



**St Cecilia's**  
CHURCH OF ENGLAND PRIMARY SCHOOL

*'Therefore encourage one another, and build each other up.'*

# Behaviour Policy

## Including Suspensions and Exclusions

Date:	September 2023
Review:	September 2024



## **Introduction**

The purpose of this policy is to provide, staff, governors and parents with clear guidance on principles and practices that create a positive learning environment where positive behaviour is promoted.

At St Cecilia's Church of England Primary School, our values (Gratitude, Kindness, Forgiveness, Truthfulness, Perseverance, Wisdom) and our vision to celebrate everyone's gifts and successes creates the foundation of our behaviour policy with priority given to positive behaviours in order to build each person up.

To achieve this, we have adopted an approach to behaviour that is underpinned by the principles of ***Therapeutic Thinking***.

## **Aims**

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

## **Legislation, Statutory Requirements and Statutory Guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## **Roles and Responsibilities**

### **The Local Governing Body**

The local governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The Head of School**

The head of school is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils. Including those with protected characteristics, are being disproportionately impacted by this policy

### **Teachers and Staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour (Key Code)
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement (Appendix 4) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. Working closely with parents allows us to get to the root cause of the behavior quicker.

### **Pupils**

Pupils will be made aware of the following when they join the school and reminded at regular intervals:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are mid-year arrivals.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information <https://www.st-cecilia.wokingham.sch.uk/assets/Documents/Attachments/Safeguarding-Policy.pdf>

### **Therapeutic Approach**

At St Cecilia's CofE Primary School we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour.

We will promote a therapeutic approach towards behaviour management and to enable this, it is the responsibility of every adult at our school to seek to know how to promote pro-social behaviours, to know how to manage difficult or dangerous behaviours and to understand what behaviour might be communicating. All staff will be trained to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

### **Definitions**

Conscious Behaviours – behaviours over which the person has a choice

Subconscious behaviours – behaviours over which the person does not have full control

Pro-social Behaviours – are behaviour that benefit not only the individual but also those that are around them

Unsocial behaviours - Not enjoying or trying to behave sociably in the company of others, but not to the detriment of others.

Anti-social Behaviours – Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress

Equality – Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

Equity - is giving everyone what they need to achieve success.

### **Conscious and subconscious behaviours**

Staff must identify whether an inappropriate behaviour is conscious or subconscious, as this will have an important bearing on planning and practice.

In order to assess conscious behaviours, the adult should consider:

- What is the expected outcome of the behaviour?
- What is the motivation to behave anti-socially?
- What is the motivation to behave pro-socially?
- What are the expected consequences?
- How can the adult impact in the young person's beliefs and values?

To assess subconscious behaviours the adult needs to consider:

- Is the behaviour medical or habitual?
- What may be causing anxiety, fear, anger, confusion and/or embarrassment?
- What is stimulating/overwhelming the child?
- Is the behaviour a result of an unmet SEND or mental health need?

### **Promoting Prosocial Behaviour**

We believe that teaching behaviour, rather than imposing and demanding obedience results in more positive behaviour and prepares our children more effectively for future life.

Initially, we do this through having very clear expectations of behaviour which are set out in our St Cecilia's 'Key Code' which link directly to our school values. (Appendix 1).

#### **To Promote Prosocial behaviour staff will:**

- Consistently value the effort and input from children and reward both effort and outcome
- Build positive relationships with each child – listen and show empathy
- Be comforting and forgiving
- use a tone, pitch, cadence and volume that would be appropriate to be used with all adults and children
- Role model what positive behaviour looks like and how to 'play nicely'.
- Be consistent with responses to behaviour
- Give positive reinforcement of positive behaviour - through recognition strategies (See below)
- Use positive phrasing and positive body language
- Develop scripts of positive communication
- Give children time and space to reflect on their behaviour
- Use restorative practice. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

#### **Staff will not:**

- Shout or communicate aggressively to any member of the school community, unless there is an imminent risk of danger.

