

St Paul's Church of England Primary School

an academy in the Good Shepherd Trust



Behaviour and Exclusions Policy

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Approval:	LC	Author:	Louise Kaye
Local approval*:	01.09.22	Local author*:	
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* only for policy/procedures that are templates and require local adaptation.

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	29.3.23	Louise Kaye		Updated link to Suspension and Permanent Exclusion policy
2	30.8.23	Louise Kaye		Updated school rules – now school values Removal of Traffic Light system under Rewards and Sanctions

				Added 'Tools for supporting behaviour' section
3	18.10.24	Louise Kaye		Added Suspensions and Exclusions section at end of policy
4	06.09.26	L Tedbury	09/09/2026	Updated to reflect 2026 guidance: • Additions to off-rolling • Off-site directions, managed moves, temporary removal for safeguarding reasons • Safeguarding paragraph • Monitoring arrangements
5	1.9.26	Louise Kaye		Updated Suspensions and Exclusions section at end of policy. Removed Inclusion Lead

Behaviour Policy

GROWING, LEARNING, SUCCEEDING

At St Paul's we will ignite a passion for life and learning in every member of our school community by providing the best possible education, where children and adults grow through our core values rooted in FAITH and will confidently succeed through the strength and love of God.

Proverbs 22:6 'Start children off on the way they should go, and even when they are old they will not turn from it.'

Ethos

We believe that St. Paul's School should provide a secure environment in which a child can grow in self-confidence and learn tolerance and mutual respect. Through this, children will learn to take responsibility for themselves and others.

At St Paul's School our behaviour policy is underpinned by our Christian values of: Friendship and cooperation, Achievement of excellence, Integrity, Trust and respect and Health and wellbeing. Equality and inclusion are central to our school ethos.

All of us have a responsibility for encouraging children to follow the school values and to behave well at all times - to ignore misbehaviour is to condone it. Staff presence and vigilance will encourage high standards of behaviour, in the classroom and around the school.

Our rationale:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this behaviour policy and our Touch and the use of Restrictive Intervention policy
- The behaviour policy is understood by pupils and staff
- Exclusion will only be used as a last resort, and follows DfE statutory guidelines
- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and a pupil's home life

Legislation and statutory requirements

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

- Behaviour in schools (Advice for Headteachers and school staff)
- Searching, screening and confiscation at school
- The Equality Act 2010
- 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

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

We aim to enable our pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution to our community
- Achieve economic well-being
- Access the full range of learning opportunities in a calm, positive environment
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

Principles

- To raise pupils' self esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective approach to behaviour management

- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community.

Expectations of the school community

Curriculum:

We teach pupils the above-mentioned principles through modelling and explicitly teaching our school values in our collective worship, themed curriculum weeks and days and our PSHE curriculum, using a wide range of methodologies to address our ethos and expectations directly.

We believe that an appropriately structured curriculum and effective learning strategies and tasks contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection, which can sometimes contribute to poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehavior.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. To help reduce the likelihood of behavioral issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff are aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Roles and responsibilities

The Local Committee has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the Good Shepherd Trust's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Leadership Team is responsible for:

- Monitoring and implementing this policy and the school's behaviour procedures, including evaluating their effectiveness in addressing SEMH-related causes of behaviour.

