



'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.  
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

# POSITIVE BEHAVIOUR POLICY JULY 2023

**Reviewed by: K Stewart, July 2023**

**Date of next review: July 2025**

## **Rationale**

(Ofsted 2022)

St Peter's Church of England Primary School is a happy and safe place for pupils to learn. Pupils feel well cared for. Bullying is rare, but if it happens, pupils trust adults to sort it out quickly. Pupils talk confidently about the different adults that they can go to for help if anything worries them or if they want to speak to someone. Relationships between pupils are strong. Leaders and staff aim to create an environment that 'empowers each and every unique person to dream, believe, achieve and flourish'. Pupils are proud to attend their school. Most children display an eagerness to please and a motivation to learn. Pupils' behaviour is good. Pupils play well together at social times and usually concentrate during lessons. Many pupils enjoy accessing a range of after-school activities that develop their interests. These include clubs for sports, science, sewing and woodwork. Pupils are keen to take on extra duties that contribute positively to school life. They speak enthusiastically about positions of responsibility, such as those of librarians, house captains and anti-bullying ambassadors. They take this very seriously and understand the importance and impact of these roles.

Behaviour and attitudes: Good

The primary aim of the Positive Behaviour policy is as **a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn**. The school expects every member of the school community to behave in a considerate way towards others.

The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching in our school. Effective learning and teaching is dependent on positive relationships through inter actions between staff and pupils, and between pupils themselves. Our policy at St Peter's CE Primary School & Nursery is based on an overwhelmingly positive approach towards managing behaviour. A major part of our policy is based on the emphasis of Incentives and Golden Rules when required, to apply the use of agreed sanctions. Our school values, the 6 'R's and Character Education curriculum support this approach.

*This policy is compliant with Section 89 of the Education and Inspections Act 2006*

## **Aims**

St Peter's CE Primary & Nursery School has a strong, Christian ethos, with intrinsic values based upon mutual respect, consideration and care for every member of the school community. We promote, and model, School, Christian and British values

We are an attachment-friendly school and recognise that all children are individuals, and as such, may require adaptations to the whole school behaviour approach.

### **Our School Values**

#### **Fairness**

We act without bias and provide equal opportunities for everyone.

'For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

#### **Honesty**

We always tell the truth, whilst showing respect for the feelings of others.

"For we are taking pains to do what is right, not only in the eyes of the Lord but also in the eyes of people.' (2 Corinthians 8:21)

#### **Teamwork**

We work together to achieve shared goals.

'For the body is not one member, but many' (Corinthians 12:14)

#### **Ambition**

We work hard to achieve our aspirations and never give up.

'You did not choose me; I chose you and appointed you to go and bear much fruit, the kind of fruit that endures.' (John 15:16a)

#### **Care**

We look after each other, ourselves and our environment.

'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another. By this all men will know that you are My disciples, if you have love for one another' (John 13:34-35)

#### **Respect**

We are thoughtful and considerate to ourselves, others and the environment. 'Do to others whatever you would like them to do to you. This is the essence of all that is taught in the law and the prophets.' (Matthew 7:12)

St Peter's has its own special characters to remind us of these values:



### Learning Behaviours

- **Respectful:** Each child is thoughtful and considerate to themselves, others and the environment.
- **Ready to learn:** Each child has a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- **Resourceful:** Each child shows initiative, asks good questions and is prepared to use a variety of strategies to learn.
- **Reflective:** Each child is curious, able and willing to learn from their mistakes and can describe their progress
- **Able to Reason:** Each child is able to make careful decisions based on an ability to explain their thinking, consider all the evidence and choose the most appropriate method. They are encouraged to have lively and enquiring minds which will help them to become good investigators and communicators.
- **Resilient:** Each child is prepared to persevere and stay involved in their learning, even when the process is challenging.

### Objectives

To meet these aims through our Positive Behaviour Policy we have set the following objectives.

- All members of the school community will be involved in implementing this Positive Behaviour Policy to develop a consistent approach across the school which all children know and understand.
- Staff and children will behave towards each other with mutual respect, consideration and tolerance to create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.
- We will celebrate positive behaviour with a system of rewards and create a welcoming and safe learning environment in which everyone can be successful.
- The school will involve parents at an early stage if their child is persistently behaving in an unacceptable way or if a serious incident has occurred.
- The school may ask parents to pay for damage to property that is the direct result of their child's misbehaviour.

## **School Rules (Appendix 1)**

These rules are referred to frequently and should encourage the children to be positive in all they do and should help to create a happy environment for pupils to work in.



Each class has an agreed code of behaviour displayed on the classroom wall.

## **Promoting Good Behaviour**

School staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing the school policy on positive behaviour. Everyone has overall responsibility for ensuring positive behaviour.

