The Federation of
Bishop Sutton and Stanton Drew Primary Schools

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Last reviewed on:	September 2026		
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Behaviour Policy

Federation of Bishop Sutton and Stanton Drew Primary Schools

Respect | Resilience | Reflection

"The school has high expectations for pupils' behaviour. Pupils are polite and well-mannered. They understand the school's one rule and do their best to 'be kind, be safe and be responsible'."
OFSTED, Bishop Sutton, 2024

"Stanton Drew Primary is a school where everyone is welcome. The school has a culture based on nurture and care. Staff, parents and carers, and pupils describe a 'family feel.' Pupils are compassionate towards others. Older pupils act as positive role models for younger children."
OFSTED, Stanton Drew, 2024

Rationale

In our Federation, behaviour is supported with understanding and guidance – not just consequence alone. All children are held accountable for their actions, but we also support them through their mistakes, encouraging reflection and responsibility through restorative conversations.

Sometimes a child needs support, sometimes a consequence, sometimes both.

At all times, we strive to ensure that:

"Children get what they need to grow and improve, not ***just*** the consequence they deserve."

Our approach is underpinned by research and informed by the 6 principles in guidance from the EEF: Education Endowment Foundation's Guidance report "Improving Behaviour in Schools."

Recommendation 1	Know and understand your pupils and their influences
Recommendation 2	Teach learning behaviours alongside managing misbehaviour
Recommendation 3	Use classroom management strategies to support good classroom behaviour
Recommendation 4	Use simple approaches as part of your regular routine
Recommendation 5	Use targeted approaches to meet the needs of individuals in your school
Recommendation 6	Consistency is key

- **Establish**: Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)
- **Maintain**: Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive relationships)
- **Restore**: Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with the student)

- Successful behaviour management is a fundamental aspect of good learning and has a significant impact on good standards of attainment and progress. Not only does it help to achieve high standards across the curriculum, it is also essential in helping pupils to:
    - develop a positive self-image and good relationships – respecting themselves, others and the environment
    - develop strong moral, social and cultural values including a strong sense of personal responsibility and self- discipline

We expect very high standards of behaviour and this is best achieved when all members of our school community – pupils, parents, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other. Excellent behaviour is everyone's responsibility and children flourish in a safe, supportive and caring environment where all stakeholders share that ambition.

At Bishop Sutton and Stanton Drew, we believe it is essential to have a **positive behaviour management strategy.**

This means a policy based on the following principles:

- Good behaviour should be encouraged, praised and encouraged through strong relationships with all pupils. Effort should be put into *preventing* poor behaviour rather than just reacting when it

occurs
- Where unacceptable behaviour occurs, sanctions should be immediate, fair and proportionate, and designed to correct behaviour rather than simply to punish
- Children must always have an opportunity and be helped to understand how to change their behaviour and be *taught* how to behave well
- We aim to 'praise in public' and 'reprimand in private' wherever possible

The Federation also recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Aims/Purposes
We aim to:

1. ensure a consistent school approach to behaviour management, prioritising safety and making the boundaries of acceptable behaviour clear to all
2. celebrate good behaviour, promoting the values of honesty, fairness, respect and good manners
3. ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence, creating conditions in which children feel secure and where effective learning can take place
4. develop in all pupils a sense of self-discipline and an acceptance of responsibility for their own actions, their own discipline and their own learning
5. discourage bullying behaviours and promote equality for all
6. generate mutual respect between all school members, ensuring there is no unfair treatment on any grounds including culture, ethnic origin, gender or disability.
7. encourage children's self-esteem so that they become responsible and caring citizens who have respect and consideration for all others

Strategies
There is a shared responsibility between staff, parents and pupils for the promotion of good behaviour. Children are always reminded that they make their own behaviour choices and if they choose to act in a way in which they know breaks the agreed rules, they are choosing the corresponding sanction.

Staff responsibilities are:

- To treat all children fairly and with respect
- To promote children's self-esteem and help them develop their potential
- To provide a challenging, accessible and interesting curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions consistently
- To build positive relationships with children
- To model positive behaviour and relationships (with children and adults)
- To form a good relationships with parents so that children can see the key adults in their lives share a common aim.
- To recognise that each child is an individual and to be aware of their individual needs
- To teach children the rules and conventions of social interaction
- To provide opportunities for discussion and reflection with children regarding their behaviour and relationships
- To be consistent in their approach to behaviour with classroom management expectations for registration times (pupils are expected to be silent unless answering their name), movement around the school buildings and care of school property.
- To model the use of the Zones of Regulation as a tool for communicating feelings and emotions.

Parents'/Carers' responsibilities are:

- To support the school in line with the expectations set out in both the school and trust's home-school agreements
- To be aware of the school rules and expectations of children's behaviour
- To make children aware of appropriate behaviour in school
- To be aware of the school values and their relationship to promoting good behaviour
- To encourage independence and self-discipline
- To foster good relationships with the school

- To support the implementation of this policy as well as decisions made by the school

Parents/carers are provided with a copy of the behaviour policy when their child first starts school and it is published on the school website. Parents/carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to bring about improvement.

