St Mark and All Saints Church of England Primary School

BEHAVIOUR AND DISCIPLINE POLICY

Date Adopted: September 2018 **Last Reviewed Oct 26**

Review Cycle: annually or earlier **Is this policy statutory Yes**

Revision record

Revision No	Date	Revised by	Approval Date	Comments
1.	27.8.22	J.Mills		Added in child on child Abuse, Thrive and Trick box information and revised recognition board procedures.
2	28.8.22	C. Mallett		Included sanctions for child on child abuse, racism and terms of inclusion Addition of School Rules/School council's Playground rules
3.	6.5.22	J.Mills		Added links to Government publications. Added in SLT responsibilities.
4.	20.9.23	J. Mills		Updated links to other documents
5.	21.10.24	K Wilson	Spring 2025	Appendix added – Suspension and Exclusion
6.	23.9.25	K Wilson	Autumn 2025	Removal of recognition board references
7.	5.10.26	C. Mallett	Autumn 2026	Updated to include Nurture
8.	21.10 26	J.Mills	Autumn 26	Updated to include GST policy on Suspension and Exclusion
9.	21.10.26	J.Mills	Autumn 26	Removal of link to Suspension and Permanent Exclusion Guidance 2024

10.	06/09/2026	L Tedbury	09/09/2026	Suspensions and Permanent Exclusions in Appendix Updated to reflect 2026 guidance: • Additions to off-rolling • Off-site directions, managed moves, temporary removal for safeguarding reasons • Safeguarding paragraph • Monitoring arrangements

AIMS

The aim of our Behaviour Policy is to create a safe and happy learning environment for everyone.
We expect all members of the school community to demonstrate our six Christian values of
courage, forgiveness, friendship, perseverance, respect and service.

St. Mark and All Saints C of E Primary School believe that the school Behaviour and Discipline Policy should reflect the following principles:

1. St. Mark and All Saints C of E School provides a calm, consistent and safe environment in which all pupils are supported to achieve their potential, academically and socially, and are provided with support to overcome any barriers to learning they may face.
2. Respect – for each other, staff and other adults they may come across in the course of their school life and for their environment is at the heart of the school's ethos.
3. Pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self discipline and to take responsibility for their actions.
4. The school works in partnership with families and with other agencies who may be involved with a pupil.
5. The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
6. The school Behaviour and Discipline Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

The Behaviour and Discipline Policy should be read in conjunction with the following policies and procedures:

- Anti Bullying
- Acceptable Use Policy
- Relational Policy
- Teaching and Learning
- Safe Touch and Positive Handling
- SEN and Inclusion
- Single Equality Scheme
- Safeguarding
- Complaints / Parental Concerns
- Playtime / Classroom Behaviour Systems

St. Mark and All Saints C of E Primary School is a Thrive School which has also received the Nurturing Schools Award, all staff are therefore trained in these approaches to support pupils' emotional and social learning throughout the

day. Through these approaches we teach our pupils to face challenges, become more self aware and independent and believe in their own abilities. Our aim is to be proactive rather than reactive- to foster a positive environment where children exhibit a sense of commitment and pride in the school. We have the right to regulate pupil behaviour and to impose disciplinary sanctions when pupils fail to observe the school/class rules and regulations. We aim to build positive relationships with each other, with pupils and their families and work in partnership at all times. We use a restorative approach to help resolve disagreements and prevent harm.

SCHOOL RULES

School rules are reviewed at the start of the year in class and form the basis of the Class Charter. They are referred to regularly in order to keep them at the forefront of general classroom behaviour.

OUR SCHOOL RULES

We will…..

Always listen

Follow instructions first time given

Work hard and try our best

Help others and look after each other

Be kind and gentle

Stay safe

ROLES AND RESPONSIBILITIES

All staff play an important role in positive behaviour management and discipline.

Senior Leadership Team

The Senior Leadership Team will support staff to ensure St Mark and All Saints C of E Primary School maintains a culture and environment where everyone feels safe.

It is the responsibility of the Senior Leadership team (SLT) to ensure all staff are inducted into and understand the behavioural culture and expectations of St. Mark and All Saints C of E Primary School and the importance of maintaining them so that everyone knows how best to support pupils in following our rules and routines. The Senior Leadership Team will organise regular training so all staff are confident in following the behaviour policy.

