is not disrupted.

### **Conduct in lessons**

- Arrive to lessons on time, fully equipped and in good uniform.
- Enter the classroom room calmly and quietly
- Complete the Rope Challenge in silence
- Listen in silence whilst the member of staff leading the lesson speaks
- Listen in silence whilst any other student contributes an idea or answer
- Raise their hand to ask a question without calling out
- Work exceptionally hard and follow all instructions without disrupting any other student learning.

If a student fails to meet any of these simple expectations their name will be written on the whiteboard by way of a first warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The second time during a lesson that a student fails to meet these expectations they will be given a final warning and reminded of the expectations. If these expectations are not met for a third time, the student will be sent to the IEC (Internal Exclusion Centre) for a period of one working day. Failure or refusal to go to the IEC will result in a one-day suspension.

If a student is sent to the IEC, the member of staff who sent the student out will meet with the student at the end of the day for a 'Restorative Conversation' where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to the IEC will be required to remain in school until 4.00pm that day.

If a student has not completed their home learning, they will be required to attend an after-school home learning intervention. In the unlikely event that the student does not attend the intervention,

they will be placed in an SLT detention for an hour on either Tuesday or Friday after school. Parents and carers will be given 24 hours' notice of this sanction.

### **Students who have an Educational Health and Care Plan**

Students who have an Educational Health Care Plan or an identified additional need (s) will also be expected to follow the behaviour policy.

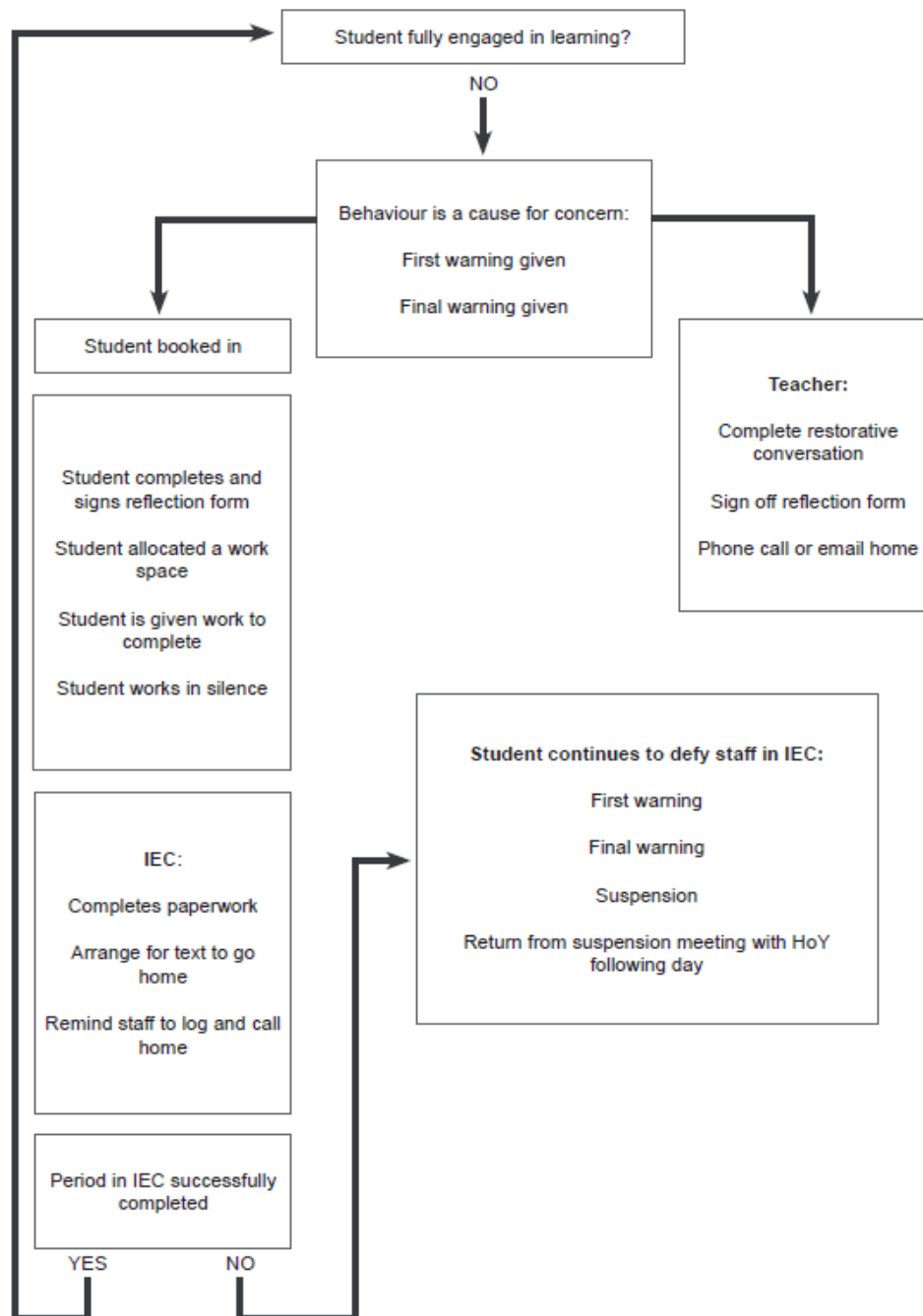
However, reasonable adjustments will be made for some individuals. Advice from the schools Special Educational Needs and Disabilities (SEND) Department and from external agencies when appropriate will be taken and communicated to all staff. Examples of reasonable adjustments include:

- A shorter period of time out of lessons
- Being supported with 1:1 support within the AEN department/Hub staff rather than being placed in the IEC
- Group sessions and story boards to reflect on the incidents

Staff can refer to the SEND register and individual education plans (IEP) for further information.

Some students may need a differentiated approach in order to break down their individual barrier to learning and understanding. Further guidance is available from the SENCO.

## Disruption Free Learning Flow Chart



## Out of Lesson Behaviour

### Behaviour in corridors and around the site

During transitions between lessons (going from one lesson to another) students should act sensibly and safely, that means no running through or loitering in corridors. Students should follow the one way system throughout the school and make use of the side stairwells.

It is essential that all students are aware of the time and the need to arrive promptly to every lesson to avoid any consequence.

Late, uniform, equipment and out of lesson behaviour detentions will take place in the first 30 minutes of lunchtime. These will happen the day after the detention is issued and form tutors and class teachers will remind students of the detention.

In the unlikely event that the student does not attend the lunchtime detention, they will be placed in an SLT detention for an hour on either Tuesday or Friday after school. Parents and carers will be given 24 hours' notice of this sanction.

During break and lunch times students are expected to do the following:

1. To sit/stand with their friends in the designated areas of the school.
2. Food is to be eaten in the designated areas only; such as the canteen.

Poor behaviour at break and lunchtime may result in community service, a lunchtime detention, or time in the IEC.

Saturday detentions will only be issued as a last detention resort for repeat breaches of the behaviour policy. They will take place on the last Saturday of each month, staffed by SLT for 2 hours. Students are expected to complete the work provided in the detention to a high standard, although it may also provide students with a period of reflection and target setting for the future. Parents will receive a minimum of three days' notice.

## **Out of School Behaviour**

Our Exclusion, Suspension and Behaviour Policy covers behaviour not only within school but outside of school. We will sanction students, up to and including Permanent Exclusion, for any behaviour which contravenes our policies when a student is:

- Taking part in any school-organised or school-related activity, or travelling to or from school and wearing our school uniform, or in some other way identifiable as a East Barnet School Student.

Or for behaviour which at any time;

- Could have repercussions for the orderly running of the school, or
- Poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

### **The journey to and from school:**

Students should demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for our school and their safety is paramount.

Students should:

1. Arrive at school and leave school in full uniform.
2. Use the traffic lights crossings where possible to cross the road safely.
3. Use the cycle lanes/pedestrian zones safely.
4. Take any litter home and dispose of it properly.
5. Respect our neighbours and all local residents.

