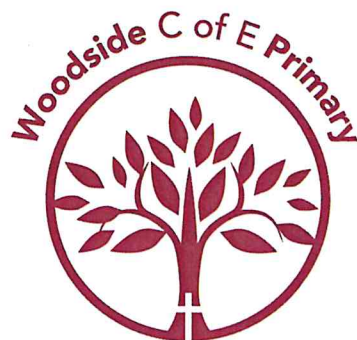


'Live life in all its' fullness'

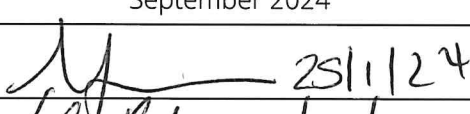
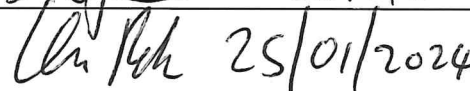


WOODSIDE C.E.(VC) PRIMARY SCHOOL

Behaviour Policy

School expectations and guidance for staff ,parents and
governors on behaviour

2023-2024

Date Ratified:	Revised January 2024
Date Due for Review:	September 2024
Signed Head Teacher:	 25/1/24
Signed Chair of LAB (where appropriate):	 25/01/2024

Love Respect Hope Forgiveness Challenging Injustice

1. The Policy

At Woodside Primary School we aim to encourage and shape the children into well rounded, responsible members of society with a lifelong enthusiasm for learning. We believe that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian Values. We are guided by our Christian vision and motto **'Together in God's love we inspire and grow through living life in all its fullness'** (John 10:10). In our Christian community relationships are based on our school values of **love, respect, hope, forgiveness, and challenging injustice**. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start is a key part in our behaviour policy.

Our school is an inclusive school that works hard to meet the needs of all our children. We aim to be a school where children feel safe to be confident learners. At times children need help and support to manage and articulate their emotions, which is at the heart of our behaviour policy. Children who find it most difficult to conform to expected behavior need to be treated with respect and made to feel valued. Effective teaching and learning are dependent upon positive relationships between staff and pupils as well as peer on peer relationships. It is essential that staff are consistent when enforcing the school rules and setting high expectations. Staff will always challenge unacceptable behaviour and language.

The success of our policy is not tested by the absence of problems but by the way in which we deal with them. This policy is inclusive for all children in our school; however it may need to be adapted to support children with particular needs which may result in an individual behaviour plan. All staff receive relevant training to enable them to be trauma aware. This includes attachment training, childhood trauma and safeguarding training. If a child is showing distressed behaviour or relationship seeking behaviour then an individualised behaviour support plan may be put into place. All stakeholders will be involved in this.

2. Our Aims

The aim of the policy is that it will:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave

'Live life in all its' fullness'

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

At Woodside Primary School we will:

- Provide a calm and purposeful working environment where children can develop socially, emotionally, spiritually, physically, and academically.
- Encourage and support children to be the best they can be.
- Encourage increasing independence and self-discipline.
- Draw attention to positive and good behaviour (rewarding and celebrating children who display these attributes).
- Encourage children to achieve for the growth of themselves.

3. Legislation and Statutory Requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

4. Definitions of misbehaviour

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: Sexual comments, Sexual jokes or taunting.
- Physical behaviour
- Online harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

- Emotional
- Physical
- Being unfriendly, excluding, tormenting
- Hitting, kicking, pushing, taking another's belongings, any use of violence.

Love Respect Hope Forgiveness Challenging Injustice

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

5. Responsibilities

5.1 The governing board (LAB)

The governing board is responsible for reviewing and approving the written statement of behaviour principles.

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour

'Live life in all its' fullness'

- Discuss any behavioural concerns with the class teacher promptly.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class make it possible for all pupils to learn
- Move quietly around the school.
- Follow the school rules and live by our school values.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given

6. Promoting positive behaviour

At Woodside we focus on developing positive relationships and celebrating positive behaviour, encouraging all to meet our high expectations.