Children's responsibilities are:

- To follow the agreed rules and work to the best of their ability
- To treat other people, school property and their environment with respect
- To follow instructions of the school staff and to co-operate with other children and adults
- To show good learning behaviours (STAR)
- To reflect on their actions when things go wrong+= fs

What we do to encourage good behaviour and deal with poor behaviour:

- We use a wide variety of strategies to praise and reward children including
    - Facial & verbal expressions (smiles, thumbs up)
    - Written comments
    - Awarding housepoints for good work and good behaviour (children receive certificates for 25 housepoints earned)
    - Offering golden time activities
    - Showing others their good work and displaying children's work
    - Sharing and celebrating children's achievements in assemblies through teachers' certificates or the
      Headteacher certificates
    - Positive feedback to parents (verbal and written messages)
    - Tokens e.g. smiley faces, certificates, stickers, badges etc
    - Giving children special privileges and responsibilities
- We discuss school rules at the start of each school year as well as regular reminders through assemblies and class discussions during the year
- We agree class rules at the start of the school year, display them clearly and remind children of them frequently
- We remind children of the choices they are making and the corresponding sanction if they choose to continue to break the rules
- We follow the procedure stages consistently and immediately whenever there is an incident of poor behaviour taking into account the age of the child concerned as well as any specific needs that the child may have
- We praise and reward good behaviour both privately and publicly. We foster good relationships with children and are careful with our words and body language to model and reinforce expectations of respectful behaviour
- We try to understand the causes of poor behaviour and identify any social, emotional, health or learning need which may be affecting a child's ability to behave well. These reasons are not seen as an excuse for poor behaviour, which is never tolerated, but may trigger additional support as required, including the intervention of external agencies as appropriate
- We never criticise or label the child as 'naughty' or 'badly-behaved'. We criticise the behaviour and the behaviour choices but not the person.
- We help children find ways to improve their behaviour. Sanctions are followed up with opportunities to demonstrate the opposite of the poor behaviour and children are consistently reminded that even when a sanction has been applied, there is an opportunity to 'start afresh' In these circumstances, we aim for adults to praise in public and reprimand in private, making a distinct effort to focus on 'first attention to best conduct'.
- Sanctions are applied as soon as is practically possible, preferably on the same day and the connection made clear to children between the behaviour and the sanction. Poor behaviour observed by any member of staff within the school and in the school grounds should be dealt with immediately. To ignore it, is to condone it.
- Children are encouraged to take responsibility for resolving their own conflicts. This means that adults will teach and model strategies for doing this, and guide children to carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. The school has a separate policy on anti-bullying.
- We will use the Zones of Regulation to help children communicate and express their emotions.

Supporting positive behaviour in school:



- **Zones of regulation**

The **Zones of Regulation** is a social-emotional learning curriculum, created to teach children, about expected and unexpected behaviours, self-regulation and emotional control. Children are supported to use regulation stragegies. 'The Zones approach' uses four colours to help pupils identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies (their toolbox) to support regulation. By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour can impact those around them, pupils can learn improved emotional control, sensory regulation, self- awareness and problem-solving abilities.

There are four colours or 'Zones' - blue, green, yellow and red. The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

The Green Zone is used to describe a calm state of alertness. A child may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions. A child may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may be elated, euphoric, or experiencing anger, rage, explosive behaviour when in the Red Zone. We will use the standardised script to support children who may be experiencing strong emotions. Connect and recognise the emotion: I can see that you are…… what zone are you in right now? Thank you for showing me. What might help you? How can we help you to get into the green zone?

ELSA



As part of our nurturing provision, we have invested in an **Emotional Literacy Support Assistant (ELSA)**. Our trained member of staff delivers structured, short-term interventions to support the positive behaviours we want to see in school, alongside pupils' emotional wellbeing and regulation. ELSA work is closely linked to the Boxall Profile, enabling us to identify needs, track progress and target support effectively. Our dedicated nurture space offers a calm and supportive environment where pupils can build skills such as self-esteem, social interaction and resilience. Teachers and leaders work in partnership with families, regularly reviewing the support in place to ensure it has the greatest impact on each child.

What we will not do in response to poor behaviour

- Humiliate children
- Shout
- Respond emotionally and impose excessive sanctions as a result. (were this to happen in error, we will correct it and apologise)
- Punish a whole group for the poor behaviour of individuals
- Use sarcasm
- Make idle threats

Scripts:

Inappropriate Behaviour is always managed in a calm, emotionally intelligent manner by all staff that is consistent with maintaining strong relationships whilst also being unrelenting in our expectations of pupils' behaviour. When speaking with a child about unacceptable behaviour, staff will remind children of previous good effort or behaviour in order to reinforce that, not only is better expected, but is also achievable. At Bishop Sutton and Stanton Drew, we use the following script to discuss behaviour with children:

- **I have noticed that….**
- **I need you to …..**
- **Thank you for ……**

Our School Rules

Children are taught to understand that our rule is designed to ensure everyone is safe and can learn. We do not impose any rules for the sake of them and will always review and/or explain them if anyone feels they are unfair.

We follow 3 simple school rules:



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In our classroom learning, all adults expect pupils to show 'STAR':



Specific rules and procedures are also agreed for different situations, for example, assembly, lunchtime, circle/Jigsaw time, wet play, football etc. Where appropriate, rules and rotas are negotiated with children and made clear to everyone; however, the overriding principle rule is as above. Staff will also refer to the Jigsaw Learning Behaviours when teaching. These are:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

In the playground we expect all children to:

- Play well together, trying to work together to solve problems before approaching an adult
- Be aware of other people around them
- Allow other children to join in games and look after children who do not have anyone to play with
- Stop when the whistle/bell goes and stand quietly
- Line up in a straight line without talking before coming into school

'Lovely lining up'

When lining up we expect all children to:

- Stand quietly and sensibly facing forward
- Stay in a specific order if asked

'Wonderful Walking'

- Walk smartly and quietly – no hands in pockets

In the dining hall we expect everyone to:

- Come in quietly and sensibly, and wait to be served
- Sit down at a table with feet under the tables and elbows off the tables
- Have good table manners and say please and thank you
- Use a knife and fork – not fingers
- Stop immediately on signal
- Use indoor voices and listen to others (not shout across the table)
- Only eat their own food and keep food on the table
- Leave the dining hall quietly and walking to the outdoor play areas (or classroom if wet play)

In assembly we expect everyone to:

- Come into the hall promptly
- Show good listening behaviours
- Join in with singing, discussions, applause etc
- Sit still with hands and feet to themselves
- Show respect whilst asked to reflect

We refer to good/poor/unacceptable behaviours (see below) as part of our explicit teaching of expected behaviour, and above all aim for consistently outstanding behaviour.

