



## Behaviour Policy

**Related Policies: Child Protection and Safeguarding, Anti-bullying and Exclusions**

**Date policy reviewed: Autumn 2024**

**Date of next review: Autumn 2026**

***'Our village school strives to provide the best possible education for its children in a caring and happy Christian community.'***

The school is committed to safeguarding and promoting the welfare of children.

### **Purpose**

The purpose of this policy is to give a clear code of conduct for the use of all at Puttenham Church of England School, adults and children.

### **Aims**

We aim to create a secure and happy learning environment for all our children with high expectations of behaviour, clear rules, use of restorative approach, fair rewards and sanctions. We encourage our children to follow our vision 'to be the very best we can be'.

We recognise the importance of a positive approach to the behaviour of children in Puttenham School. We believe that by modelling and teaching children to care for themselves and others that children will know how to behave appropriately in different situations.

We aim for all our stakeholders to have an understanding of their rights and responsibilities in the behaviour and discipline expectations of our school.

At our school we have the same expectations for behaviour on and off the school site. This includes behaviour at activities arranged by the school, such as educational visits, sporting events or after school clubs.

### **Roles and Responsibilities**

Please see Appendix 2 for detailed outlines of rights and responsibilities of the school, pupils and parents.

**All staff** are responsible for modelling good behaviour, having high expectations about children's behaviour in school and outside, for encouraging and praising children, for dealing promptly with poor behaviour and reporting concerns to the headteacher or senior staff. All staff are expected to undertake behaviour management training as necessary.

**The Headteacher** has overall responsibility for the behaviour of the children at Puttenham Church of England School. Their role is seen as one of support and leadership, making clear what is expected and acceptable, encouraging positive behaviour, dealing with serious offences, monitoring behaviour and reporting to the Good Shepherd Trust. The headteacher will keep parents informed about whole school issues. They will encourage parents to bring their concerns to the school and ask them for their direct support when dealing with serious behaviour issues.

The Good Shepherd Trust (GST) supports the headteacher with expecting high standards in behaviour. The governing body monitors incidences of bullying that do occur, and reviews the effectiveness of this policy regularly. The GST require the headteacher to keep accurate records of all incidents of bullying, and to

report to the GST through Arbor or on request about the effectiveness of school behaviour and anti-bullying strategies.

**The SENCO** (special education needs coordinator) is responsible for supporting teachers with developing provision such as pastoral support and individual behaviour plans for children if needed. They will also seek advice from and liaise with multi-professional teams such as Surrey specialist teacher support.

**PSHE (personal, social and health education) leader** is responsible for leading and monitoring the teaching and learning of behaviour in the curriculum.

**Class teachers** are responsible for the behaviour of their classes when under their direct supervision both in class and outside. They are responsible for working with parents when there are concerns about a child's behaviour.

**Teaching assistants** are expected to fully support class teachers with expecting high standards of behaviour in class and when children are under their supervision.

**Lunchtime staff** are responsible for the behaviour of children in the lunch hall and the playground and for reporting concerns to the senior lunchtime supervisor and the class teacher/s.

**Parents** are responsible for working in partnership with the school to encourage their children to follow the school rules and for cooperating with the school on specific behaviour management issues for their child, if needed. Parents are responsible for bringing their concerns to the attention of the school.

**Children** are responsible for following the school rules, making the right choices and for telling a grown up if they are upset or unhappy.

## **Promoting good behaviour**

### **School and British Values:**

Our school values help children to work and play together and make our school a happy place. Emphasis is placed on children's understanding of the values and why they are important for their personal, social and moral development. As a school we actively teach and promote the Christian values through Bible stories, the curriculum, stories, assemblies, circle time and through modelling behaviours. The children are taught to recognise what good behaviour is through our Christian and British values.