- We will not make anyone in the school community feel undervalued or seek to belittle efforts or approaches
- Use a public method for tracking behaviour - children must not publicly see judgement

**Staff should:**

- Make reasonable adjustments in the spirit of equity over equality and will be open and transparent about our reasons

We have no public methods of tracking behaviour that risk creating negative feelings –

**Celebration of Prosocial Behaviour**

At St Cecilia’s, success is celebrated and individual and collective achievement valued. Children are encouraged to identify their own and others' strengths and to recognise and value diversity as described in our school vision. The achievements of individuals are celebrated in many ways at our school and this happens through:

- giving personalised and specific verbal praise and positive feedback
- Displaying of work
- Sharing work with the school community
- communication with parents/carers to highlight pro-social behaviours.
- celebration and sharing of learning in whole school assembly
- acknowledgement of demonstrating school values during celebration assemblies

**Verbal praise**

Verbal praise should be explicit and linked directly to effort and pro-social behaviour. The following are some examples of what that could look like.

- I felt proud of you when I heard .....
- I feel really pleased and encouraged that you made the right choice.
- I respect your honesty and thank you.
- I want to thank you for your cooperation. I really appreciate it

**Celebration assemblies**

Each week pro-social behaviours will be celebrated through the St Cecilia’s Values Award. One child per class is awarded a certificate each week and their names put in the school newsletter.

## Anti-social behaviour

Teachers will make explicit their high expectations of behaviour by following 'St Cecilia's Key Code' and disruptions will be dealt with appropriately. Children will be made aware of what good behaviour for learning looks like and this will evolve as they progress through the school.

At St Cecilia's we have defined anti-social behaviour within 3 levels.

Level	Description
Level 1	Incidents at this level would include examples such as (not a limited list): <ul style="list-style-type: none"><li>- Infrequent low-level disruption – talking at inappropriate times, off task, calling out, distracting others.</li><li>- Infrequent disruption in corridors or within transitions in class</li><li>- Infrequently not following instructions</li><li>- Infrequently not completing tasks in class through a lack of effort</li><li>- Infrequent poor manners</li><li>- Infrequent use of unkind words towards others</li><li>- Infrequent failure to look after school property</li><li>- Infrequently not telling the truth – not impacting others</li><li>- Infrequent minor physical behaviour not intended to hurt others (pushing out of the way)</li></ul>
Level 2	Incidents at this level would include examples such as (not a limited list): <ul style="list-style-type: none"><li>- Continued and deliberate low-level disruption (see above)</li><li>- Occasional defiance – purposely not following instructions</li><li>- Continued lack of effort – poor attitude</li><li>- Occasional use of unkind words towards others</li><li>- Deliberately damaging school property (drawing on tables/ walls)</li><li>- Infrequent use of inappropriate/ offensive/ language</li><li>- Infrequent physical behaviour – intending to hurt</li><li>- Frequently not telling the truth which impacts others</li><li>- Frequent misuse of technology</li></ul>
Level 3	Incidents at this level would include examples such as (not limited to): <ul style="list-style-type: none"><li>- Significant disruption to learning e.g., whole class/ sustained periods</li><li>- Continued defiance/ refusal to follow adult direction</li><li>- Continued use of offensive language</li><li>- Continued aggressive behaviour towards others</li><li>- Theft</li><li>- Significant damage to school property (Damaging buildings/ windows doors)</li><li>- Any form of bullying</li><li>- Behaviour of a sexual nature (inappropriate touching, comments, Jokes, interfering with clothing)</li><li>- Racist / sexist/ homophobic or discriminatory behaviour</li></ul>

## **Bullying**

Bullying is described as:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against

For more information about bullying, please see our anti-bullying policy.

## Managing Anti-Social behaviour

To manage the behaviours at each level we have created a list of strategies and procedures to support anti-social behaviour. Whilst using these it is also important to remember that staff should use preventative strategies as a first choice and consider the most inclusive approach.