The following lists *some* of the examples of different behaviours (not intended as an exhaustive list):

Be Kind, Be Safe, Be Responsible		
Expected behaviours 	**Behaviours that are not OK** 	**Unacceptable behaviours** 
Being kind	**Not being kind**	**Deliberately being unkind**
Only saying positive things	Saying unkind things	Speaking in a verbally aggressive manner
Letting everyone join in	Not letting others join in	Being verbally aggressive – e.g. swearing
Keeping hands and feet to yourself	Not keeping hands and feet to yourself	Being deliberatively unkind
Sharing	Not sharing	Being physically aggressive e.g.
Being polite to others	Not being polite to others	hitting, biting, kicking, spitting, pushing
Always showing good manners	Not holding doors open	Being verbally aggressive – e.g. swearing
and respect (e.g. saying please,	Not listening to others	Bullying
thank you, holding doors open)	Not following instructions	Harmful or offensive name calling e.g. racist, sexist, or homophobic
Always using words and not body	Calling out in class	
language to communicate	Not being honest and truthful	
Always being honest and truthful		

Be Kind, Be Safe, Be Responsible		
Expected behaviours 	**Behaviours that are not OK** 	**Unacceptable behaviours** 
Being safe	**Not being safe**	**Deliberately being unsafe**
Listening to and following instructions first time	Running indoors	Not following an adults' instructions after a reminder
Looking after resources and always returning resources to the correct place	Not returning resources to the correct place	Destruction of property
Lining up quickly and quietly	Not lining up quickly or quietly	Leaving the school without permission
Telling an adult if there is a problem	Not following or ignoring an adult's instruction	Repeated refusal to follow instructions
Walking calmly inside the buildings	Leaning back on chairs	
Being silent when entering the hall for Assembly times		
Following online safety rules and the acceptable use policy		

Be Kind, Be Safe, Be Responsible		
Expected behaviours 	**Behaviours that are not OK** 	**Unacceptable behaviours** 
Being responsible	**Not being responsible**	**Deliberately being irresponsible**
Putting effort into your learning	Not putting effort into your learning	Refusing to do your learning
Concentrating on your learning	Distracting yourself and others from learning	Deliberately preventing others from learning
Sharing ideas, asking and answering questions	Accidental damage through carelessness or litter dropping	Disrupting the physical classroom environment – throwing chairs, ripping displays etc
Having your reading book in school	Not having your reading book in school	Breaking something intentionally
Having your P.E kit in school		Vandalism or stealing
Getting the correct equipment to help your learning		
Bringing your home learning in on time		

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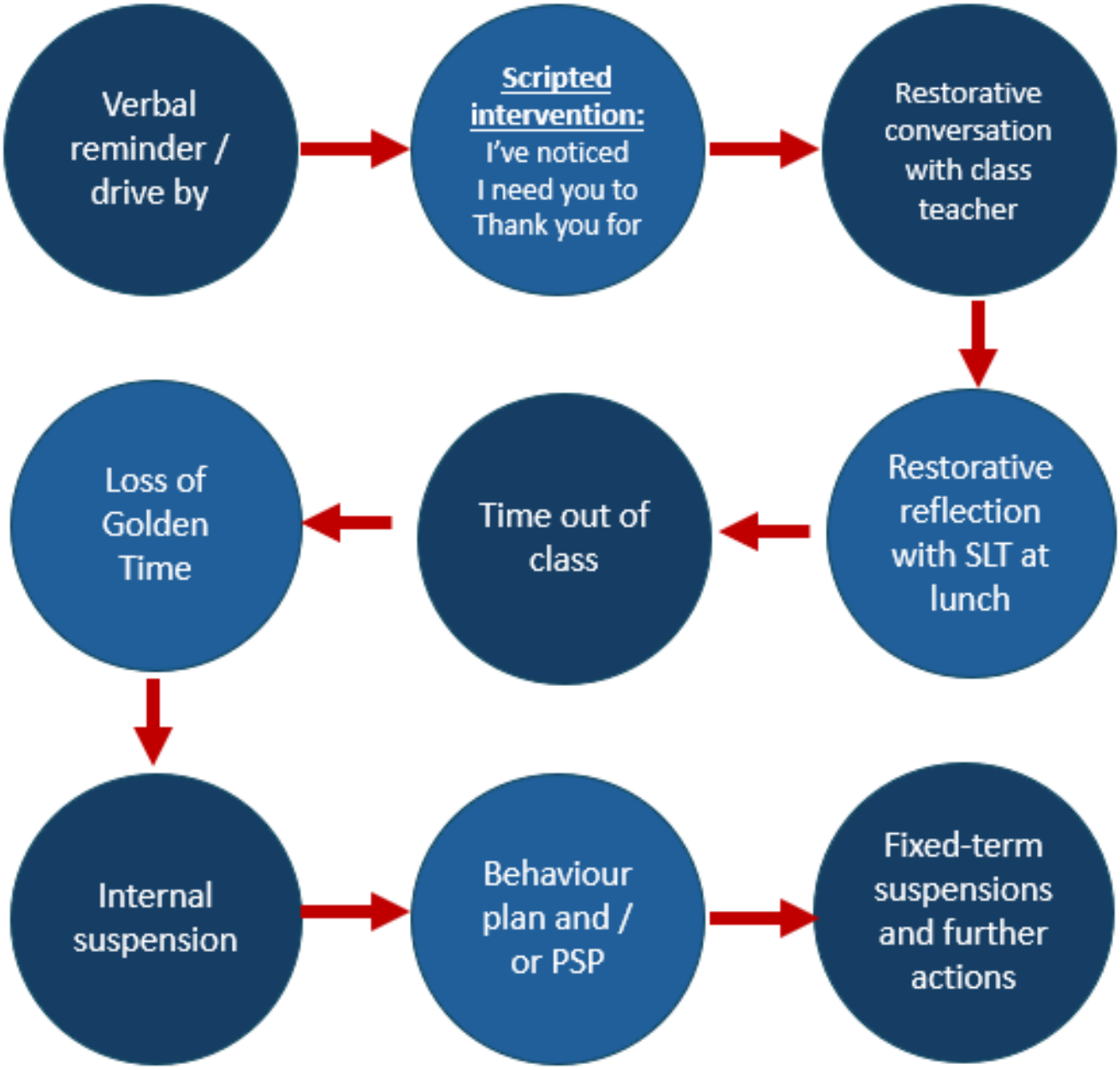
Behaviour sanctions flowchart for repeated, inappropriate behaviour