Class Teachers

It is the responsibility of our teachers to ensure that all children are aware of the expectations and understand their rights and responsibilities. Teachers set high expectations through consistently modelling our values and strive to ensure that all children work to the best of their ability. Teachers consistently use the class recognition board to

guide and celebrate positive behaviour of the children in their class. Our teachers support children using Nurture and Thrive techniques, Trick Box strategies and restorative approaches to behaviour management. Each class teacher carries out a Thrive whole class screening twice a year to monitor the social, emotional and behavioural development of their children. Our class teachers will liaise with families, if there are concerns about the behaviour or welfare of a child. This will be carried out through regular communication, either face to face or via a phone call or email. Teachers record all meetings with parents on CPOMS. If behaviour continues to be a concern, Senior Leaders may be required to support the member of staff. Senior Leaders within the school will support all staff in ensuring a positive learning environment.

Teaching Assistants

Our Teaching Assistants support the teachers in implementing this policy around the school, on the playground and use the recognition board in lessons. They remind pupils to use Trick Box strategies to problem solve when they have worries or disagreements at lunch or on the playground. They consistently model school values in and around the school. They ensure high expectations are made explicit to the children and monitor the safety and well-being of the children in their care. They also support children using a restorative approach to behaviour management.

Families

Families have a vital role to play in their child's education. It is very important that they support their child's learning and cooperate with staff. Families are expected to support the school in upholding the school/class rules and creating an orderly climate for learning. They have responsibilities in ensuring regular and punctual attendance at school and in ensuring their children are in the right place during any fixed period of exclusion.
We are very conscious of having strong links with families and good communication between home and school. Families have the right to be informed promptly of any emerging difficulties their children present and can address any queries regarding sanctions, firstly to the class teacher, then to the Senior Leadership Team. We expect families to behave in a reasonable and civil manner towards all school staff.

Incidents of verbal or physical aggression towards staff by families of children in the school will be reported to the Headteacher, who will take appropriate action. Families are expected to attend a Reintegration Interview with their child following any period of fixed period exclusion.

Pupils

At St Mark and All Saints C of E Primary, we recognise that children have a right to learn and to feel safe. We regularly monitor this through pupil interviews, behaviour logs, pupil questionnaires, School Council and assessment data (including Nurture (Boxall Profile) and Thrive assessment data). All pupils are expected to always uphold the school values. Any incidents of unacceptable behaviour will be dealt with in line with this behaviour policy.

RESPONDING TO BEHAVIOUR

Promoting Positive Behaviour

At St. Mark and All Saints C of E Primary School, we believe that good behaviour needs to be modelled and taught. All staff (including support staff) have access to a range of CPD opportunities to develop their behaviour management and skills to ensure they can fulfil the Teachers' Standards 2012. Suggested strategies for promoting positive behaviour are available in the Appendix and are regularly discussed and reviewed. We encourage staff who are experiencing difficulties with individuals or groups of pupils to discuss and share practice ideas. We ensure that supply teachers are briefed fully by the classteacher and/or Headteacher when spending the day in school.

We recognise the need for good behaviour to be 'taught' and ensure that appropriate behaviour is discussed within the 'whole day' curriculum (assemblies, class time, PSHE etc) as appropriate. We follow the Nurture, Thrive Approaches and use Trick Box to teach the pupils how to develop positive life habits to help them deal with challenges in the here and now as well as building a repertoire of personal skills for the future. Trick Box is a simple, fun and effective whole school, emotional management and personal development programme, supporting children

and young people from ages 3-18 and their families. It is evidence-based, inclusive and develops mental wellbeing in line with DFE guidelines.

We also ensure that pupils, including those that have had periods of absence, and staff new to the school are fully inducted into the expectations of the school and that they understand both the Behaviour and Anti-Bullying Policies.

