



# St Mary's C of E Primary School

# Behaviour

# Policy



2025 - 26

*Appendix A* – Example 'Positive Behaviour Plan' Template 1  
*Appendix B* – Example 'Positive Behaviour Plan' Template 2  
*Appendix C* – Example Risk Assessment (Risky & Escalated Behaviours)  
*Appendix D*: Suspension and permanent exclusion policy

Last Updated: March 2025 (Behaviours, Strategies & Consequences p5)

Review Date: July 2026



## **Behaviour Policy Principles**

St Mary's C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful and Safe'**.

### **At St Mary's C of E Primary we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place.
- Provide clear guidance for children, staff and parents of expected levels of behaviour.
- Use a consistent and calm approach.
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally.
- Ensure all adults use consistent language to promote positive behaviour.
- Use restorative approaches instead of punishments.

### **Purpose of the behaviour policy:**

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad' choices.
- Encourage children to recognise that they can and should make 'good' choices.
- Recognise individual behaviour norms and respond appropriately.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive intervention.

### **All staff must:**

- Take time to welcome children at the start of the day.
- Be at the door of their rooms at the start of each session
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to **'Be Ready, Be Respectful, and Be Safe'**.

### **The Head Teacher and the Senior Leadership Team must:**

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise: phone calls/seesaw messages/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records (Arbor) to target and assess interventions.
- Support teachers in managing children with more complex or challenging behaviours.

### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion.

### **Children want teachers to:**

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.



## Behaviour for Learning

St Mary's C of E Primary School Principles: **'Be Ready, Be Respectful, and Be Safe'**.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publically and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The school has 3 simple rules: **'Be Ready, Be Respectful, and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children, their ability to follow our behaviour expectations is affected by their developmental level or a specific special educational need. In this case, these children will have bespoke positive behaviour plans (*Appendix A/B*), which may include rewards to reinforce positive behaviour.

Ready	Respectful	Safe
<ul style="list-style-type: none"> <li>• Being in school on time</li> <li>• Being ready to learn</li> <li>• Dressed in the correct school uniform</li> <li>• Trying their best in all subjects</li> <li>• Participating in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Being kind to each other</li> <li>• Speaking calmly to others</li> <li>• Demonstrating a positive attitude</li> <li>• Looking after all equipment</li> <li>• Using equipment for the job it is intended for</li> <li>• Listening when someone is speaking</li> <li>• Keeping a tidy classroom</li> <li>• Keeping tidy corridors</li> <li>• Respecting the playground</li> </ul>	<ul style="list-style-type: none"> <li>• Being calm in the corridors</li> <li>• Being calm in the classroom</li> <li>• Being calm on the playground</li> <li>• Taking care of each other</li> <li>• Seeking help and support when it is needed</li> <li>• Kind hands and feet</li> </ul>

Our Rules	Visible Consistencies	Over and Above Recognition
<b>1. Be Ready</b> <b>2. Be Respectful</b> <b>3. Be Safe</b>	<ul style="list-style-type: none"> <li>• Daily Meet &amp; Greet</li> <li>• Persistently catching children doing the right thing</li> <li>• Picking up on children who are failing to meet expectations</li> <li>• Dismissing children at the end of the school day.</li> <li>• Praising in public, reminding in private</li> <li>• Consistent language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition Boards</li> <li>• Certificates</li> <li>• Stickers</li> <li>• Phone call/seesaw message home</li> <li>• Verbal praise</li> <li>• Notes home</li> <li>• Head Teacher's Award</li> <li>• Class Reward</li> <li>• Show work to another adult</li> <li>• Jigsaw Award</li> <li>• REACH Award</li> <li>• House Points</li> <li>• Dojo Points</li> </ul>

**Sanctions *should*:**

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help ensure that children and staff feel supported and secure

**Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, any sanction should address this, not be made personal to the child.