First attention to best conduct: praise in public, reprimand in private



"Children get what they need to grow and improve, not *just* the consequence they deserve."

Our Behaviour Toolkit

Federation of Bishop Sutton and Stanton Drew Primary Schools

Calm and consistent adult behaviours

- **Relentless routines**
- **Relationships**

Golden Time

Behaviour Cards





Texts and phonecalls home

teachers2parents





STAR

Sitting up straight
Tracking the speaker
Giving your full Attention
Being Respectful
...thank you!

Scripted interventions:
I've noticed
I need you to
Thank you for

Sanctions

It is our aim that children develop a clear sense of what is right and what is wrong. The following guidelines and possible sanctions are to be used at the member of staff's professional discretion. In addition, staff may feel it is appropriate not to give warnings in circumstances where it is felt that the behaviour warrants this. The primary principle in all cases is that staff make professional judgements about behaviour and sanctions to uphold good behaviour and respect for others as this underpins an excellent education. Staff will also take into account the age of the child concerned as well as any specific needs that the child may have (see also the section 6 on supporting children with a 'protected characteristic' below).

The Sanctions are divided into stages and as far as is reasonably possible, each stage is followed consistently and clearly. (It is not possible to list all possible sanctions and the following is offered as guidance). If a member of staff is in doubt about a behaviour and/or sanction, advice should be taken from a member of the SLT.

Inappropriate use of technology is likely to be dealt with within this behaviour policy. Depending on the circumstances it is likely that the school would contact the SWGfL (South West Grid for Learning) for further advice. Illegal misuse of equipment is likely to be dealt with by external agencies e.g. the police, SWGfL, CEOP or the LCSB or a combination thereof. It is important that any incidents are dealt with as soon as possible in a proportionate manner, taking into account the age of the child and the nature of illegal/inappropriate use. Inappropriate or illegal uses of technology outside of school may also be dealt with within this policy.

The responses to sanctions listed below are a guidance for senior leaders. These are implemented on a case by case basis for response, consequence and action. Each response will be reviewed on its own merit and circumstance following this guidance.

 **Behaviours that are not OK**		 **Unacceptable Behaviours**	
Less serious	More serious	Very serious	Extremely serious

• Reminders • Proximity • Eye contact/frowns • Change of seating • Verbal warning with reminder of expectations and rule; may be recorded in CBL (class behaviour log) • Loss of playtime at staff discretion; recorded in CBL • Loss of golden time at staff discretion (e.g. 5 mins); recorded in CBL • After repeated behaviours (e.g. 3 incidents in a morning) a warning is given that the next time it changes to 'more serious'	• Formal warning; recorded in CBL • Separation from rest of class or group • Making an apology – verbal or written • Completing unfinished work during break or lunch time • Supervised out of class as appropriate • HT or DHT involvement • Loss of playtime at staff discretion; recorded in CBL • Loss of golden time at staff discretion (e.g. 10 mins); recorded in CBL • After repeated behaviours (e.g. 2 incidents in a morning) a warning is given that the next time it changes to 'very serious' and will	• Exclusion from class • Informal and verbal contact with parents by class teacher • Daily/weekly encouragement sheets • HT or DHT (or other teacher) involvement • Child is given a 'report card' with specific target for improvement in behaviour with additional incentive(s) • Loss of playtime at staff discretion; recorded in CBL • Loss of golden time at staff discretion (e.g. 15 mins); recorded in CBL • After one incident a warning is also given that the next time it changes to 'extremely serious'	• Probably means immediate formal suspension (in school, temporary or fixed) • Fixed term suspension up to 5 days initially • Fixed term suspension up to 15 days if behaviour persists • Possible permanent exclusion following relevant current procedure *Note: Possible involvement of external agencies and governors*

	include contact with parents	*Note: Consider behaviour support plan with parental involvement and other support (internal e.g. HT/DHT or external e.g. LSP inclusion officer)*	

NOTES:
Loss of playtime or golden time is at staff discretion (considering the age and needs of the child as well as availability of staff to supervise etc). Parallel procedures apply for official out-of-school activities e.g. residential visits, clubs, matches etc.

