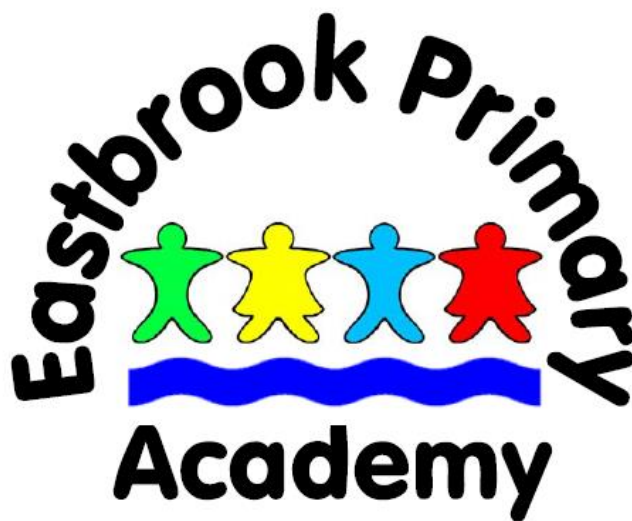


Behaviour Policy



Lead Person/People	Senior Leadership Team
Reviewed	June 2022
Next Review Date	June 2024
Signed – Governor	Louise Askew
Signed – Headteacher	Natalie Naylor (Interim)

1. Rationale

Positive behaviour and 'behaviour for learning' underpin the effective running of any school. It is important that staff and children have a consistent and compatible understanding of what constitutes positive behaviour, how that behaviour is modelled, what it looks like, how it is rewarded and what the consequences of undesired behaviour is. All of the above should be applied by all staff in all settings, so that all children understand what is expected of them. The school should provide the environment, teaching and resourcing that promotes and maintains positive behaviour, while enabling children for whom typical 'good behaviours' prove very challenging are supported and given strategies to succeed.

2. The Principles of our Policy

- The school believes all children have the right to learn and be listened to in a safe, fair and nurturing environment.
- The school promotes behaviour that reflects our stated Learning and Community Values (Learning Values: Perseverance, Composure, Curiosity and Aspiration. Community Values: Respect, Kindness, Positivity and Honesty)
- The school believes in developing self-esteem, respect for others and responsibility for one's own learning and behaviour.
- Emphasis is on building positive relationships with pupils, using meaningful praise and ensuring all school staff model and promote positive behaviour.
- The school ensures that children are made aware of behaviour expectations.
- The school has a clear rewards and consequences framework that is explicitly referred to and consistently applied.
- Effort, achievement and good behaviour are recognised and celebrated.
- Unacceptable behaviour is challenged and dealt with appropriately.
- The school is an inclusive environment where children are treated as individuals. Some pupils may require and receive individualised support to help them more consistently achieve a high standard of behaviour.

3. Aims and objectives

- 3.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 3.2 In order to achieve this we believe in a consistent approach to positive behaviour management and the setting of clear behavioural expectations.
- 3.3 Each school year begins with an assembly about behaviour expectations, the intrinsic value of displaying positive behaviour, and the praise and recognition that this can also bring. This is followed up by teachers in the classroom who are responsible for ensuring every child knows the standard of behaviour expected to enable safe, happy and positive learning at school. Class 'circle time', and lessons in the PSHE curriculum, teach children the importance of healthy relationships and can also be an opportunity to address any issues that may arise in class or at playtimes. Additionally, throughout the year, whole-school assemblies take place that focus on each school value to help pupils understand how to aspire to these in their day-to-day lives. Adults who work with children in the school are given a behaviour

handbook, which offers practical guidance on applying our system of rewards and consequences. When children's behaviour is unacceptable, they are told why they have a consequence, such as time out during a lesson or play time, and are given the opportunity to reflect upon their behaviour with a view to learning from it and moving forward. Children are taught to recognise their feelings and use strategies to regulate their emotional and behavioural responses, for example by referring to 'Zones of Regulation' areas around the school (see appendix X).

3.4 We aim to develop within all our children:

An understanding of appropriate behaviour in a wide range of situations;

An understanding of the consequences of their behaviour, on both themselves and others;

The ability to reflect on their own behaviour and modify it when necessary (e.g. by using the Zones of Regulation)

A sense of responsibility for themselves and their behaviour;

A sense of pride in and commitment to the values of the school;

An ethical understanding of how to live in society.

