



Behaviour Policy

This policy was reviewed and adopted by the Governing Body 15th May 2024. It will be reviewed annually by the Governing Body and/or following any updates to national and local guidance and procedures. This policy will be next reviewed on or before September 2024.

Other related policies:

Safeguarding/child protection

Online safety

Allegations made against staff

Whistleblowing

Staff Code of Conduct including Acceptable Use of Technology

Health and safety including visitor management

Children missing education

Mental Health and Wellbeing Policy

Philosophy

The School's behaviour support policy is rooted in a positive, preventative approach – valuing mutual respect, participation and reward – and is an absolute and categorical rejection of anything that could be construed as punishment.

Our approach is based on a belief that each pupil is capable of learning through a process of mutual exchange. It is therefore paramount that any behaviour that challenges us as a school or community should be viewed as a communication and as staff we should explore the meaning of this behaviour and any unmet needs. We believe that our pupils can develop a strong sense of self-worth, a belief in their own abilities and therefore confidence in themselves. They can learn respect for themselves and others within a positive environment, which is structured and supported on an individual basis.

Our goal is to enable each pupil to be in a position to learn (at their own level of understanding) so they are able to understand how to engage and excel in different contexts and situations. We enable our pupils to develop understanding and behaviours for wider contexts than the classroom and therefore ensure there is support for generalisation across settings, people and activities. We recognise that in some situations behaviour responses may require specific teaching and will need to be taught as any other subject, e.g. Maths or swimming and therefore needs to be given time and a high profile, if it is to be successful. This occurs through our individualised approach to teaching and learning, which is fully supported through integrated work with families, therapists, social care and outside agencies.

We aim to reduce barriers to learning that can occur in the learning environment, in order to reduce anxiety and thus increase access to learning. We work closely with families and carers to promote a consistent and unified approach towards understanding and supporting behaviour. We recognise and value the abilities of all our pupils whilst acknowledging that the pupil's communication and learning abilities may be a major factor in their behaviours that challenge. To this end, all adults are provided training to support them to understand the impact of these difficulties. This training also covers the role of sensory dis-regulation and social impairments upon a pupil's ability to understand and process information. It is therefore essential that we respond to challenging behaviour in a respectful, positive and confident manner. We must value the individual needs and ability of each child and design appropriate and effective behavioural interventions that enable them to learn alternative and better ways to communicate their needs. To help understand this further, staff can use the following principles when gauging whether to ignore or respond to a behaviour:

- A Proactive Response is a response to a behaviour that promotes learning in a positive way; categorically rejecting negative reinforcement, fear and punishment.
- It supports children to understand and fulfil their needs and focus on finding alternative ways, where necessary, to communicate.
- Responding proactively - responding to try and prevent the behaviour happening again – with meaning and positive intention. All schools in the Trust use the Positive Behaviour Support framework and regular training is provided on this framework.

Pooles Park Values

We have developed our core values through discussion with our whole community in line with our Rights Respecting Schools framework. They are clearly displayed on plaques throughout the school. Our values embody a culture of respect which applies not just to the children and staff but to all people included in our school community regardless of age, disability, gender, gender identity, ethnicity, faith or sexual orientation.

Our core values are:-

Be Respectful
Be Responsible
Be Ready

Behaviour Policy

Use the 3 R's when using proactive responses:

- **Related**

The response is clearly connected to the pupil's behaviour and its function. Relies on staff knowing the child well and that the function of the same behaviour may be different for each child, or even for the same child at different times.

- **Respectful**

Responses need to be given with empathy –by being respectful in tone of voice and body language.

- **Reasonable**

If boundaries are put in place they must be fair and appropriate for that child's' level of understanding.

Much of this work is embedded in the consistent approaches and teaching strategies used across the curriculum. However, there may be specific strategies for both the management and the modification of a range of inappropriate or unacceptable behaviours. We aim to share control with the pupil where possible; encouraging them to take responsibility for their own behaviour. When reasonable and necessary we will use physical interventions to prevent the pupil causing harm to self or others. The ethos of this is that we care enough about you not to let you hurt yourself or others. This is more specifically detailed further on in this policy.

Policy and procedures

1. Training and support training is provided to all staff:

1.1 To ensure that there is a real attempt to understand reasons for and functions of challenging behaviours through regular training, integrated working meetings and use of the 8 step behaviour support model to clarify thinking around the behaviours.

1.2 To recognise that challenging behaviours can be passive as well as active.

1.3 To recognise that the pupils' learning difficulties and disability may be a major contribution to their having challenging behaviour. Therefore no blame can be attached to the pupil as there is rarely any intention or understanding of the impact of these behaviours on others.