### **Our school values are:**

- Love
- Respect
- Wisdom
- Resilience
- Hope

### **The British values are:**

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of different faiths and beliefs

### **Good behaviour strategies:**

- A calm and supportive environment
- Ensuring children know who they can go to if they need help
- Active, engaging learning and meaningful play activities
- Clear instructions

- Fairness and consistency
- Positive reinforcement and reward
- Use of restorative approach
- Teaching right from wrong
- Teaching children about their responsibilities
- Effective use of sanctions and discipline

### **Children telling adults about their concerns**

We encourage all children to feel confident enough to talk to a member of staff about any concerns they may have about themselves, or on behalf of a friend. All the children at Puttenham School should feel able to share their problems and feel assured that they will be listened to and action will be taken. This is particularly important when dealing with cases of bullying (see Anti-Bullying policy). Staff at Puttenham School are committed to using the restorative approach to deal with situations (see page 4).

### **Praise and Rewards**

Praise is an effective way of improving children's behaviour alongside consistency and high expectations. Praise can be given in formal and informal ways, publicly or in privately, for encouraging good behaviour as well as recognising particular achievements or improvements.

These include the following:

- verbal praise
- stickers and other incentives such as individual class awards through earning rewards for a class over time e.g. marble jars, etc.
- awarding house points. A house point trophy is awarded to the class during the weekly celebration assembly. The class teacher will agree an award/treat for the winning class
- being sent to the headteacher for praise and acknowledgement of effort
- lunchtime superstar awards for kindness and good manners
- spotty stickers when spotted being kind, polite or helpful during special weeks
- other certificates celebrating positive behaviour and demonstrating our values
- posts written in weekly newsletters

### **Activities to Promote Positive Playtime Behaviour**

Lunchtimes and play times can offer particular challenges when trying to promote positive behaviour in children and specific policy decisions have been made to address these concerns.

- Specific support from teachers and senior management team at these times.
- Clarification of expectation with support staff including regular meetings with the senior lunchtime supervisor and/or headteacher to discuss behaviour management issues.
- Provision of a variety of play activities, including a games/quiet area and play apparatus. Staff are expected to initiate and participate in play activities helping to structure positive play opportunities for the children.
- Children experiencing behavioural difficulties are given proactive 'coping' strategies to enable them to avoid 'incidents'.
- Active meaningful play including sports during lunchtime play
- The school supports a good level of playground supervision where staff are monitoring key areas and intervening where possible to prevent an incident occurring. Staff are informed about current concerns/ problems so particular children can be more closely supervised.
- Year 2 children (playtime buddies) take on the responsibility of monitors to help play times run smoothly and to involve them in the management of their own play times.
- At times the school council may be involved in developing an aspect of school behaviour management.

## **Restorative Approach**

Puttenham School is committed to using restorative approach to ensure that disputes are dealt with promptly and fairly.

**What is restorative approach?** Restorative approach is a way of resolving disputes, arguments and falling outs peacefully and fairly. Restorative approach encourages children to take responsibility for their actions and to realise the impact their behavior can have on others. It enables both the victim and perpetrator to have their say so that the situation can be sorted out, apologies and agreements about next steps made, and whether sanctions or punishments or other resolutions need to be agreed.

**How does it work?** Adults in school follow Restorative approach guidelines which are:

- to deal with disputes promptly
- to be fair and not judgmental
- to ensure that all children have their turn to speak
- to encourage resolution

When disputes happen at school we use restorative language. We ask questions like:

- What happened?
- What were you thinking when it happened?
- How were you feeling?
- How has this affected others and how did it make them feel?
- What can be done to make things better?
- How can we make sure this does not happen again?

**Does it work?** Yes – children respond very positively when they feel they are being listened to and feel they are being treated fairly. They learn to be better listeners and to think about others feelings. They also learn to resolve conflicts and disputes themselves.

## **Health and Safety**

Children are encouraged to follow simple rules and procedures, when moving around school, entering and leaving buildings and taking part in assemblies. Such routines allow the children to participate safely and sensibly in all school activities and allow all members of school to feel more confident about their school environment.

All members of the school community are expected to encourage children to:

- walk when inside the buildings or when going to, from and when in a line
- walk when moving between the two playgrounds in front of school (along the narrow path)
- walk to the Marwick Hall under the instruction of the class teacher only
- have consideration for others working in or visiting the school
- talk quietly and not to shout
- follow the procedures for the safe evacuation of the premises.
- stay within demarcated safe areas of the school site

No child is allowed to be unsupervised in a room unless they are carrying out a specified errand.