All of the stages and sanctions above to take into account the teachers' professional judgment, the child's age and the child's particular needs. Some children need extra support, including calming down techniques and how to deal with challenging behaviour. However, a child may have an individual behaviour plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions systems. This is agreed by the relevant parties e.g. parents, child and classteacher.

Children with SEND and vulnerable learners

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The Federation recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristic from being at a disadvantage. Our approach may be differentiated to cater for the needs of pupils.

We recognize that all pupils are different and require different approaches to enable them to make progress. For example, a pupil with learning difficulties may be provided with a slightly different task/curriculum compared to their peers. They may receive stickers/praise for completing less work than their peers, but for that child that was an incredible effort. This is equitable as the child then has what they need to thrive. It is the same in terms of behaviour; some pupils may need more or less encouragement or praise than others to achieve the expected standard behaviour. This is called 'reasonable adjustments' and are the legal requirement for schools to follow the Equalities Duty. See the SEND Code of Practice section 6.8, 6.9 for further information.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We recognise that patterns of behaviour for some children may differ and that there will be times when children display distressed behaviours. Distressed Behaviour will be dealt with calmly and with the needs of the individual child in mind. This will be using the same scripts, if appropriate for the language and communication skills of the child, as outlined above. Rewards and sanctions may be adapted to suit the age and the needs of the individual. Children who are at risk of exclusion will be monitored by being added to our vulnerable learners register. This will involve regular PSP meetings with outside agencies, parents and school.

In particular cases children may require a personal behaviour plan outlining strategies for managing their

behaviour. This will be drawn up by the Class Teacher in conjunction with the child and, if appropriate the Special Educational Needs Coordinator, and parents. Advice may also be taken from the LSP Behaviour Support Lead, Educational Psychologist, medical practitioners or outside agencies. Where a child is displaying particularly challenging behaviour a risk assessment may be drawn up by the Head or Assistant head and SENCO, to ensure the safety of all.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Reasonable force/Physical intervention

Reasonable force covers a range of interventions that involve physical intervention with pupils. All members of staff have a duty to use reasonable force/ physical intervention, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

The Federation follows a 'Team Teach' approach to physical intervention. Selected members of the senior leadership team and wider teaching team are trained in this approach.

<u>Further clarification on standards and behaviour</u>

Confiscation of children's property

Any prohibited items (listed in Definitions section) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

More serious consequences for behaviour

From time to time there is a need to use more serious consequences to support behaviour in school which is deemed to be at a more serious level.

Informal Internal Suspension

Where a child is not learning to adapt their behaviour and persistently breaks a school rule or where there is a more serious incident either between pupils or against a staff member, the Headteacher may consider an internal suspension for a session to a Senior Leaders' room. In this case the child will work quietly for the session and not mix with fellow pupils. Parents will be informed of an informal internal suspension and a note of this made on CPOMS.

Suspension from School

In the most serious cases, it may be deemed necessary to suspend a pupil. When deciding whether a suspension is a necessary sanction, the school follows DfE statutory guidance on suspension or permanent exclusions:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

The following *legislation outlines schools' powers to suspend or exclude pupils:*

Section 52 of the Education Act 2002, as amended by the Education Act 2011
The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
Sections 64-68 of the School Standards and Framework Act 1998.

Additionally, part 7, chapter 2 of the Education and Inspections Act 2006, sets out parental responsibility for excluded pupils and section 579 of the Education Act 1996, 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 set out the obligations of the school/proprietor to provide education for pupils extended for a fixed term.

The school and Academy Trust will also comply with the funding agreement and articles of association.

The Headteacher can decide to suspend a pupil from school for up to 45 days in a school year for serious breaches of the school's behaviour policy. The Headteacher (or in his/her absence, the nominated Senior member of staff) makes the decision to suspend. Parents will be informed of the reason(s) for the suspension in line with statutory guidance. Following a suspension, a reintegration meeting will be held for the child and his/her parent/s where further support and monitoring will be discussed and agreed. A formal record of any investigation and the reintegration meeting are kept in school and parents can ask for copies of both documents. Suspensions are included in a child's formal attendance record.

The school will provide work for the child to do at home for the first five days of a suspension. Where a suspension is for more than five days, the governing body/Trust must arrange suitable full-time education for any pupil of compulsory school age.

On occasions, where the Headteacher decides that a pupil should have a suspension, but is better placed to be in school to serve this (for Safeguarding or other reasons), the pupil will be placed in the Headteacher's office and will be provided with work to complete.

Seeking Additional Support

In a very small number of situations it may become clear that a child's placement in the school is breaking down. In these situations a number of actions should be taken:

1. Draw up a Pastoral Support Plan

A pastoral support plan (PSP) is a school-based intervention to help pupils better manage their behaviour. It is used particularly for those whose behaviour is deteriorating rapidly. It should be set up for any child who has had one or more suspensions. The plan will be drawn up between the school, parents and relevant external agencies. A PSP may also be drawn up for a child with social, emotional of mental health concerns to provide further support. For high level SEND children it may be that this kind of support will have already been clearly noted in a variety of other reports from agencies. In this case, it is really important that there is clear evidence of all advice being implemented.