1.4 To ensure that the abilities and needs of each child are at the forefront of any behavioural plan or guidelines, considering each individual and the implementation of suitable strategies and boundaries.

1.5 To support all approaches to behaviour support as a non-aversive approach, by using the principles of 'human presence, participation and reward' with the rejection of any course of action that could be interpreted as punishment:

- a) 'human presence' means that pupils will always have the reassurance of an adult presence no matter how challenging their behaviour;
- b) 'participation' means that pupils' challenging behaviours, wherever possible and appropriate, will be redirected into other activities by persuasion and encouragement;
- c) 'reward' means that pupils' behaviour will be redirected in a positive manner and so lead to a desire on the part of the pupil to re-engage in acceptable behaviour.

1.6 To develop strong attitudes of self-worth and respect for others through a curriculum rooted in the pupils specific needs and using integrated working with therapists to ensure a consistent approach is achieved.

1.7 Through INSET and regular training workshops, which seek to develop understanding of and strategies for managing inappropriate and challenging behaviours that are safe and humane for all involved.

1.8 To ensure that appropriate and specific behaviour targets are held within a Behaviour Support Plan (BSP) for those pupils who habitually display behaviours which challenge, in consultation with relevant members of the multi-disciplinary team (including CAMHS), school staff and parents.

1.9 To ensure these programmes are shared and discussed with all staff working with that pupil regularly and are monitored and updated as necessary.

1.10 To ensure confidentiality and use of professional standards of language during discussion.

1.11 To train staff to be skilled at using physical handling techniques when it is necessary to do so.

1.12 To encourage thinking around the use of skills taught in line with PBS and TEAM TEACH principles and to support staff to be confident about using their professional judgement to use all skills in the best interest of the pupil (as outlined later).

1.13 Through literature and continuous professional development courses will be readily available to all staff and the wider community where possible.

1.14 Through induction new staff will be inducted into the workings of the school, including the philosophy of Positive Behaviour Support.

1.15 It is the responsibility of the SLT (including the Head of school) to ensure that staff receive adequate training in order to be able to effectively manage behaviour in school.

2. Pupil ownership:

2.1 Whenever possible pupils will be allowed to make choices about the content of their own education in order to promote independence, self-direction and self-esteem. This may include attendance at their own (formal) Reviews and IEP meetings as well as appropriate opportunities to evaluate their own achievements on a regular basis.

2.2 Staff will provide pupils the opportunity for self-reflection in relation to understanding and learning from the experience of their own behaviour.

2.3 Wherever possible pupils and staff will work together to set their own targets for behaviours. This will include writing behaviour contracts and reward systems that work towards the pupil taking ownership of their own behaviour and moving towards independence.

2.4 With pupils of a lower attainment they will be encouraged to visually choose (using an appropriate form) what they are working for at the start of any session to encourage shared participation and learning.

2.5 It is recognised that awareness of the structure of a session and or day/evening reduces anxiety and therefore encourages a pupil to be more able and willing to learn. Therefore it is imperative that the community use any and all methods available to them to support this and therefore encourage independence and ownership. Visual supports can be key in helping individuals to understand their own behaviour. Therefore close integrated working with the Speech and Language therapists is a high priority.

3. School Procedures

3.1 Whole School Behaviour Curriculum

Our school's approach to creating a culture that promotes excellent behaviour is through developing positive relationships, positive reinforcement of expected behaviours and .

The expected behaviours in our school, with a focus on outlining successful behaviour is captured in our school values: Be ready; Be responsible; Be Respectful:

Pupils are expected to:

- Line up sensibly in line order
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Playtimes: Stand still on 1st bell; Walk to line on 2nd bell
- In class, make it possible for all pupils to learn
- Move quietly around the school in 'Quiet Lines'
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including outside school or online
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways, for example:

- Awarding Team Points;
- Informing children of good work, positive attitudes or behaviour;
- Informing parents/carers of good work, positive attitudes or behaviour;
- Recognition of good work at assembly;
- SPECIFIC praise individually or in front of class group;
- Stickers
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in school newsletter/website;
- Giving children responsibility.
- Positive texts.
- Send to SLT.
- Good news texts/Text home/Postcard home

3.2 Classroom: Each class draws up a classroom charter covering expectations related to articles in the Rights Respecting schools programme and the Positive Behaviour Support system, PBS and 'Team points' display.

If a child is not making sufficient progress towards his/her behaviour targets they will move to the next level of support and will be discussed with the Pastoral Care Team and referrals may be made to appropriate agencies. The Pastoral Care Manager keeps a record of these children and of what has been done to support them.

Classroom Routines in addition to our class generated charters

We value what other people have to say and take turns to talk.