Staff will be Proactive:

-We will know and understand our pupils and their influences.

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

-We will teach learning behaviours alongside managing misbehaviour.

- Teaching learning behaviours will reduce the need to manage misbehaviour
- Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
- Teachers should encourage pupils to be self-reflective of their own behaviours

-We use classroom management strategies to support good classroom behaviour.

- Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
- Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time

- Reward systems can be effective when part of a broader classroom management strategy

-We use simple approaches as part of our regular routine.

- Some strategies that don't require complex pedagogical changes have been shown to be promising
- Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- School leaders should ensure the school behaviour policy is clear and consistently applied

Staff will be Reactive:

-We will use targeted approaches to meet the needs of individuals in our school.

- Universal behaviour systems are unlikely to meet the needs of all your students
- For pupils with more challenging behaviour, the approach should be adapted to individual needs
- Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation:

-Consistency is key.

- Consistency and coherence at a whole-school level are paramount
- Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

*Education Endowment Foundation 2019*

## **Rewards**

We believe that positive behaviour should be consistently rewarded:

- Staff may phone/speak face to face/send an email postcard to the child's parents to express how pleased they are with his/her behaviour.
- Star of the week – These children will be awarded a certificate at our Friday Award Assembly linked to our whole school learning behaviours.
- House Points – As a child enters school they are assigned to a House and colour. Every class has a House Point chart. This is central to the House System. A child can receive a house point for various things e.g. house points for good work, good behaviour and personal achievements. 100 House points will be exchanged for a golden ticket. (KS1/KS2)

- Golden time- In all classes children will receive golden time for 15 minutes every Friday afternoon if they have followed the school rules throughout the week. Classes can gain/lose minutes as a class (Teamwork Tiger). Each class will have a system to determine how much/who is having golden time.
- Golden Tickets – Once a class reach 50 golden tickets they can choose an afternoon activity off timetable.
- Children may be rewarded with stickers linked to our school values.
- Children are sent to a member of SLT to celebrate good work and receive a note home or sticker to recognise their achievements. (KS1/KS2)
- Recognition board – Each class will have a recognition board display with a linked focus of the week (Learning and/or behaviour) which they are working towards. The board will be cleared at the end of each day/week and the children help to support each other with being moved onto the board. (*This is not linked to our Golden Time rewards system and names are not moved off*)

## **Consequences**

We hope our strategies for promoting good behaviour will be successful for all children. However, there may be some children whose behaviour causes particular concern, or they are not following our school values and golden rules. These instances they will normally be disciplined by a consequence.

### ***Application of consequences across school. KS1/KS2***

1<sup>st</sup> behavioural issue = verbal warning

2<sup>nd</sup> behavioural issue = name moved on golden time display (This can be moved back up)

3<sup>rd</sup> behavioural issue = child to move to regulation station

4<sup>th</sup> behavioural issue = time in buddy classroom

5<sup>th</sup> behavioural issue = member of SLT called – *Teacher to regulate child and SLT member to teach class in most instances.*

On occasion a child may be asked to stay in during their break/lunchtime. *This time will be used to complete a behaviour recovery plan.*

If a member of staff has moved onto step 5 then the issue needs to be recorded on CPOMs under negative behaviour. Some incidents may need to be recorded at an earlier stage depending on the child's needs. Behaviour is monitored termly through the use of CPOMs and behaviour surveys across school.

In individual cases, some children will be on an Individual Behaviour Plan. Teachers will be aware of their needs, rewards and consequences and will also work closely with the inclusion team within school.

## **Lunchtime Arrangements**

Lunchtime staff will be looking for positive behaviour and will celebrate children through the use of a lunchtime star board.

### ***Application of consequences at lunchtime.***

1<sup>st</sup> behavioural issue = verbal warning

2<sup>nd</sup> behavioural issue = child to move to regulation station (time out bench)

3<sup>rd</sup> behavioural issue = stand by an adult

4<sup>th</sup> behavioural issue = member of SLT called

The senior lunchtime supervisor on duty will record any incidents onto CPOMs which have escalated to step 4.

## **Severe Behaviour Incidents**

See appendix 2: Suspension and Permanent Exclusion Policy

## **Bullying**

**St Peter's CE Primary School sees bullying as unacceptable and it will not be tolerated. We deliver a programme of work about anti bullying through our Character Education and British Values curriculum. All allegations of bullying will be taken seriously. We deliver a programme of work about anti bullying. In cases of bullying we will follow the procedures as laid down in our Anti Bullying Policy.**

## **Success Criteria**

Indications that this behaviour code is succeeding could include:

- A reduction in the number of incidents recorded in the CPOMS behaviour logs.
- A reduction in the number of incidents referred to the Senior Leadership Team.
- Positive feedback from teachers, support staff, parents and pupils.
- Observation of positive behaviour in class rooms, corridors and outside areas.