All adults in school will:

- Develop strong and positive relationships with children.
- Provide a warm welcome to children in school.
- Model expected behaviours by their attitudes and conduct.
- Encourage and celebrate children's achievements within school.
- Ensure clear and consistent routines are in place around school.
- Treat each child as an individual.
- Work in partnership with the pastoral team to support behaviour.
-

Children will:

- Be responsible for their own actions.
- Conduct themselves in a manner which keeps themselves and others safe.
- Show empathy for others.
- Be fair.
- Reflect on their actions in order to change behaviour where necessary.

'Live life in all its' fullness'

Parents Will:

- Demonstrate a positive attitude at home about school, teachers, and the importance of education.
- Keep open communication with a child's teacher about concerns arising.
- Monitor homework to make sure it is completed on time.
- Refrain from debating/discussing school issues on social media.

The Governing Body will:

- Support with the implementation of the behaviour policy.
- Provide support to the headteacher regarding disciplinary issues, suspensions and exclusions.
- Review and monitor the effectiveness of the policy.

7. Positive Behaviour Management System

Management of behaviour in classrooms should be based upon high expectations, positive reinforcement and support. Our three school rules are:

1. Ready
2. Respectful
3. Safe

These school rules are underpinned by our school values:

1. Respect
2. Hope
3. Forgiveness
4. Love
5. Challenging Injustice

'Live life in all its' fullness'

Whole School Reward Systems:

- Genuine praise and recognition- with individual, house, and class rewards
- Recognition boards in all classes, wraparound provision and in the school hall. Children recognised for following the 3Rs- Ready, Respectful and Safe.
- Weekly hot chocolate with the Headteacher
- Half termly recognition awards with the Headteacher chosen by the children through pupil voice.
- House points, rewarding individual and team success.
- Half term prize for the winning house who achieve the most house points.
- Praise Post Cards
- Headteacher awards (celebrated every Friday)
- Star Pupil (given to one member of the class per half term)

All Staff should ensure a good routine for their classroom and for when their children are around the school. These expectations are reinforced through collective worship and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

8. Consequences and actions

Where a pupil's behaviour falls outside of these expectations, staff respond in the following way:

- 1) Member of staff highlights the behaviour to the child and clarifies/ reinforces expectations with them using the school rules and values.
- 2) Teacher repeats expectations and makes any adjustments to support the child.
- 3) Teacher repeats expectations and makes further adjustments to support the child. At this point an additional adult may be required.
- 4) A member of senior leadership team should be called.

Consequences include:

- Completing work at breaktime - in class and supervised by a class teacher.
- Pupil to work out of class- supervised by SLT.

Both will require a conversation with the pupil to encourage reflection and positive change.

'Live life in all its' fullness'

Concerns with a child's behaviour

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. This contact should be recorded on the child's record on Arbor. Where the teacher feels additional support or action is required to support a child, they should refer to the Inclusion team, where further assessment and individual plans can be put in place.

Class report

The decision for a pupil to move onto a class report will be in discussion with member of SLT who will arrange for a meeting with parent(s) and class teacher. The class report will be used to monitor behaviour in each lesson over a week. This goes home each day and will be reviewed at the end of a two-week period. After this period, if further support is needed, an individual behaviour plan will be agreed.

Individual behaviour support plans

If a child has particular needs and the class teacher in conjunction with the SENDCO thinks it is appropriate an individualised behaviour system will be created and reviewed regularly.

Serious incident/ serious class disruption:

In the event of a serious incident or serious class disruption, a red card will be sent to the office and a member of SLT will respond with immediate support.

In the event of danger or significant impact on other children, the class will be removed while the individual pupil remains supervised.

Discriminatory language

Comments made on the grounds of race, gender, sexuality, or religion will be challenged by staff, recorded on C Poms and reported to parents. Further teaching with pupils based on British and school values will always follow to develop pupils understanding and celebrate diversity. Records will be kept on C Poms.

