



Brede Primary School

Policy name	Behaviour Policy
Policy status	Statutory
Date approved by governing body	June 2022
Review date	June 2023



Rationale

At Brede Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, age, ability, background and religion.

Through our school policy we have stated the expectations as to how each member of our school community should conduct themselves. A common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. A common understanding of, and approach to, agreed principles of behaviour and discipline, brings the advantages of;

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of other local schools and the community;
- working within national guidelines.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Repeated rudeness/defiance to an adult
- Violence and/or encouraging violence
- Swearing
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
- Vandalism and deliberate damage to property
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items*. Including:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See appendix 1: Anti Bullying Policy.

The Governing body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

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

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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

Role of Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

Staff will recognise and praise children who behave in a polite, helpful, considerate and sensible manner. Verbal feedback on behaviour deserves a high priority around the whole school and during off-site visits. Good behaviour and positive attitudes should be discussed in PSHE lessons, Circle Time and assemblies. There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. For example:

- ✓ use verbal praise
- ✓ golden time;
- ✓ stickers;
- ✓ certificates/ Star of the Week assembly;
- ✓ newsletters;

- ✓ reward charts;
- ✓ inform parents.

Staff will ensure that all learning activities are well planned, organised and resourced, as this will help the child to know what is expected of them. We need to teach behaviour as we need to teach other aspects of the curriculum. A calm, controlled, learning environment is conducive to positive learning and helps to give the child a feeling of security and confidence. The climate for learning, in or out of the classroom, can promote good behaviour.

All children will be treated with sensitivity to maintain and raise self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where censure is used, it should focus on the behaviour rather than the child. Certain behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and will be dealt with when encountered according to the child's age and level of understanding. Any behaviour that requires an investigation will be recorded on CPOMS, the school's welfare concern platform.

Every effort will be made to diffuse potential problems before they arise. This may be done by discussion with the child, parent consultation or other strategies.

The school will work with the child's parent to help modify unsatisfactory behaviour through approaches that are applied consistently at home and school. Advice and assistance for the school and the pupil may be sought from other professionals.

Extremely serious or persistent misconduct may result in the pupil receiving a formal exclusion (fixed term or permanent) from school. See Appendix 3.

Role of Parents

Parents are expected to:

Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school.

We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the class teacher in the first instance.

Parents should not approach children or other parents in an attempt to resolve problems themselves.

Role of Pupils

To follow the School's Golden Rules which are negotiated as an individual set of class rules.

The Golden Rules	
Do be gentle.	Do not hurt anyone.
Do be kind and helpful.	Do not hurt people's feelings.
Do work hard.	Do not waste your or other people's time.
Do look after property.	Do not waste or damage things.
Do listen to people.	Do not interrupt.
Do be honest.	Do not cover up the truth.

Every child has:

The right to learn;

The right to be taught;

The right to feel safe (physically, psychologically, socially and emotionally) and

The right to be respected.

Each child will learn the consequences of their own actions and take responsibility for the way in which they behave.

Pupils will move about the school quietly when they are walking through the school as a whole class, for example when moving to assembly.

Pupils will show respect towards other children and adults by being polite, by allowing adults through doors first and by waiting to allow whole classes to pass.

Classroom Behaviour

Rewards

Each class will decide on the reward they wish to achieve. The class teachers will develop their own merit system e.g. dojos enabling individual classes to work as a team to realise their target.

Each child will have their full quota of 15mins Golden Time at the beginning of each week.

For some pupils it may be necessary to build up lost Golden Time (teacher's discretion). If golden minutes are deducted children will spend an appropriate period of reflection time with a member of the Senior Leadership Team.

Sanctions

When children misbehave in class, there will be a clear, consistent set of stages followed by all staff:

1. Name on board
2. First cross or tick by name
3. Second cross or tick by name (a portion of golden time lost e.g. 1min. (At the beginning of each day the child has a fresh start, although lost golden time remains.)
4. Break or lunchtime detention (senior leaders' discretion)
5. Internal Exclusion/Formal exclusion when deemed appropriate by the senior leadership team or headteacher in the case of formal exclusion.

Serious Misbehaviours and incident reports

Incidents are reported using CPOMS, the schools reporting system.

Detention

If golden time has been forfeited a detention will be imposed. Time will be spent with a member of the senior leadership team. The child will be expected to reflect upon their actions during this period of time.

A lunchtime detention begins as soon as a child has eaten their lunch.

The Senior Leadership Team reserve the right to decide whether a misdemeanor should bypass early stages.

Hate Incidents (See also appendix 2: Anti-Bullying Policy)

A requirement of the Equality Act 2010 requires schools to record all types of bullying and hate incidents, not just racist incidents, so that a school can show that it has 'due regard' for fostering good relations, as well as eliminating discrimination. A return is sent to the local authority through the census with counts of hate incidents recorded.