We speak in 'classroom voices'.

We come straight in from play and are ready to work immediately.

We choose an appropriate time to speak to an adult about playtime issues.

We follow our classroom wet play rules.

We always line up in 'line order'

3.3 Playground

Line up sensibly in line order

Playtimes: Stand still on 1st bell; Walk to line on 2nd bell

Continual defiance and refusal to follow instructions. Continuous disruption, verbal or physical abuse, racism, sexism or other equalities (behavioural plan).

Children who have persistent problems managing their own behaviour at playtime and lunchtime will be taken out from playtime and lunchtime. (Appendix 3) and the child may face a fixed term of going home at lunchtime if the behaviour poses a risk to the safety of other children or adults.

3.4 Measures to prevent bullying and child-on-child abuse

With reference to [Keeping Children Safe in Education \(2023\)](#) the following measures are in place to help prevent bullying, including cyber-bullying, and prejudice-based and discrimination.

The methods employed for helping children to prevent bullying, including cyberbullying, prejudice-based and discrimination as and when appropriate, may include:

- writing a set of school values and/or class charters
- signing a behaviour contract
- Behaviour monitoring book
- individual, group or class curriculum activities
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

3.5 Pupil support

- The Pastoral Care Manager will co-ordinate school-based support that is available to pupils. This could include peer mentoring or behaviour interventions as well as signposting to services.
- The Pastoral care Manager maintains a Pastoral Care register and ensures that all children have support available as appropriate, eg daily monitoring, family meetings, agency involvement, access to key adults for the child to talk to.
- At points of transition, between year groups and key stages, or a child returning after prolonged absence, class staff and senior leaders support children through: discussing class

charters in line with Rights Respecting Schools, reiterating rewards and sanctions, discussing importance of working together in a safe environment. Children identified with SEND may be provided with Social Stories, Calm Corners and visual aids to help them understand boundaries and expectations.

3.6 Screening and searching pupils

- Staff must consult with the Head of School to present reasons for screening belongings, (or appropriate Senior Leader where HoS is unavailable), to screen any bags which will only be conducted with a member of the Safeguarding Team present. A pupil can only be asked to show what they have on them, never searched. Parents should be informed and meeting held to discuss any incident instead.
- Toys, Weapons, Sweets, age restricted materials and phones are banned in school and for which screening can take place.

4. Communication, Collaboration and Partnership:

We aim to:

4.1 Provide all staff with a global overview and up-dates of information on all pupils and to ensure effective channels of communication for relevant information.

4.2 Provide a structure of senior management support which will enable staff to manage crisis situations

4.3 Run whole site PBS meetings, where class teams and the PBS Team collaboratively present discuss the school's approach to the behaviour of all pupils and specific individuals

4.4 Facilitate Integrated working meetings

4.5 Ensure minutes from all these meetings will be made available electronically.

4.6 Run training sessions for all staff around refreshing their practice around PBS and core preventative skills, such as de-escalation and use of scripts.

4.7 Encourage collective responsibility for finding, retaining and using the information available to support a consistent behaviour management approach.

4.8 Contribute to INSET and further training on a regular basis as part of the staff training programme to deal with any aspects of behaviour support that staff feel needs to be explained.

4.9 Provide debriefing opportunities for staff involved in incidents or a reflective space when working long-term with children with particularly complex behaviour.

5. Maintaining Confidentiality

5.1 It is important that a balance is kept between maintaining good channels of communication and the right of individuals to confidentiality. Matters discussed within the school team should not be discussed in front of, or with, visitors to the school who do not have specific duty of care to identified pupils.

5.2 Confidential reports relating to challenging behaviour will be kept in pupils' files, access to which is normally restricted to members of staff who are charged with the care of that pupil and the parents /carers of that child.

5.3 Confidential information will only be shared when necessary and ensuring any documents or videos of a sensitive nature are password protected.

6a. Support by the Senior Leadership Team (SLT)

The procedures for dealing with challenging behaviour in relation to members of the Leadership Team are as follows:

6.1 A member of the SLT will be available in each school during the day for decision making, advice and support.

6.2 Where an incident of challenging behaviour takes place outside the school, it is the duty of the most senior member of staff to make decisions on how to manage that particular behaviour in

the light of guidance contained in this policy and in other school documentation (i.e. BSPs relating to individual pupils).

6.3 Where challenging behaviours are being dealt with outside the school, advice should be sought from a senior member of staff by telephone if such assurance will help the situation.

6.4 Should an incident occur outside school that did not require consultation with a member of the SLT; it is the responsibility of the staff involved in that incident to let the most senior person available know immediately and to record the incident following procedures.

