



Fairfield High School **Behaviour for Learning Policy**

This policy is regularly reviewed to ensure compliance with current regulations.

Approved/reviewed by	
Principal	
Date of next review	September 2026



WE ARE FAIRFIELD

Aspirational for All



Responsible Global Citizens



Enterprising, Creative, Innovative



Fairfield Five



**Fairfield
High School**
Achieving Excellence

1

We arrive on time with correct equipment

2

We wear correct uniform and take our coats off at the classroom door

3

We listen and speak respectfully to all members of our community

4

We think and work hard

5

We focus on learning throughout every lesson

We are **Aspirational, Responsible** and **Enterprising**
We are **Fairfield**

RBE 06/25

Culture for Learning



Achievement Points

- Positive behaviour rewarded by writing pupil name on board under Achievement points and awarding 1 AP on Class Charts.
- Star of the lesson awarded by writing pupil name on board under Star of the lesson and awarding SGTL on Class Charts 5 APs.



Lates

- If a student has a late (L) on the register throughout the day, they must stay after school for 15 minutes.
- Should a student have triple science, further Maths or an intervention they can go to their lesson and complete the 15 minutes afterward.
- 5 or more lates a week = After School ST Detention / 10 or more lates a week = Half Day Internal



STAGE 1

Verbal Warning

A verbal warning is given and expectations clarified using language of choice. There are no behaviour points linked to this stage. Student name should be written on the board as a visual reminder underneath Stage 1.

- Please note - Students can not work off a stage for good behaviour.



STAGE 2

Behaviour Point

If the behaviour has persisted after verbal warning, student's name added to board underneath Stage 2, Behaviour point, and redaction concerning personal catch up (PNC) logged on Class Charts.

- Non attendance of a Tuesday Faculty Detention after school will result in an Thursday ST Detention after school.
- Please note - Students can not work off a stage for good behaviour.
- If behaviour is repeated, issue will be contacted.



STAGE 3

Partner Class

Behaviour has escalated, the student should now be partner classed and HSE Duty called. Faculty detention issued, and contact made with home. If the incident is serious, report to end of Day #COO rather than adding a Stage 3.

- Non attendance of a Tuesday Faculty Detention after school will result in an Thursday ST Detention after school.
- Some behaviour will require an immediate escalation of stages.
- Please note - Students can not work off a stage for good behaviour.
- If behaviour is repeated, issue will be contacted.



STAGE 4+

Escalation

Detections:

- All information recorded on Class Charts.
- After school detections commence in the canteen, Faculty on a Tuesday 3:15pm - 4:00pm, and ST on a Thursday 3:15pm - 4:15pm.
- Should a Triple Science pupil receive a Faculty Detention, they shall complete the Faculty Detention during the Thursday ST det.

Internals:

- Students should be in silence working or reading; work is available in the space. If staff want to provide work, they can. KS4 students have access to laptops.
- They run in two stages; full days from P2 (10:00am) until 4:00pm and half day internals from P4 (12:30pm) until 4:00pm. Lunch time is at a separate time from the rest of the school, 12:35 - 1:00pm and then back to internal - students have access to all food options and outside space.

EB 0205



**IF WE SEE IT
IF YOU USE IT
IF WE HEAR IT**



YOU WILL LOSE IT



Phones must be off and in bags whenever onsite



Failure to follow this rule will result in confiscation



Let's stay focused, respectful, and ready to learn

1002 06/21



If you hear

'NO HANDS'



If you continue,
there will be consequences

WHY?



To avoid unwanted touch



To avoid escalation



To create a safe environment for everyone

10/1/2021

UNIFORM REMINDER

Navy v-neck jumper, plain navy hoodie

Headscarf / Hairband - any colour, plain in style. No Durags

FHS tie

White shirt or polo shirt with collar

Black, navy blue or charcoal grey tailored trousers or shorts

Skirts with plain black, grey or navy-blue tights worn underneath

Black shoes or trainers



EQUIPMENT EXPECTATIONS

Available to purchase from the library



Teacher's Detailed: Positive Attitudes to Learning Framework

Stage	Reward	Examples of student actions	Teacher actions	Suggested Teacher language
1	Verbal praise/Name on board	<ul style="list-style-type: none"> • Good work in lesson/improved effort in lessons • Assisting another student • Demonstrating good manners • Handing out/collecting resources in class • Positive contribution to learning/lesson • Check-in with Achievement Coordinator if they would like to use their Achievement points to purchase stationary, food at breaktime or tickets for end of year Raffle. 	<ul style="list-style-type: none"> • Positively reinforce good behaviour • Praise in front of others • Be specific about praise • Name written on board • Achievement points to be added to Class charts/ SIMs. 	<p>Thank you for handing out the books, you have helped everyone else get started quickly.</p> <p>Thank you for your contribution to lesson.</p> <p>Your Achievements points can be used towards purchasing stationary, food or a raffle ticket for a cash prize at the end of term.</p>
2	Achievement Point* <i>*Note – teachers should aim to give 5 students Achievement Points per lesson and 1 student ‘Star of the Lesson’ – fairly. There are occasions when more (or fewer) students will merit them but aiming for 5 students per lesson for Achievement Points and 1 Star of the Lesson encourages consistency and fairness.</i>	<ul style="list-style-type: none"> • Completion of extension task • Working consistently at target level in a lesson • Significant improvement in work • Supporting staff • Act of courtesy on corridor/in communal space • Helping to tidy atrium/picking up litter • Random act of kindness • Participation in extra-curricular activity/team • Check-in with Achievement Coordinator if they would like to use their Achievement points to purchase stationary, food at breaktime or tickets for end of year Raffle. 	Logged on Class charts. Share work with home/ Achievement coordinator	<p>Well done, that was extremely helpful. Thank you – I am awarding you a Achievement point.</p> <p>Your Achievements points can be used towards purchasing stationary, food or a raffle ticket for a cash prize at the end of term.</p>
3	Home contact for praise using faculty / year team system (postcards. telephone calls, emails, texts) for consistently outstanding effort in class.	<ul style="list-style-type: none"> • Excellence in a lesson/sequence of lessons • Work above target level (aspirational) in a lesson • Unexpected/unprompted kind act which had clear impact • Significant contribution to extra-curricular event/activity/team • Consistently exceeding expectations (see above) • Taking on responsibility for activity/successful outcome • Action demonstrating aspect(s) of school values 	<ul style="list-style-type: none"> • Departmental postcard written and handed to student. • Star of the lesson (5 Achievement Points) • Home contact with praise text/email 	<p>Your work this week has been exceptional, particularly x. I am awarding you a praise postcard/will be calling home.</p> <p>Will take place each term.</p>

4	<p>Nomination for end of term awards.</p> <p>Mentioned in celebration assemblies.</p>	<ul style="list-style-type: none"> • Make a positive contribution to the image of the school in the community. • Significant contribution to student wellbeing • Significant contribution to school community • Exceptional work/effort/achievement in subject(s) • Exceptional improvement in behaviour/effort/standards • Behaviour embodying aspect(s) of school values • Notable success in extra-curricular event/activity/team 	<ul style="list-style-type: none"> • Email to AC giving reason(s) for nomination – read out in assembly and rewarded. 	<p>Doing x has made a real difference to x. Thank you. I am nominating you.</p> <p>You have been nominated by x for your exceptional progression in...</p>
5	<p>Termly celebratory events run by Year team</p> <p>Annual house competition reward.</p>	<ul style="list-style-type: none"> • Rating of 5 for all areas of Attitude to Learning on report • Improvements in Attendance/Behaviour • Highest House Points in Term • High effort for community activities 	<ul style="list-style-type: none"> • List collated by AC/AM, letter home, newsletter shoutout, trips etc. 	<p>Year team or HoH team arrange a tutor time reward treat e.g., AC teas/breakfast.</p>
6	<p>Nomination for AC award (termly and end of year).</p>	<ul style="list-style-type: none"> • Forwarded to AC from nominations given from class teacher 	<ul style="list-style-type: none"> • Add comments to justify the nomination/detail as required. 	<p><i>Staff pass on recommendations to AC termly via email/spreadsheet.</i></p> <p>All Staff can nominate pupils to be given tickets towards end of term raffle.</p> <p>Achievement Coordinator will handout tickets during celebration assemblies.</p>

Teacher's Detailed: Negative Attitudes to Learning Framework

Stage	Consequence	Examples of Student Behaviour	Staff Actions	Suggested Staff language
1	Warning	<ul style="list-style-type: none"> • Talking out of turn • Preventing others working • Refusal to follow an instruction. • Poor work rate • Unkind behaviour • Late to lesson • Incorrect uniform • No planner or equipment 	<ul style="list-style-type: none"> • Positively reinforce good behaviour • Reminder of FHS 5 • Use the language of choice • Clarify expectations. • Change seating plan • Identify underlying causes of behaviour 	<p>‘This is a Stage one warning. You need to stop (be clear what needs to stop) Make a better choice.’</p>
2	Personal catch-up session (15 mins) start of break and lunch time.	<ul style="list-style-type: none"> • Persistent no planner or equipment • Persistent Incorrect uniform • Continuing with stage 1 behaviour after warning. • Inappropriate language (e.g., swearing) • Homework not completed/inadequate. • 	<ul style="list-style-type: none"> • As above, plus: • Log personal catch up session using Class Charts. Student required to complete consequence and/or staff communicate behaviours with home. 	<p>‘This is a stage 2. You have chosen to disrupt others’ learning. The consequence is a personal catch-up detention of 15 minutes.’</p>
3	Faculty detention (45 mins)	<ul style="list-style-type: none"> • Choosing to miss, or not complete a personal catch-up session. • Being taken to a Partner Class • Refusing to engage in learning after warning. • Persistent lateness to lessons or registration • Out of lesson without permission/Truancy • Failure to attend Stage 2 consequences for incomplete/inadequate homework. • Inappropriate language used to offend. • Refusal to follow an instruction where the authority of a member of staff is undermined or not following may result in risk during lesson. • Persistent Stage 1 or Stage 2 behaviour • Uncooperative or rude to staff. 	<ul style="list-style-type: none"> • Log partner class and faculty/detention using Class charts. • Restorative approach, possibly involving Pastoral Support team where deemed appropriate. • Failed partner class – staff to send to EOD for processing. <ul style="list-style-type: none"> • Achievement Coordinator will monitor individual students • Faculty detentions and they may be combined 	<p>‘This is a stage 3. You are still choosing to disrupt learning.</p> <p>I have emailed Duty to collect you and take you to a partner class</p>

			and an SLT or Internal could be the consequence.	
4	SLT Detention (1 hr)	<ul style="list-style-type: none"> • Persistent stage 3 behaviour • Refusal to hand phone to teacher • Playfighting • Failed partner class • Truancy • Dangerous behaviour in the building. • Refusal to follow an instruction where the authority of a member of staff is undermined or not following may result in risk outside of lesson. • Bringing in prohibited item (e.g. – laser pens, water pistols, fun snaps). • Language used to offend towards peer. 	<ul style="list-style-type: none"> • Log consequence on Class charts SLT/detention. <p>Decision will be made by AC.</p> <p>Achievement Coordinator will monitor individual students. SLT Detentions can be combined and an internal might be the consequence.</p>	<p>Unfortunately, you have been given a SLT for *****</p> <p>Statements may be collected by pupils involved. Witnesses and staff when appropriate before a decision is made.</p>

4	Community Service (supplementing other sanctions where appropriate)	<p>In particular for:</p> <ul style="list-style-type: none"> • Vandalism • Bringing the school into disrepute • Witnessing an event and not reporting, e.g., allowing a bullying incident/a fight • Persistent stage 3 behaviour 	<ul style="list-style-type: none"> • AC to decide on consequence to implement, Could include e.g., researching and delivering assembly or supporting the site team's work. AM on EOD contacts home to notify parents of decided action. 	<p>Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day. Can be signed off by Achievement Coordinator or Senior Leadership Team.</p>
---	---	--	--	---

Stage	Consequence	Examples of Student Behaviour	Staff actions	Suggested Staff language
5	Internal Suspension (Half or whole day)	<ul style="list-style-type: none"> • Swearing/queerphobic/racist/sexist/disablist language used to offend. • Severe dangerous behaviour • Failed partner class, which can include refusing to leave at Stage 3 (internal for that period) • Persistent Stage 3 or 4 behaviour • Bullying, verbal, racist, disablist or queerphobic abuse (including through social media) • Fighting • Smoking (including e-cigarettes/"vaping") • Balcony abuse • Malpractice in exams • Missing a lunchtime detention (half day) • Witnessing an event and not reporting e.g., allowing a bullying incident • Collusion in an incident e.g., organising a fight or encouraging any such incident. • sharing images on social media as to cause harm or disrepute to others or the academy. • Sexual harassment/on-line sexual abuse of others/ Sexual name calling 	<ul style="list-style-type: none"> • As above plus • Student and staff complete incident form. Pastoral support team collect witness statements if needed. • Pastoral support log on Class Charts. <p>Home to be informed</p> <p>Failed internal will result in a resit or escalation to External Suspension.</p>	<p>Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day. Can be signed off by Achievement Coordinator or Senior Leadership Team.</p> <p>Email sent home informing them the week the internal is due to be sat.</p>

6	External, fixed term suspension	<ul style="list-style-type: none"> • ••• Persistent stage 5 behaviour • ••• Physical assault of a pupil • ••• Physical assault of an adult • ••• Verbal abuse/threatening behaviour against a pupil Verbal abuse/threatening behaviour against an adult • Bullying <ul style="list-style-type: none"> Racist abuse Sexual misconduct Drug and alcohol related Damage Theft Filming of a fight 2 x failed partner classes in same day Use or threat of use of an offensive weapon or prohibited item Abuse against sexual orientation and gender identity Abuse relating to disability Inappropriate use of social media or technology Wilful and repeated transgression of protective measures in place to protect public health. Persistent stage 4 or 5 behaviour. 	<ul style="list-style-type: none"> • • As above, plus: • Student can wait in IE pending SLT decision and contact home. SLT contact home via phone and email, return from exclusion meeting to be arranged plus signed agreement from school, student and parent on preventing further incidents. 	<p>Statements collected from member of staff, student and from any witnesses and passed to Pastoral Support for review at End of Day.</p> <p>Has to be signed off by member of Senior Leadership Team and Principal.</p>
7	Permanent Exclusion (Decided by Principal)	<ul style="list-style-type: none"> • A serious breach, or persistent breaches of the school's behaviour policy have taken place (see above.) • Allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school. • Persistent Stage 6 behaviour 	<ul style="list-style-type: none"> • Referred to SLT as part of end of day. • Decision made by Principal. 	<p>Follows latest statutory guidance (Aug 2024): exclusion only after other strategies fail; formal letters; parents' rights to appeal and Independent Review Panel; annual exclusions report to governors.</p>

Who can I go to?



For more detailed information please see school website

Form Tutor

Daily check-ins, attendance worries, feeling low or stressed, friendship issues, general wellbeing.

Class Teacher

Struggling with classwork, understanding topics, seating plans, deadlines, behaviour in lessons.

Any Trusted Teacher or Adult

If you're unsure who to go to, speak to someone you trust – they'll help or guide you.

Prefects and Student Council

Talk to older students trained to help with school life, friendships, or worries.

Achievement Coordinator

Concerns about progress, motivation, attendance, support setting goals.

Achievement Manager

Help with behaviour, emotional challenges, staying on track in lessons.

School Nurse

Health worries, puberty, sleep issues, sexual health, wellbeing advice.

School Counsellor

You can be referred to a counsellor for mental health, anxiety, family issues and confidential emotional support.

Where can I ask/sign up to go?

Library (Quiet Space)

A peaceful place to reset, read, or take time away from the crowd.

Reflection or Prayer Room

Quiet time for personal reflection, spiritual wellbeing, or mindfulness.

Lunchtime / After-School Clubs

Meet people, build friendships, boost confidence (e.g. drama, art, music, chess, sports, etc.)

Whisper Anonymous Reporting Tool

If you would like to report any concerns to the school using an anonymous reporting tool, go to this web address and send your message using the 'Whisper reporting tool' <https://www.fh.org.uk/whisper/81123/>

All reports will be treated with confidentiality

If you do choose to leave your email address (which would still be anonymous to the school) - we will aim to respond within 48hrs.

Student Conduct Out of School

Staff have the power to discipline students, to a reasonable extent, for misbehaving outside of the academy gates.

Examples of situations that this may occur are:

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

However, staff may also use the Negative Attitudes to Learning Framework to discipline a student at any time, whether the above conditions apply if their behaviour:

- could have repercussions for the orderly running of the academy
- or poses a threat to another student or member of the public
- or could adversely affect the reputation of the academy

Incidents that occur off Fairfield High school premises which are witnessed by a member of staff or reported to the academy will be investigated in line with the procedures outlined in **Section 3: Dealing with poor Behaviour**. The decision to implement a sanction will be made by a member of the Senior Leadership team on the academy premises, or where the student is under the lawful control of the staff member (e.g., school trip). (*Behaviour in schools - Advice for headteachers and school staff - updated February 2024*)

'No Hands' expectation

We have a 'no hands' expectation which applies to any form of physical contact between students (for example touching, playfighting, gripping or grabbing). Any student not following this expectation will be issued with a Stage 1 warning; if they continue touching or not following instructions, then further action will be taken in line with school procedure.

Confiscation of inappropriate items

Staff are permitted to confiscate, retain or dispose of a student's property as a punishment or if it is a barrier to learning. Staff may confiscate any item from students if possession is against academy rules or the items cause, or are likely to cause, a contravention of the academy rules in any way. Items include but are not limited to, lighters, laser pens, electronic cigarettes, water pistols items on the prohibited items list, devices, non-uniform footwear. As mentioned previously this list is not exhaustive and the academy maintains the right to confiscate any item considered dangerous, offensive, and inappropriate or may compromise safety. In some cases, home may be asked to collect item from Reception if they wish.

The law protects staff from liability for damage or loss of, any confiscated items. (*Behaviour and discipline in schools - Advice for headteachers and school staff – February 2024*).

*FHS is a **device free** site, students must have their devices switched off or on silent and in their bag from the time they enter the school gates and until they leave the school gate. Should a student need to contact a family member, guardian etc., they can ask permission to use a phone in a pastoral office or main reception. If a device is visible, it will be confiscated for the whole day. Persistent confiscation will escalate the sanction and the year team will contact parent/guardian.

Prohibited items.

The list of prohibited items includes but is not exclusive to:

- Weapons (guns, plastic weapons, replicas etc.), knives (blades, pointed items)
- Illegal drugs (Ketamine, Marijuana etc)
- Stolen items
- Fireworks
- Alcohol
- Cigarette papers and tobacco/e-cigarettes/vape cigarettes
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

- Any item banned by the school rules which has been identified in the rules as an item which may be searched for – devices e.g., mobile phone, smart watches, headphones/ear pods etc.

Students found in possession of prohibited items will have them confiscated and the incident will be referred to the Negative Attitudes to Learning Framework for a consequence to be considered. Any incidents involving weapons, knives and extreme/child pornography must always be handed to the police.

Searching Students

School staff can search a pupil for any item if the pupil agrees. (*Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - July 2023*)

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include, a member of Senior Leadership Team will present for all searches.

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco, cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g., devices or Water guns.

Under what circumstances?

Where possible the staff conducting the search must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be

caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Location of a search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

Positive Handling – The power to use reasonable force

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. (*Behaviour and discipline in schools - Advice for headteachers and school staff – February 2024 & Use of reasonable force – January 2025*)

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In addition to the general power to use reasonable force described above, the principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the above “prohibited items”

Special Educational Needs and Disabilities

Where the school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a student with an EHC plan or a looked after child, it should, 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 provision for a student's special educational needs and disabilities (SEND).

Whilst a suspension / permanent exclusion may still be an appropriate sanction, the Headteacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the student has suffered bereavement, has mental health issues or has been subject to bullying.

It is unlawful to suspend or exclude a pupil for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific.

The academy should ensure that the behaviours exhibited that lead to the sanction are not a key feature of their disability. Any sanction given, including suspension or permanent exclusion, must be a considered and proportionate response and will due regard to the [SEND code of practice](#)

Sexual Harassment and Sexual Violence

The academy sees sexual harassment and sexual violence as unacceptable, neither will ever be tolerated and we do not see either as an inevitable part of growing up. Consideration will be given regarding Police involvement for incidents involving sexual violence and/or sexual harassment.

Sexual violence or sexual harassment will not be tolerated or dismissed as "banter", "part of growing up", or "just having a laugh".

We will challenge behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and up skirting, lifting skirts and Debaggging exposing underwear or Genitalia. Dismissing or tolerating such behaviours risks normalising them; and understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

- We adopt the definitions of sexual violence, sexual harassment and harmful sexual behaviours as defined in *Keeping children safe in education- Statutory guidance for schools and colleges* (July 2025)

Associated DFE Documentation

- **Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies** (July 2023)
- **Special educational needs and disability code of practice: 0 to 25 years** (April 2020)
- **Keeping children safe in education- Statutory guidance for schools and colleges** (July 2025)
- **Working Together to Safeguard Children** (December 2023)
- **Exclusion from maintained schools, academies and pupil referral units in England** (August 2024)
- **Offensive weapons in Educational Settings – Guidance for schools, colleges and other educational settings** (November 2021)
- **Behaviour in Schools: Advice for Headteachers and School Staff** (updated Feb 2024) ([GOV.UK](#), [NASUWT](#), [consult.education.gov.uk](#), [nurtureuk](#), [GOV.UK](#))
 - **Suspension & Permanent Exclusion Guidance** (Aug 2024) ([GOV.UK](#))
 - **Use of Reasonable Force** (statutory from Jan 2025) ([GOV.UK](#))
 - **Improving Behaviour in Schools Tools** (Apr 2024) ([GOV.UK](#))
 - **Behaviour & Discipline Statutory Guidance for Governors** ([GOV.UK](#))
 - Useful GOV.UK links: suspension, reasonable force, exclusions, searching & mobile phones ([consult.education.gov.uk](#))