9. Restorative Practices

Where relationships need to be repaired and rebuilt, the school will use Restorative Practices (RP) to develop community and to manage conflict and tensions.

It is a process that puts repairing harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behavior to focusing on building, nurturing and repairing relationships.

We know that a whole school approach can contribute to:

1. Happier and safer schools
2. Mutually respectful relationships
3. More effective teaching and learning
4. Reduced exclusions
5. Raised attendance.
6. Addressing bullying behaviour
7. Raising morale and self esteem
8. Promoting a culture of inclusion and belonging
9. Increasing emotional literacy

As part of the RP process, children and staff will be involved in meetings and circle time that include:

The five RP questions

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who else has been affected by what you did?
5. What do you think needs to happen to make things right?

Restorative Practice is NOT just about the questions. It is about a process that is seen as fair: allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behavior through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries.

At the heart of the above is that each day is a fresh start.

10. After School Clubs

Any child displaying behaviour not in line with the school policy, whilst under the provision of an external provider will be referred to a member of staff on site and will be dealt with according to the policy.

11. Woodpeckers- Wraparound Provision

This school policy is followed when children attend Woodpeckers. There is a recognition board on display in Woodpeckers and a child from the recognition board is chosen each week for the weekly and half termly reward with the Headteacher. This is to ensure consistency across the school.

12. Inclusion and Equality

We are committed to ensuring that all children, irrespective of ability, gender, ethnicity, religion, social background, language or disability are treated with equality in all aspects of the Positive behaviour and Anti-Bullying policy.

13. Role of Headteacher

- It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety, and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour including allegations of sexual harassment.

'Live life in all its' fullness'

- The Headteacher has the responsibility for issuing fixed-term suspensions to individual children when needed as a last resort, who repeatedly disobey their teacher's academic instructions or where allowing them to remain in school would seriously harm the education or welfare of the child or others in school

For repeated, or very serious acts of behaviour not in line with school policy, or where the child in question would seriously harm his/her education or welfare or that of others in the school the headteacher may permanently exclude a child.

14. Suspensions and Exclusions

- Only the Headteacher (or acting headteacher) has the power to suspend a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

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

- In response to serious or persistent breaches of the school's behaviour policy, and If allowing the pupil to remain in school would seriously harm the education or welfare of others
- Before deciding whether to suspend or exclude a pupil, the headteacher will:
 - Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
 - Allow the pupil to give their version of events.
 - Consider whether the pupil has special educational needs (SEN)
 - Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
 - Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.
- The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

'Live life in all its' fullness'

- 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.

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

If the headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, 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 permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this.
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend.
- That parents 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 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.

'Live life in all its' fullness'

- 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.

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

The headteacher will, without delay, notify the Executive Team (BDMAT) and the local academy 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.
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation.

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.

'Live life in all its' fullness'

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 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 that 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 considered.

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 governing board. Where there is a cancellation:

- The parents, local academy board 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.

Love Respect Hope Forgiveness Challenging Injustice

'Live life in all its' fullness'

- The Local Academy Board's duty to hold a meeting and consider reinstatement ceases.
- Parents 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 because of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

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

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil.

Online pathways may be used for this.

If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

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

The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the disciplinary subcommittee of the Local Academy Board.

The disciplinary subcommittee of the Local Academy Board (consisting of 3 governors) has a duty to consider parents' representations about a suspension or permanent exclusion.

Monitoring and analysing suspensions and exclusions data

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

'Live life in all its' fullness'

The Local Academy 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

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 arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a pupil

The disciplinary subcommittee of the Local Academy Board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the disciplinary subcommittee of the Local Academy Board must consider any representations made by parents. However, it is not

'Live life in all its' fullness'

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, but not more than 15 school days, in a single term, and the parents make representations to the board, the disciplinary subcommittee of the Local Academy Board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

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

The following parties will be invited to a meeting of the Local Academy Board and allowed to make representations or share information:

- Parents (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 Academy Board meetings can be held remotely at the request of parents; See section 9 for more details on remote access to meetings.