Schools must have measures in place to prevent all forms of bullying in order to comply with the Education and Inspections Act 2006. By recording and monitoring incidents, and showing that appropriate action has been taken, a school can demonstrate to Ofsted that it is serious about making all pupils feel safe.

What is a 'hate incident'?

Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on:

- race
- religion or belief
- sexual orientation
- disability and learning difficulties
- gender or gender identity
- peer-on-peer abuse

Examples of Hate Incidents

Hate incidents can consist of: verbal abuse or insults e.g. detrimental comments, abusive language and "jokes" relating to race, religion, disability/learning difficulties, gender/gender identity; insulting gestures, abusive telephone calls, social media posts, or other offensive messages.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are considered serious misbehaviours and dealt with accordingly.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Physical Restraint Statement

Staff at school will not use any form of physical punishment, even if invited to do so by individual parents.

Physical restraint is the positive application of force in order to protect a child from causing injury to him/herself or others or seriously damaging property. It will only be used as an exceptional measure – a last resort and not for disciplinary purposes.

1. Physical restraint should only be used as a last resort when:
 - a) There is a risk of injury to a person or significant damage to property;
 - b) When there is a risk of criminal offence being committed or as a personal self-defence measure.
2. Restraint must never be used as a threat or punishment or to gain adult compliance.
3. Any restraint must be administered calmly and rationally as a result of professional judgement that there is no other suitable alternative action. Assistance must be sought from other staff as soon as possible. Ideally two people should work together to restrain a child.
4. If restraint is used, it must involve the minimum force necessary; be applied only until the child is calm; and aim not to inflict pain. Any hold must take account of medical, respiration and circulation needs and the frailty of children's joints, following techniques taught by accredited trainers.
5. Only trained staff are officially authorised by the Headteacher to use restraint following the above guidelines.
6. Every incident of restraint must be recorded on the schools central safeguarding system, and reported both to the Headteacher and the child's parents.

Confiscation

Any prohibited items* found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil Transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Our staff are provided with training on managing behaviour, including proper use of restraint when relevant, as part of their induction process. Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

Links with other policies and Guidance

This behaviour policy is linked to the following policies:

**Safeguarding,
Anti-Bullying,
Exclusions
ESCC Positive Handling Guidance.**

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and restraint are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- School prioritises fostering good relationships between the school and home
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The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing body annually.

Appendix 2: Anti-bullying Policy

Rationale

At Brede School we recognise that bullying can occur in all cultures, ethnic groups and social strata. Bullying can have a long-lasting effect on individuals, create a barrier to learning and have serious consequences for mental well-being. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to enable adults in the school to recognise bullying when it takes place and to deal with it effectively. We also recognise bullying as being a form of peer-on-peer abuse.

What is bullying?

Bullying is conscious and deliberately hurtful behaviour, whether by an individual or a group. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. This policy also relates to cyber bullying which is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

We believe that there are a number of types of bullying.

Emotional: excluding from a group, tormenting, ridiculing, humiliating.

Physical: hitting, punching, pinching, kicking, finger jabbing, any inappropriate touching, jostling, breaking or taking someone's belongings.

Verbal: name-calling, insulting, put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.

Indirect bullying, through spreading rumours or stories about someone, threats, making fun of someone, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass or be offensive, withholding friendship.

Racist: racial taunts, gestures, making fun of someone's culture or religion

Sexual/Gender: unwanted physical contact, sexually abusive, or sexist comments.

Homophobic/ Biphobic/ Transphobic: insults regarding a person's sexual orientation

Cyber: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, social media sites and apps, sending offensive or degrading photos or videos, setting up hate websites.

SEND: bullying of children with learning or other disabilities.

Other forms of bullying include: young carers, children in care or otherwise related to home circumstances and physical appearance, physical/ mental health conditions.

Bullying is not:

It is important to understand that bullying is not isolated occasions of falling out with friends, arguments or a one-off incident where, for example a hurtful comment is made.

Children often fall out or say things because they are upset. This can be reported at home, as bullying, it is important for parents to help their child distinguish between deliberate targeted bullying, and everyday friendship upsets. This is particularly true of much younger children who often find it difficult to make the distinction. When occasional problems of this kind arise, it is not classed as bullying and we try to teach children strategies to help them cope with these situations. It is an important part of a child's development to build resilience and learn how to deal with friendship breakdowns and differences of opinion. As adults, we have to deal with these situations and develop social skills to repair relationships. However, it is still important to bring these matters to the attention of staff in school so that they can be prevented from escalating into matters that are more serious.

It is bullying if it is consciously targeted and done repeatedly in a relatively short space of time. It will be made profoundly clear that we will **not** tolerate bullying at Brede. We are committed to creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for other, so that our pupils can grow and learn in a relaxed and safe environment.