Rewards
St. Mark and All Saints C of E Primary School believes that rewarding desired behaviour is more effective than sanctioning unacceptable behaviour. The school has a range of rewards available. (see Rewards section in Appendix)

Sanctions
At St. Mark and All Saints C of E School, we recognise that there are, on occasion, times that mistakes can and will be made. Children may display inappropriate behaviour or make poor choices. The children are learning their way in the world and need adult help and guidance at times. Our aim is to be proactive in supporting them to learn from mistakes and take ownership of their own choices. This may mean accepting a consequence for their actions. We use a restorative approach to resolving and repairing conflict and tackling challenging behaviour.
Following a sanction, staff will discuss with the pupil what they did wrong, the impact of their actions and what they can do in the future to ensure the issue does not arise again. We will consider whether the support for the child at school remains appropriate. The class may contact parents to inform them. A member of the senior leadership team or the Home School Link Worker may contact parents to enquire about circumstances outside of school, including at home.

We do not condone punishments that set out to humiliate or belittle a child. Our teachers, teaching assistants and other paid staff with responsibility for pupils at St. Mark and All Saints C of E Primary School have the legal power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. They may impose any reasonable and proportionate consequence.

All sanctions have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. (See Sanctions in Appendices)

Safe Touch and Positive Handling
At St. Mark and All Saints C of E Primary School, we aim to provide a supportive environment and it may be appropriate from time to time to lightly touch a pupil in order to guide or reassure.
In accordance with the Education and Skills Act 2006 any member of staff may on occasion, need to control or, in extreme circumstances, restrain a pupil to ensure that they do not:

- Hurt themselves
- Hurt somebody else
- Damage property
- Prejudice the good order of the school.

In the event of this requiring anything other than a light touch to the upper body, it will be recorded on CPOMS under the heading 'Restraint' and parents will be informed. If a pupil requires restraint, parents will always be informed and a full debrief of pupil and staff involved, held. As a mainstream school we do not routinely train our staff in positive handling but will organise such training if a pupil's Individual Behaviour Plan indicates this may be necessary.

(For more information see our safe Touch and Positive Handling policy and DfE Guidance https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

Bullying
Bullying is defined as the repetitive, intentional harming of one person or a group by another person or group, where the relationship involves an imbalance of power.
St. Mark and All Saints C of E Primary School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying. All incidents of bullying,

discrimination, aggression and derogatory language will be dealt with quickly and effectively. The school's policy on anti-bullying can be found in the Anti Bullying Policy.
The school is aware of the pressures and dangers that may present through new technology and our Anti-Bullying and Online Safety policies make explicit how we will educate and protect our pupils. Pupils who are involved in any form of bullying behaviour will be subject to the school's disciplinary code. (See the Anti- Bullying policy for further information.)

Child on child Abuse
Child-on-child sexual violence and sexual harassment are never acceptable, will not be tolerated and will always be challenged and recorded on CPOMS. We will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up. We will reassure the victims that they will be supported, kept safe and taken seriously. When relevant, we will consider whether sanctions are appropriate. Equally, in instances where reports of sexual abuse or harassment are proven to be invented or malicious, we will consider whether sanctions are necessary. We will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). The Designated Safeguarding Lead will be alerted, and referrals made to support services as appropriate.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Dealing with items that should not be in school
The staff reserve the right to screen all pupils for objects that may potentially cause danger to a pupil or to others – this may involve asking pupils to turn out their bags or pockets, searching lockers or other pieces of property.
It may occasionally be necessary to search a pupil with their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying an item that causes concern to the school or may be dangerous to the pupil or another staff member.

- Searches will be carried out by senior members of the teaching staff.
- Searches will be carried out of sight of other pupils.

Suspicion may be aroused:

- Because a pupil is acting suspiciously (e.g., attempting to hide something)
- As a result of a 'tip off' – by a parent/carer or another pupil
- Because of something said by the pupil.

- There will always be two members of staff present when a search takes place.
- Pupils will **NOT** be frisked or asked to remove clothing other than outerwear, but they may be asked to remove their coats, turn out their pockets and bags and lift up their trouser legs to reveal their socks.
- Throughout the screening pupils will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
- If pupils refuse to be searched or if they abscond the Police and parents will be informed, in line with school procedure.

