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Lead SMT	Headteacher
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Behaviour and Relationship Policy

Our Shared Vision

The aim of the policy is to create a secure, inclusive and happy school, where we are all nurtured, grow and flourish together through building strong relationships and a sense of belonging.

He will be like a tree planted by the streams of water, that produces its fruit in its season, whose leaf also does not wither. Whatever he does shall prosper. **Psalm 1:3**

We expect all members of our school to adhere to Surrey Hill's six core Christian values of Aspire, Love, Believe, Achieve, Hope and Respect. These lie at the heart of the high expectations we have for behaviour in our school. We recognise that behaviour is communication and use nurture principles alongside restorative practices. We believe the best way to ensure positive behaviour is to make learning in class engaging, creative and fulfilling. Pupils achieving positive outcomes will flourish and the outcome of this vision is children thrive socially and academically.

Aims:

▪ create an environment which encourages and reinforces our Surrey Hills expectations

▪ model acceptable standards of behaviour at all times in the day and teach effective learning behaviours

▪ promote respect and tolerance of all, through the building strong relationships

The Restorative Approach, Ready to Learn.

Restorative practice involves helping children think through their behaviour, its consequences and what they can do to make it better. We are giving pupils the skills to understand that their behaviour is their responsibility, to self-reflect and make more informed empathetic choices in

the future. A clear process of select questioning helps pupils identify when and how they need to regulate and restore relationships.

Roles and Responsibilities

Reinforcing, expecting and modelling positive behaviour is a shared responsibility. Adults provide effective classroom culture and develop positive relationships with and between pupils by creating a culture of trust in their classroom.

All adults encountered by the children at school have an important role: model Surrey Hills expectations, use positive language and a restorative approach, recognise and respond consistently, calmly and empathetically to behaviours, follow our behaviour steps to help pupils to: understand the impact of their actions, take responsibility and understand how to repair a situation or conflict. At lunchtimes, mid-day supervisors support positive play in the lunchtime areas. The classroom is used in a variety of ways as a tool to promote positive behaviour and exemplify where behaviour has been positive. Senior leaders meet weekly to review behaviours. Communication with parents and carers is also key.

Behaviour-related praise system

Our emphasis on behaviour –related praise including reward systems is part of our classroom management strategy.

We believe that rewards have a motivational role, helping children to see that following expectations are valued. Rewards used include a range of both intrinsic and extrinsic strategies, whole school and individual. Celebration of children's work and effort is used to reward.

Consequences

Our behaviour for learning is clearly set out with visuals in each classroom of our Surrey Hills expectations. If these are not followed, a behaviour flowchart is followed consistently to address incidents so that children consider their actions and can restore relationships in line with the Paul Dix approach. Consequences range from a conversation to prohibit or discourage behaviour and to restore relationships, the withdrawal of privileges, a meaningful letter and, in exceptional circumstances, following persistent incidents, suspension. This is further explained in our Suspension and Exclusion Policy.

In the case of children who leave the school site unexpectedly during the school day, it is the policy to call the Police and contact the parents. A member of the senior staff may follow if they deem it safe (for the child) to do so.

Rarely, when needed, de-escalation and Team Teach strategies are used to ensure the wellbeing of all children.

Discriminatory Incidents

The school follows The Good Shepherd Trust guidelines on reporting discriminatory incidents. Any behaviour towards another person(s) considered to be discriminatory in nature by any person(s) will be recorded using The Good Shepherd Trust Reporting guidelines.

Support

For pupils who are struggling with behaviour management, Surrey Hills will provide targeted pastoral support, intervention or mentoring by adults or peers (i.e. ELSA; positive play, circle of friends, peer buddies/mentors).



Antibullying

Surrey Hills All Saints Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Aims

The Local Committee and staff at Surrey Hills All Saints Primary School regard the Anti-Bullying and Behaviour Policy as pivotal to developing each child as an individual by enabling them to reach their full potential through fostering positive behaviour and mutual respect. The policy promotes the Rights Respecting Agenda as set out by UNICEF.