Responding to bullying

Concerns raised by parents will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

1. If bullying is suspected or reported, the incident will be dealt with immediately.
2. Concerns about bullying need to be reported to the class teacher in the first instance.
3. Staff will provide age-appropriate support and strategies which might include circle times and/or role play activities to resolve any issues common to other class members.
4. Staff will speak to all individuals separately and will contact parents if necessary.
5. The bully (bullies) may be asked to genuinely apologise. Other consequences in line with the school's behaviour policy may take place and appropriate sanctions applied i.e. loss of golden time, break time detention or withdrawal from a school visit, club or event not essential to the curriculum. The senior leadership team will make the final decision having investigated the situation.
6. If possible, the pupils will be reconciled.

7. An attempt will be made and support given to help the bully (bullies) understand and change their behaviour.
8. A programme of support will be put into place to encourage the victim to continue to confide in adults immediately a problem arises.
9. In repeated or serious cases, the school may exercise the following sanctions: lunch/break time exclusion, fixed term exclusion, permanent exclusion.
10. The DSL will be informed of all bullying issues where there are safeguarding concerns.
11. If necessary, other agencies may be consulted or involved.
12. Where the bullying of or by pupils takes place off school site or outside of normal school hours, the school will ensure that the concern is appropriately investigated.
13. Bullying incidents will be recorded in line with welfare concern procedures.

Supporting Pupils

Children are encouraged to report any negative behaviour, even if they are not sure whether it is bullying.

They can do this through:

- Speaking to their teacher/TA or any other member of staff;
- Speaking to their School Council rep or a peer mediator;
- Placing a slip, in the 'Worry Box', asking to see an adult.

Pupils who have been bullied will be supported with the assurance of on-going support and opportunities to discuss the experience.

Pupils who have perpetrated bullying will be helped through discussion, identifying the need to change, appropriate sanctions and on-going education and support.

Through our curriculum we will:

- Openly discuss differences between people that could motivate bullying;
- Challenge practice and language which does not uphold the school's values of tolerance, non-discrimination and respect towards others;
- Provide opportunities for pupils to develop their social and emotional skills, including building their resilience and self-esteem;
- Encourage use of technology positively and responsibly.

Role of Parents

Parents have an important part to play in our Anti-Bullying Policy. We ask parents to:

1. Emphasise the importance of telling an adult in school straight away about any situation which makes them unhappy or worried;
2. Encourage resilience in the first instance by helping their child to distinguish between normal friendship disputes and serious bullying;
3. Look out for unusual behaviour in their child – for example not wanting to attend school or feeling ill regularly;
4. If a parent has concerns about their child's well-being, they need to speak to the class teacher as soon as possible or contact the office. Any concerns will be taken seriously and dealt with promptly.
5. Parents are asked not to approach other children or parents in an attempt to resolve the matter; it is best left to the school to deal with.
6. Parents are asked to work with the school to role model positive behaviour for pupils both on and offline. We ask that parents do not tell their child to fight back or to repeat the bully's behaviour. This will only make the situation worse.

Role of Governors

The Governors monitor and review our Anti-Bullying Policy and practice on a regular basis. They support staff to promote positive relationships to help prevent bullying. The Governors will ensure that the policy is administered fairly and consistently and will deal promptly with any complaints regarding the school's response to bullying, in line with our Complaints Policy.

Appendix 3: Exclusions Policy

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1. Aims

Our school aims to ensure that:

- › The exclusions process is applied fairly and consistently
- › The exclusions process is understood by governors, staff, parents and pupils
- › Pupils in school are safe and happy
- › Pupils do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

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

- › Section 52 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 looks at 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](#)

3. The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

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

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 exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

5.1 The headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

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

- Information about parents' right to make representations about the 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 meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. 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 when notifying parents of an exclusion:

- 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 required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided 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 an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

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

For all other exclusions, the headteacher will notify the governing board and LA once a term.

5.2 The governing board

Responsibilities regarding exclusions are delegated to Exclusion Panel consisting of at least 3 governors.

The Exclusion Panel has a duty to consider the reinstatement of an excluded pupil (see section 6).

5.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Considering the reinstatement of a pupil

The Exclusion Panel will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the Exclusion Panel will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the exclusion panel will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The Exclusion Panel can either:

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

In reaching a decision, the Exclusion Panel will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Exclusion Panel will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent the Exclusion panel decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to attend the review
 - 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 exclusion has occurred as a result of 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. A 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

7. An independent review

If parents apply for an independent review, 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 the Exclusion Panel of its decision to not reinstate a pupil.

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 governors category and 2 members will come from the headteacher category.

- 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
- 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 the LA or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the 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)

A clerk will be appointed to the panel.

The independent panel will decide one 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 when the decision is judged to be flawed)

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

8. School registers

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

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

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

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

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.

9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract

10. Monitoring arrangements

The Headteacher monitors the number of exclusions every term and reports back to the Governing Body. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed as part of the Behaviour Policy