6.5 It is accepted that where a member of staff follows the principles laid out in this policy and other school documentation any course of action taken will be fully supported by the Head of School. The safety of all pupils is paramount in dealing with challenging behaviours in and out of school.

6.6 All interventions should be consistent with any behaviour support programmes/guidelines in existence for particular pupils. Where there is no such programme, or the behaviour is unique, it is essential that any action taken follows the general principles laid down in this policy. Where possible, advice should be sought from a senior member of staff, but when that is not possible retrospective advice should be sought to ensure that the actions taken are either ratified or modified to bring them into line with school policy.

6.7 Staff are supported and encouraged to de-brief following highly stressful serious incidents. Members of the SLT are all able to do this.

6.8 Staff working with pupils with known challenging behaviour should have a means of contacting other staff for immediate help if it is required. Staff are required to find out how to do this if they are working with the most challenging pupils and for SLT to ensure these systems are available. It is incumbent upon all staff to be alert to situations where assistance may be required and to act accordingly in the spirit of 'help protocol'.

6.9 Staff who have dealt with a stressful situation will be given time to recover from the personal pressure which arises out of such incidents. Senior staff should be made aware of all such situations so that cover can be arranged and staff supported as appropriate.

Where children's behaviour becomes problematic to the point that it cannot be managed within usual whole school or phase procedures then the matter should be referred to either the Head of School, Assistant Head, Inclusion Leader or the Pastoral Care Leader. This will also be recorded electronically on the school system. It is the responsibility of the member of teaching staff who initially deals with the incident to record this on the appropriate sheets (Appendices 4 and 5). Incidents are scored and recorded depending on the seriousness and type of incident for example:

Senior Leaders will seek the support of parents/carers in trying to resolve serious behavioural concerns;

Where extreme behaviour problems persist (please see Appendix) and interventions put in place by the Senior Leaders or any other member of staff involved have not resolved the problem, then the Head of School will be consulted in order to determine the next course of action which may include referral to local agencies to assess the needs of pupils who display continuous disruptive behaviour;

6b. Recording incidents

6.10 All Incidents should be reported through the electronic system used by the school, which is accessed via the landing page, particularly those that include the use of physical intervention and/ or restraint (see hard copy in Appendix).

6.11 Parents and carers should be informed of incidents and accidents through either the home school diary, telephone or face-to-face. Our aim is to be as transparent as possible to try and achieve a consistent approach to behaviour across both school and home, whilst being sensitive to the needs of the family also.

6.12 Senior Staff will regularly monitor all incidents recorded in order to ensure resources are prioritised and response is commensurate with needs.

6c. Recording injury

6.13 All injuries must be recorded.

6.14 Incidents of challenging behaviour which result in injury to pupils, staff or visitors must be recorded

6.15 Where a child or adult has been injured as the result of an accident, i.e. slip, trip or fall this must be recorded.

6.16 Medical treatment must be sought either from the First Aider on site or the school nurse and parent/ carer must be informed.

6.17 De-brief is available for staff (and pupils if it is appropriate).

7 Suspensions and Exclusions

7.1 Suspension or exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for suspension or exclusions fall into the following categories:

- a) Physical assault against a pupil
- b) Physical assault against a member of staff
- c) Verbal abuse/threatening behaviour towards a pupil (includes language or behaviour which is considered racist, homophobic or disablist)
- d) Verbal abuse/threatening behaviour towards a member of staff (includes language or behaviour which is considered racist, homophobic or disablist)
- e) Bullying (for clarification please see Anti-Bullying Policy)
- f) Racist abuse
- g) Sexual misconduct
- h) Drug and alcohol related
- i) Damage
- j) Theft
- k) Persistent disruptive behaviour
- l) Other

7.2 The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this suspension or exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.

7.3 The school will set work for the child to complete during the suspension. Please ensure that work set by the school is completed and returned promptly.

7.4 The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact Ian Norman-Bruce (Chair of Governors) via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.

7.5 Parents will also be aware that if they think the suspension or exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).

7.6 A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion and Pastoral Care Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.

7.7 Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record and this may incur a reasonable administration cost.

7.8 See Appendix: Suspension and Permanent Exclusions

7.9 Disciplining pupils beyond the school gate: When incidents of negative behaviours outside of school come to light, senior leaders/Safeguarding Team will contact parents for information and awareness. Local agencies will be informed/consulted as appropriate, eg Children's Social Care, the police etc.

8. The Use of Physical Restraint

8.1 The principles of all use of physical restraint are embedded in the regular training and understanding of principles of restraint.

8.2 The essential elements of the law are held in Use of Reasonable Force Guidance July 2013 (England), which can be found on the internet.