- Establishing high expectations for pupil conduct and behaviour and ensuring these are consistently upheld.
- Determining the school's values and disciplinary sanctions for breaches.
- Overseeing the day-to-day implementation of this policy.
- Publishing this policy annually for staff, parents and pupils.
- Reporting to the Local Committee on the implementation and effectiveness of the policy.
- Leading the strategic development of behaviour and SEMH provision across the school.
- Ensuring staff are informed about vulnerable pupils, particularly those with SEND, and advising on strategies to promote positive behaviour.
- Supporting the implementation of behaviour, SEMH and SEND policies, including Education, Health and Care Plan (EHCP) outcomes.
- Providing guidance, training and support to staff on behaviour management, class-based strategies and positive behaviour interventions.
- Coordinating behaviour plans, risk assessments, Pupil Pathway Plans and applications for EHCPs where appropriate.
- Working with parents, carers and external agencies to support pupils' behavioural, social, emotional and mental health needs.
- Keeping behaviour policies under review and updated.
- Overseeing the whole-school approach to mental health and ensuring staff, pupils and families are appropriately supported.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Key Stage Leaders.
- As authorised by the Headteacher, sanctioning pupils who display unexpected behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting the school in the implementation of this behaviour policy.
- Supporting their child in adhering to the school values and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Behaving and modelling appropriate adult behaviour when on school grounds.
- Communicating with staff in a constructive and respectful manner.
- Informing the school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly.

Staff and LC	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of; and support the schools values and expectations
To be fair and consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage and support the aims and values of the school and local community among the pupils	To attend school regularly, on time, prepared, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence
To have consistently high expectations of ALL pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To follow instructions given by staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school To be tolerant of others, irrespective of race, gender, religion and age		

Definitions

At St Paul's we define:

Misbehaviour as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Deliberately incorrect or untidy uniform (where it is the child's responsibility)

Serious misbehaviour is defined as:

- Repeated breaches of the school values

- Any form of bullying
- Any unwanted behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or 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)

Our School Values

Friendship and Cooperation: Be Kind (KS1) or Be Empathetic (KS2)

Achievement of Excellence: Be Ready

Integrity: Be Honest

Trust and respect: Be Responsible

Health and Wellbeing: Be Safe

Children demonstrate this in the following ways:

- Following instructions by school staff and agreed school values
- Showing respect for *everyone* in the school community
- Caring for their own and other people's property
- Respecting the school learning environment both in and out of the classroom
- Behaving calmly when walking around the school and in the dining hall
- Attending school regularly, on time and correctly dressed in appropriate school uniform
- Carrying out learning tasks appropriately, in and out of school
- Showing self-discipline to enable themselves and other pupils to fulfil their potential at all times
- Using kind and appropriate language towards others at all times
- Acting as positive ambassadors for the school when off the school premises

Children with Special Educational Needs and Disabilities may need specific support to follow the school values and strategies such as pre-teaching and practising of school expectations, modelling behaviour expectations, prompts, visual reminders and social stories, Learning Support Assistants (LSA) support or a designated safe space.

Tools for supporting behaviour

At St Paul's we use a variety of tools to support positive behaviour. These include:

Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide children about more effective responses. Through empathetic engagement the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Inappropriate behaviours are not condoned in Emotion Coaching and when the child is calmer, incidents are discussed in a more rational and productive manner. Moves are made to problem solve and engage in solution-focused strategies.

Zones of Regulation

Zones of Regulation teaches strategies for managing emotions and sensory needs. Rooted in cognitive

behavioural therapy, The Zones framework uses four colours (Green, Blue, Red and Yellow) to help individuals identify how they are feeling in the moment given their energy, emotions, and level of alertness, creating a coloured system to guide them to metacognitive strategies and tools to support regulation. By understanding how to read their bodies, detect triggers, think about the social context, and consider their reactions, individuals learn how to increase their ability to regulate their emotions, manage their sensory needs, and become more self-aware and skilful problem solvers.

Girls on Board

Girls on Board is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The approach empowers girls to solve their own friendship problems and recognises that they are usually the only ones who can. Girls on Board sessions are non-judgmental and reflective, designed to raise empathy amongst the girls and it is that empathy that fuels the search for harmony and resolution.