**Adult Strategies to Develop Excellent Behaviour**

IDENTIFY the behaviour we expect  
Explicitly TEACH behaviour  
MODEL the behaviour we expect  
PRACTISE behaviour  
NOTICE excellent behaviour  
CREATE conditions for excellent behaviour

**Language around Behaviour**

At St Mary's C of E Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child (*see page 5*). Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group or the staff member on duty if on the playground. Incidents are logged at the staff member's discretion.

**Behaviour Pathway**



*Should you feel, using your professional judgment, a senior member of staff needs to be part of the Follow-Up/Reparative Conversation, then follow the guidelines below:*

Sent to SLT/HT  
Parents contacted  
Parents called to school

Following extreme incidents, at the discretion of the Headteacher, the following may be enforced (p6):

Internal Exclusion  
Fixed-Term Exclusion (Suspension)  
Exclusion

### **Behaviours, Strategies & Consequences**

Severity of Behaviour	Examples of Behaviour	Strategies including Consequence				
Low-Level Behaviour	Lack of concentration/poor focus on work	Praise children doing the right thing. If this doesn't correct behaviour, start the behaviour pathway, moving through the steps as needed. (Behaviour Policy p6)				
	Ignoring instructions/not following instructions first time	In the first instance – ‘be curious, not furious’ – what does the child need?				
	Non-aggressive throwing of objects	1. Reminder				
	Invading the personal space of others	2. Warning				
	Running/being noisy in the corridors	3. Time-Out				
	Unintentional vandalism/litter	4. Follow Up – Repair & Restore				
Misbehaviour	Repeated/persistent low-level behaviour	Incidents to be recorded on Arbor/CPOMs which will notify SLT/Headteacher.				
	Intentional vandalism	Where the behaviour pathway has not led to an improvement or correction of behaviour, and there is not thought to be an unmet need, a consequence should be applied.				
	Consistent refusal to work	Consequences should always be appropriate and proportionate to the behaviour, and might include:				
	Consistent refusal to follow instructions	• Loss of playtime and/or lunchtime.				
	Intimidating others	• Parents informed.				
	Consistent inappropriate behaviour	• Class teacher meeting with parents.				
	Unreasonably high level of disruption that significantly disrupts learning	• Behaviour plan put in place, and a date set to review and discuss the impact.				
	Deliberately hurting others	• Headteacher meeting with parents.				
	Throwing objects	• Internal exclusion.				
	Threatening behaviour	• Multi-agency approach e.g. SENDCo involvement.				
	Repeated swearing					
	Shouting at adults					
Serious Misbehaviour	Repeated/persistent misbehaviour	Incidents to be recorded on Arbor/CPOMs which will notify SLT/Headteacher.				
	Physical or verbal aggression directed towards an adult or pupil	Following an investigation, consideration will be given to the context and seriousness of the behaviour. Strategies and consequences could include the above, or in extreme cases, the following:				
	Serious/continued bullying incidents	Internal Exclusion	Part Time Timetable	Multi-Agency Approach	Police Involvement	Suspension
	Repeatedly hurting others	The decision to suspend will be made by the headteacher.				
	Use of objects/weapons to hurt others	If decision to suspend made, then a meeting with parent, followed by a letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing schoolwork and the back-to-school meeting.				
	Significant acts of violence	Only in an extreme case would the decision to permanently exclude be taken. Appropriate procedures will be followed. (Appendix D)				
	Racism					