Level	Actions/ Strategies
Level 1	<ol style="list-style-type: none"> <li>1) Generally, these behaviours can be resolved using day to day strategies implemented by class teacher e.g 'the look', quiet warnings, praising others.</li> <li>2) Assess whether the behaviour is conscious or subconscious</li> <li>3) Verbal reminder of expectations highlighting the impact the behaviour is having on themselves and others. This could include tips on how they could change behaviour e.g. 'Maybe you could try.....'</li> <li>4) Discouraging techniques (Limited choice, positive phrasing, disempowering behaviour)</li> <li>5) Positive reinforcement of positive behaviour changes</li> </ol>
Level 2	<ol style="list-style-type: none"> <li>1) These behaviours are those that would require addition behaviour strategies.</li> <li>2) Assess whether the behaviour is conscious or subconscious</li> <li>3) Follow the supportive approach for anti-social behaviour- positive phrasing, limiting choice, disempowering of behaviours and use of de-escalation script.</li> <li>4) Reflection time with class teacher – completion of reflection form (Educational consequence) including Restorative discussion</li> <li>5) Positive reinforcement of positive behaviour</li> <li>6) Reflection sheet stored in class behaviour folder and logged on behaviour system (CPOMS)</li> <li>7) Informal meeting with parents e.g. catch up on the playground after school</li> <li>8) Consideration of implementing a proactive set of targets to improve behaviour and a review of provision in place</li> </ol>
Level 3	<ol style="list-style-type: none"> <li>1) Assess whether the behaviour is conscious or subconscious</li> <li>2) Follow the supportive approach for anti-social behaviour- positive phrasing, limiting choice, disempowering of behaviours and use of de-escalation script</li> <li>3) Encourage child to safe space</li> <li>4) Incident investigated where all parties are listened to and have an opportunity to speak</li> <li>5) Discussion about consequences (Protective/ Educational)</li> <li>6) Possible alternative provision within school</li> <li>7) Therapeutic plan implemented</li> <li>8) Incident recorded on CPOMS</li> <li>9) SENDCO Intervention/ assessment</li> <li>10) Early help assessment and DSL intervention if appropriate</li> <li>11) Formal meeting with parents</li> </ol>
<b>Suspension or Exclusion will be the last resort</b>	



## **Discouraging techniques**

To support children who are displaying anti-social behaviours the following can be used to discourage these behaviours:

Positive phrasing e.g.

- “Stand next to me please”
- “Put the toy on the table please”
- “Please walk beside me”

Limited choice e.g.

- “Put the pen on the table or in the box please”
- “When we are inside, Lego or drawing?”
- “Talk to me here or in the courtyard”

Disempowering the behaviour e.g.

- “You can listen from there”
- “Come and find me when you come back”
- “Come down in your own time”

## **Reflection Time**

Where pupils choose not to make pro-social choices despite adult guidance, pupils will need to attend ‘Lunchtime Reflection’ and complete a Reflection form (Appendix 2). If children cannot complete this themselves then the teacher records and reads back what has been written. This will enable the child to reflect upon their behaviour choices, repair and restore relationships if necessary, thus allowing them to learn from their mistakes.

This process will be supported by staff to ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future. Lunchtime reflection is designed to be restorative and educational, thereby allowing the pupils to start internalising pro-social behaviours. Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response.

## **Restorative Discussion**

This forms part of the reflection time process. Restorative Practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved. This approach aims to restore relationships following anti-social behaviour and very much aligns with our value of forgiveness.

## **Use of a de-escalation script**

Below is a script that all staff use to de-escalate a scenario.

- Use the person’s name – “David”
- Acknowledge their right to their feelings – “I can see something is wrong”
- Tell them you are there – “I am here for you”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) – “Come with me and...”