Rewards and sanctions

Rewards - Celebrating good behaviour

Good behaviour is celebrated in St Paul's School in a variety of ways including (in no particular order):

- Teacher praise.
- Stickers.
- House points with a half-termly non-uniform day for the winning house across the school.
- Emails home or verbal contact on the playground to tell parents of good days.
- Extra responsibilities in class.
- Whole class rewards.
- Weekly Star of the Week certificates for one or more children per class, presented in celebration assembly by the Headteacher; (these certificates will be based on work or on behaviour linked to the school values).
- Weekly Music, Forest School and PE certificates presented in celebration assembly.
- Certificates and stickers given when children are sent to the Headteacher, Assistant Headteachers or Key Stage Leaders.

Responding to Behaviour

We believe that positive relationships are at the heart of successful learning. We are committed to creating a safe, respectful and nurturing environment where all children feel valued, connected and able to thrive. We hold high expectations for behaviour because they help everyone to feel safe, respected and ready to learn.

When children experience difficulties in managing their behaviour, our response focuses on understanding, teaching and repairing, rather than simply punishing. We recognise that behaviour is a form of communication and that children may need support to understand and manage their emotions, make positive choices and repair relationships when things go wrong.

Our responses to behaviour are guided by the following principles:

- Children should understand why a response is needed and how their actions have affected themselves or others.
- Adults support children to reflect on their behaviour and identify more positive choices for the future.

- Responses should be proportionate, consistent and focused on learning rather than blame.
- Group consequences are avoided wherever possible, as every child is responsible for their own actions.
- There is a clear distinction between everyday mistakes, which are opportunities for learning, and more serious incidents that may require additional support and intervention.
- We focus on the behaviour and its impact, not on labelling or judging the child.

When supporting children following an incident, adults will:

- Approach situations calmly, respectfully and with curiosity.
- Use emotion coaching strategies to help children identify, understand and regulate their feelings.
- Seek to understand the reasons behind the behaviour before deciding on an appropriate response.
- Support children to repair any harm caused to relationships, learning or the environment.
- Use restorative conversations to encourage reflection, empathy and accountability.
- Ensure that any consequences are linked, where possible, to the behaviour and help the child make things right.
- Preserve each child's dignity at all times and never use responses that are humiliating or shaming.
- Help children recognise the connection between their choices, their emotions and the impact of their actions on others.

Restorative Responses and Natural Consequences

School staff may use one or more of the following approaches when supporting children to reflect on and improve their behaviour:

- Non-verbal reminders and cues.
- Gentle reminders or redirection, delivered privately where possible.
- Emotion coaching conversations to support self-regulation.
- Restorative discussions with an adult.
- Changes to seating or learning spaces when needed to support success.
- Time and space to regulate emotions, either within the classroom or in an agreed alternative space.
- Opportunities to repair harm caused to relationships, property or learning.
- Catch-up time to complete missed learning or responsibilities.
- Temporary withdrawal of a privilege or responsibility where this is a logical consequence of the behaviour.
- Communication and partnership with parents and carers to provide consistent support.
- Individual behaviour support plans developed collaboratively with children, families and staff.
- Support and involvement from Key Stage Leaders, Assistant Headteachers or the Headteacher where additional guidance is needed.

Our aim is always to help children develop self-awareness, self-regulation, responsibility and empathy so that they can make positive choices, build healthy relationships and become confident, respectful members of our school community.

Off-site behaviour

The Education and Inspections Act, 2006 gives schools the power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

It also makes clear that the regulation must be reasonable. Schools should be clear about the factors they take into account in deciding whether a rule or sanction is reasonable.

At St Paul's we have decided to use this power to:

- Maintain good behaviour on transport and educational visits.
- Ensure behaviour does not threaten the health or safety of pupils, staff or members of the public.
- Provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- Provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

When using this power, the following are taken into consideration:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school.
- The extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour in question was on the way to or from school, outside the school gates or in otherwise close proximity to the school.

Generally, we expect to use this power when our children are on educational visits, attending after school clubs and working off-site. We would apply our sanctions in the same way as we would in school and would expect all helping adults to feedback any inappropriate behaviour to class teachers.