<b>Stepped Boundaries (Behaviour Pathway) – Gentle approach, use child's name, child's level, eye contact, deliver message</b>	
<b>1. REMINDER</b>	<p>I noticed you chose to...(noticed behaviour)</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p><b>Example – 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
<b>2. WARNING</b>	<p>I noticed you chose to...(noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again, you will leave me with no choice but to ask you to (work at another table/work in another classroom/go to the quiet area etc...)</p> <p>(learner's name)</p> <p>Do you remember when...(model of previous good behaviour)? That is the behaviour I expect from you.</p> <p>Think carefully, I know that you can make good choices.</p> <p>Thank you for listening/I'm glad we had this conversation.</p> <p><b>Example – 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<b>3. TIME OUT</b>	<p>I noticed you chose to...(noticed behaviour)</p> <p>You need to...(Go to quiet area/go to sit with other class/go to another table etc)</p> <p>Playground: You need to...(Stand by other staff member/me/stand by the fence etc)</p> <p>I will speak to you in two minutes.</p> <p><b>Example – I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.</b></p> <p><b>*DO NOT describe child's behaviour to other adult in front of the child*</b></p>
<b>4. FOLLOW UP – REPAIR &amp; RESTORE</b>	<ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul>
<p><b>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</b></p>	



### **Serious & Extreme Behaviours**

Whilst incidences of extreme behaviour are rare at St Mary's, we recognise that some children exhibit particular behaviours based on early childhood experiences and family circumstances, or because of a special educational need. As a school, we recognise that their behaviour is their way of communicating their emotions, and class teachers and teaching assistants working with those children work hard to build positive relationships with each individual child. These children will have bespoke 'Positive Behaviour Plans', examples of which can be found in *Appendices A-B*, and where appropriate, a risk assessment might be carried out to identify triggers for 'risky and escalated behaviours' and to ensure appropriate mitigations and de-escalations strategies are in place (*Appendix C*).

All staff should report serious and extreme incidents directly to the Head Teacher or Assistant, and they should be recorded on Arbor, and CPOMs where the incident raises a safeguarding concern.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion (suspension) will be enforced under these conditions:

- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include an internal exclusion with another member of staff or Head teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents, and to arrange meetings to discuss.

#### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will be a last resort, and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Please see **Appendix D** for further information regarding Suspensions and Permanent Exclusions.





## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves that right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidence above, the head teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Sanctions and Disciplinary Action – Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be given in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

## **Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied, but the same principles of promoting good behaviour through the policy will always apply.





*Appendix A – Positive Behaviour Plan Example 1*

<b>Child's Name:</b>	<b>Date of Plan:</b>	<b>Review Date:</b>
<u>What does the behaviour look like?</u>		
<u>What are common triggers?</u>		
<b>De-Escalation Skills</b>		
<b>Skill</b>	<b>Try</b>	<b>Notes</b>
Verbal advice and support		
Giving space		
Reassurance		
Controlled choices		
Humour		
Logical consequences		
Time-out		
Removing audience		
Transfer adult		
Success reminder		
Supportive touch		
Listening		
Others		
<u>What next?</u>		
<u>Additional Information:</u>		
<p>In the event of a serious incident, please ensure a <b>pupil incident form</b> is completed and the incident recorded on <b>Arbor</b> and <b>CPOMs</b> if it raises a safeguarding concern. The class teacher and head teacher are responsible for ensuring parents and outside agencies are informed as appropriate.</p>		



**St Mary's C of E Primary School**  
An Academy in the Good Shepherd Trust  
*Appendix B – Positive Behaviour Plan Example 2*



**Positive Behaviour Plan**

<b>Child's Name:</b>	<b>Date of Plan:</b>	<b>Review Date:</b>
----------------------	----------------------	---------------------

<b>Example of Behaviour</b>	<b>Stepped Actions/Consequence (with script as appropriate)</b>	<b>Who/ Where</b>
<b>e.g. Using inappropriate language in classroom environment</b>	<p>1) <i>Child</i> to be reminded with clarity the school behaviour policy of, 'Be Ready, Be Safe and Be Respectful', and in particular which element the behaviour is not demonstrating.</p> <p><i>'Child name, remember that at St Mary's we are always ready, safe and respectful. When you are _____, this is not being R/R/S. Thank you for listening, now we are going to _____.'</i></p> <p>2) If <i>child</i> continues, they will be removed from activity for sensory input to then be followed with same script.</p> <p>3) If <i>child</i> continues then they will be removed to SLT.</p> <p style="text-align: center;"><b>Parents to be informed at this stage</b></p>	All staff

**Key Notes**

1. If negative behaviour is not outlined above, action/consequence to be decided by class teacher in consultation with SENDCo/Headteacher.
2. Any communication with child's family must be communicated with class teacher, SENDCo or Headteacher.
3. If you are unsure of any strategies listed above, seek support from year group team or SENDCo.