We are committed to ensuring that children are happy, safe, and free from bullying and discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, which includes looked-after children, children with SEND, physical or mental health needs, young carers, will receive behavioural support according to their need.

- To create a safe learning environment which encourages and reinforces exemplary behaviour.
- To model acceptable standards of behaviour.
- For all adults to respond consistently to behaviour in the school.

- To encourage the involvement of both home and school in the implementation of this policy.
- To encourage children to take responsibility for their own behaviour and support others with their behaviour.
- To ensure that all children understand that we have high expectations of them, and that they know what those expectations are.
- To ensure that all members of the Surrey Hills community are valued equally and treated fairly by developing mutual respect and trust.
- To ensure pupils understand the rights of all children and that with these rights come certain responsibilities.

Principles

We believe that:

- Bullying behaviour is unacceptable in any form.
- All children have a right to an education free from fear, harassment or degradation.
- Bullying behaviour is a problem not only for the victim and the bully but also the school and the wider community.
- All incidents of bullying will be dealt with promptly and effectively.
- Best outcomes follow when the school can work with parents / carers to address concerns about bullying behaviour and victimisation.

The school will follow up all known incidents robustly with conversations with pupils, their parents / carers and provide support to solve the issues e.g. ELSA, restorative justice. Refer to AB for guidance.

Definition

Anti-Bullying Alliance defines bullying as: “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”.

Bullying can include:-

Physical	pushing, kicking, hitting, pinching, slapping, pulling hair or any other use of violence towards a person or their property.
Verbal	name calling, spreading rumours, teasing or comments about gender, race, disability, sexuality or sarcasm.
Emotional	excluding, tormenting, graffiti, gestures, humiliation, putting people down or spreading rumours, isolating others, hiding books or manipulation.
Sexual	unwanted physical contact, abusive comments, inappropriate touching or homophobic abuse.

Online Cyber	sending unfriendly emails, messages or pictures via the internet or a mobile phone. Social exclusion.
Indirect	can include the exploitation of individuals.

Specific examples of bullying: **Racist Bullying** an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

verbal abuse, name calling, racist jokes, offensive mimicry

physical threats or attacks

inciting others to behave in a racist way

racist graffiti or other written insults, even against food, music, dress or customs

refusing to co-operate in work or play

Sexual Bullying this is generally characterised by:

abusive name calling

looks and comments about appearance, attractiveness, emerging puberty
inappropriate and uninvited touching
sexual innuendos and propositions
unsuitable pictures e.g. in magazines, graffiti with sexual content

Sexual orientation this can happen even when children are young and do not necessarily understand the implications of what is said. Just being different can be enough. This can be in the form of:

use of homophobic language

looks and comments about sexual orientation or appearance

SEN or Disability these children are often at greater risk of bullying. This can be characterised by

name calling

comments on appearance

comments with regard to perceived ability and achievement levels

Cyber Bullying	Technology has provided a new medium for 'virtual' bullying, which can occur in or out of school at all times of day with a potentially bigger audience

Denigration – This is when someone may send information about another person that is fake, damaging and untrue.

Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive.

Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

Bullying has been described by children as	name calling teasing physical abuse e.g. hitting, pushing, pinching or kicking having personal possessions taken e.g. bag or football being forced to do things they don't want to do being ignored or left out being attacked in any way due to gender, sexuality, disability, appearance or racial or ethnic origin

The school takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve racist, sexist, disablist or homophobic elements. In such cases these issues will be specifically addressed with the bully (and his/her parents/carers where appropriate) in the course of post incident management.

Scope

This policy applies to all incidents of bullying which take place on school premises or during school activities that may take place offsite e.g. sports competitions, residential visits and incidents that are off site.

However, the school has an enduring interest in the welfare and conduct of its pupils and will respond positively to any information it receives about bullying outside school thus:

If it emerges that a pupil is responsible for bullying other children outside school then this matter will be addressed. Parents / carers of involved children will be informed.

If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents / carers will be informed.

If information is received that a child is being bullied by a sibling outside school this will initially be discussed with the parents / carers.

Whilst travelling to school, if a child is being bullied by pupils from another school then the Head teacher of that school will be informed.

Prevention

Surrey Hills All Saints Primary School will be proactive towards anti-bullying. All staff have a responsibility for dealing with this problem. Children will have their awareness of the issue raised at a number of levels through assemblies, the PSHE curriculum, circle time, and be informed of School's expectations about the unacceptability of bullying behaviours and what to do if they experience or are aware of bullying by others.

At an individual level, children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance through a range of strategies including ELSAs, the Home School Link worker, peer to peer support, Inclusion Officer and Surrey Specialist Teams.

Surrey Hills All Saints Primary School will be vigilant for signs of bullying. We recognise that there are particular times when children may be more vulnerable to bullying – lunch and break times particularly.

Arrangements will be made including zoning the play areas and providing a lunchtime club for particular children, to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Reporting and responding to bullying

We will ensure that all pupils understand that if pupils feel they are being bullied, they should:

try to stay calm and be confident.

ask the person to stop if they can.

get away from the situation as quickly as possible.

tell a member of staff straight away - children are encouraged to speak to a member of staff who will then follow the correct procedure outlined in this policy.

tell a friend or their parent or carer.

If they witness the bullying, they should:

try and calm the situation and help stop the bullying.

report the incident to a member of staff.

tell their parent/carer.

Involvement of Parents/Carers

Surrey Hills All Saints Primary School recognises the important part parents/carers play in supporting their children and promoting change. The school welcomes the active involvement of parents/carers in bringing this problem under control. Parents/carers will be kept informed of any concerns the school has about their children in relation to this issue.

If a parent/carer feels their child is being bullied, we ask that they:

report the incident to the school, initially to the class teacher (please bear in mind that the school may not know your child is being bullied when you report it).

talk to the child about the bullying to find out details of times, places and people involved.

talk to the child about ways to can make the situation better.

keep in contact with the school about the progress of the situation.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator) the school will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents.

School Staff

All staff are responsible for the rigorous application of this policy and ensuring that the incidents falling within the school's definition are properly recorded and monitored. Staff will always use a restorative approach when dealing with bullying incidents and any sanctions will be applied appropriately and fairly.

Restorative approaches get everyone who has been involved in a conflict or have been in a difficult situation together, to talk about what has happened. Everyone involved has their say and is asked to listen to all of the views of the people involved. When all views have been shared, everyone takes part in agreeing what needs to happen to put things right and stop the same thing happening again.

Working in this way helps people who have been hurt because they can tell the person hurting them how it makes them feel. It helps the people doing the hurting to think about what has happened. It can change the way they behave so that they can stop getting into trouble, as well as getting better at making and keeping friends.

By talking it through, it can help sort out the problem and make it easier to fix what has gone wrong. This means any harm done can be repaired and people feel OK with each other again.

Most incidents will be dealt with initially by the class teacher, with the Senior Leadership Team and Head Teacher being involved when necessary. Some incidents may also require the use of outside agencies. Staff who supervise children at lunchtimes are given the relevant training needed to deal effectively with bullying. All incidents will be recorded on the electronic behaviour log.

Post Incident Responses

Surrey Hills All Saints will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated. Surrey Hills Primary School will offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:- **For the Victim**	Protection/sympathy/empathy/counselling and advice on how to avoid future incidents, mediation (where appropriate) and support.
For the perpetrator	Reinforcement that bullying behaviour is unacceptable, proportionate use of fairly and consistently applied sanctions (possibility of exclusion for serious cases); advice and instruction on how to behave better; reinforcement and support for improved behaviour. The school will always take a restorative approach before considering other options.

Recording bullying / evaluation

All incidents of bullying will be recorded by the school and a record of the action taken will also be made. Initial incidents will be recorded by class teachers who may then pass information on to the DSL1 or Head Teacher if needed.

The Head will provide an annual report on bullying to the Local Committee.

Reviewing the Policy

This policy will be discussed with all school staff along with an evaluation of how well the policy is working. It will then be amended as necessary.

Parents/carers and children will be informed of amendments to the policy/when the policy has been reviewed.

Suspensions & 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.

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 Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

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

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

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

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

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