For those children who need additional support with their behaviour, we would carry out a risk assessment, based on individual needs, to decide how best they could be supported off-site. Often such children require 1:1 attention at such times when their routine is broken and, in these instances, we will insist that a parent or close adult relative accompanies the child, taking full responsibility for their behaviour.

If behaviour is consistently poor during after school clubs, parents would be consulted and school reserves the right to remove a child from a club on a temporary or permanent basis.

We take full responsibility for our children between 8:30am – 3:10pm. Outside of these hours we expect parents to be responsible for their children's behaviour. If an incident of unsafe or inappropriate behaviour involving children in school uniform is reported to the school, either before or after the school day, the matter will be investigated appropriately. The school will work collaboratively with parents and carers to support children in understanding the impact of their actions, taking responsibility, repairing relationships where needed and making positive choices in the future. Any consequences will be restorative, proportionate and focused on learning, accountability and repairing harm.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. Please refer to our Child Protection & Safeguarding policy and Allegations of Abuse Against Adults policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values (this may be supported by a display of their own classroom values)
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Additional Support for pupils who have additional or special educational needs

As part of the Special Needs Code of Practice, pupils with specific social and emotional needs and behavioural support needs will have targeted support and intervention in addition to our school agreed behaviour strategies. This could include:

- Behaviour plans, LSA support, risk assessment or other interventions in line with a child's Pupil Pathway Plan or EHCP, if appropriate
- Involvement from the school SENDCO and outreach specialist teacher (with parental consent)
- Behaviour logs so that staff can identify triggers before behaviour escalates
- Extra support to manage their emotions and actions in school when they are finding things difficult, for example, social stories, role play, Emotional Literacy Support Assistant (ELSA)
- Meetings with parents and school staff to discuss additional adaptations to ensure a child with SEND can be supported to manage his/her behaviour safely

Confiscation, including the retention and disposal of inappropriate items

Key points as covered by Statute

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful, confiscation must be a reasonable sanction in the circumstances of the particular case.
- Decisions about retention and disposal of confiscated property must also be reasonable in the circumstances of the particular case.
- The Education and Inspections Act 2006 includes a specific statutory defence for school staff who have reasonably confiscated pupils' property.

Generally, the aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated.

A separate legal provision in the Violent Crime Reduction Act 2006, inserted in the Education Act 1996, makes it lawful for certain school staff to search suspected pupils for knives or other weapons without consent. It also deals with the seizure of items found during the course of a search.

At St Paul's, unless the situation was deemed to be an emergency, we will not undertake a weapon search, but would contact parents to attend as an emergency and ask for their support. Should it become clear that staff do need to carry out a search, then this would be done by 2 senior teachers, out of public view. In general, if we

felt a pupil posed a threat and was refusing to move, we would move other children and staff away from the area to a point of safety and monitor the movements of the offending child from a distance. Should this ever happen, we will focus on the wellbeing of the pupil during and after any search and ensure a trusted adult is available for support.

At St Paul's we understand that a pupil may reasonably be asked to turn out his/her pockets or to hand over an item, such as a mobile phone, that is causing disruption, and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. Legal guidance tells us that if it is felt necessary for a pupil to be searched for (say) illegal drugs or stolen property, that should be done by the Police rather than school staff using the appropriate powers available to them. However, before doing this, we would need to have exhausted all other appropriate and less invasive approaches and have done everything reasonably possible to have contacted parents and ask them to attend. In all instances where we feel the Police would be better placed to carry out a search than ourselves, 2 members of staff known to the pupil would be also present.

In accordance with guidance we also note that, while confiscation of a mobile phone is legitimate, searching through a phone or accessing text messages without the pupil's permission is not. In some circumstances it may be reasonable for a member of staff to ask a pupil to reveal a message for the purpose of establishing whether, for instance, cyberbullying has occurred; but if the pupil refuses then the member of staff should not enforce the instruction. The staff member can, however, legitimately issue a disciplinary penalty for failure to follow a reasonable instruction, and in such a serious instance, parents would be contacted and the phone handed to them for dealing with.