## **Dealing with Unacceptable Behaviour**

Everyone at Puttenham Church of England School has a right to be happy and safe. However, we recognise that on occasions there will be unacceptable behaviour.

There is no place for violence, bullying, sexual violence – sexual contact and sexual harassment including comments, remarks and jokes, online abuse, vandalism, rudeness or bad language in Puttenham School. They are unacceptable and will be addressed appropriately.

Unacceptable behaviour can be divided into two categories.

**Minor offences:** continual interruptions; shouting and deliberately not finishing tasks

**Serious offences:** bullying (see anti-bullying policy); sexual behaviour; violence, hurting others; threatening others; frequent high level disruptions; frequent high levels of defiance and insolence; damage to property; stealing and swearing.

All such unacceptable behaviour must be dealt with promptly and effectively. The use of restorative approach will be used as a first action so that the child understands what they have done wrong and that any 'innocent' parties involved also recognise that the matter has been dealt with.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. ([DfE guidance September 2021](#)). Any incident will be taken very seriously by the school, reported to the Headteacher or DSL and addressed immediately.

If necessary a range of sanctions can be used to good effect and the member of staff involved has to use their judgment to ensure that the most appropriate sanction or consequence is used. Often the most powerful consequence is the disapproval of those whose views the wrongdoer respects.

Sanctions or consequences might include:

- private or public reprimand
- withdrawal from peers or from an activity including confiscation of property
- sent to see class teacher
- sent to see Headteacher (after serious offence)

***(Guidance for staff on the use of suitable sanctions is given in Appendix 1)***

If a child's behaviour causes particular concern one or more of the following actions is taken to help the child:

- Observations of behaviour are carried out if necessary
- Behaviour is logged by staff (see appendix 3 and 4)
- Parents are notified by class teacher, and kept informed of further problems
- The child is taught coping strategies to adapt their behaviour i.e. emotion regulation strategies
- A behaviour management plan is drawn up by the school, parents and child. It will include specific and time-bonded behaviour expectations and incentives.
- If appropriate the child may be put on the Special Needs Register for behavioural difficulties
- If appropriate Surrey specialist teacher support services may be asked to become involved.
- Should a serious offence occur the Headteacher informs the parents and requests a meeting to discuss the school's concerns and to discuss next steps.
- As a last resort, fixed or permanent exclusion.

## **EXCLUSION**

This policy should be read in conjunction with the Appeals Policy and Surrey County Council website 'guidance on appeal against exclusion' and our school's Exclusion Policy.

In line with our school mission and values, we aim to approach behaviour issues in a positive and restorative way. We will try a range of strategies and seek support from other professionals to support children's behaviour. However, a fixed term or permanent exclusion will be considered as a last resort in the event of a very serious incident or if the measures put in place have not resulted in an improvement in behaviour over a period of time.

- Fixed term (temporary and fixed period of time). This will be in consultation with staff and parents/carers.
- Permanent exclusion will be applied for very serious incidents or if there has not been an improvement in behaviour following a range of interventions, measures and strategies agreed in the support plan. Guidance will be sought from the Local authority, Inclusion officer and Surrey Teachers for Inclusive Practice team (STIPS).

## **CONFISCATION**

When appropriate, teachers have the right to seize and confiscate items that may be harmful to others or disruptive to learning. They will be returned to the child if appropriate or to the parent. Any item of concern will be reported immediately to the Designated Safeguarding Lead who will inform the parents and any relevant authority such as the police.

## **SUPPORT PLANS**

Children with significant behavioural problems may be placed on an Individual Support Plan which is drawn up in liaison with the child, parents and teacher, with the support of the SENCO. It will be monitored by the SENCO and class teacher. It sets out concerns, strategies and support and ensures that the situation is closely monitored and reviewed. Children may receive pastoral support as well as support from multi-professional teams. The Support Plan must be shared with all staff involved with that child to ensure fairness and consistency.

If a child is found to be being bullied or to be a bully specific procedures are followed as set out in our Anti-bullying Policy.

Other relevant documents:

Equality Policy, Inclusion Policy, Safeguarding Children Policy, Special Educational Needs and Disability Policy, Touch and the Use of Physical Intervention

## **Consultation**

At Puttenham Church of England School we aim to ensure that all parts of the school community have an opportunity to help shape the school's behaviour policy.