## Protective and educational consequences

Protective consequences involve the removal of a freedom to manage harm. This could include:

- Increased staff ratio
- Limited access to outside space
- Escorted in social situations
- Restricted off site activities
- Differentiated teaching space
- Exclusion

Educational consequences is the learning, rehearsing or teaching so the freedom can be returned. This could include:

- Completing reflection forms
- Rehearsing and practicing situations that cause anti-social behaviour
- Learning to repair relationships.
- Research the real-world implications of similar behaviours
- Conversation and exploration

## Therapeutic Plan

Plan document (Appendix 3)

When other measures have not been successful, we implement a Therapeutic plan. This plan is bespoke to the child and documents strategies that work well in preventing and de-escalating behaviours.

This plan looks at the following:

- Risk reduction measures and differentiation measures
- Pro-social behaviours and they should be responded to
- Anxiety and difficult behaviours and how they should be responded to
- Dangerous behaviours and how they should be responded to
- Debrief strategies

It is important that this plan is built alongside the teacher, parent/ carer and the young person so that it is collaborative and everyone is clear about their role in the plan.

## Recording and reporting behaviour

Only incidents resulting in the completion of a reflection sheet should be recorded in the behaviour log. It is important to record the type of behaviour, what happened, who was affected, and the outcome from this.

**Bullying:** All incidents of bullying must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

**Racial, sexual or homophobic abuse or harassment:** All incidents of harassment must be reported to the Head of School. The Head of School will regularly report incidents to the Local Governing Body and other bodies as appropriate.

**Incidents of a sexual nature:** All incidents are reported to the Head of School and if appropriate DSL/DDSL and recorded. Behaviour records are kept.

Senior leaders will then analyse the data generated and implement plans to improve this. Logging the behaviour also allows the school to monitor the behaviour of individuals and analyse the typical behaviours that are being shown. Using this information, class teachers can put individual behaviour strategies in place e.g., reward chart, time out station.

## **Behaviour off site**

At St Cecilia's we expect that all pupils will behave in an exemplary manner when on educational visits and sporting events. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

Sanctions may apply to a pupil off site if they their behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

## **Behaviour Online**

The school will challenge and address any online behaviour which:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## **Responding to the behaviour of pupils with SEND**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for regulation

## **Adapting Management Strategies for children with SEND**

When considering the management strategies for a pupil with SEND we will take in to account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

### **Sexual harassment and Sexual Violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our safeguarding policy for more information.

### **Physical Intervention**

At St Cecilia's, we use physical intervention as last resort with a focus on de-escalation. Physical intervention should only be used:

- to prevent crime (including behaviour which would be a crime if the child were not under the age of criminal responsibility)
- to prevent children and young people from harming themselves or others
- to prevent damage to property
- In addition, the DfE guidance allows the use of reasonable force in order to prevent behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our Physical Intervention policy for more details.

### **Staff training**

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary support/ guidance will be given.

As part of the induction programme for new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

### **Monitoring Behaviour**

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **Monitoring of Policy**

The monitoring of this policy and its implementation will be done by the Head of School and SLT members on an ongoing basis. The Head of School will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.







### **Link with other Policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying Policy

## Appendix 1 – School’s Key Code

# Our Key Code

		
<b>We work hard and try our best</b>	<b>We always tell the truth</b>	<b>We are ready to forgive</b>
		
<b>We are polite, kind and respectful to all</b>	<b>We look after our school environment</b>	<b>We encourage and celebrate one another</b>

Appendix 2 – Reflection sheet

Reflection Time Form

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Which of our school rules did you choose not follow?

 We work hard and try our best.		 We are ready to forgive	
 We are kind, polite and respectful to all		 We look after our school environment	
 We always tell the truth		 We encourage and celebrate one another	

What did you do when you did not follow our Key Code?

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Who has been affected by your actions?

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How did your actions impact on them?

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How do you think you can make the situation better?

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What choices are you going to make so this doesn't happen again?

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Please sign your name below to show that you are committed to making better choices and following our Key Code.