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the school day deemed appropriate.

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

Child on Child Abuse

Please see our Policies on Anti-Bullying and Child Protection

We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection policy and in line with KCSiE. KCSiE states that it is more likely that girls will be victims and boys' perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously.

We have a zero-tolerance approach to sexual violence and sexual harassment and do not accept that it is an inevitable part of growing up. It will not be passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys". We will act as though this may be happening at our school/college, even when we receive no reports.

How we will deal with child on child abuse: The adult who sees the incident, or the incident is reported to, must talk to the children and record what happened. This must then be reported to the class teacher and recorded on CPOMS. It is important that this is treated as a serious problem and reported to a DSL as soon as possible. The DSL will contact the parents of both the victim and perpetrator, just as a member of SLT normally would in the case of serious misbehaviour. The DSL will then follow the Child Protection Policy with regards to further action.

Bullying

Definition of Bullying

- It is deliberately hurtful or threatening behaviour

- It is premeditated and usually forms a pattern of behaviour rather than an isolated incident
- It involves dominance or exclusion of one child by another, or group of others

Bullying may include:

- Physical (pushing, hitting, kicking, pinching, any form of violence, threats)
- Verbal (name-calling, sarcasm, spreading rumours, persistent teasing)
- Emotional (tormenting, threatening, ridicule, humiliation, exclusion from groups or activities)
- Cyber (via internet chat sites or mobile phones)
- Racist (racial taunts, graffiti, gestures)
- Sexual and Child on Child abuse (unwanted physical contact, abusive comments which may have homophobic / transphobic/ sexist messages)
- Unkindness verbal / physical /emotional / cyber due to Special Educational Needs (SEN) differences/prejudice based and any other discriminatory behaviour

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

Details of our school's approach to preventing and addressing Child on Child abuse is set out in our Child Protection policy.

Pupil support

The school 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.

The Special Educational Needs Co-ordinator will 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 such as behavioural support and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff before the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Key members of staff are provided with training on managing more challenging behaviour, including proper use of restraint, and all staff are regularly updated with strategies on managing behaviour. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles will be reviewed and approved by the LC annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection & Safeguarding (GST)
 - Anti-bullying
 - Touch and the use of Restrictive Intervention
 - Disability Equality Duty
 - Special Educational Needs and Disabilities
 - Allegations of Abuse Against Adults (GST)
-

Suspension and permanent exclusions

1. Aims

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

Our school aims to:

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

A note on off-rolling

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

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

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

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

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or

Because the pupil hasn't met a specific condition, such as attending a reintegration meeting
If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

2. Legislation and statutory guidance

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

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

Section 51a of the Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the procedures are based on:

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils

Section 579 of the [Education Act 1996](#), which defines 'school day'

The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

[The Equality Act 2010](#)

[Children and Families Act 2014](#)

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

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

3. Definitions

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

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

Off-site direction – when the local committee requires a pupil to attend another education setting temporarily, to improve their behaviour.

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

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

4. Roles and responsibilities

4.1 The headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend a pupil will be taken only:

In accordance with the school's behaviour policy

To provide a clear signal of what is unacceptable behaviour

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

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

A decision to exclude a pupil will be taken only:

In response to serious or persistent breaches of the school's behaviour policy, **and**

If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked

Allow the pupil to give their version of events

Consider whether the pupil has special educational needs (SEN)

Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))

Consider whether all alternative solutions have been explored, such as:

- For suspensions, detentions or other sanctions provided for in this behaviour policy
- For exclusions, off-site direction or managed moves

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

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

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

Informing parents/carers

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

If the headteacher decides to suspend or exclude a pupil, the parents/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

The reason(s) for the suspension or permanent exclusion

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

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

How any representations should be made

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

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

If the pupil is of compulsory school age, the headteacher will also notify parents/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

The start date for any provision of full-time education that has been arranged

The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant

The address at which the provision will take place

Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents/carers' consent.