**Signed**..... **Date** .....

## **APPENDIX 1: WHOLE SCHOOL GUIDANCE ON SANCTIONS OR CONSEQUENCES**

Our school policy is based on the use of a fair, clear and consistent system of rewards and sanctions for all children. Children are taught that they make choices about how to behave and that there are positive and negative consequences to these choices. Staff are required to use their own judgement on the appropriateness of the reward or sanction.

### **SANCTIONS GUIDELINES– FOR USE BY ALL STAFF**

The sanctions below are for use, *if appropriate*, after restorative approach has been used to find out what has occurred. It is expected that children, both the wrongdoer and others involved will be involved in setting the sanctions so that the children perceive them to be fair and appropriate.

#### **DURING TEACHING TIME**

<b>EXAMPLE BEHAVIOUR</b>	<b>POSSIBLE SANCTION OR CONSEQUENCE</b>
Poor attention, disrupting group work, slight rudeness, running in corridor	Verbal reprimand and written on the behaviour log. Warning of the consequence if the behaviour continues. Expectations reinforced. Class teacher informed.
Intentional - breaking equipment, poor work output, constant disruption, rudeness	Miss play or time out during which work will be provided. Written on the behaviour log. Parents informed if appropriate at discretion of teacher/Headteacher.
Continued/highly disruptive behaviour, continued/significant poor work output, swearing	Sent to another class for a short agreed period of time. Parents informed. Behaviour monitored and follow up discussion with parents and child arranged. All incidents are logged on the behaviour log. If a child continues to behave in this way the headteacher will become involved.
<b>The unacceptable behaviours.</b> These are explained to all the children as unacceptable behaviour that results in immediate reporting to the Headteacher. Such as:- outright defiance, continual and significant rudeness, deliberate/actual injury to a child, bullying, attempted/actual injury to an adult, biting, deliberate exposing and <a href="#">sexual behaviours</a> .	Sent to Headteacher Class teacher or Headteacher informs parents. Behaviour logged and suitable sanction imposed, e.g. working in Headteacher's room or reporting to Headteacher. All such behaviour will be logged in the behaviour folder.  Implement behaviour management strategies for a fixed period of time, review, seek support and evaluate for improvement. SENCO and outside agency support. As a last resort – fixed or permanent exclusion.

#### **DURING PLAYTIME/LUNCHTIME**

<b>Example Behaviour</b>	<b>Sanction</b>
Instigating problems and causing problems for others, slight rudeness, arguing	Verbal reprimand and written on the behaviour log. Warning of the consequence if the behaviour continues. Class teacher informed.
Breaking/losing equipment, fighting, rough play, littering, rudeness	Missing some or all of play, sent to time out area.
Continual breaking of playground rules	Have to walk around with member of staff – class teacher informed, who will monitor behaviour. If it continues parents informed and possibly sent to Headteacher.
<b>The unacceptable behaviours.</b> These are explained to all the children as unacceptable behaviour that results in immediate reporting to the Headteacher or senior teacher in her absence.  For example:- outright defiance, continual and significant rudeness, swearing, deliberate/serious injury to a child, bullying, sexual behaviours attempted/actual injury to an adult, stone throwing, breaking equipment	Behaviour logged and suitable sanction imposed, e.g. working in another classroom or the Headteacher's room, missing a part of playtime  Class teacher or Headteacher inform parents as appropriate.  Sent to Headteacher or senior teacher. All such behaviour will be logged in the behaviour folder.  The school staff will follow the interventions in the 'dealing with

intentionally, biting, deliberate exposing or attempting to abscond	<p>unacceptable behaviour' section.</p> <p>Implement behaviour management strategies for a fixed period of time, review, seek support and evaluate for improvement. SENCO and outside agency support. As a last resort – fixed or permanent exclusion.</p>
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## **APPENDIX 2: RIGHTS AND RESPONSIBILITIES**

**The following table outlines the rights and responsibilities of Puttenham Church of England School, its pupils and parents in ensuring an orderly climate for learning.**