### **Mobile Communication Devices (Phones/Tablets)**

These devices are not banned from school as we recognise that they may be needed for the journey to and from school each day. Having arrived on the school premises however, all phones and devices will need to be switched off and kept out of sight.

- If a phone/tablet is seen or heard during lesson time or around the school, it will be confiscated and the student will need to get a note from their Head of Year in order to collect it at the end of the day.
- The same applies to headphones. Headphones are not to be worn around the neck. They should be placed in bags during the school day.
- If a student refuses to hand their phone over, they will be given a first and final warning before being sent to the IEC for a period of one working day
- Refusal to go to the IEC will result in a one-day suspension.
- If a student's mobile phone is confiscated 3 times in a half term, it will be locked in the school safe until a parent/guardian can collect.

**Smoking** *[Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes and vaping products]*

Smoking will not be tolerated on East Barnet School grounds or when dressed in the uniform of our school. If a student smokes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/associating with smokers/ being found in the possession of smoking paraphernalia will lead to a day in the IEC and a referral to WDP or the school nurse.
- Refusal to hand over smoking paraphernalia when asked by a staff member will lead to a further sanction.
- All tobacco and related paraphernalia will be destroyed.
- Sanctions will be escalated for repeat offenders.

## **Internal Exclusions**

The school has an internal exclusion centre which is used for students that are removed from lesson for disruption free learning. It is also used if a student receives an Internal exclusion, this is an internal mechanism used for poor behaviour but does not meet the threshold of a suspension.

If a student is internally excluded, the parents/carers will be informed, initially by a telephone call home, and then a follow up letter. They will be informed of the reason for the internal exclusion and the duration. Whilst in the IEC students will be provided with work to complete either directly from their lesson or from a knowledge organiser.



## **Sixth Form Sanctions Ladder – Referral Ladder**

Where patterns of poor attendance, punctuality or poor behaviour exist, or where poor effort is consistently demonstrated when completing classwork, coursework or homework, the sixth form operates a referral ladder.

Stage One: Teacher review. Conversation with student, phone call home. Intervention noted on behaviour tracking system, Form Tutor made aware and discusses in mentoring session.

Stage Two: HOD/ Key Stage Coordinator Review: HOD/KS to meet with student and set SMART Targets. Targets to be reviewed after an agreed period (3 weeks suggested).

Letter to parent/carer including SMART targets copied to HOY and HOF. Intervention noted on behaviour tracking system. FT continues to discuss in mentoring sessions

Stage Three: HOF review. HOF to have meeting with parent/carer to set further targets, to be reviewed after agreed period (suggested 3 weeks). Classroom teacher to monitor progress. Intervention noted on behaviour tracking system.

HOY to have weekly meetings with student and to maintain contact with parent/carer.

Stage Four: In consultation with HOY, HOF, the student is removed from the subject. Depending on the time of year student may complete terminal exams in other subjects.

(In extenuating circumstances targets may be reviewed again at this point)

Stage Five: If student is progressing through the referral pathway in more than one subject, the HoY will call a meeting with parent/carer to remind the student that their place in Sixth Form will be in question if they are not left with a viable course to follow. Careers advisor will be consulted.

A summary of the pathway is included in the student planner in the form of the 6<sup>th</sup> form agreement which is signed by all students.

## **Zero Tolerance**

There are some behaviours that cannot be tolerated. If a student demonstrates these types of behaviour, it is highly likely that they will be permanently excluded from our school. An indicative but non exhaustive list would include:

- Bringing recreational drugs into school with an intent to supply/share/sell
- Possession or use of a weapon of any sort including pen knives and BB guns
- Persistent bullying
- Persistent disruption of lessons
- A physical assault of a member of staff
- Taking and use of school property, including tools and chemicals, as a weapon or in a manner likely to cause harm.