All searches will be logged:

- name, year, sex, ethnicity of every pupil searched
- grounds of suspicion

- ❖ time and place
- ❖ who searched
- ❖ who else was present
- ❖ what if any reasonable force was used, and if so why
- ❖ how the search began and progressed
- ❖ the pupil's responses and how staff managed them (e.g., steps taken to calm the pupil)
- ❖ outcomes and follow-up actions

- Families will always be informed if a pupil has been searched and the result of that search. For more information see DfE's latest guidance on searching, screening and confiscation.

We work closely with our local Police service. Contact details are as follows:
Community Police – PCSO
Surrey Police, PO Box 101, Guildford, GU1 9PE 01483 630086

Confiscation and Disposal
Staff at St. Mark and All Saints C of E Primary School have the power to confiscate any item, which is illegal or is not appropriate to have in school, (see above) from school. In most circumstances, staff will confiscate items and return them to pupils at the end of the day. However, on occasions, this will not be appropriate and in those cases the following principles will apply.

Illegal items (weapons or substances) will be handed to the Police.

- Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g., chewing gum) will be disposed of.
- High value items (£20+) e.g., mobile telephones, MP3 players etc, which are confiscated will be held securely until an adult family member can collect them.
- Low value items will be disposed of.

Removal from the classroom
At times there will be the need for a longer time away from class for a child as a step before formal external suspension. Removal is when a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Removal will allow for continuation of the pupil's education in a supervised setting, although the education provided may vary from the curriculum taking place in the classroom. Removal from the classroom should be considered a serious sanction.

Removal will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. It would be used for the following reasons:

a) for repeated low level behaviour which is not responding to classroom behaviour strategies or playground behaviour, which if it were to carry on, would become bullying
b) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
c) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
d) to allow the pupil to regulate in a safe space

The headteacher will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

During removal, the child would complete all class work separate from the class with inputs given by a member of class staff and supervised by SLT and class staff, in a suitable location such as the office or intervention room. Playtimes and lunch may be taken with class or separately, depending on the reason for removal. The duration of the

removal would never exceed a morning/afternoon or full day.

Removal will always be clearly explained to the child and family on the same day and will be used as a 'last chance' before exclusion in circumstances where behaviour is of serious concern but does not yet meet the terms for exclusion. There would always be a meeting held with the family where it would be made clear to the family and child that a repeat offence would lead to formal external exclusion. Before a return to the classroom, staff will discuss with the pupil what they did wrong, the impact of their actions and what they can do in the future to ensure they can be reintegrated into the classroom and the issue does not arise again. We will consider whether the support for the child at school remains appropriate.

Suspension and Exclusion

The school will follow the DfE guidelines with regards to the suspension and exclusion procedure. It is important that the sanction is not out of proportion to the offence.
Fixed term suspensions can be for a half, full or period of days.

Permanent exclusion will only be used as a final sanction. https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions

Suspensions will only happen:

- in response to serious breakdown of the child's ability to meet standards of the school's behaviour policy
- once a range of alternative strategies has been followed
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

Instances of child-on-child abuse or racism will be dealt with in line with our exclusion policy and depending on circumstance will result in either removal from the classroom or external suspension. The family will always be informed of these behaviours and the sanctions that have followed, as they are very serious, and we will expect the family to work alongside us to ensure their seriousness is understood and they are not repeated.

Fixed term suspension is a very serious matter, which is recorded on a child's permanent record and reported on each occasion to the County Council and the Local Committee.

Following removal from the classroom and fixed term suspension, there will be a reintegration meeting between pupils, family and if relevant, other agencies. Staff will meet with the pupil and family to remind the pupil of our behavioural expectations. We will consider what support can help the pupil return to their education in the classroom and meet the expected standards of behaviour.
We will consider whether any assessment of underlying factors of disruptive behaviour is needed.
If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, we will notify their social worker.
If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
We will ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.

Allegations

Any allegation of misconduct against a member of staff will be taken seriously and referred to the LADO (Local Area Designated Officer) and dealt with using the Local Authority procedure. Pastoral support will be offered to any individual against whom an allegation is made, and the matter kept strictly confidential. If the allegation is against the headteacher, the Chair of the Trust will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the LGC's Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on 'Safer Working Practice' in order to minimise

the risk of allegations being made.

Behaviour Out of School
Pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

St. Mark and All Saints C of E Primary School cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the Police in any investigation of incidents which are thought to involve St. Mark and All Saints C of E Primary School pupils.