8.3 Physical restraint will not occur as a matter of common practice. Physical restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. Any restraint or physical intervention by an adult is recorded using Appendix 9.

8.6 It is paramount that the principles used to guide the actions of staff in this regard should be taken from the duty of care which stems from our responsibility of being 'in loco parentis' (in the place of the parents). Pupils should be kept safe and secure from injury and any actions we take are to ensure this will be judged as would the actions of 'a reasonable parent'.

8.7 When restraint is used with any pupil; the staff involved in the incident must record it as soon as possible. (see hard copy in Appendix)

9. The Use of Quiet Rooms

9.1 There are a number of Quiet Rooms located across the schools which can act as a “place of safety” and an opportunity to withdraw for pupils.

9.2 They provide a safe space for pupils to access themselves and a facility for staff to support pupils through severe physical outbursts, helping them to calm whilst preserving the safety of other pupils, and staff in the classroom and surrounding area.

9.3 They are also a sensory neutral space for pupils to calm. They are never to be used as a punishment but rather from the principle of “I care about you enough not to let you be out of control”.

9.4 The legal position on the use of quiet rooms for the purpose of calming pupils is held in “guidance for restrictive physical interventions” Department of Health (2002) and clearly states that it is an offence to lock an adult or child in a room without a court order (even if they are not aware that they are locked in) except in an emergency when for example the use of a locked room as a temporary measure while seeking assistance would provide legal justification. The use of double or high door handles in classrooms or locking outside doors, as a safety measure and/or security precaution when children are supervised by an adult would be considered a reasonable measure to prevent a significant risk of harm within a school's duty of care to its pupils

9.5 It is important to distinguish between the following definitions:

Seclusion: When a child is forced to spend time alone in a room by locking the door or restricted space. This is only to be used in an emergency and as a last resort. Children must be in view at all times and monitored SLT must be informed within 10 minutes if seclusion is used. Parents will be informed and plans will be drawn up to ensure that it is not a strategy required again.

Time out/ Withdrawal: Used informally to mean a cooling off period, giving space to calm down and self-regulate. Children are free to come and go and the door remains unlocked, usually open. We do not use the term ‘Time out’ in a mainstream context of restricting access to positive reinforcement as part of a Behaviour Plan. Due to our positive, preventative approach towards behaviour support, we do not use a consequences based approach and always focus on what we give or can do rather than what we can't do or what we can take away. Please see section of ‘Proactive responses’ below. Staff must be aware that there are 2 ways in which the Quiet Room can be used, to ensure we are meeting the best interests of each child and working within the law:

9.6 If a pupil takes themselves there independently or wants time alone (and door is unlocked and open)

9.7 Emergency intervention: when staff judge that it is safest for the individual or others around to be escorted to a Quiet room and the door is locked and pupil can be seen at all times.

9.8 (This is a one-off response to unforeseen circumstances. The same scenario cannot happen more than once.)

9.9 Staff must be aware of their Duty of care, i.e. their response must be reasonable, proportionate and necessary

9.10 Evidence has shown that there is no therapeutic value to seclusion

9.11 If there is a risk of self-harm seclusion cannot be used and staff must be supporting the child within the room.

10. The School's response to bullying

10.1 While the scope for bullying by some pupils in school is more limited, many of our pupils are more vulnerable, and it is accepted that some pupils are potentially capable of causing other pupils to feel like they are being bullied.

10.2 Signs of potential feelings of bullying are a deterioration of work, spurious illness, isolation, the desire to remain with adults and reluctance to come to school. These may be symptomatic of other problems but may also be early signs of pupils feeling bullied.

10.3 The whole staff community will be highly observant to early signs of a pupil's unhappiness that may be related to the behaviour of another and will act accordingly. This will follow the no blame, positive behaviour ethos of the school.

10.4 Opportunities to teach pupils how to be confident when they feel bullied and strategies to manage these real life situation will be taught in PSHE lessons.

Appendix 1 Behaviour Practice Card

Name	Class					Date	
Target: Respectful to all adults 1. Be Ready to listen 2. Be respectful with your body language 3. Be responsible with your words and actions							
Session (Include comments from other teachers if Set/Phonics)	Target	Day 1	Day 2	Day 3	Day 4	Day 5	Signed by (Miss Pattison, Miss Healy, Miss Sima, Miss Naz, Miss Maggie)
9:00-10:45 Learning time	Be Respectful to all adults	Met? (Y/N)	Met? (Y/N)	Met? (Y/N)	Met? (Y/N)	Met? (Y/N)	
10:45-11am Playtime	Be Respectful to all adults						
11:00-12.30 Learning Time	Be Respectful to all adults						
12:30-1:30 Lunchtime	Be Respectful to all adults						
1:30-3:30 Learning time	Be Respectful to all adults						
After 5 days: Achieved? Y/N 							
Signed: -----Staff Member-----Parent/Carer							