## **APPENDIX**

1. Golden Rules
2. Suspension and Permanent Exclusion Policy
3. Behaviour Recovery Plan





In our school, we are

**Ready**  
**Respectful**  
**Safe**



# Suspension & Permanent Exclusion Policy

Frequency of review:	Every 3 years
Date of approval:	September 2022
Date of next review:	September 2025
Adopted by the Board of Empower Trust	

Date of Review:		
Date of Review:		
Date of Review:		

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## 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: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

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 behavior.

**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 headteacher

##### Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion 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 (SEN)
- 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 headteacher 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 headteacher 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 headteacher 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 headteacher decides to suspend or exclude 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 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 headteacher does not have the 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 governing board

The headteacher will, without delay, notify the 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 headteacher will notify the 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 headteacher 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 headteacher 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 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 permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the 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 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 governing board**

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

Responsibilities regarding exclusions are delegated to the Pupil Discipline Committee. This can be fewer than 3 governors.

The Pupil Discipline Committee 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 governing board will provide the secretary of state information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the 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 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 Pupil Discipline Committee 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, the Pupil Discipline Committee will 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, the Pupil Discipline Committee 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, the Pupil Discipline Committee 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 Pupil Discipline Committee 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 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 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.

The Pupil Discipline Committee 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, the Pupil Discipline Committee 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 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 Pupil Discipline Committee 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 local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the Pupil Discipline Committee 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 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 (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN 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 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 Pupil Discipline Committee 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/ Director 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, or the governing board, of the excluding school (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 Trust will take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice in person, are able to attend. However, the review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).

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.

Taking into account 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 SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN 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 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 governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the 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 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 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 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 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 governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the 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 Pupil Discipline Committee's 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 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.

- Some of 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 normally 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 Headteacher will analyse the data every term and will report back to governors and Trustees.

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 academies to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in any one academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by the Board of Trustees every three years. At every review, the policy will be approved by the Board of Trustees and shared with the local governing bodies at each academy.

## 10. Links with other policies

This exclusions policy is linked to our:

- Behaviour policy
- SEN 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





## Behaviour Recovery



Up to 30 minutes in Behaviour recovery area

### STEP 1

#### Connection Before Correction

Adult and child to discuss feelings.

Talk about the emotion and how they are feeling.

Child will complete feelings continuum



### STEP 2

#### Rapport Before Reason

Discuss what has happened. Use PACE

I know you were angry but it is not ok .....

I wonder how.....

I wonder if .....



### Step 3

#### Explore, Scaffold and Empower

Self-reflection

Children will complete their "Think it about" sheet

Ensure children are Ready to Learn. Explain there will be consequences for behaviour which will be decided by teacher.

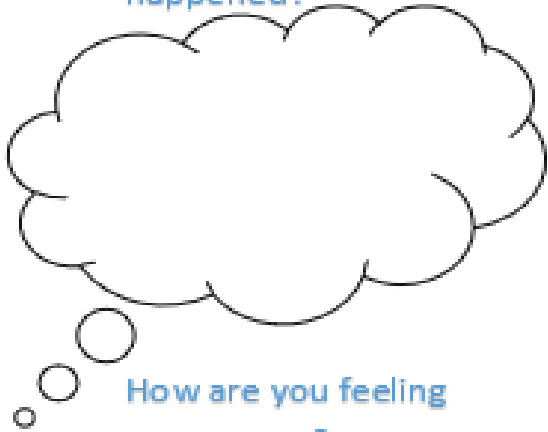


Name \_\_\_\_\_

Date \_\_\_\_\_

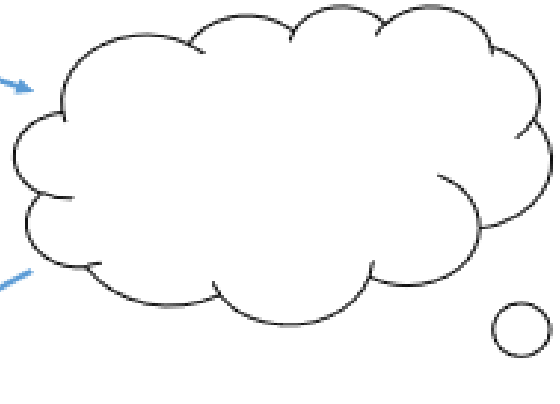
# Behaviour Recovery

Tell me what happened?



How are you feeling now?

What were you thinking at the time?



How did this make people feel?



What could you have done differently?