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

Informing the local committee

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

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

Any suspension or permanent exclusion that would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term

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

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

Informing the local authority (LA)

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

The notification will include:

The reason(s) for the suspension or permanent exclusion

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

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

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

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

If a:

Pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible

Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

They have decided to suspend or permanently exclude the pupil

The reason(s) for the decision

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

The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

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

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the local committee. Where there is a cancellation:

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

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

The notification must provide the reason for the cancellation

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

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

The pupil will be allowed back in school without delay

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

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

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

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

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

4.2 The local committee

Considering suspensions and permanent exclusions

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

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

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

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

Monitoring and analysing suspensions and exclusions data

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

The local committee will consider:

How effectively and consistently the school's behaviour policy is being implemented

The school register and absence codes

Instances where pupils receive repeat suspensions

Interventions in place to support pupils at risk of suspension or permanent exclusion

Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary

Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working

The characteristics of suspended and permanently excluded pupils, and why this is taking place

Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it

The cost implications of directing pupils off-site

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

The discipline panel of the local committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

The exclusion is permanent

It is a suspension that would bring the pupil's total number of days out of school to more than 15 in a term; or

It would result in a pupil missing a public exam or National Curriculum test

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

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the local committee, the discipline panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

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

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

Parents/carers (and, where requested, a representative or friend)

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

The headteacher

The pupil's social worker, if they have one

The VSH, if the pupil is looked after

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

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

The local committee can either:

- Decline to reinstate the pupil, or

- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the discipline panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair

- Whether the headteacher followed their legal duties

- The welfare and safeguarding of the pupil and their peers

- Any evidence that was presented to the governing board

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

The clerk will be present when the decision is made.

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

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

- The parents/carers

- The headteacher

- The pupil's social worker, if they have one

- The VSH, if the pupil is looked after

- The local authority

- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the discipline panel has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion

- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel

- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local committee's decision is given to parents/carers)

- The name and address to which an application for a review and any written evidence should be submitted

- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion

- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel

- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment

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

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

- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in

the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents/carers apply for an independent review within the legal timeframe, the Good Shepherd Trust will, at their own expense, arrange for an independent panel to review the decision of the local committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the local committee of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

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

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

A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer

Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

Headteachers or individuals who have been a headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

Are a member/trustee director of The Good Shepherd Trust

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

Are an employee of The Good Shepherd Trust or of the excluding school (unless they are employed as a headteacher at another school)

Have, or at any time have had, any connection with The Good Shepherd Trust, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

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

Uphold the local committee's decision

Recommend that the local committee reconsiders reinstatement

Quash the local committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

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

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

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

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

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

This notification will include:

- The panel's decision and the reasons for it

- Where relevant, details of any financial readjustment or payment to be made if the local committee does not subsequently decide to offer to reinstate the pupil within 10 school days

- Any information that the panel has directed the local committee to place on the pupil's educational record

7. School registers

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

- 15 school days have passed since the parents/carers were notified of the local committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or

- The parents/carers have stated in writing that they will not be applying for an independent review panel

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

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

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

Making a return to the LA

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

- The pupil's full name

- The full name and address of any parent/carer with whom the pupil normally resides

- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency

- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)

- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school

- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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

The points below are suggestions only and should be adapted to your school's specific circumstances.

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school

- Informing the pupil, parents/carers and staff of potential external support

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

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

8.2 Reintegration meetings

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

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

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

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

9. Remote access to meetings

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

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

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

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

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

- All the participants will be able participate fully

- The remote meeting can be held fairly and transparently

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

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

- Compromise the ability of participants to contribute effectively, or

- Prevent the meeting from running fairly and transparently

10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions

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

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

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

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

- At school level

- By age group

- By time of day/week/term

- By protected characteristic

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

The Good Shepherd Trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

Appendix 1: independent review panel training

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

Training must have covered:

The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making

The need for the panel to observe procedural fairness and the rules of natural justice

The role of the chair and the clerk of a review panel

The duties of headteachers, governing boards and the panel under the Equality Act 2010

The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix - Written statement of behaviour principles

The Education and Inspectors Act 2006 require the governing body to make, and from time to time review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils. The GST is the governing body of St Paul's C of E Primary School. The LC of St Paul's C of E Primary School has prepared this statement on behalf of the GST.