Sign here: \_\_\_\_\_ Date: \_\_\_\_\_

We understand that taking responsibility for your choices and then reflecting on them can be a difficult thing to do. We are so proud that you have managed to do this and look forward to seeing you move forward positively by making the right choices and following our Key Code.

Teacher comments:



**Appendix 3 – Therapeutic Plan**

**Therapeutic Plan**

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Review Date:</b>
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<b>Photo</b>	<b>Risk reduction measures and differentiated measures (to respond to triggers)</b>
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<b>Pro social / positive behaviour</b>	<b>Strategies to respond</b>
<b>Anxiety / DIFFICULT behaviours</b>	<b>Strategies to respond</b>
<b>Crisis / DANGEROUS behaviours</b>	<b>Strategies to respond</b>
<b>Post incident recovery and debrief measures</b>	

**Signature of Plan Co-ordinator..... Date .....**

**Signature of Parent / Carer..... Date .....**

**Signature of Young Person.....Date.....**

## Appendix 4 – Home - School Agreement

### Home-School Agreement

#### **At St Cecilia’s CofE Primary School, we will:**

- Encourage all children to always do their best.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Inform parents about the topics being covered and the learning taking place each term and give adequate notice of other relevant school matters.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Expect all children to follow the St Cecilia’s Key Code.
- Provide a safe, happy and stimulating environment based on Christian values where every child can achieve their full potential.
- Celebrate your child’s academic and personal achievements.
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.

Head of School Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **As a Parent/ Carer I will:**

- Ensure my child comes to school regularly, on time and properly equipped.
- Inform the school about any concerns or problems that might affect my child’s work or behaviour.
- Support the school’s policies and guidelines for behaviour.
- Attend parents’ evenings throughout the year.
- Provide a safe, secure and happy environment at home for my child, acknowledging that my child learns at home.
- Support the school by encouraging my child to develop a positive attitude towards our diverse, multi-cultural community.
- Encourage a positive attitude towards my child’s education and our school. If I have any concerns, I will come and discuss them with the school.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Treat staff with respect and courtesy.
- Ensure all home learning is completed and returned to school on time.

Parent/ Carer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### **As a pupil of St Cecilia’s CofE Primary School, I will:**

- Follow the St Cecilia’s Key Code.
- Be kind, friendly and respectful to everyone in school.
- Accept responsibility for the things that I do.
- Work hard and always do my best and ask for help if I need it
- Take good care of the building, equipment and school grounds.
- Make good choices so that I behave in a safe way and help others.
- Tell a member of staff if I am worried or unhappy.
- To always be honest.
- Be ready to forgive others.
- Represent the school in the community in a positive way.

Pupil Signature: \_\_\_\_\_

Date: \_\_\_\_\_



St Cecilia's  
CHURCH OF ENGLAND PRIMARY SCHOOL

*'Therefore encourage one another, and build each other up.'*

# Suspension and Permanent Exclusion Policy

Date:	September 2022
Review:	September 2023



# CONTENTS

## **THIS IS A TRUST POLICY TO BE IMPLEMENTED BY ALL SCHOOLS WITHIN THE KEYS ACADEMY TRUST TO ENSURE A CONSISTENT APPROACH FOR ALL.**

*We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.*

### 1. AIMS

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

### **A note on off-rolling**

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

### 2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

This policy complies with our funding agreement and articles of association.

### 3. DEFINITIONS

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

### 4. ROLES AND RESPONSIBILITIES

#### 4.1 The Executive headteacher/ Head of School

##### Deciding whether to suspend or exclude

Only the Executive headteacher, or head of school, can suspend a pupil from school on disciplinary grounds or permanently exclude a pupil from school once this has been approved by the CEO. The decision can be made in respect of behaviour inside or outside of school. Permanent exclusion will only be used as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others
- Before deciding whether to suspend or exclude a pupil, the headteacher will:
- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs/ disability (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Head of School and CEO will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Head of School and CEO will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

##### Informing parents

If a pupil is at risk of suspension or exclusion the Head of School will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil’s behaviour, and what further support can be put in place to improve the behaviour.