<b>SCHOOL</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</li><li>• To enforce the school behaviour policy – including rules and disciplinary measures.</li><li>• To expect cooperation of pupils and parents in maintaining an orderly climate for learning.</li><li>• To expect pupils to respect the rights of other pupils and adults in the school.</li><li>• Not to tolerate violence, sexual behaviour, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban the parent from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li></ul>	<ul style="list-style-type: none"><li>• To ensure the school's mission, vision and Christian values are at the core of all our teaching and learning.</li><li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li><li>• To support, praise and, as appropriate, reward pupils' good behaviour.</li><li>• To ensure the school-behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</li><li>• To ensure staff model good behaviour.</li><li>• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills (PHSE/RSHE).</li><li>• To ensure teachers' roles in school discipline matters are consistent with Teacher Standards.</li><li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development and training for behaviour strategies.</li><li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</li><li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li><li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li><li>• To work with other agencies to promote community cohesion and safety.</li><li>• To ensure the whole school community is consulted about the principles of the school-behaviour policy.</li><li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</li></ul>
<b>PUPILS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To contribute to the development of the school behaviour policy.</li></ul>	<ul style="list-style-type: none"><li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an</li></ul>

<ul style="list-style-type: none"> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> </ul>	<p>appropriate way.</p> <ul style="list-style-type: none"> <li>• To act as positive ambassadors for the school when off school premises.</li> <li>• Not to bring inappropriate or unlawful items to school.</li> <li>• To show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully other pupils or staff.</li> <li>• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>
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## PARENTS

Rights	Responsibilities
<ul style="list-style-type: none"> <li>• To feedback their views regarding the school behaviour policy through parent consultation.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in school.</li> <li>• To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>• To appeal to the head teacher/ GST and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>• To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel.</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>• To help ensure that their child follows reasonable instructions given by school staff and adhere to the school's rules.</li> <li>• To send their child to school each day punctually, suitably clothed, fed, rested, so that their child is ready to learn.</li> <li>• To ensure school staff are aware of any SEN-related or other personal factors that may result in their child displaying behaviours outside the norm.</li> <li>• To be prepared to work with the school to support their child's positive behaviour.</li> <li>• To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>• Adhere to the legal requirements of exclusion if the circumstance was to occur.</li> </ul>

**Legal Powers:** The law empowers members of the school staff **to impose disciplinary penalties for inappropriate behaviour.**

Headteachers, to such an extent as is reasonable, are empowered **to regulate the behaviour of pupils when they are off school site** (which is particularly pertinent to cyber bullying).

School staff are also empowered to **use physical intervention** in certain circumstances when children are in putting themselves or others in danger (see Touch and the Use of Physical Intervention Policy).

**APPENDIX 3:****PUTTENHAM COFE INFANT SCHOOL****PLAYGROUND BEHAVIOUR LOG**

Week beginning \_\_\_\_\_

<b>Name and class</b>	<b>Date and time</b>	<b>Trigger (if known)</b>	<b>Incident (include any witnesses)</b>	<b>Action</b>	<b>Adult's initials</b>

**APPENDIX 4:****PUTTENHAM COFE INFANT SCHOOL  
CLASS BEHAVIOUR LOG****W/B** ..... **CLASS:** .....

<b>Date and time</b>	<b>Who was involved?</b> Child/children who were misbehaving	<b>Where/when did it happen?</b> Eg classroom; cloak room, lining up; PE,	<b>Trigger</b>	<b>Behaviour</b>	<b>Response</b> <b>Adult initials</b>

# **Suspension and permanent exclusion policy**

## **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 local committee members, staff, parents/carers 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**

'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the pupil, to:

Remove a pupil from the school roll without a formal, permanent exclusion, or

Encourage a parent/carer to remove their child from the school roll, or

Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a pupil unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or

Due to a pupil's poor academic performance, or

Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

## **2. Legislation and statutory guidance**

These procedures are based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

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 procedures are 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](#)

The [School Inspection Handbook](#), which defines 'off-rolling'

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 the local committee requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carers – 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/carers 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 a pupil will be taken only:

In accordance with the school's behaviour policy

To provide a clear signal of what is unacceptable behaviour

To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to 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:

- For suspensions, detentions or other sanctions provided for in this behaviour policy
- For exclusions, 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/carer 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/carers**

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers 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/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

The reason(s) for the suspension or permanent exclusion

The length of the suspension or, for a permanent exclusion, the fact that it is permanent

Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the local committee and, where the pupil is attending alongside parents/carers, how they may be involved in this

How any representations should be made

Where there is a legal requirement for the local committee to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend

That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the headteacher will also notify parents/carers 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/carers 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/carers 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 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/carers' consent.