3.5 The school celebrates and promotes good behaviour, in order to develop an ethos of kindness and cooperation in line with our stated values.

4. Positive Reinforcement

4.1 We aim to instil in our children a strong sense of the 'right way to behave' through very high expectations which are consistently reinforced by every member of Eastbrook staff. Our school places an emphasis on building mutually respectful relationships between staff and pupils, where boundaries are clearly defined. We do, however, use a number of more tangible rewards in combination with this approach as set out below:

Golden beads – for positive behaviour generally relating to one of the Learning or Community Values (Kindness, Respect Honesty and Positivity). A golden bead is placed in a class jar. During year assemblies the golden beads collected that week are transferred to a year group jar. When the year group jar is filled the whole year group receives a reward afternoon (chosen by the pupils).

Golden recognition – for outstanding, consistent contribution towards one of the Community or Learning Values. Behaviour that sets an excellent example to other children. During year assemblies, children (approximately 5) are chosen to receive a golden recognition certificate, which they take home.

Star of the Week – for any of the above consistently shown across the week. A certificate is given to one child from each class during the weekly celebration assembly.

Housepoints – for good academic attainment or progress (could be related to Learning Values - Curiosity, Perseverance, Composure and Aspiration).

Star card – This is sent by a staff member to invite a member of the SLT to come along to celebrate something 'extra special' that is happening in the classroom.

In addition to the core offering above, class teachers may choose to offer other individualized rewards for academic progress or behaviour such as stickers, raffle tickets or star of the day.

4.2 The school acknowledges all the efforts and achievements of children, both in and out of school. The school's newsletter regularly includes articles detailing pupils' successes and there is an end of term whole school Celebration Assembly that showcases highlights of the term.

5 Consequences framework

5.1 The school employs a number of strategies to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. Whilst there is consistency across the school, the age of the children and their specific needs are always taken into consideration. A small number children may need additional support in the form of a tailored Individual Behaviour Support Plan.

5.2 EYFS

Verbal reminders/warnings are given and a short, clear discussion with the child to ensure they understand.

If the child's behaviour continues to be inappropriate, they will spend 5 minutes on the 'thinking mat'.

If the negative behaviour continues, the child will have up to 10 minutes timeout in another nearby KS1 classroom

The child's teacher or TA will talk to them about their behaviour using reflective questions, referring to the Zones of Regulation

For more serious incidents (e.g. hitting, biting, swearing or repeated refusal to comply with instructions) the child will be spoken to by a member of the senior leadership team who will reinforce expectations, usually away from the classroom. A parent/carer may be contacted at this stage.

5.3 Key Stage 1

A child is given 3 warnings in the classroom if they are not following the school's behaviour policy.

If the behaviour continues, a child may have time out in their own classroom to reflect (e.g. using the Zones of Regulation)

If the behaviour continues further, the child will be go to a different KS1 classroom for up to 10 minutes time out. They will be taken and collected by a member of support staff.

When they return to the classroom, the child's teacher or TA will talk to them about their behaviour using reflective questions.

If the behaviour persists when they return, a member of SLT will be called for to attend. The Phase Leader will be made are of these behaviour incidents so that they may consider further measures to support the child in future, in conjunction with the class teacher.

For more serious incidents such as hitting, biting, swearing as an insult, or repeated refusal to comply with instructions, the child meets with a member of the senior leadership team who will reinforce expectations. A parent/carer may be contacted at this stage

All behaviour incidents are recorded in the Child on Child Behaviour Record. Parents/Guardians are contacts if these behaviours continue.

If an incident occurs on the playground, the child will receive a reminder of expectations by the adult on duty. If it is repeated, or a more serious incident occurs, they will be asked to have time out in a designated area outside. The incident should then be passed to the teacher who will record the incident on the Child on Child Behaviour log.

If a teacher feels a child needs to miss part of an upcoming playtime, they must spend that time in their classroom with their class teacher wherever possible. This gives their teacher the opportunity to address the child's behaviour and guide them to avoid repeating it.

5.4 Key Stage 2

Two initial warnings are given, together with a reminder of expectations. This can be recorded informally. Upon a third warning, the child will have time out in own classroom.

If the negative behaviour continues the child has up to 10 minutes 'timeout' in another classroom.