Appendix 2 Behaviour Incident Report

Child Name	Adult Reporting	Class	Location	Date	Time
Antecedent (what led to the behaviour choice?)					
	Behaviours				Tick
1	Refusal to do as asked, despite repeated requests				
2	Left Class without permission				
3	Continually disruptive behaviour				
4	Name calling or abusive language				
5	Racism				
6	Physical Abuse/ Fighting				
7	Dangerous behaviour				
8	Bullying or intimidating behaviour				
9	Disrespecting equipment				
10	Other				
Behaviours: Further Details: (Please ensure exact words/actions are recorded)					
Consequence: (Teacher or SLT to complete):					
	Action Taken				
1	Buddy Class with work				
2	WLT Class				
3	SLT				
	Follow Up/Next Steps				
	Class Teacher talks to parents and notes down discussion				
	Letter/text to Parent and class teacher Parent Meeting				
	SLT Parent Meeting and behaviour plan or behaviour chart				
	SLT and Parent Meeting				
	Referral to SENCO/ Pastoral Care Manager/ outside agency.				

Appendix 3: Levels of Support

1	
Child invited to be leader in the school	Consistently excellent effort, behaviour and attitude to learning
Considered for Monitor role	
Child sent to SLT/PCM for excellent work and/or behaviour	
Child's work is shared on the 'Works of Art' display	
Child awarded Golden Ticket at the end of the day or child/carer spoken to	
Child's work / action is used as an example for others	
Give positive praise, text or positive text home	
2	
Child given a "I got a silver card" sticker or child/carer spoken to	Making an extra effort Overcoming a difficulty Making an improvement to their work – more than usual
Child's work / action is used as an example for others	
Give positive praise	
3	
Child's work / action may be used as an example for others	Following school rules Completing work Following instructions Positive attitude to learning Good presentation Looking after each other Learning from a mistake
Give positive praise	
4	
Miss 5 mins of play to practice/learn behaviours	Bad manners Name calling Throwing small objects (paper, erasers...) Lying Refusing to co-operate Arguing with other children in class Moving around the classroom when not supposed to Running down the stairs Not lining up in the playground Poking
Ask the child to move seats/table	
Reflection time in class	

5

Miss next playtime and complete a reflection form. Teacher to inform parents at the end of the day	Violent behaviour towards others Damaging or defacing school property Throwing dangerous objects (chairs, tables...) Bullying Refusal to work / follow instructions Leaving the classroom without permission Stealing Fighting Racism Swearing Disrespectful attitude Spitting
Serious incident red card – miss more than one playtime. Teacher to inform parents at the end of the day	
Pastoral support intervention	
Sent to link classroom if appropriate (safety/timeout)	
WLT and teacher meeting with parents/carers	
Behaviour book	
SLT meeting with parents/carers	
External agency support	
Internal exclusion	
Internal exclusion – more than 1 day	
School suspension– 1 day	
School Fixed term suspension– more than 1 day	
Permanent exclusion	

Reminders and strategies at all levels

Stop, wait and look	Shouting out Playing with friend's hair Talking when somebody is speaking Making silly noises Fidgeting Disturbing others Snatching Drawing on work Not finishing work Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group Touching other people's food
Assertive look	
Non-verbal gesture	
Stand near the child who is misbehaving	
Praise positive behaviour of other children	
Say the child's name	
Remind child of practice and thinking time if they continue the behaviour	
Reminder to use Zones of Regulation strategies	
Individual chat with the child	

Appendix 4a Reflection sheet KS1

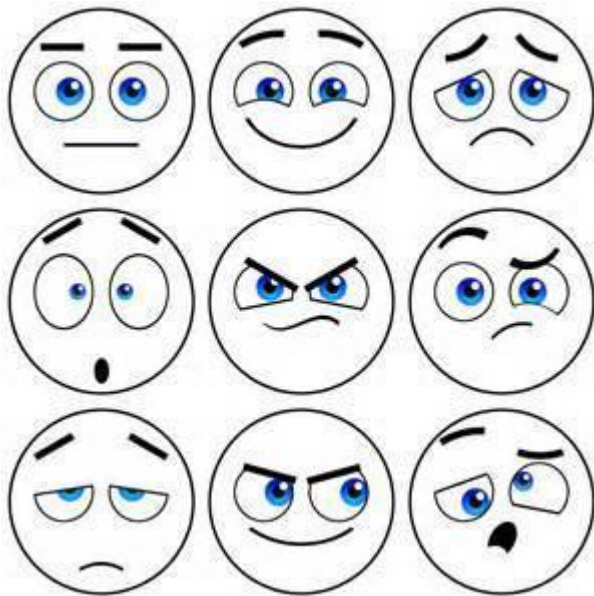
Our School Values Circle the Value that you need to think about