2. Seek additional support for children with EHCPs and Looked After Children

Where the school has concerns about the behaviour, or risk of suspension or permanent exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with The Local Authority and Trust consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's special educational needs. Where a child has an EHC plan, school~~s~~ should consider requesting an early annual review or interim/emergency review.

3. Referral to LA Inclusion Panel

The school will also seek parental agreement to have the child's needs discussed at North Somerset's Inclusion panel. This discussion helps ensure that the school has considered all possible avenues of support.

Moving Towards Permanent Exclusion

1. Advice from the Trust, Lighthouse Schools Partnership (LSP)

Where the Headteacher considers the pupil to be at risk of permanent exclusion and always before making a decision to permanently exclude a child with diagnosed or possible SEND the Headteacher will seek advice from Lighthouse Schools Partnership CEO, and a Special Educational Needs Coordinator from another school or the Trust's Lead Teacher for Engagement.

2. Call a Governors' Disciplinary Panel Hearing

The Headteacher may also decide, where the pupil is at risk of permanent exclusion to convene a Governors' Disciplinary Panel Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. This is particularly important in a case where there are persistent breaches of the school policy. This will be an opportunity to bring the child's parents and other agencies together and raise awareness of the situation. The Panel will:

- Hear representation from the School, Parents, Child (where appropriate) and other agencies involved.
- thoroughly review the current situation with reference to the school's Behaviour Policy and the child/young person's behaviour;
- review the PSP in place
- review SEND support, where appropriate;

- ensure that all parties are clear about the risk of Permanent Exclusion if noncompliance with the behaviour persists;
- Consider any further reasonable adjustments that can be made to improve the pupils behaviour.
- Set reasonable targets to recognise behaviour improvements
- set a date for a review of progress.

The Panel may also:

- make recommendations for future provision.

Decisions on exclusion are delegated to the Headteacher and will not be taken by a Governors' Panel reviewing provision for a child at risk of Permanent Exclusion.

Permanent Exclusion

This represents the ultimate sanction. The decision to permanently exclude a pupil is taken by the Headteacher in line with statutory guidelines and reviewed by a panel of Governors from the Local Governing Body or Trust Board. The decision to permanently exclude a child is a serious one. A decision to exclude a child permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Beyond School

If unacceptable behaviour beyond the school gate (non-criminal bad behaviour and bullying) is witnessed by a member of staff or reported to the school, the Head teacher will respond appropriately. This may be when a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- is wearing school uniform.

Action may also be taken by the Head teacher for inappropriate behaviour, whether or not the conditions above apply, that:

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

In all of these circumstances the head teacher will consider and apply appropriate sanctions and also discuss the behaviour of the child concerned. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Online misbehaviour
The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team / pastoral lead] will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Complaints procedure and pastoral support for school staff

The school follows the LSP complaints procedure. This will be followed should a parent wish to make a complaint. The Head Teacher/Governing Body will investigate thoroughly and fairly any matters of complaint against all members of staff and support them through training, induction and advice on the management of children's behaviour. Allegations concerning chid protection will be passed to the designated DOFA officer (Designated Officer for Allegations) for full investigation.

Guidelines for Golden Time

The Golden Rule is an important aspect not only in managing children's behaviour, but also as part of the school's ethos. Each Friday afternoon, children can earn 20 minutes of Golden Time – a time when children are able to choose a Golden Time activity. Children who have lost Golden Time (normally in blocks of 5 minutes) have last choice and may have no choice of activity. Staff will allocate Golden Time activities according to the number of housepoints received by each child in the week to determine the order in which

children will choose their Golden Time activity.

By following our school rules, children are encouraged to be 'good citizens'; we want all our children to be safe, happy, kind, polite, well-mannered, cooperative and tidy.

Children should normally lose 5-10 minutes Golden Time for each 'Poor Behaviour' offence and 10-20 minutes for each ' Unacceptable Behaviour' offence – depending on the seriousness of the incident(s). If the behaviour is judged to be more serious than losing Golden Time, staff should refer to a member of the SLT.

It is not possible to 'earn back' Golden Time. Furthermore, if a child is absent on a Friday through illness for example, the 'missed' golden time will be made up the following week. Children who have lost Golden Time take home a standard note (yellow note) that outlines the reason(s) why the child has lost Golden Time (see below). This should be signed by the parent to acknowledge that they have seen the 'Parent Alert Slip'. Children should return the blue note to the Headteacher or Assistant Headteacher so that the school knows that parents/carers are aware that a child has missed Golden Time. Children in KS2 who do not return the blue note may miss Golden Time in the following week. This will always be at the discretion of the Headteacher or Assistant Headteacher.

For children who miss Golden Time, they will report to the Headteacher or AHT (or senior teacher in their absence) and verbally explain the reason(s) why he/she is missing Golden Time, and what behaviour he/she needs to change. In some cases children may complete a reflection sheet to encourage independence and taking responsibility for their own actions.

Reflection sheet

What happened?	What did I do? Who was affected?
What should I have done?	What will I do next time?

2 Parent Alert Slip

Parent Alert Slip

Name _____lost _____minutes of Golden time on

Friday _____for breaking the Golden Rule(s) marked below:

Our rules at school are: Be Kind, Be Safe, Be Responsible

Reason(s) for missing Golden Time:

Signed (Headteacher/Teacher): _____

Signed (Parent): _____

Outside of School

The behaviour policy and procedures apply outside school as children are expected, at all times, to behave in a manner that is a credit to the school. This includes times when children are:

- taking part in any school-organised or school-related activity (e.g. a trip to Bath)
- travelling to or from school
- wearing the school uniform or in some other way identifiable as a pupil at the school

or if the behaviour

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

Screening, searching and confiscation

In accordance with the latest DfE guidance on screening, searching and confiscation:

- staff can search a pupil for any item if the pupil agrees
- The Headteacher and authorised staff have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
    - knives or weapons
    - alcohol, tobacco, vape materials or other drugs
    - stolen items
    - fireworks
    - pornographic images
    - any item that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person
    - The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for e.g. mobile phones.

