OAKWOOD INFANT AND NURSERY SCHOOL

Behaviour, Discipline and Suspensions and Permanent Suspensions and Permanent Exclusions Policy

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Signed :.....

Name :.....
on behalf of the Governing Body of Oakwood Infant and Nursery School

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This policy will be applied equitably and fairly in all circumstances, ensuring there is no discrimination on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law, for example, the school may arrange pupils in classes based on age.

The Protected Characteristics that apply to schools are:

- *Age (in relation to staff only);*
- *Disability;*
- *Gender re-assignment;*
- *Marriage and civil partnership (in relation to staff only);*
- *Pregnancy and Maternity;*
- *Race;*
- *Religion Faith or Belief;*
- *Sex; and*
- *Sexual orientation*

CULTURE

At Oakwood Infant and Nursery School, all children have the right to feel safe and learn in an environment where mutual respect is fostered and developed. Throughout our school there is an

emphasis on positive interactions and positive ~~r~~relationships. Just like safeguarding, behaviour and relationships are everyone's responsibility.

Behaviour is a form of communication- "Every interaction is an intervention" Dr Karen Treisman

AIMS and PURPOSE

- To create a warm and inclusive atmosphere, where all children are able to flourish.
- To ensure that every member of the school community feels valued and respected.
- To encourage children to take responsibility for their own actions and choices through understanding, managing and improving their own behaviour.
- To promote an inclusive environment where individual experiences are understood and their needs considered.
- To recognise the impact of positive relationships on behaviour choices.
- To develop strong understanding of the school values that apply to everyone.
- To ensure our approach is fair and understanding of individual needs.
- To work collaboratively with parents.

OUR VALUES

The staff, children and parents have worked together to determine the three most important values for our school. These are: Ready, Respectful, Safe

All members of our school community are expected to display behaviour and attitudes in line with our school values.

Relationships underpin all that we do and underpin our vision of 'Growing together, shining forever'.

At Oakwood Infant and Nursery School we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:

- we meet and greet
- we give importance
- we follow up
- we teach routines
- we remain calm
- we step our consequences
- we promote self-regulation

Our expectations for all members of Oakwood Infant and Nursery School Primary School:

- Ready
- Respectful
- Safe

See appendix A

WORKING WITH PARENTS AND CARERS

Our home-school agreement sets out the promises that staff, children and parents make so that we can develop positive relationships and foster a calm and positive learning environment.

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will almost always be positive. Our communication charter outlines our expectations.

Children who struggle with their personal discipline benefit from a consistent approach at school and home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a dedicated teacher and a loving parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner. This will be determined by the needs and circumstances of the child, while maintaining the principles and ethos of this policy.

Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate, parents may be asked in to school to help support the school in the management of their child's behaviour.

SYSTEMATICALLY CONSISTENT

In our school we know the kind of behaviour we want everyone to show. We call this, 'Behaving the Oakwood Infant and Nursery School Way'. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.

'Behaving the Oakwood Infant and Nursery School way' is focused on teaching respect and dignity. This way of behaving will be promoted at all times by staff and children.

We are **ready** to learn

- ✓ we listen to others
- ✓ we work hard

We are **respectful**

- ✓ we are kind and helpful
- ✓ we are honest
- ✓ we look after property

We are **safe**

- we keep ourselves and everyone in school safe
- we take care of property to keep ourselves and others safe
- we know how to be safe outside of school

Our Oakwood relentless routines are:

- bells, magnet eyes, calm hands, my turn
- fantastic walking (hands by our sides)

- three step transition, aided by visual hand prompts (1, 2, 3)
- use of visual cues

POSITIVE REINFORCEMENT, RESPONSIBILTY, AND REWARD

At Oakwood Infant and Nursery School we make sure that our children's excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of positive reinforcements such as;

 sincere and timely verbal praise that is very specific e.g. 'Thank you for holding the door for me, that is very respectful',

 sincere and timely non-verbal praise and gesture e.g. thumbs up/ showing a visual,

 positive recognition through class and school achievement awards:

- 'Star of the day chair and crown' with the star announced at the end of the day ready for the following day
- Weekly Tea Party
- Class Jigsaw to encourage collaboration
- Ready, Respectful, Safe stickers
- Attendance recognition (star stickers in Learning Logs)

 marking and feedback in the moment

 positive notes/ messages home/ speaking in person to carers, postcards

For the vast majority of our children an assertive reminder of the *Behaving the Oakwood Infant and Nursery School way,* is all that is needed. When a child's behaviour falls below the standard that can be reasonably expected of them, staff will respond in order to restore a calm and safe learning environment, and aim to prevent a recurrence. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so that children know, with certainty that misbehaviour will always be addressed.