## Suspensions and Exclusions

At East Barnet School we believe that learning is the most important reason for being in school and that opportunities to learn must be protected at all times. A suspension or exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to suspend or in rare cases, permanently exclude, is not taken lightly. **Reasonable adjustments are considered before a Looked After Child (LAC) or a child with an EHCP receives a suspension or exclusion. The DSL / Designated Teacher is consulted and their advice sought before a decision is taken.**

The East Barnet School policy is written in line with the DfE Guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101498/Suspension\\_and\\_Permanent\\_Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_in\\_England\\_including\\_pupil\\_movement.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

And other policies including: Anti-Bullying, Safeguarding, SEND, Equality and Uniform

### **When considering a suspension, East Barnet School will:**

- View suspension as a last resort when all other possible methods of managing student behaviour have been exhausted. The decision to suspend is never taken lightly and careful consideration is taken of the facts and the surrounding circumstances before reaching a decision to suspend.
- Consider the detrimental impact of suspension on both the education and well-being of students and their families as well as recognising the impact of social exclusion which can result from the permanent exclusion of a student and will try hard to avoid it.
- Only consider permanent exclusion where every possible appropriate alternative has been considered. We are committed to using alternatives to permanent exclusion such as managed moves and alternative provision where appropriate.

- Take account of the Equality Act and of our duty not to discriminate under the protected characteristics.
- Take into account our statutory duties in relation to SEND / LAC
- Involve parents/carers as early as possible in any process.

### **The decision to suspend**

The decision to suspend is made solely by the Headteacher, or the Deputy Headteacher acting on the Headteacher's behalf. The decision to suspend is not taken lightly and the Headteacher or Deputy Headteacher will:

- Ensure that a thorough investigation has been carried out.
- Consider all the evidence available to support the allegations.
- Allow and encourage the student to give their version of events
- Take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
- Keep a written record of the actions taken including the signed statements of witnesses.
- Ensure S.E.N/Safeguarding expert advice has been taken into account where appropriate.
- Ensure that parents have been kept informed throughout the process and consulted where appropriate.
- Ensure that if involved with a student, social workers/virtual school/SEND caseworkers are notified immediately of decision to suspend
- Notify the local authority of the decision to suspend.

***The burden of proof applied when deciding to suspend is done on the 'balance of probabilities'. That is, it is more likely than not that a fact/account/evidence is true.***

Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

Once the decision has been made to suspend, a student will only be sent home once contact has been made with parents/carers and where it is clear that the student will be returning to a place of safety. Work will be provided and either sent with the student, set on line or emailed to the student/parent/carer.

### **Suspension**

- **Up to 5 days in one term**
- **More than 5 days and up to 15 days in one term**

The decision to suspend a student may be taken in response to breaches of this behaviour policy

- Examples of behaviour that **may** lead, but are not exhaustive, to a suspension include the following:
  - Verbal abuse of staff or students.
  - Physical abuse of staff or students.
  - Indecent behaviour.
  - Damage to property.
  - Theft.
  - Serious actual or threatened violence against another student or a member of staff.
  - Sexual abuse or assault.
  - Carrying an illegal substance.
  - Arson.
  - Persistent poor behaviour contrary to acceptable behaviour outlined in the School's Behaviour Policy.
  - Bullying
  - Abuse around the protected characteristics.

The Headteacher may suspend a student for one or more fixed periods which do not exceed a total of 45 school days in any one school year. For a permanent exclusion or suspension resulting in a student being suspended for more than 5 school days in a term, missing 10 lunchtimes or missing a public exam, the Headteacher must without delay notify the following by an email:

- The LA, giving the duration of and reasons for the suspension; and for a permanent exclusion, the student's home LA if different.

During a suspension of 5 or fewer days, work will be set by the School for the student to complete at home. This work should be returned completed at the end of the suspension for marking. For a suspension longer than 5 days, the School will arrange full-time educational provision from the sixth day of suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

Before the end of any suspension, parents / carers will be invited to attend a reintegration/re-admittance meeting at the school with their child in full school uniform. The purpose of the meeting is to ensure that the student understands the reason for the suspension and is committed to preventing the behaviour that led to the suspension from being repeated. The School will consider all further support needed to help the student, including referral to external agencies if appropriate (see page 17) The student will also spend a period of time on report to support their reintegration.