- School staff can confiscate any prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Items that are not illegal or dangerous will be returned or handed to parents at the end of the day.
- Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. This will only be interfered with if it is justified and proportionate to do so.

Adult Behaviour

All adults in the school community (staff, parents, governors, visitors etc) are responsible for modelling calm and courteous behaviour towards each other and towards children; they act as role models for the children in school. From time to time, adults can behave inappropriately towards each other. If any parent or other adult feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately; everybody in our school community has a right to feel safe and respected. Very occasionally, if a parent suspects another adult or child of inappropriate behaviour towards their own child, they may try to take matters into their own hands. This can result in:

- parents approaching other parents (sometimes in groups)
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication

If children are experiencing problems with other children, parents must not try to resolve the issue themselves. Parents confronting others in the playground or other school areas is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we can intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

Parents have a right to express their views and parental concerns should be heard by Senior Leaders as constructive feedback can benefit both our schools. The Federation considers the use of social media websites being used to fuel campaigns and complaints against our schools to be unacceptable and not in the interests of children or the whole school community; comments made could also be unjustly damaging to the Federations' reputation. Any concerns that parents have should be made through the appropriate channels by speaking to the classteacher or a Senior Leader so they can be dealt with fairly, appropriately and effectively for all concerned (see also the Federation Complaints Policy). In the event that any pupil or parent/carer of a child being educated at the Federation is found to be publicly posting defamatory or libellous comments on social network sites, they will be reported to the appropriate 'Report Abuse' section of the site with the clear expectation that those comments are removed immediately. In serious cases we will also consider legal options to deal with any such misuse of social network and other sites.

All members of the school community have a right to expect that our schools are safe places in which to work and learn and we expect parents and other visitors to behave in a reasonable way towards all members of school staff. Violence, threatening behaviour and abuse against school staff or other members of the school community will not be tolerated. Examples of behaviour that are considered serious and unacceptable and will not be tolerated are:

- shouting at members of the school staff, either in person or over the telephone;
- physically intimidating a member of staff, eg standing very close to her/him;
- the use of aggressive hand gestures;
- threatening behaviour;
- shaking or holding a fist towards another person;
- swearing;
- pushing;
- hitting, eg slapping, punching and kicking;
- spitting;
- breaching the school's security procedures.

Where such behaviour does occur, Senior Leaders will follow Trust and NAHT guidance on Managing Violent and Abusive Visitors to Schools. This is likely to lead to a warning letter being written in the first place, and in the case of continuing or excessive abuse, the parent/visitor may be banned from the school premises for a finite period of time, subject to review.

It is hoped that this policy will ensure that there is a consistency of expectation and attitude towards behaviour throughout the whole school. Children will be helped to grow in a safe, happy and secure environment and to become positive, responsible and independent members of the school community.

The role of the Governing Body

The governing body has the responsibility of endorsing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher and other staff in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy, but may seek advice from governors or the Trust on particular issues. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and diversity, as well as staff wellbeing (where child or parent behaviours are challenging).

Version Control

Date	**Version**	**Information** (What is this version, what changes have been made and why)	**Approval** (the approval body or individual e.g. governors, headteacher)
27.11.24	1.1	Adapted from existing Federation model. - Update in line with statutory changes to exclusions' and 'suspensions'. - Update following LSP guidance with additional appendix and statutory wording for SEND within body of policy - Updated OFSTED feedback 2024 - Review of sanctions model for staff and approaches – further review of this process 2025-26 in line with SDP - Updated Zones of Regulation	LGB autumn 2024
28.07.2025	2.1	Signigicant review and update for September 2025. - EEF guidance and research - Updated 3 rules - Consequence flowchart - ELSA - Clarity of rationale	

Appendix 1:

Legislation and statutory requirements

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

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

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

This policy is written in conjunction with the following school policies:

- Anti Bullying policy
- Safeguarding policy
- Inclusion and SEND policy
- Positive handling policy
- The Equality Statement

Appendix 2:

Definitions

Inappropriate behaviour is defined as:

- Stopping others from learning
- Ignoring instructions from adults

- Acting in a way that others are hurt or upset
- Refusal to work in class

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment or assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Swearing at adults in school
- Vandalism
- Theft
- Physical harm towards another child or member of staff
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Appendix 3:

Arrangements for Governor panel to review HT's decision to permanently exclude

This is a statutory process.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

The Headteacher takes the decision to permanently exclude a pupil. A panel of three Governors will consider the reinstatement of an excluded pupil.

A decision by the Headteacher to exclude a pupil permanently should only be taken:

· in response to a serious breach or persistent breaches of the school's Behaviour Policy; and
· where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Where the governing board is legally required to consider reinstating an excluded pupil they must consider the interests and circumstances of the excluded pupil, including the circumstances in which the student was excluded, and have regard to the interests of other students and people working at the school.

In addition to the Headteacher, who will explain their decision to the panel, the pupil and parent/carer should be encouraged to make their case for reinstatement.

When establishing the facts in relation to an exclusion the governing board must apply the civil standard of proof; i.e. 'on the balance of probabilities'. The Governing body has a choice of two decisions:

· decline to reinstate the pupil; or
· direct reinstatement of the pupil immediately or on a particular date.