To help achieve this we use the following frameworks:

- Sensory de-escalation: We consider how children's vestibular; proprioceptive, auditory, visual and tactile senses can be regulated in our environment. This includes how the playground is used to further support this e.g. we encourage digging outside to develop proprioceptive regulation.
- We support emotional literacy using Zones of Emotional Regulation to help identify and manage big emotions.
- We 'connect before we correct' by being inquisitive and use non-judgemental language "I notice… I wonder….. I imagine".
- We narrate, commentate and reflect.
- We support children to repair and restore relationships using a restorative justice approach.

We have a clear system in school that ensures that all children are aware that making positive choices about behaviour results in positive consequences and acknowledgements. We use our positive relationships and a proactive and preventative approach to develop designed behaviour. This could include:

 redirection

 distraction
 peer-group approaches – changing groupings, encouraging positive pairings
 non-verbal strategies e.g. moving in closer proximity to a child

CONSEQUENCES

We deliver consequences with dignity and so for any low level behaviour that does occur, the following logical consequences will be applied:

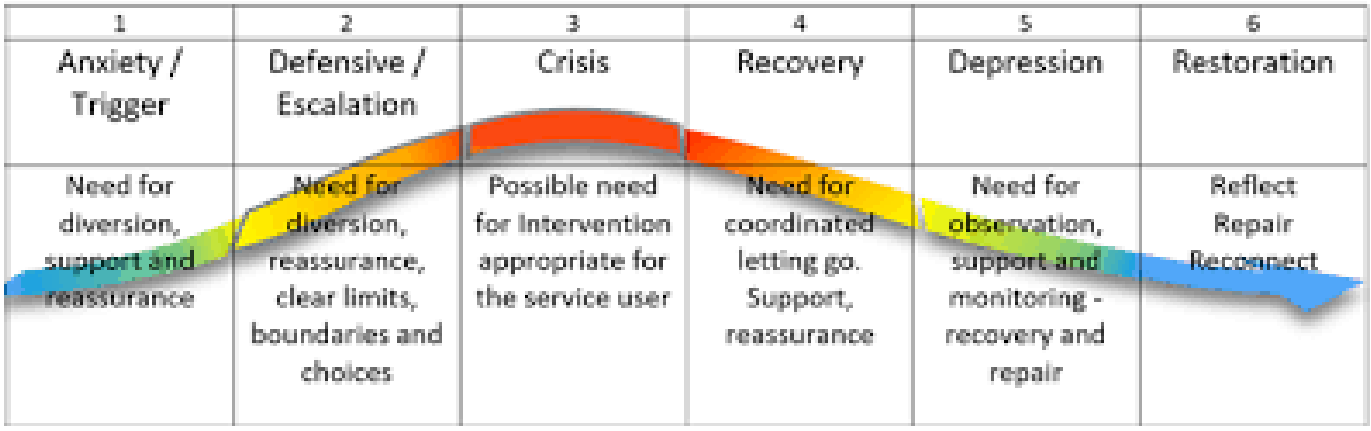
 A clear rule reminder “Remember our rule is that we are respectful, we are kind and helpful”
 A clear instruction of the expected behaviour e.g. ‘Walking in the corridor, thank you”
 Thinking time and a prompt to make a good choice.
 Asked to move to sit with an adult/ in a designated space in another part of the room.
 Asked to leave the room for time-out
 In extreme circumstances the child will be escorted to another place in the school and a Senior Leader will be informed.

Persistently low level behaviour will be recorded on the internal scholar-pack conduct monitoring system and parents will be informed.

If children are repeatedly requiring high level consequences, senior leaders will support class teachers to create a behaviour plan. Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the behaviour plan with the support of senior leaders.

We acknowledge that this could be due to a variety of factors including social, emotional and mental Health concerns and neuro diversity. When developing support plans, the particular barriers individual children face are taken in to consideration and appropriate support strategies developed.

The school staff recognises and uses the six stages of a crisis to ensure time is given to children to move in to a zone whereby they are ready to listen and repair.