If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers without delay, and provide a reason for the cancellation.

## Informing the local committee

The headteacher will, without delay, notify the local committee of:

Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil

Any suspension or permanent exclusion that 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 that would result in the pupil missing a National Curriculum test or public exam

Any suspension or permanent exclusion that has been cancelled, including the reason 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.

**The headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.**

## 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 pupil's ability to sit a National Curriculum test or public exam (where relevant)

They have decided to cancel a suspension or permanent exclusion, and why (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, or one that has not yet begun, but only where it has not yet been reviewed by the local committee. Where there is a cancellation:



The parents/carers, local committee and LA will be notified without delay

Where relevant, any social worker and VSH will be notified without delay

The notification must provide the reason for the cancellation

The local committee's duty to hold a meeting and consider reinstatement ceases

Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay

The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

### **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 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 committee**

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

Responsibilities regarding suspensions and permanent exclusions are delegated to the discipline panel of the local committee consisting of at least 3 local committee members.

The discipline panel has a duty to consider parents/carers' 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 committee will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the local committee 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 committee will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The local committee 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 that 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 looked after or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

## 5. Considering the reinstatement of a pupil

The discipline panel of the local 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 that 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 discipline panel must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the local committee, the discipline panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers 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 discipline panel 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 discipline panel 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 committee and allowed to make representations or share information:

Parents/carers (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

**Local committee meetings can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.**

The local committee 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 local 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 discipline panel 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.

The clerk will be present when the decision is made.

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 discipline panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

The parents/carers

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 discipline panel 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/carers' 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 committee's decision is given to parents/carers)

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/carers have a right to require the academy 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/carers for this appointment

That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review

That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review

That, if parents/carers 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/carers apply for an independent review within the legal timeframe, the Good Shepherd Trust will, at their own expense, arrange for an independent panel to review the decision of the local committee 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/carers by the local 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. Any applications made outside of this timeframe will be rejected.

**Independent reviews can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.**

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 director of The Good Shepherd Trust

Are the headteacher of the excluding school, or have held this position in the last 5 years

Are an employee of The Good Shepherd Trust or 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 Good Shepherd Trust, school, governing board, parents/carers 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.

Taking into account the pupil's age and understanding, the pupil or their parents/carers 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 local committee's decision

Recommend that the local committee reconsiders reinstatement

Quash the local committee'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 committee 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 local committee 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 committee 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 committee does not subsequently decide to offer to reinstate the pupil within 10 school days

Any information that the panel has directed the local committee 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/carers were notified of the local committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or

The parents/carers 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 committee 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/carer with whom the pupil normally resides

At least 1 telephone number at which any parent/carer 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/carers 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/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers 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, or cancelled suspension or exclusion, 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 for the pupil:

- 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/carers to praise progress being made and raise and address any concerns at an early state
- Informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to exclusively 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/carers, and other relevant parties.

### 8.2 Reintegration meetings

The school will clearly 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/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

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

## 9. Remote access to meetings

Parents/carers can request that a local committee meeting, or independent review panel be held remotely. If the parents/carers don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The local committee and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

All the participants have access to the technology that will allow them to hear, speak, see and be seen

All the participants will be able participate fully

The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

Compromise the ability of participants to contribute effectively, or

Prevent the meeting from running fairly and transparently

## 10. Monitoring arrangements

The school will collect data on the following:

Attendance, permanent exclusions and suspensions

Use of pupil referral units (PRUs), off-site directions and managed moves

Anonymous surveys of staff, pupils, local committee and other stakeholders on their perceptions and experiences

The data will be analysed termly by the Headteacher. The Headteacher will report back to the local committee.

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 Good Shepherd 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 1 academy may be too low to allow for meaningful statistical analysis.

## **Appendix 6: independent review panel training**

The Good Shepherd 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