Be Respectful

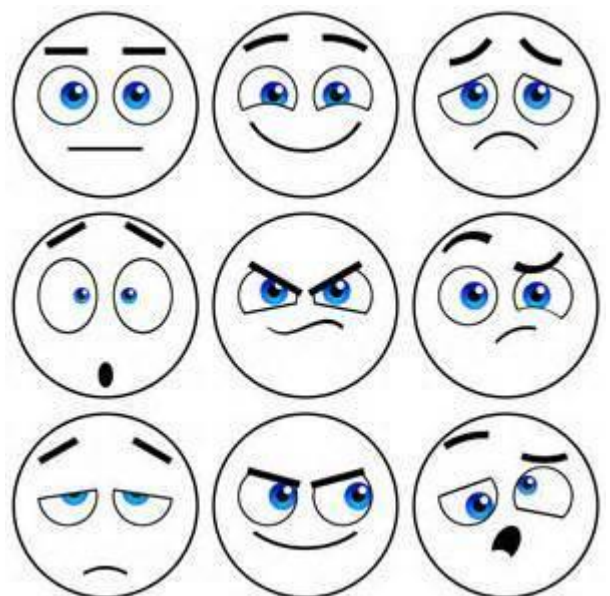
Be Responsible

Be Ready

How did you feel?



How did the other person feel?



What would have been a better way to deal with the situation? (child to tick – adult to support)

Followed adult instructions	Taken myself to a quiet place in the classroom	Ignored other behaviour
Asked an adult to help me deal with the situation	Spoken to an adult about how I was feeling	

Appendix 4b Reflection sheet KS2

Our School Values

Be Respectful

Be Responsible

Be Ready

What went wrong and how did you feel?

--

What would have been a better way to deal with the situation?

Followed adult instructions	Taken myself to a quiet place in the classroom	Ignored other behaviour
Asked an adult to help me deal with the situation	Spoken to an adult about how I was feeling	

Other: _____

What can you do now to make things right?

--

Appendix 5: Reflection Sheet VISUAL Inclusive



What did you SAY?



What did you DO?



Tell me what happened?



Who was involved?



How do you think they feel?





What could you **DO** to make things better ?



What could you **SAY** to make things better ?



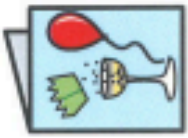
Next time I will



How should it end?



make a card



say

sorry



shake

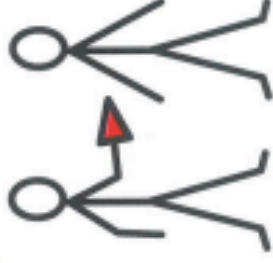
hands



give a smile



share a game

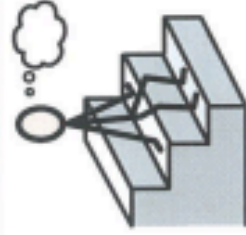


you

choose



think of a solution

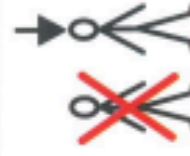


take

time out



help



someone else



no kicking



hitting



No



No biting



snatching



No



running away



No



breaking



No



throwing



No



scratching



No



No pushing





Appendix 6 Internal Exclusion Letter



Date: _____

Dear Parent/Carer of _____.

Further to our conversation today, I am writing to confirm the action we will be taking following your child's behaviour on _____.

This is because _____.

As a consequence, your child will have an internal exclusion for one day. This means that they will attend school and complete work but will be learning in another class for the day/miss playtime.

They will spend the time reflecting on the standards of behaviour we expect at school, as well as how to make amends to anyone they may have hurt, whether this is physically or emotionally.

As you will appreciate, this is a serious action. Further inappropriate behaviour could result in a formal suspension or exclusion. I am sure you join us in wishing to avoid this sanction.

Below are the school's Values, which we would appreciate you discussing with your child to enable them to understand where they went wrong and to help them learn to make better choices next time.

Be Respectful





Be Responsible

Be Ready

Thank you for your support,

Craig Taylor Head of School

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Zones of Regulation




_____ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools


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Appendix 8 School Values Be cards

Be Ready 

This week _____

because they were ready to learn!

Be Ready 

This week _____

because they were ready to learn!

Be Respectful 

This week _____

because they were respectful!