During the first five days of any suspension, the parents of a suspended student must ensure that they are not present in a public place during normal school hours without reasonable justification, whether with or without a parent / carer. Failure to comply with this is an offence for which a fixed penalty notice can be issued.

### **Off-site direction**

Off-site direction is when a governing board of a maintained school requires a pupil to attend another education setting to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school.

## **Managed Moves**

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as stated above) should be used. Managed moves should only occur when it is in the pupil's best interests.

The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move. The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

## Permanent Exclusion

Permanent exclusion is an extremely rare sanction at the School and always avoided wherever possible. The decision to permanently exclude is taken only:

- in response to serious breaches of the School's behaviour policy and
- if allowing the student to remain would seriously harm the education or welfare of that student or others at the School.

A student may be permanently excluded where there have been repeated breaches of the behaviour for learning policy for which a range of consequences and strategies have been applied without success. It is an acknowledgement that the School has exhausted all available strategies for dealing with the student and is a last resort.

There may be exceptional circumstances where, in the judgement of the Headteacher it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another student or member of staff.
- b) Sexual abuse or assault.
- c) Serious bullying including cyber-bullying.
- d) Supplying/sharing/selling an illegal substance.
- e) Carrying an offensive weapon.

Again, this is not an exhaustive list and there may be other examples of behaviour where the Headteacher judges that a permanent exclusion is an appropriate sanction for a first or 'one off' offence.

## Cancelling Exclusions

The Headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:

- Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;



- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
- The pupil should be allowed back into school.

### **Governors' Exclusions Committee**

The Governors have the responsibility for reviewing decisions made in relation to suspension and exclusions.

The Exclusions Committee of the Governing Body will automatically review any suspension which results in a student being suspended for more than 15 school days in any one term, and any permanent exclusion.

Parents / carers have the right to make representations to the governing body about a decision to suspend or exclude, and where a suspension would mean a student being suspended for more than 5 school days in a term they may request reinstatement of the student. The representations should be made in writing and should set out the question(s) which they wish the committee to consider.' *See DfE Guidance (2022) for full details.*

The Committee may decline to reinstate the student; or direct reinstatement of the student immediately or on a particular date.

The parent / carer will be informed of the committee's decision in writing, with reasons.

If the suspension or exclusion is upheld, the parent /carer has the right to ask for a review by an Independent Review Panel.

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

---

## **Additional support**

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a student's behaviour we will attempt to offer support and intervene early in order to reduce the need for subsequent suspensions.

Examples of support that may be explored include:

- Mindfulness
- Counselling
- Referral to Early Help/Universal services
- Referral to MASH
- Careers Interview/Advice
- Referral to WDP/YPDAS /School nurse
- Equine therapy
- Referral to BICS
- Staff mentor
- Peer mentor
- Targeted intervention from the Student Hub
- Coaching
- Referral to CAMHS
- Educational Psychologist assessment
- Respite at alternative setting

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

---

## Use of The Student Hub (TSH)

TSH staff take on a number of roles within the school. The aim of TSH is to help students struggling to cope at East Barnet School, including issues such as behaviour, friendship problems and organisational skills.

Students are referred to TSH by the HOY for either a 6-week programme of help or for on-going mentoring sessions.

Staff in TSH take a proactive approach to spot students which may need help in school, including undertaking observations of Year 7 classes to identify students that may be having difficulties.

TSH staff will carry out targeted intervention with students which have been placed in the IEC on three or more occasions per half term.

TSH is the point of contact for a number of outside agencies, including CAMHS and BICS.

## The Role of Restorative Conversations

**All** members of the school community are encouraged to use a 'restorative' approach when dealing with **any** issue concerning poor behaviour.

Where necessary a meeting may be organised between the teacher and the student in order to repair and re-build that relationship so that the student can return to that lesson in a positive way. A restorative approach **does not** preclude the use of sanctions where appropriate.

If there has been a serious incident between students, for example bullying or fighting, then a restorative meeting between the parties involved may be used to move the situation on in a positive climate of mutual understanding. These meetings form an integral part of the rebuilding process.

Where it is deemed appropriate, parents or advocates may well be invited to such a meeting to help support a positive outcome.