Clear minutes of this meeting will be taken by the Clerk to the Governors and used as evidence if the family choose to appeal the decision of the Governing Body.

It is vital that the Governing Body question and minute:

· Whether the pupil and parents feel that the school has taken all reasonable steps to keep the student in school.

· If the pupil has additional needs, have they been met by the school? Or, has the school made every reasonable attempt to engage with the student and family to meet those needs?

· Has the school offered sound evidence, addressing the two criteria, noted above, for exclusion?

· Governors should expect to see signed and dated witness statements.

· CCTV evidence may be appropriate but should be anonymised for all other pupils. Any transcripts must record everything but anonymised for all other pupils.

Copies of documentation from the panel must be kept in line with retention of records rules and in line with GDPR requirements.

Appendix – Suspensions and Exclusions

Definitions
Informal Internal Suspension:
When a child is removed from their classroom and peers for a fixed period of time. They would usually complete the suspension with a member of senior staff

Suspension:
Where a pupil is temporarily removed from the school.

A pupil may be suspended for one or more fixed periods14 (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:
• in response to a serious breach or persistent breaches of the school's behaviour policy; and
• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should

also be considered.

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.

The headteacher's powers to use exclusion
Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so.

Cancelling exclusions
The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:
• Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;
• Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
• Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
• The pupil should be allowed back into school.

Safeguarding, including guidance concerning pupils who have abused another pupil (commonly known as child-on-child abuse)
If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Schools have a statutory duty to make arrangements for safeguarding and promoting the welfare of their pupils.

Schools have a statutory duty to co-operate with safeguarding partners once designated as relevant agencies. Equally, safeguarding partners are expected to name schools as relevant agencies and engage with them in a meaningful way. Ultimately, any decisions are for the school to make on a case-by-case basis, with the designated safeguarding lead (or a assistant) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Section 5 of Keeping Children Safe in Education sets out the safeguarding process for cases of reports that relate to rape or assault by penetration and those that lead to a conviction or caution: "When there has been a report of sexual violence, the designated safeguarding lead (or a assistant) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis." As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools should follow general safeguarding principles

as found in Keeping Children Safe in Education.

Factors to consider before making a decision to exclude
The very best Alternative Provision (AP) can be important co-experts in managing behaviour and providing alternatives to exclusion. This could include outreach support for pupils in mainstream schools and offering short-term places to pupils who need a time limited intervention away from their mainstream school. Schools should work with high quality AP providers to ensure a continuum of support is available for pupils for whom good behaviour cultures and policies are not working.

Preventative measures to school exclusion
In addition to the strategies set out in initial intervention headteachers should also consider the following as measures to prevent school exclusion:
a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or
b) managed moves (permanent measure) as preventative measures to exclusion.
Any use of AP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.
The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the provider upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans)
The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

Pupils who have a social worker, including looked-after children, and previously looked-after children
For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.
All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.

The Headteacher's duty to inform parties about an exclusion/ suspension
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.

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 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.

The education of pupils from the sixth day of an exclusion

For a suspension of more than five school days, the governing board (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked-after children, which can be found here: Promoting the education of looked-after children and previously looked-after children (publishing.service.gov.uk). Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child's PEP. Provision does not have to be arranged by either the school or the local authority for a pupil in the final year of compulsory education who does not have any further public examinations to sit.

Considering suspensions and permanent exclusions

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

• it is a permanent exclusion;
• it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
• it would result in the pupil missing a public examination or national curriculum test.

The requirements are different for suspensions where a pupil would be suspended for more than five but less than 16 school days in a term. In this case, if the parents make representations, the governing board must consider and decide within 50 school days of receiving the notice of suspension whether the suspended pupil should be reinstated.

In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, there is a further requirement for a governing board. It must, so far as is reasonably practicable, consider and decide on the suspension or permanent exclusion before the date of the examination or test. If it is not practical for sufficient governors to consider the reinstatement before the examination or test, the chair of governors, in the case of a maintained school, may consider the suspension or permanent exclusion alone and decide whether or not to reinstate the pupil.

In the case of an academy the pupil's reinstatement may be considered by a committee of the trust board, including a local governing body, if the trust's articles of association allow them to do so.

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

• parents (and, where requested, a representative or friend);
• the pupil if they are 18 years or over;
• the headteacher;
• a representative of the local authority (in the case of a maintained school or PRU);
• the child's social worker if the pupil has one; and
• the VSH if the child is LAC

The governing board must make reasonable endeavours 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.

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Taking into account, the pupil's age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in governing board meetings and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

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

Considering the reinstatement of a pupil

The governing board 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 governing board must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the governing board 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 governing board 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 governing board 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 governing board 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 governing board 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 governing board 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 governing board 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 governing board 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

Independent review

If parents apply for an independent review within the legal timeframe, the academy 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 governing board 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 or trustee of the academy 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 academy 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 academy trust school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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 governing board'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.

Reintegration after a suspension or off-site direction

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting. To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Where necessary, schools should work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

• Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
• Daily contact with a designated pastoral professional in-school;
• Use of a report card with personalised targets leading to personalised rewards;
• Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress; 18
• Planned pastoral interventions;
• 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.

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 and other stakeholders on their perceptions and experiences

The data will be analysed every term by the link governor as data presented in the HT's report. The link governor will report back to the governing board as appropriate.

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 multi academy trust will work with its academies to consider this data and to analysis whether there are patterns across the trust, recognizing that number sin one academy may be too low to allow for meaningful statistical analysis.