Pupils requiring additional support
St. Mark and All Saints C of E Primary School recognises that some pupils are vulnerable and may require additional support to conform to the expectations of behaviour of the school.
When a pupil requires additional support, this may be offered in these ways:

- support from a Thrive Practitioner/senior leader with individual targets which will be regularly monitored. These may be recorded as part of a Home/School communication book, an Individual Behaviour Plan or a Pastoral Support Programme.
- Referral to the SENCO for an assessment of their needs (see SEND Policy)
- Referral to the Specialist Teachers for Inclusive Practice
- Referral for a multi-agency assessment
- Referral to alternative education provision

We adhere to the Special Educational Needs & Disabilities (SEND) 2014 arrangements and hold information on our website detailing the school offer. As expected in the Equalities Act 2010, we will take steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices.
The school will regularly review all pupils who are referred for additional support, to ensure that their needs are being met. Where inadequate progress is being made, the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact.

DATA
The school collects a range of behaviour data including:

- Exclusions, both external and internal
- Attendance and punctuality, including punctuality to lessons
- Behaviour, attendance and progress data of those pupils attending alternative provision
- Incidents, rewards and sanctions
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, parents and pupils on their perceptions and experiences of the school behaviour culture

Data is analysed at individual pupil level by the Senior Leadership Team, (SLT) and is used to inform referrals to school-based interventions, Special Educational Needs & Disabilities, (SEND) arrangements and referrals to outside agencies.

Data is analysed on a whole school basis by the member of SLT with responsibility for behaviour and is used to identify ‘hot spots’, monitor trends, consistency and performance against targets and to inform changes in policy and procedure.

Data is presented to whole staff meetings, SLT meetings and the LGC in order to support the evaluation of the impact of the policy.

REVIEW AND EVALUATION
This policy is subject to regular annual review and evaluation by:
The Local Committee, SLT & Staff

LINKS TO OTHER DOCUMENTS

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Education Regulations 2014 paragraph 7
- DfE guidance

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

APPENDICES

1.Strategies For Promoting Positive Behaviour

Consistency is the key - at the heart of encouraging positive behaviour is ensuring that our values and behaviour policy is known and understood by all and consistently implemented, rooted in love, justice, trust and kindness. Children love consistency and routines**.** Positive professional relationships with pupils, parents and other staff are emphasised within the Teachers' Standards 2012. Staff know that they are the decisive element in their classroom and need to decide what behaviours need to be taught for the children to become successful learners.

Teach and Re-teach Expected Behaviours

- Children need behaviour recalled and re-taught as their contexts, curriculum and age change
- Children can't guess routines, what's in an adult's head or expectations for a set task – tell them!
- What works is **immediacy of response**, not the weight of the sanction

All staff are expected to do the following:

- model the behaviour we expect to see in our pupils and in particular to address pupils courteously, with respect and avoid escalating situations by shouting and failing to listen. Take time to recognise and record positive behaviours and attitudes and reward success
- try to catch children and young people doing the right thing and enhance this
- engage in establishing the non-negotiable and negotiable rules at the start of the academic year and re-visit these regularly and at least half-termly
- Use the Thrive Approach and teach and use Trick Box strategies

The Key Four

- **Meeting and Greeting** - Staff are at the classroom door in the morning and speak with each child as they enter to show the children that they are important and that they matter. Teachers greet their class in the playground at the end of playtime and lunchtime

- **Legendary Line Ups** - in alphabetical order

- **Wonderful Walking** - hands behind your back, head high, walk tall. Praise it, use it – to collective worship, break,

lunch etc

- **Tremendous Transitions** - give clear instructions as to what your expectations are

Start of Lesson

1. Ensure pupils understand every lesson is a 'fresh start'
2. Ensure pupils sit in allocated seats (planned seating).
3. Ensure the start of lesson routine is understood and kept to

During Lesson

1. Staff have high expectations of work and behaviour.
2. The school's teaching encourages good behaviour – paying attention to planning, pace, interest and variety, differentiation, visual cues. The teacher makes learning exciting.
3. The teacher creates a stimulating environment with motivating displays of pupil work, and they pay attention to the layout of the room, ensuring that all can see the Interactive Whiteboard etc.
4. The teacher ensures rewards and consequences are visible to all – rules are used as a buffer and depersonalise behaviour.
5. Praise is used consistently and 'Catching them being good' is a feature of our teachers' language. Reward systems set up are consistently applied.
6. Pupils are known well, and their needs understood, (SEND etc). Teachers use strategies recommended in Behaviour Plans.
7. Teachers are careful to watch language, tone, posture, body language etc. and remain calm and positive at all times.
8. The use of any additional adults to support pupils who need extra help to meet the lesson objectives is carefully planned.