*Appendix C – Example Risk Assessment (Risky & Escalated Behaviours)*

<b>Name of child:</b>		<b>Class:</b>		<b>Date:</b>	
<b>Risk assessment created by:</b>		<b>Review scheduled:</b>			
Detail the behaviours observed from child	Hazards are things that can cause harm	Risk is the chance that someone can be harmed by the hazard	Detail any known triggers for the child - review regularly	Mitigations are things that can be done to minimise the risk of the behaviour happening	De-escalation are things that can be done to reduce heightened behaviour and help to re-regulate the child
<b>Behaviour</b>	<b>Potential Hazard</b>	<b>Risk</b>	<b>Known triggers</b>	<b>Mitigations</b>	<b>De-escalation</b>
Throwing items in the classroom	Objects hitting a child or adult	Medium risk - happens daily and children require first aid	Being told "no". Increase demand. Sensory overload.	'Clean desk' policy - regular tidy up of classroom to minimise projectiles. Noise-cancelling headphones. Use of scripts when delivering instructions. Regular movement breaks.	Distraction (particularly with use of sensory items). Removal to safe space. Heavy work.



## **Appendix D: Suspension and permanent exclusion policy**

### **1. Aims**

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

Our school aims to:

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

### **A note on off-rolling**

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

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

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

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

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

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

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

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

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

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

In addition, the procedures are based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'



- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [The School Inspection Handbook](#), which defines 'off-rolling'

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

### **3. Definitions**

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

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

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

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

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

### **4. Roles and responsibilities**

#### **4.1 The headteacher**

##### **Deciding whether to suspend or exclude**

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

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

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

A decision to exclude a pupil will be taken only:

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events



- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
  - For suspensions, detentions or other sanctions provided for in this behaviour policy
  - For exclusions, off-site direction or managed moves

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

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

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

### **Informing parents/carers**

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

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

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the local committee and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the local committee to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

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

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

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

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day



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

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

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

### **Informing the local committee**

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

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

### **Informing the local authority (LA)**

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

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

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

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

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

If a:

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

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

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

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent





- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

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

### **Cancelling suspensions and permanent exclusions**

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

- The parents/carers, local committee and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The local committee's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

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

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

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

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

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

## **4.2 The local committee**

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

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

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

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



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

### **Monitoring and analysing suspensions and exclusions data**

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

The local committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

### **4.3 The local authority (LA)**

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

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

## **5. Considering the reinstatement of a pupil**

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

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

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

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



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

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

- Parents/carers (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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

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

The local committee can either:

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

In reaching a decision, the discipline panel will consider:

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

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

The clerk will be present when the decision is made.

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

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

- The parents/carers
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's



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

- The fact that it is a permanent exclusion
- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local committee's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## **6. Independent review**

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

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

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

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

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

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

- Are a member/trustee director of The Good Shepherd Trust



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

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

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

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

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

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

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

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

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

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

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

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

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

This notification will include:

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



## 7. School registers

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

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

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

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

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

### Making a return to the LA

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

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

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

## 8. Returning from a suspension

### 8.1 Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional



- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

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

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

## **8.2 Reintegration meetings**

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

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

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

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

## **9. Remote access to meetings**

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

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

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

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

- All the participants have access to the technology that will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

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

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

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

## **10. Monitoring arrangements**

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions





**St Mary's C of E Primary School**  
An Academy in the Good Shepherd Trust



- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, local committee and other stakeholders on their perceptions and experiences

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

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

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

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

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



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

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

Training must have covered:

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