Physical and Verbal Behaviour Incidents

If a child’s level of dysregulation increases and they are verbally or physically aggressive, staff will:

- Ensure the safety of all children and staff, this could result in children being moved away or additional staff supporting safe moving of the dysregulated child.
- Employ calming and regulating support strategies
- Record the incident on the Safeguarding internal recording system (My Concern/CPOMS)
- Complete a Derby City Council Employee Abuse, Aggression and Violence Incident Report which will be submitted to the Local Authority.

Positive Handling

In some circumstances staff may need to use positive handing to safeguard children and staff. The term 'reasonable force' encompasses a wide range of actions used by staff that involve some element of physical contact to restrain children. Reasonable in these circumstances means 'using no more force than is needed'. In line with DfE guidance, all members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. (DfE Guidance 'Use of Reasonable Force in Schools' 2013)

EXCLUSIONS

Suspensions and Permanent Exclusions are used as a last resort, when all other avenues and strategies have been tried and not succeeded. Please see Appendix E for details.

Also further information can be found in https://www.gov.uk/government/publications/school-Suspensions and Permanent Exclusions

OUTCOMES

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.

Please read this policy in conjunction with:

Anti-bullying policy
Restraint policy
Safeguarding Policy
Equality Statement
SEND policy

BEHAVIOUR POLICY APPENDIX A:
PIVOTAL CURRICULUM STAFF GUIDELINES

BEHAVIOUR MANAGEMENT GUIDELINES FOR STAFF

These guidelines are based on the principle that all children and adults at Oakwood Infant and Nursery School Primary School should be valued equally, respect the needs of others and promote a positive climate for learning. Everyone is asked to be “ready, respectful and safe”.

This outline of good practice is the way to good order; it can help you professionally as well as creating an atmosphere in which effective teaching and learning can take place.

Good behaviour depends above all on establishing appropriate relationships with children and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of children.

Act as a friendly adult, willing to show children where the boundaries of acceptable behaviour lie. If you can do this with both words and actions you can create appropriate relationships.

Do all you can to follow the 5 pillars of the Pivotal Curriculum:
 CONSISTENT, calm adult behaviour
 First attention for BEST conduct
 Relentless ROUTINES
 SCRIPTING difficult interventions
 RESTORATIVE follow up
 Greet and be greeted
 Speak and be spoken to – around school as well as in the classroom
 Smile and relate
 Communicate clearly
 Expect to give and receive respect
 Treat everyone as an individual
 Set and expect high standards
 Apply rules firmly and fairly
 Model positive behaviour

Remember – our success is tested not by the absence of problems but by the way we deal with them.

Professional Standards

All staff members at Oakwood Infant and Nursery School are experienced and professional and, with mutual support and help, problems can be dealt with effectively.

Do all you can to avoid:
 Humiliating – it breeds resentment
 Sarcasm - it damages you
 Over-reacting - the problem will grow
 Shouting - it diminishes you
 Blanket punishments - the innocent will resent them (as will their parents)

 Over-punishments - never punish what you cannot prove
 Audiences - the desire for a student to entertain to avoid embarrassment can exacerbate the problem

Remember:
If you can establish your authority firmly and calmly by separating the problem from the person, most problems can be solved.
If you cannot resolve a problem refer it to someone else. Never ignore unacceptable conduct and make sure it is pursued to a satisfactory conclusion.
Staff members with good discipline have established good working relationships with children.

PIVOTAL CURRICULUM: THE SYSTEM

The “Pivotal Curriculum” is based on choices, chances and consequences and the system is designed to promote positive behaviours of being “ready, respectful and safe” and reinforce the “Achievement for All” guidelines to:
 Do the right thing
 Be persistent
 Be consistent

Praise is the key to improving behaviour and staff should be aiming to giving out praise at least four times as often as consequences. Positive notes for children going “above and beyond” are provided and positive emails / calls home.

Staff should be using “soft" classroom management techniques to manage behaviour throughout the lesson.

Soft classroom management techniques include:
 Control the entrance to the room through meeting and greeting every individual
 Use a seating plan and enforce it – refuse requests to sit with friends
  Model good behaviour – be polite and firm
 Have every resource children may need easily available
 Have an activity ready as children enter the room
 Have class rules and enforce them consistently
Use an assertive tone but avoid shouting
 Don’t make empty threats.