End of Lesson

Pupils are led out of class to break, lunch and for dismissal at front of school at the end of the day.

Out of Class

1. All staff ensure responses are appropriate to time/place – follow up what you have noticed.
2. All staff are on duty are on time and in the correct place. They take the opportunity to build relationships with students.
3. All staff will intervene whenever incidents occur and follow correct procedures in order to resolve them.
4. Corridors are kept clean and tidy with motivating/informative displays.

We believe the most effective way of achieving our aims and expectations is to praise and encourage positive behaviour and to motivate pupils in realising that good behaviour is valued. We believe that if we reward children for going 'over and above' then there is no limit to their excellent behaviour.

Examples include giving up free time to help someone, putting in outstanding effort, producing outstanding work, working hard in interventions, outstanding behaviour, demonstrating resilience and perseverance when faced with something they find challenging.

House points and Star of the Day certificates are used to recognise and reward positive behaviour.

Examples of scripted conversations to use in a staged approach:

- Non-verbal cue / verbal rule reminder and /or praise for someone modelling the desired behaviour/value

- I saw/heard you chose to ……. This is your warning. You now have the chance to make the right choice. Please think about your choices. Thank you for listening.
- I saw/heard you chose to …….. Because of that choice, please go and sit.... for 2 minutes. Think carefully about your next move. I know you can make good choices. Thank you for listening.
- I saw/heard you chose to…. This is the third time I have had to speak to you. Please take your work and go to the …. workstation/table/class and work with… (adult). Think very carefully about your next move. I know you can make good choices.
- I saw/heard you chose to ….. You have broken our rule about……. You have chosen to miss 5 minutes of your play when you and I will discuss this calmly.

Refocusing the conversation using Emotion Coaching

When students try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the student to realise you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be.

- Or use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Student	**Adult**
It wasn't me	I hear what you're saying.
But they were doing the same thing	I understand.
I was only…..	Maybe you were… and yet….
You're not being fair.	Yes, sometimes I may appear unfair.
It's boring	Yes you may think it's boring, and yet…
You're (name calling)	There may be some truth in that, I'm not perfect.

If the conversation is becoming unproductive, say:

I am stopping this conversation now. I am going to walk away and give you a chance to think about the choices that you made. I know that when I come back, we can have a polite and productive conversation.

2. Rewards

Children are regularly praised for specific learning or behaviours that are observed and can also be sent to the Headteacher or SLT for good work or good behaviour.

Star of the day is based on continued effort throughout the day and is rewarded with a note sent home to parents at the end of the day.

A **'Star of the Week'** is chosen each week by the class teacher, this reward recognises school values which have been demonstrated that week.

An '**Academic Star'** is chosen from each class which rewards academic effort and achievement.

For both these awards families are informed and invited in for the celebration assembly, where the children receive a certificate. Both of the above are also detailed in our fortnightly newsletters so that parents and carers can also celebrate all the awards with the children.

House Points are awarded to children when they demonstrate good behaviour, good manners, taking on responsibility, showing a good attitude towards learning and a positive reflection of our school ethos.

Attendance is also celebrated weekly with the class whose attendance is highest being celebrated in assembly and taking Sam Bear into their class for the week. Children with 100% attendance for the week receive a sticker before celebration assembly and all classes work towards class rewards for attendance by building the word 'ATTENDANCE' on their boards letter by letter each time the whole class is present. Unavoidable medical appointment absence or similar is not counted against these targets or rewards.

3.Sanctions

Sanctions at St. Mark and All Saints have a learning focus, build relationships and encourage students to take responsibility. We use sanctions only as a form of appropriate, proportionate and positive intervention.