If the negative behaviour continues further, this will be noted and they will miss all, or some, of their next break time. As in KS1, the child must spend that time in their classroom with their own class teacher wherever possible. This gives their teacher the opportunity to address the child's behaviour and guide them to avoid repeating it.

For more serious incidents such as intentional physical harm to another child (pushing, hitting, kicking etc), serious verbal abuse or repeated refusal to comply with instructions, a member of SLT will be called. The child will then complete learning set by the class teacher with the SLT member in their office. SLT will talk to the child about expectations, including reflective questions, and the parent/guardian will be called.

The Phase Leader will also be made aware of these behaviour incidents so that they may consider further measures to support the child in future, in conjunction with the class teacher.

For a repeated pattern of more serious breaches of the school's behaviour policy, if the negative behaviour escalates, or a particular incident serious enough to warrant it, the next stage is an informal internal exclusion and parents/carers will be notified.

The final stages of escalation may result in a formal internal exclusion, whereupon a letter is issued to parents and, finally, a formal external exclusion or fixed term exclusion. More detailed information can be found in the Exclusions Policy.

- 5.5 Teaching and support staff have a very clear and detailed framework for matching a child's behaviour to the consequence to ensure consistency. Incidents at break time or lunchtime are recorded and reported back to the class teacher. Occasionally, a child may have to see a senior member of staff if a serious incident of negative behaviour has occurred.
- 5.6 The school does not tolerate bullying of any kind. Bullying is defined as 'repeated incidents of behaviour that negatively impact a child's physical or emotional welfare and which involve an imbalance of power in the relationship between the perpetrator and victim'. The meaning and consequences of bullying is taught to children as part of our PSHE curriculum and also through school assemblies. If we find evidence that bullying has taken place, we act immediately to stop any further occurrences of such behaviour. If a child is found to be bullying another child, the class teacher, together with a senior member of staff, will hold meetings with the parents/carers involved. At these meetings a course of action will be agreed and the teacher will closely monitor the situation to ensure that the bullying has ceased. We do everything in our power to ensure that all children attend school free from anxiety (please see our Anti-Bullying Policy for more details).
- 5.7 At times it may be necessary to physically restrain an individual. All members of staff are aware of the DfE guidance regarding the use of force by teachers, as detailed in the Use of Reasonable Force (July 2013). Staff only intervene physically to restrain children if they are deemed to be at risk of injury to themselves or others and/or to prevent significant damage to property. The actions that we take are in line with government guidelines on the restraint of children. Any restraint is recorded on a Significant Incident Form and kept on file by the Headteacher (see Use of Reasonable Force and Restraint Policy). A number of staff, including a member of the Senior Leadership Team, have current Team Teaching Certification.

6 The role of staff members

- 6.1 It is the responsibility of all staff to ensure that the school's values are followed, and that pupils behave in a responsible manner during lessons and break time. Some Year 6 pupils are 'play leaders' that encourage cooperative play with younger children in the school during breaktimes outside.