BEHAVIOUR POLICY APPENDIX B:
BEHAVIOUR PLANS GUIDELINES

BEHAVIOUR PLANS

Children whose behaviour continues to be challenging/disruptive over a period of time should be (with their parent's agreement) placed on a Behaviour Plan and for there to be close liaison between home, school and any outside agencies. Their emotional and social development will be monitored. This will be monitored through the Team Around the Child in school meetings. Strategies used to manage their behaviour will be discussed and agreed with the SENCO, class teacher/s, pupil and pupil's parents. If it is considered that a pupil may need to be restrained due to their behaviour difficulties then a Positive Handling discussion should be held and agreed with parents. (Restraining a child should always be the last resort – see Restraining Policy for guidance).

CHILDREN WITH SPECIAL NEEDS WITH BEHAVIOUR WHICH AT TIMES IS NOT ACCEPTABLE

The support given may include:

- Being given assistance in the classroom
- An understanding by the class teacher and TA of the needs of the child
- Where appropriate, the use of individual behavioural strategies for school
- Where appropriate, the use of individual behavioural strategies for home/school
- Where appropriate, the use of a behavioural chart
- Close collaboration with parents
- A behaviour plan may be developed
- Involving outside agencies, Educational Psychologist, Child and Family Consultations Services, Social Services

BEHAVIOUR POLICY APPENDIX C:

RACIST INCIDENTS GUIDELINES

Oakwood Infant and Nursery School as a school community recognise and value our diversity and feel that this is an area for all stakeholders to celebrate. Therefore the school has adopted a zero tolerance policy on any racially motivated comment or action that is made with the intention of making another person upset. In the case of a racist incident which fits this criteria it will be reported to a member of the SLT who will fully investigate the incident. If the conclusion that a child has deliberately set out to upset another child then the following steps will be followed:-

- The child will automatically be put into time out
- Both parents will be notified of the incident
- Derby City Council will be contacted to report the incident
- The incident will be reported to Derby in the school's return
- This will be logged in CPOMS to show any patterns of behaviour both individually and as a school

If in the future the child repeats the incident this may be followed by a fixed term Suspensions and Permanent Exclusions either internally within the school or if deemed appropriate externally from the school.

Please see Appendix D for guidance on Suspensions and Permanent Exclusions

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/carers and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

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

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

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

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

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

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

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.

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

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

In addition, the 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
- The School Inspection Handbook, which defines 'off-rolling'

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

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

4. Roles and responsibilities

4.1 The headteacher

Deciding whether to suspend or exclude

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

A decision to suspend a pupil will be taken only:

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

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

A decision to exclude a pupil will be taken only:

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

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

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

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

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

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

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

Informing parents/carers

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

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

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

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

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

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

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

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

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

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

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

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

Informing the local authority (LA)

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

The notification will include:

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

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

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

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

If a:

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

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

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

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision

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

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

Cancelling suspensions and permanent exclusions

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

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

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

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

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Oak Academy/ School and class Dojo 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 governing body consisting of at least 3 governors.

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

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

Within 14 days of receiving a request, the governing board will provide the secretary of state and the 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 review, 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 that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

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

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by

parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the board, 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/carers do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the 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/carers (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

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

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.

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, 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'.

The clerk will be present when the decision is made.

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

The governing board notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

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

Where an exclusion is permanent and the 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/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the 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/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

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

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by 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. Any applications made outside of this timeframe will be rejected.

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

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come

from the headteacher category. At all times during the review process there must be the required representation on the panel.

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

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

- Are a member of the LA 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/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 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/carers will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

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

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

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

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

- Uphold the 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/carers were notified of the governing board's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/carers have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the 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/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension and welcoming the pupil back to school.
- Daily contact with the learning mentor/safeguarding and well-being lead.
- Regular reviews with parents/carers and the child.
- Ensuring all concerned have access to appropriate support.

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

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

8.2 Reintegration meetings

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

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

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

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

9. Remote access to meetings

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

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

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

The governing board and the LA should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

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

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

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

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

10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), 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 half term by the safeguarding and welfare leader. The safeguarding and welfare lead will report back to the headteacher and 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.

This policy will be reviewed by the head teacher annually. At every review, the policy will be approved by the governing board.

11. Links with other policies

This policy is linked to our:

- Behaviour policy
- SEND policy
- SEN information report