We keep in mind that any sanction used is to resolve rather than escalate a situation, whilst preserving the dignity of all involved and that sanctions must be applied compassionately and in a fair and consistent way.

All students must be given 'take up time' in between steps so our actions and words help and give children and young people time and space to resolve the situation. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

We focus on the values, rules, rights and responsibilities of the school when establishing boundaries in conversation with children and young people.

We remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights

We use restorative approaches so that resolution and learning can take place.

We follow up every time, retain ownership and engage in reflective dialogue with students

ALWAYS PRAISE IN PUBLIC AND REPRIMAND IN PRIVATE – PIP RIP

There are 6 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours.
2. Meet and greet at the class door.
3. Use School Rules which promote being ready to learn, these are displayed and taught.
4. Engage and challenge students during every lesson
5. Step students calmly and slowly through sanctions steps, giving 'take up time', (every time) to prevent escalation,

before sanctions

6. Follow up every time, retain ownership and engage in reflective dialogue with students

4.Seeking support with an incident

SLT carries out Learning Walks during the day to support staff with daily teaching and to ensure we are a positive learning community. They are available to support teachers and maintain a positive learning environment around the school where everyone feels safe. Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards.
Ask another adult to supervise the child until you have time to speak with them properly – If you need support, ask a leader to stand alongside you, not to take the situation away from you.

To support staff the school operates a 'Red card' system, supported by senior staff. This is only to be used for very serious incidents needing a quick response, for example student/staff at risk of harm. The role of the 'Red card' is to support, not always simply to remove students. The classroom teacher is still responsible for the child's learning, even if they are removed.

Red Card behaviours

- Physically attacking another child or adult
- Extreme disruption in class or violent outbursts

Staff are to use the red card to send for a member of the SLT. Arbor and CPOMS must be completed as soon as possible and certainly the same day. Parents are to be informed by the teacher or SLT, if at lunch/break time.

Behaviours which may be dealt with in class, in the first instance, but which you will need to record on Arbor/CPOMS. Parents should always be informed by phone or in person, on the same day:

- Racist/sexist/child-on-child abuse/ homophobic/anti-faith/ language incidents must always be recorded on CPOMS and Arbor as soon as possible and SLT alerted
- Stealing, spitting, deliberately breaking resources, disobeying instructions, swearing (including gestures)

Teachers must log all incidents on Arbor/CPOMS as soon as possible and alert the SLT and DSL. Parents are always informed by the teacher by phone or in person, on the same day.

If the above behaviours are repeated or frequent, parents/SLT would need to work together to identify a plan to move forwards.

Amber card

We also have an amber card in each class for the teacher to alert another class, when they don't have a second adult but need support for whatever reason.

Both these cards should be stuck by the door ready for a child to take and use as directed by the teacher

5. Restorative Justice

This is used by all staff, when trust is broken, or behaviour has fallen below minimum standards.

Walk and talk or engage in a collaborative activity – take the pressure off
Focus on the main thing, timing and end well:

- *What happened?*

- *What were you thinking at the time?*
- *What have you thought since?*
- *How did your actions make people feel?*
- *Who has been affected? How?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

Appendix 6: Suspension and permanent exclusion policy

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

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.

It is the intention of the trust that this policy reflects our vision of "Flourishing Together" and our values of kindness, integrity and resilience.

Our school aims to:

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

A note on off-rolling

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

- remove a pupil from the school roll without a formal, permanent exclusion
- Encourage a parent/carer to remove their child from the school roll
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension
- move a pupil to AP where not in their best interests
- place a pupil on a part-time timetable for behavioural reasons

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

The school will not:

- send a pupil home without formally recording a suspension;
- place a pupil on a part-time timetable for behavioural reasons;
- move a pupil to alternative provision where this is not in their best interests;
- remove a pupil from roll without following the required statutory process.

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

2. Legislation and statutory guidance

These procedures are based on statutory guidance from the Department for Education (DfE): Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective from 26 July 2026).