The Local Academy 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 disciplinary subcommittee of the Local Academy Board can either:

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

'Live life in all its' fullness'

In reaching a decision, the disciplinary subcommittee of the Local Academy Board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers.
- Any evidence that was presented to the local academy 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 disciplinary subcommittee of the Local Academy Board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- 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 disciplinary subcommittee of the Local Academy Board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted

'Live life in all its' fullness'

- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the 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 for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

Independent review

If parents apply for an independent review within the legal timeframe, the academy trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

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

Independent reviews can be held remotely at the request of parents.

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.

'Live life in all its' fullness'

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

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

- Are a member/director of the academy trust of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust, or the local academy board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, school, local academy board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

'Live life in all its' fullness'

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

- Uphold the Local Academy Board's decision
- Recommend that the Local Academy Board reconsiders reinstatement
- Quash the Local Academy Board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

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

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

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

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

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

This notification will include:

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

'Live life in all its' fullness'

School registers

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

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

Where an application for an independent review has been made within 15 school days, the Local Academy 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.

'Live life in all its' fullness'

Returning from a suspension

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 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
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents, and staff of potential external support

Part-time timetables will not 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.

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, 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.

'Live life in all its' fullness'

Remote access to meetings

Parents can request that a Local Academy Board meeting, or independent review panel be held remotely. If the parents 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 Academy Board 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 which 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

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/directors and other stakeholders on their perceptions and experiences

The data will be analysed every half term by the Headteachers. The Headteachers will report back to governors.

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

- At school level
- By age group

'Live life in all its' fullness'

- 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.

15. Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents on C POMS

Responsibilities of staff dealing with physically disruptive children:

In all cases where it is necessary for adults to remove children from a potentially dangerous situation by physical means, it must be remembered that the child concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a child to a place of safety, also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

Positive handling procedures:

Depending on the age of the child and the degree of physical intervention which is deemed necessary, the type of contact between staff member and child will vary. In the event of a situation deteriorating to the extent that physical intervention is required, the member of staff involved initially should normally seek the assistance of another member of staff. Only staff who have

'Live life in all its' fullness'

received 'Team Teach' training will be involved with physical handling. All staff in school have received Team Teach training and know the importance of adhering to this practise.

It is also important that staff members should have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident.

Staff who have a physical problem or disability should automatically seek help from another member of staff. This also applies to female members of staff at any stage during pregnancy.

Staff members should also take care when using physical intervention to ensure that their hands are free of any implements which may cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, where possible.

Recording of incidents when physical intervention has been used:

After an incident which has necessitated the use of physical intervention, a record must be made as soon as practicable. For this purpose, the staff member involved will need to log the physical intervention on C POMs- electronic safeguarding management system and alert the Headteacher. Contact with the child's parents should be made to inform them before they leave the premises.

16. Confiscation

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

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

17. 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 school's 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.

'Live life in all its' fullness'

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

18. 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 child protection and safeguarding policy.

19. 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 may be transferred to relevant staff at the start of the term or year.

20. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management also forms part of continuing professional development. We work closely with Beacon Behaviour for Schools and as part of our school improvement priorities for 23-24 staff will be receiving regularly training through Beacon's Behaviour 360 online training tool.

21. Monitoring

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

'Live life in all its' fullness'

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

22. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy 23 and KCSIE 23
- Anti-bullying policy
- Online safety policy
- RSE policy

This policy has been written with Christian Values at its heart and valuing each of God's children. As a school we are determined to be a place where individuals grow and thrive.

Approved by Chair of LAB..... date.....

Headteacher..... date.....

Review Date: September 2024