Be Respectful 

This week _____

because they were respectful!

Be Responsible 

This week _____

because they were responsible!

Be Responsible 

This week _____

because they were responsible!

Appendix 9: Restraint Form p1

RECORD OF RESTRAINT/PHYSICAL INTERVENTION

Date of incident: _____ Time of incident: _____

Pupil Name: _____ D.o.B: _____

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Physical intervention

Restraint Form p2

Outcome of restraint:

Description Any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

.....
.....
.....

Signature of parent/Carer reading report

.....

Brief description of any subsequent inquiry/complaint or action:

Copy of this form: Teachershare/safeguarding/Restraint Form

Appendix 10: Suspension and Permanent Exclusions

Contents

1. Aims.
2. Legislation and statutory guidance.
3. Definitions.
4. Roles and responsibilities.
5. Considering the reinstatement of a pupil
6. Independent review.
7. School registers.
8. Returning from a suspension.
9. Monitoring arrangements.
10. Independent review panel training.

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 governors, staff, parents 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

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

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

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

Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'

Because they have special educational needs and/or a disability (SEND) that the school feels unable to support

Due to poor academic performance

Because they haven't met a specific condition, such as attending a reintegration meeting

By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

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

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

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

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

In addition, the policy is based on:

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

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

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

[The Equality Act 2010](#)

[Children and Families Act 2014](#)

3. Definitions

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

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

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

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

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

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 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.

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

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

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

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

The reason(s) for the suspension or exclusion

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

Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this

How any representations should be made

Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

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

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

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

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

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

The address at which the provision will take place

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

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

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

Informing the governing board

The headteacher will, without delay, notify the governing board of:

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

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

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

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

Informing the local authority (LA)

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

The notification will include:

The reason(s) for the suspension or permanent exclusion

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

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

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

If a:

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

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

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

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

They have decided to suspend or permanently exclude the pupil

The reason(s) for the decision

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

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

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

Cancelling suspensions and permanent exclusions

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

The parents, governing board and LA will be notified without delay

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

Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation

As referred to above, the headteacher will report to the governing board once per term on the number of cancellations

The pupil will be allowed back in school

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

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

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

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the suspensions and exclusions committee of the governing board consisting of at least 3 governors.

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

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

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

Monitoring and analysing suspensions and exclusions data

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

The governing board will consider:

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

- The school register and absence codes

- Instances where pupils receive repeat suspensions

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

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

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

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

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

The cost implications of directing pupils off-site

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

The Suspensions and Exclusions committee of the governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

The exclusion is permanent

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

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

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

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, Suspensions and Exclusions committee of the governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, Suspensions and Exclusions committee of the governing board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)

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

The headteacher

The pupil's social worker, if they have one

The VSH, if the pupil is looked after

A representative of the local authority

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

Suspensions and Exclusions committee of the governing board can either:

- Decline to reinstate the pupil, or

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

In reaching a decision, Suspensions and Exclusions committee of the governing board will consider:

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

- Whether the headteacher followed their legal duties

- The welfare and safeguarding of the pupil and their peers

- Any evidence that was presented to the governing board

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

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

Suspensions and Exclusions committee of the governing board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older

- The headteacher

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

- The VSH, if the pupil is looked after

- The local authority

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

Where an exclusion is permanent and the Suspensions and Exclusions committee of the governing board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion

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

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

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

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

That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require Islington LA 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

6. Independent review

If parents apply for an independent review within the legal timeframe, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by Suspensions and Exclusions committee of the governing board of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

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

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

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

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

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

Are a member of Islington LA

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

Are an employee of Islington LA, or the governing board, of the school (unless they are employed as a headteacher at another school)

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

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

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

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

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

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

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

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

Uphold the governing board's decision

Recommend that the governing board reconsiders reinstatement

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

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

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

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

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

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

This notification will include:

The panel's decision and the reasons for it

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

Any information that the panel has directed the governing board to place on the pupil's educational record

7. School registers

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

15 school days have passed since the parents were notified of The Suspensions and Exclusions committee decision to not reinstate the pupil and no application has been made for an independent review panel, or

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

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

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

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

Making a return to the LA

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

The pupil's full name

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

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

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

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

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

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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

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

Daily contact in school with a designated pastoral professional

Mentoring by a trusted adult or agency

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 with a plan to increase time in school.

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

8.2 Reintegration meetings

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

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

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

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

9. Monitoring arrangements

The school will collect data on the following:

Attendance, permanent exclusions and suspensions

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

Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every term by Craig Taylor, Designated Safeguarding Lead, who will report back to the headteacher/governors.

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.

10. independent review panel training

The LA 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