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

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

In addition, the procedures are based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- The Equality Act 2010
- Children and Families Act 2014
- The School Inspection: toolkit, operating guides and information, which defines 'off-rolling'

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

3. Definitions

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

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

Off-site direction – when the school arranges for 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), including;

- assessing whether provision is suitable;
- consideration of additional support;
- consideration of alternative provision;
- discussion of behavioural concerns with the LA where there is an EHCP;
- consideration of an early annual review
    - Consider whether the pupil is especially vulnerable, including where they have a social worker, are looked after, or are previously looked after, including:
- Assessing the effectiveness of the PEP;
- use of Pupil Premium Plus;
- consideration of whether an interim PEP review is needed
    - Consider whether all alternative solutions have been explored, such as:
- For suspensions, detentions or other sanctions provided for in this behaviour policy
- For exclusions, off-site direction, managed moves

- Temporary removal from the school site for safeguarding reasons which is not an exclusion
    - When considering an off-site direction, the headteacher will consider carefully:
- the suitability of off-site direction
- the sharing of information with receiving settings
- the pupil's views on the alternative setting
- evidence of earlier interventions
- the involvement of social workers and VSHs
- compliance with the 2026 Educational Provision for Improving Behaviour Regulations
    - Managed moves are a permanent alternative to exclusion and cannot be used as trial placements.
        - When considering a managed move, the headteacher will seek and consider the pupil's views, involve parents/carers and, where relevant, social workers and the Virtual School Head, and ensure that appropriate information is shared with the receiving school. Managed moves are permanent arrangements and will not be used as trial placements.
    - A temporary removal from the school site for safeguarding reasons:
- is not a disciplinary exclusion;
- may be required to safeguard pupils;
- parents will be informed;
- education will continue;
- reintegration arrangements will be made

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

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

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

Informing parents/carers

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

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

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the local committee and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made

- Where there is a legal requirement for the local committee to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers have the right to request that the meetings be held remotely, and how and to whom they should make this request

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

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

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

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

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

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

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

Informing the local committee

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

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

Informing the local authority (LA)

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

The notification will include:

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

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

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

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

If a:

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

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

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

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

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

Cancelling suspensions and permanent exclusions

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

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

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

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

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

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

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

4.2 The local committee

Considering suspensions and permanent exclusions

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

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

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

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

Monitoring and analysing suspensions and exclusions data

The local committee will scrutinise patterns of suspension, permanent exclusion, off-site direction and managed moves and challenge leaders to identify and address emerging trends.

The local committee will consider:

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

4.3 The local authority (LA)

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

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

5. Safeguarding

Where pupils experience repeated suspensions, are at risk of permanent exclusion, spend time in alternative provision, are educated through off-site direction, or require safeguarding-related separation from school, DSL involvement should be considered and recorded. The school should consider whether the behaviour indicates unmet safeguarding, special educational, mental health or family support needs. DSL involvement should be considered and recorded on CPOMS, in line with the Trust's safeguarding procedures.

Where a pupil receives multiple suspensions within an academic year, the school should consider whether an Early Help Assessment, Team Around the Family approach, safeguarding assessment, SEND review or other multi-agency intervention is required.

6. Considering the reinstatement of a pupil

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

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

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

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

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

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

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

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

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

The local committee can either:

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

In reaching a decision, the discipline panel will consider:

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

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

The clerk will be present when the decision is made.

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

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

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

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

- The fact that it is a permanent exclusion
- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local committee's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment
- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review

- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. Independent review

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

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

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

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

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

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

- Are a member/trustee director of The Good Shepherd Trust
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of The Good Shepherd Trust or of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with The Good Shepherd Trust, school, governing board, parents/carers or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 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 VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

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

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

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

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

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

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

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

This notification will include:

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

8. School registers

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

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

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

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

A pupil will be registered at one school only. During an off-site direction placement, the original school retains responsibility for the pupil's registration and attendance.

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.

9. Returning from a suspension, off-site direction or safeguarding-related separation, or cancelled suspension/exclusion

9.1 Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

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

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

9.2 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.

10. Remote access to meetings

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

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

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

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

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

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

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

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

11. 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, local committee and other stakeholders on their perceptions and experiences

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

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic, SEND status, disadvantaged and looked-after status

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

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

- all pupil movement;
- managed moves;
- off-site direction;
- safeguarding-related separation;
- emerging trends;
- equality patterns.

Appendix 1: independent review panel training

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

Training must have covered:

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