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The statement is informed by our mission and value statements.

Our Ethos

At the heart of our school are a set of core Christian Values. These underpin our whole ethos, curriculum and school life and aim to ensure our pupils leave St Paul's C of E Primary School as happy, secure, caring and responsible citizens. The values we promote are important within the school community and are values which will be important throughout life. In all that we do we strive to share, encourage and demonstrate positive values with our pupils, in order that they understand them and strive to live by them.

Our school values are for the whole school community. These will be visibly displayed around the school and set out in the Behaviour Policy:

Friendship and Cooperation: Be Kind (KS1) or Be Empathetic (KS2)

Achievement of Excellence: Be ready

Integrity: Be Honest

Trust and respect: Be Responsible

Health and Wellbeing: Be Safe

As a school we aspire to deliver the highest possible standards of education. For this to be effective, we know we must also create an environment where both our pupils and their parents and carers feel safe, nurtured and respected.

St Paul's C of E Primary School aspires to be sensitive to the needs of every child, reducing barriers to learning and making the curriculum accessible to every pupil. Our aim is to enrich the lives of all our pupils by pursuing an inclusive policy towards our pupils which celebrates diversity, understands the importance of common identity and reflects our Christian values.

At St Paul's C of E Primary School, we are a caring Christian community where everyone feels valued, safe and adopts an 'I can' attitude. All we do is underpinned by our Christian values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the LC expect to be followed.

The GST and the LC expect any policy or actions to be in accordance with their responsibility under equality legislation.

Behaviours Principles

We believe that all members of our school community should be able to learn and achieve in a safe, secure

and purposeful environment. We value the development of strong, positive and appropriate relationships among all members of our school community so that everyone feels welcome and included.

We have high expectations of everyone, and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability. The Behaviour Policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying.

The Behaviour Policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectations; a focus on learning; appropriate praise and celebration of outcomes.

When children do not meet the expectations, either through consistent low-level disruption or more severe incidences, we will always try to teach the child what is expected, without humiliation or in public view. At these points, we will enable the child to reflect on, and learn from, their behaviour and to make reparation wherever possible.

On occasions sanctions may be necessary to demonstrate that challenging behaviour is not acceptable; to provide boundaries and make our expectations clear. Sanctions should be known and understood by all staff and pupils and applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student.

The LC expects the Headteacher to use her/his discretion in the use of sanctions and to balance the needs of staff, children and parents when considering measures to manage unacceptable/challenging behaviour.

Children with special educational needs, physical or mental health needs, and looked after pupils can experience particular difficulties with behaviour and the school will seek to ensure that such pupils receive behavioural support according to their need.

However, when making decisions the school must balance the needs of the individual with those of the school community and where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

The LC supports the Headteacher's authority to consider exclusions, particularly those that are permanent, as the very last resort and expect pupils and parents to cooperate to maintain an orderly climate for learning.

Given the overriding need to keep children safe, the school will utilise its powers to search and to use reasonable force in order to keep individuals from harming, or further harming, themselves or others. All such difficult situations will be handled with utmost respect of all the individuals involved, including children, their families and staff.

The LC wishes to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. **The LC expects the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.**

We will always work with parents and carers to understand their children and their circumstances and believe this relationship is an important part of building a strong learning community. Similarly, given our duty of care to the pupils, this written statement and the policies that both stem from it and are influenced by it (for example, appropriate contact, behaviour, anti-bullying and exclusions) applies to all pupils when in school, when travelling to and from school, and when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential).