



Behaviour Policy

Date: Spring 2023

Review: Spring 2025

EARLEY ST.PETER'S C of E PRIMARY SCHOOL

POLICY FOR BEHAVIOUR AND EXCLUSION

Legislation, Statutory Requirements and Statutory Guidance

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

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

- o 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
- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Introduction and School Vision



The right foundations allow future potential to be unlocked and enable all in our school community to flourish. At Earley St Peter's Church of England Primary School, we want to give all our pupils strong foundations for the future.

We want them to

- Be curious and creative
- Be confident and resilient
- Know and remember more

The Bible talks about the importance of good foundations. Jesus tells Peter 'you are Peter and on this rock I will build my church' (Matthew 16.18). We also hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).

The school's Behaviour Policy promotes positive behaviour and supports pupils to develop strong foundations for the future.

(1) Aims

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

(2) Introduction

All Staff at the school recognise that good behaviour and discipline are vital if pupils are to feel safe and secure and are to make the progress of which they are capable.

This policy should be read in conjunction with our Anti Bullying Policy and Child Protection and Safeguarding Policy (including Prevent).

(3) Roles and Responsibilities:

The Governing Body

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School / Executive Headteacher to account for its implementation.

The Head of School

The head of school is responsible for:

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

Teachers and Staff

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

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

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Read the expectations within our home-school agreement ([Appendix 2](#)) and expect parents to read them and support them fully.
- Support the actions of staff when implementing this policy.
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly in a calm and respectful manner
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

Pupils will be made aware of the following and reminded at regular intervals:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face
- How the Behaviour Policy supports them to develop strong foundations for their future.

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

(4) Safeguarding

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

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

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

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

(5) Key points

(i) Expected behaviour

The behaviour we expect of our pupils is set out in our 'Earley St. Peter's Key Code', copies of which are displayed in all classrooms and around school and included in the pack new parents receive. The code is also contained in Appendix 1 of this policy.

The code is also regularly discussed during Assemblies and in class.

(ii) Promoting Positive Behaviour

We have adopted a number of ways of encouraging and rewarding positive behaviour. These are:

Traffic Light system

- Working hard, helping others and displaying the schools values of **Kindness, Service, Respect, Forgiveness and Honesty** are rewarded through a traffic light system. Every child begins each day with their name on the green marker displayed on the wall of their class. They are then, as decided by the teacher or teaching assistant, able to move their name up to the silver and then the gold markers, as recognition of their good behaviour; or, if they are not following the key code, down to the orange then red markers.
- If they get to gold they enter their name into the gold book. They then receive from the teacher a 'golden ticket' to take home to parents in Key Stage 1. In both key stages, they also write their name on a separate ticket to be entered for a weekly draw. If their name is picked out of the weekly draw, they are awarded the class trophy. The trophy is taken home for the weekend and returned on Monday. They will have their photo taken with the trophy and this is displayed next to the traffic lights in their classroom.

- In KS1 when a child has been on Gold 10 times they receive a certificate in a Golden Assembly (see below).
- In KS2 when a child has had their name written in the golden book 10 times they will receive praise from the Head of School. When a child's name has been in the Golden book 20 times parents will be sent a postcard, via the child, to inform them. After 30 times, the child will receive a Special Envelope containing an invitation to a special award, e.g. afternoon tea/lunch with a school leader, special activities.

Key Time

In Key Stage 1, Key Time takes place weekly. A choice of activities is organised by the class teachers for the children to select. Key Time lasts for approximately 25 minutes.

In Key Stage 2, classes bank key time towards an agreed activity which takes place for an afternoon towards the end of each half term.

Achievement Certificates

Where a pupil's work or behaviour has been particularly noteworthy they may be awarded a 'Achievement Certificate' to be awarded during the weekly Achievement Assembly where the school community comes together to celebrate the flourishing of pupils in each year group.

To preserve the value of these certificates as a reward a maximum of three names per class per week may be put in the book. However, Staff may feel there are weeks where less than three or even no children in their class merit a certificate.

Where no names are included one week or for several weeks for a class for whatever reason, the maximum of three names at a time rule still applies – missing three weeks does not mean that twelve names can be included for week four.

House points

Children in Key Stage 2 are placed in one of four 'Houses' – Brunel, Grace, Raleigh and Yates.

House points are predominantly awarded for good work, behaviour, maturity and displaying the school's values of **Kindness, Service, Respect, Forgiveness and Honesty**. They are recorded on a chart in each room. Each week the Year 6 House Captains visit each room to record total points earned by each house. A running total is displayed in the Hall and the House Point trophy awarded to the team gaining most points by the end of the year.

To preserve the value of House Points they may only be awarded 'one at a time', irrespective of the value or magnitude of the act that led to the award.

Golden Assembly

To celebrate good work and achievements, every pupil in KS1 is awarded stickers for good behaviour and learning. When they have collected 10 stickers they will receive a certificate during the termly KS1 'Golden Assembly' which parents are invited to attend.

Class stickers

Staff may, if they wish, award their own stickers as an incentive in their own classroom.

(iii) Sanctions

In deciding whether a sanction is appropriate, staff must consider whether the behaviour a result of an unmet SEND or mental health need.

<u>Wave</u>	<u>Type of behaviour</u>	<u>Main strategies/ procedures</u>	<u>Definitions</u>
Wave 1	Low level disruption in class	Use of classroom strategies. Verbal reminder of expectations. Visual display for pupils (Traffic lights, name on the board etc.). Follow up discussion with member of staff. Where the behaviour has caused upset to another pupil, staff are talk with those involved to promote reconciliation and forgiveness. Use the Key Code and values to enable pupils to reflect on their behaviour, e.g. Kindness, Respect, Service, Honesty and Forgiveness.	Wave 1 behavioural incidents are those that can be resolved using the normal behaviour management strategies of the class teacher or other responsible member of staff. Incidents at this level would include examples such as name calling, talking in class, lack of completion of a task, inappropriate language or other predictable low level behaviours that have occurred as a one off or infrequently.

Wave 2	Persistent Low level disruption	<p>Isolation within the class (Time out), e.g. Removal from activity for short time, Isolation out of class to another class, e.g. short time in other class. Withdrawal of privileges, e.g. loss of break for specified time, later completion of work, or other appropriate sanction at this level. Follow up discussion with class teacher or team leader as appropriate.* Where the behaviour has caused upset to another pupil, staff talk with those involved to promote reconciliation and forgiveness. Use the Key Code and values to enable pupils to reflect on their behaviour, e.g. Kindness, Respect, Service, Honesty and Forgiveness.</p>	<p>Wave 2 behavioural incidents are those that can be resolved using additional strategies such as Time Out for 5-10 minutes. Incidents at this level would include examples such as deliberate disruption within a lesson, offensive language, inappropriate physical behaviour or repeated low level behaviours over a longer period of the day. SENDCO Intervention/ assessment may also be considered.</p>
<p>*Where a child's behaviour at Wave 2 has been concerning enough for the child to be referred to the Key Stage Leader or more senior staff member then consideration should always be given to the need to inform parent/carers via a follow up conversation with the child's class teacher or other responsible member of staff. Consideration should also be given to the need to review current provision or targets to support a proactive approach to improving pupil behaviour.</p>			
Wave 3	Significant incidents of unacceptable behaviour.	<p>Isolation to the Head of School. Withdrawal of privileges. Parent/carers meeting to be held.</p> <p>Use the Key Code and values to enable pupils to reflect on their behaviour, e.g. Kindness, Respect, Service, Honesty and Forgiveness.</p>	<p>Wave 3 behavioural incidents are those that cannot be resolved using Wave 1 and Wave 2 strategies. They will typically involve the child or young person becoming extremely angry and upset, significantly disrupting the learning of others, and refusing to follow adult direction. They may also involve significantly abusive language, behaviour of a sexual nature (inappropriate touching, comments, Jokes, interfering with clothing) Or racist / sexist/ homophobic or discriminatory behaviour. Wave 3 behaviour incidents may be recorded on CPOMS.</p>

			Early help assessment and DSL intervention if appropriate
Suspension or exclusion will be used as a last resort.			

(iv) Behaviour of Staff

Staff are aware of the powerful influence they exert as behaviour role models. Therefore staff treat all pupils and also each other with courtesy and respect at all times.

This is underpinned by the bible verse of "Treat others just as you want to be treated." (Luke 6:31).

(5) Responding to the behaviour of pupils with SEND

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

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

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

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

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Some of these preventative measures include:

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

Adapting Management Strategies for children with SEND

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

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

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

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

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

(6) Sexual harassment and Sexual Violence

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding policy for more information.

(7) Monitoring Behaviour

The school will collect data based on the number of Wave 3 incidents.

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

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

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

Suspension and Exclusion

Further details on the school's Suspension and Exclusions Policy and procedures can be found in [Annex A](#) of this policy.

Appendix 1



Earley St Peter's
CE Primary School

Earley St. Peter's School Key Code

- Work hard and always do your best
- Be kind, friendly and respectful to everyone in school
- Be ready to forgive each other
- Always tell the truth
- Listen when someone is talking to you
- Look smart and have the uniform and kit you need for each day
- Look after your possessions and school property



Appendix 2

Our expectations of the children are set out in our 'St. Peter's Key Code' which the children themselves helped to write.

Children – please sign your name below if you agree that you will try to:

- Work hard and always do your best
- Be kind, friendly and respectful to everyone in school
- Be ready to forgive each other
- Always tell the truth
- Listen when someone is talking to you
- Look smart and have the uniform and kit you need for each day
- Look after your possessions and school property



Earley St Peter's
CE Primary School



Home-School Agreement

Signed _____
(Pupil)

At Earley St Peter's, our staff will aim to:

- Provide a safe, happy and stimulating environment based on Christian values where every child can achieve their full potential.
- Value and respect all children and adults.
- Be a positive, professional role model for our school and wider community.
- Strive to develop confident learners who are enthusiastic for the challenges of education, work and life.

Parents - you are asked to sign below to confirm that you are committed to trying to ensure

- Your child has a positive attitude towards the school and towards education in general.
- Your child attends school every day, arrives on time, wears the school uniform and has a full PE kit.
- Homework is completed and returned to school on time.
- You attend all meetings where your child's education is being discussed.
- You inform the school of any change of circumstances (for example, new emergency contact details) or any concerns that may affect your child's behaviour or health.
- Staff are treated with respect and courtesy.

Signed _____
(Headteacher)

Signed _____
(Parent/Carer)

Suspension and Permanent Exclusion Policy

Earley St Peter's Primary Academy



Earley St Peter's
CE Primary School

Contents

1. Aims	16
2. Legislation and statutory guidance	17
3. Definitions	17
4. Roles and responsibilities	17
5. Considering the reinstatement of a pupil	22
6. Independent review	24
7. School registers	26
8. Returning from a suspension	27
9. Monitoring arrangements	27
10. Links with other policies	28
Appendix 1: independent review panel training	29

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all.

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

1. Aims

The Keys Academy Trust is committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our schools aim to:

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

A note on off-rolling

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

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

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

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

We will always make every effort to avoid suspending or excluding any pupil who has special educational needs and/or a disability (SEND) and will only ever do so if the school is genuinely unable to provide them with the support that they need.

2. Legislation and statutory guidance

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

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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

3. Definitions

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

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

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

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

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs. (Note: The Keys Academy Trust is the admission authority for all our schools).

4. Roles and responsibilities

4.1 The executive headteacher/headteacher

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend a pupil from school on disciplinary grounds or permanently exclude a pupil from school once this has been

approved by the CEO. The decision can be made in respect of behaviour inside or outside of school. Permanent exclusion will only be used as a last resort.

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

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs/disability (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

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

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

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

Informing parents

If a pupil is at risk of suspension or exclusion the 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 a pupil or the CEO approves the exclusion of a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the local 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 local 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 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 Trust and local governing board

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

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

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

Informing the local authority (LA)

The 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 with the approval of the CEO permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

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

Cancelling suspensions and permanent exclusions

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

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

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

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

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

4.2 The local governing board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to CDC

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

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

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

Monitoring and analysing suspensions and exclusions data

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

The local governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place

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

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

CDC 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, CDC 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, CDC will consider and decide on the reinstatement of a suspended pupil within 5 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, CDC 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 CDC may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

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

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

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

The CDC can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, CDC will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the local governing board

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

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

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

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

Where an exclusion is permanent and the CDC 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/disability (SEND) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEND, parents have a right to require the Trust to appoint an SEND expert to advise the review panel
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEND expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

6. Independent review

If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the 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 CDC of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

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

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years

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

- Are a member/trustee of the Trust of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years

- Are an employee of the Trust to which the excluding school belongs (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

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

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

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

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

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

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

This notification will include:

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

7. School registers

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

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

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

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

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

Making a return to the LA

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

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

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

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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

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

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

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

8.2 Reintegration meetings

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

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

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

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

9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions

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

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

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

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

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

The Trust will work with its schools to consider this data and to analyse whether there are patterns across the Trust, recognizing that numbers in any one school may be too low to allow for meaningful statistical analysis.

This policy will be reviewed by the Curriculum Effectiveness and Church Ethos Committee every 2 years. At every review, the policy will be approved by the Trust and shared with its schools.

10. Links with other policies

This exclusions policy is linked to our:

- Behaviour policy
- SEND policy and information report

Appendix 1: independent review panel training

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

Training must have covered:

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

Date of this policy	Spring 2023
Date for review	Spring 2025