If the Head of School/ Executive Headteacher decides to suspend or exclude a pupil or the CEO approves the exclusion of a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made

- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- The Head of School/ Executive Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this
- If alternative provision is being arranged, the following information will be included, if possible:
  - The start date for any provision of full-time education that has been arranged
  - The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
  - The address at which the provision will take place
  - Any information the pupil needs in order to identify the person they should report to on the first day

If the Head of School does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

#### **Informing the local governing board**

The Head of School will, without delay, seek approval from the CEO and notify the local governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The Head of School will notify the Trust and local governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

#### **Informing the local authority (LA)**

The Head of School will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Head of School will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

### **Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible
- This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.
- If the headteacher decides to suspend or with the approval of the CEO permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:
  - They have decided to suspend or permanently exclude the pupil
  - The reason(s) for the decision
  - The length of the suspension or, for a permanent exclusion, the fact that it is permanent
  - The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

### **Cancelling suspensions and permanent exclusions**

The headteacher may cancel a suspension or with the approval of the CEO cancel a permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the local governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

### **Providing education during the first 5 days of a suspension or permanent exclusion**

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **4.2 The local governing board**

### **Considering suspensions and permanent exclusions**

Responsibilities regarding exclusions are delegated to the LGB/ Board of Trustees.

The Governing Body/ Board of Trustees has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the local governing board will provide the secretary of state and Trust with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the local governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.



### **Monitoring and analysing suspensions and exclusions data**

The local governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

### **4.3 The local authority (LA)**

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

## **5. CONSIDERING THE REINSTATEMENT OF A PUPIL**

The LGB/ Board of Trustees will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, LGB/ Board of Trustees must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, LGB/ Board of Trustees will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, LGB/ Board of Trustees will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the LGB/ Board of Trustees may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the local governing board and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)

- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The local governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

LGB/ Board of Trustees can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)
- In reaching a decision, LGB/ Board of Trustees will consider:
  - Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
  - Whether the headteacher followed their legal duties
  - The welfare and safeguarding of the pupil and their peers
  - Any evidence that was presented to the local governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The LGB/ Board of Trustees will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The Keys Academy Trust
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the LGB/ Board of Trustees has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs/ disability (SEND) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEND, parents have a right to require the Trust to appoint a SEND expert to advise the review panel
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for a SEND expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of

discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## 6. INDEPENDENT REVIEW

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the local governing board not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the LGB/ Board of Trustees of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years
- A person may not serve as a member of a review panel if they:
  - Are a member/trustee of the Trust of the excluding school
  - Are the headteacher of the excluding school, or have held this position in the last 5 years
  - Are an employee of the Trust to which the excluding school belongs (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Considering the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the CEO and headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the local governing board's decision
- Recommend that the local governing board reconsiders reinstatement
- Quash the local governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the local governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the local governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the local governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the local governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the local governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the local governing board to place on the pupil's educational record

## 7. SCHOOL REGISTERS

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the LGB/ Board of trustees' decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the local governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

### **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **8. RETURNING FROM A SUSPENSION**

### **8.1 Reintegration strategy**

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

### **8.2 Reintegration meetings**

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

## **9. MONITORING ARRANGEMENTS**

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences

The data will be analysed every term by the Head of School and they will report back to the local governing board and the Trust.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

The Trust will work with its school to consider this data and to analyse whether there are patterns across the Trust, recognising that numbers in any one school may be too low to allow for meaningful statistical analysis. This policy will be reviewed by the Curriculum Effectiveness and Church Ethos Committee every 2 years. At every review, the policy will be approved by the Trust and shared with the schools.

## 10. LINKS WITH OTHER POLICIES

This exclusions policy is linked to our:

- Behaviour policy
- SEND policy and information report

## APPENDIX 1: INDEPENDENT REVIEW PANEL TRAINING

The Trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act