- 6.2 Staff treat each child fairly and enforce the school rules and routines consistently. Staff members treat all children in the school with respect and understanding and will attempt to guide their behaviour, initially with a number of preventative measures.
- 6.3 If a child repeatedly demonstrates inappropriate behaviour in class the teacher will inform the Phase Leader and keep a record of all such incidents in the Child on Child Behaviour Record. In the first instance the class teacher deals with incidents him/herself in the normal manner. However, if inappropriate behaviour continues, the class teacher seeks help and advice from senior members of staff and subsequently the Headteacher. Discussions about pupils' behaviour also form part of the half-termly pupil progress meetings held between SLT and the teaching team in each year group.
- 6.4 If a member of staff requires support to deal with very challenging behaviour they send a yellow or red card to the office. A yellow card indicates that support is required but does not need to be immediate. A red card indicates that support is required immediately, usually if a pupil's behaviour is deemed to be unsafe to themselves or others. A senior member of staff will go to the classroom or learning area indicated on the card to offer support. At this point there may be a need to positively handle a pupil. Any physical intervention would be as a last resort and proportionate to risk. It would be for the minimum amount of time possible. Please refer to the Use of Reasonable Force Policy for more information.
- 6.5 If a pupil is identified as having specific behavioural difficulties then they will be referred to our Inclusion Team (SENCo/School Link Assistant/Learning Support Assistants, ELSA - Emotional Literacy Support Assistant). Members of the team will work with the child through one-to-one sessions, group activities, playtime and lunchtime sessions, and through collaboration with parents. Some of these children may require an Individual Behaviour Support Plan and/or a Behaviour Contract. The aims of such interventions are to set small achievable targets, improve the child's social interactions, raise their self-esteem and develop positive relationships with others. Class teachers are responsible for completing and reviewing Individual Behaviour Support Plans. This should be in conjunction with the Inclusion Team and, when appropriate, the Headteacher. Risk Assessments are produced to support the most vulnerable children, particularly if outside agencies are involved, and to help ensure consistency of provision if personnel changes.
- 6.6 The school has developed a range of strategies to support children who find it difficult to keep others and themselves safe in the playground. This takes the form of Year 6 pupils modelling social interactions as 'play leaders', where children are encouraged to foster safe and responsible play. Teaching Assistants on duty know the pupils well and intervene to guide behaviour at play. Members of the Inclusion team (see above) may also be consulted for strategies that will help specific children. The impact of all this is measured in pupils' successful reintegration with their peers in the playground.
- 6.7 With the guidance of the SENCo, the class teacher liaises with external agencies, to support and guide the progress of identified vulnerable pupils. When a child is at risk of being excluded due to continued challenging behaviour, the SENCo, in conjunction with the Head or Deputy Headteacher, will ensure a support programme is in place. The views and ideas of the class teacher, parents/carers, inclusion team and any external agencies working with the pupil will be captured. The aim of the programme is to ensure that the pupil is receiving the appropriate support within the school setting and from external agencies in order to prevent an exclusion from happening. The support programme will then be reviewed via regular Behaviour Meetings (Senior Leadership Team) to ascertain if any progress is being made by the pupil and to determine if further changes to the support are necessary.
- 6.8 The class teacher will report to parents about the progress of each child in his/her class in line with the whole-school policy. The class teacher may also contact the parent/carer if there are concerns about the behaviour or welfare of a child.
- 6.9 Most importantly, staff support the positive behaviour of pupils by modelling the positive values and behaviour themselves.

7 The role of the Headteacher and Senior Leadership Team

- 7.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's 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.

- 7.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 7.3 On a weekly basis, the Headteacher, supported by the Deputy and Phase Leaders, monitors the Child on Child Behaviour Records in order to identify patterns of behaviour and devise ways to address these.
- 7.4 The Headteacher and SLT keep records of all reported serious incidents of behaviour (the Record of Significant Incidents)
- 7.5 The Headteacher and SLT must ensure that any incidents of alleged sexualised behaviour, racism or homophobia are investigated and recorded in the correct way. Specific policies and tools (e.g. the Brooks Traffic Light Tool) must be referred to in these instances, and parents/guardians must be informed.
- 7.6 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for the most serious breaches of the school's behaviour policy. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken with the knowledge of the chair of governors. Refer to the school's Exclusion Policy Appendix 1.2 for more information.

8 The role of the pupils

- 8.1 Pupils are given every opportunity to take responsibility for their own actions and to make a full contribution towards maintaining excellent behaviour. They also have a proactive role to play through various roles or groups such as the school council, classroom monitors, sports leaders, play leaders or house captains.
- 8.2 At the beginning of each academic year pupils agree what the Class Code of Conduct/Golden Rules will look like in their own class. Pupils are also asked to sign the Home-School Agreement (when they become old enough to do this).
- 8.3 Pupils should feel safe and secure at all times and know the procedures to follow if they are aware of or subjected to any form of bullying (see Anti-Bullying Policy). Pupils complete a REAch2 questionnaire each year and the results are acted upon by the SLT.
- 8.4 Pupils should care for and be considerate of others in the school community (reflecting our school values).

9 The role of parents/carers

- 9.1 Parental support is fundamental to the success of the school community. School staff work hard to establish and maintain close relationships with parents and carers so children receive consistent messages about how to behave at home and at school.
- 9.2 We send out an information leaflet about our behaviour policy to parents. We share school rules in the school's prospectus and on the website, and we expect parents to read them and support them.
- 9.3 We expect parents to support their child's learning, and to cooperate 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 both of their child's achievements, behaviour and welfare.
- 9.4 If the school has to put a consequence in place for a child, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Phase Leader and subsequently the Deputy Headteacher or Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made to the governing body.

9.5 Parents are encouraged to address concerns in the ways outlined above and not post remarks on social media platforms.

9.6 Parents must take responsibility for their child if excluded and are expected to attend a reintegration interview following any fixed term exclusion.

10 The Role Of Governors

10.1 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 support the Headteacher in adhering to these guidelines.

10.2 The Headteacher and staff have the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

11 Additional measures to encourage exceptional behaviour

11.1 Exceptional behaviour is encouraged through the explicit teaching of our core values. These are taught in class through PSHE (Personal, Social, Health and Economic Education) and through assemblies.

11.2 The PSHE curriculum is used to reinforce behaviour expectations (Rights and Responsibilities) and to develop confidence and self-esteem.

12 Exclusions

12.1 We do not wish to exclude any child from school, but sometimes this may be necessary. Internal exclusions are used as an additional stage in the Behaviour System. These can be informal (this would normally involve working with a member of the SLT for a short period of time, e.g until the end of a lesson, part of a school day and parents/carers are informed verbally) or formal (this would normally be for a morning or afternoon – parents/carers are informed verbally and in writing). Only the Headteacher (or the person deputising for the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. A child may also be excluded over the lunchtime period (this counts as a half day exclusion). In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

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

12.3 The Headteacher informs the LA, REAch2 and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term

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

12.5 The governing body will appoint a sub-committee which is made up of a minimum of three members. This committee considers any exclusions appeals on behalf of the governors.

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

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

For more details please refer to the App. 1.2 Exclusion Policy.

13 Monitoring and Review

- 13.1 The Headteacher and senior leadership team (SLT) monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 13.2 Records are maintained to ensure behaviour can be monitored and to check the effectiveness of measures. The class teacher records initial issues in the Child on Child Behaviour Record including incidents that occur at break time and lunch time. These records are monitored by a member of the SLT. The SLT record significant incidents and the Headteacher maintains a record of all exclusions.
- 13.3 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; checking that all children are treated fairly.
- 13.4 The following will also help to identify the effectiveness of the policy:
- 13.4.1 Monitoring and external reviews
 - 13.4.2 Informal feedback from stakeholders
 - 13.4.3 Questionnaires and other formal feedback
 - 13.4.4 Discussions with leadership and staff through governors visits and meetings
 - 13.4.5 A reduction in recorded incidents
- 13.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with Eastbrook Primary Academy's Safeguarding and Child Protection Policy, Use of Reasonable Force Policy and Anti-bullying Policy.

App 1.2

Exclusion Policy

1. Introduction

The decision to exclude a pupil will be taken in the following circumstances:

In response to a serious breach of the school's Behaviour Policy

If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the member of the Senior Leadership Team who is acting in that role).

1.3 Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the Behaviour Policy:

Unacceptable behaviour which has previously been reported and for which sanctions and other interventions have not been successful in modifying the pupil's behaviour – for example persistent high level (Stage 4) Behaviour

Aggression towards other pupils or school staff, leading to physical or emotional harm or the possibility of harm (severity of actions would be taken into consideration)

Indecent behaviour (Brooks Traffic Light Tool would be used to help identify age-appropriate behaviour)

Leaving the school grounds without permission

Serious physical, verbal or cyber bullying, including prejudice-based bullying

High level vandalism

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

2.Exclusion procedure

2.1 Most exclusions are of a fixed term nature and are of short duration. The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

2.2 The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination.

2.3 The Governors have established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

2.4 Following a fixed term exclusion parents are contacted immediately where possible. A letter will be handed to the parent or sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body as directed in the letter (See Appendix 1 – sample exclusion letter)

2.5 The Headteacher informs the Local Authority and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

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

2.7 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusions appeals on behalf of the governors.

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

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

2.10 A reintegration meeting will be held following the expiry of the fixed term exclusion; this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a staff member, the pupil and parent/s will sign a Behaviour Contract which outlines expectations with regards to future conduct.

2.11 During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

2.12 Work will be provided by the class teacher.

3. Permanent Exclusion

The decision to exclude a student permanently is an extremely serious one. There are two main types of situation in which permanent exclusion may be considered:

The final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

When an extremely serious incident has occurred. If a criminal act has been committed, the school will involve the police in any such offence.

4. General factors the school considers before making a decision to exclude

4.1 Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the school policies
- Allow the student to give her/his version of events
- Check whether the incident may have been provoked

If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Further information is available in the DfE's statutory guidance on school exclusion

<https://www.gov.uk/government/publications/school-exclusion>