



**Education  
Partnership  
Trust**

Creating outstanding schools  
which transform learning, lives  
and communities

# BEHAVIOUR, REWARDS AND EXCLUSIONS POLICY



### Document Control

<b>This document has been approved for operation within:</b>	All Trust Establishments
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## 1.0 PRINCIPLE

- 1.1 To ensure support for the school ethos, our school expects all pupils to display high standards of behaviour at all times. Pupils will learn best in a safe and calm atmosphere, and good behaviour is essential to enable pupils to feel secure. Good behaviour will allow for teaching and learning to take place at a high standard. The Behaviour, Rewards and Exclusions Policy and associated appendices are intended to ensure consistency across the school, reward good behaviour and promote the teaching of high expectations using behaviour for learning in the classroom.

## 2.0 LEGISLATION AND STATUTORY REQUIREMENTS

- 2.1 This policy is based on advice from the Department for Education (DfE) on:
- [Behaviour in schools: advice for headteachers and school staff](#)
  - [Searching, screening and confiscation: advice for schools](#)
  - [The Equality Act 2010](#)
  - [Keeping Children Safe in Education](#)
  - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
  - [Use of Restrictive interventions, including the use of reasonable force in schools](#)
  - [Supporting pupils with medical conditions at school](#)
- 2.2 It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- 2.3 In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
  - Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
  - [DfE guidance](#) explaining that schools must publish their behaviour policy and anti-bullying strategy online.
  - Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
  - This policy complies with our funding agreement and articles of association.

## 3.0 PURPOSE

- To promote good behaviour, self-discipline, and respect.
- To prevent bullying.
- To provide a broad, balanced, and relevant curriculum related to the needs of individual pupils.
- To provide a lively and stimulating learning environment.
- To ensure pupils are aware of school's expectations and create a positive ethos
- To work with parents and carers in fostering a sense of pastoral and social responsibility in their children.
- To encourage staff to respond to all cases of poor behaviour in a constructive and consistent manner.

- To use the Behaviour for Learning system to ensure a respectful climate across all areas of the school.

### 3.1 The school will:

- Share Behaviour and Discipline procedures with pupils, parents and staff alike so that behaviour for learning is at the centre of learning at school.
- Train all relevant staff in behaviour for learning.
- Ensure that all staff use the 'Behaviour Stages' and the Arbor behaviour management system to ensure a consistent approach.
- Ensure pupils are made aware of the need to display high standards of behaviour, by recognising the rights of the residents and local communities, when travelling to and from the school and when participating in activities off the school site.
- Treat pupils in a professional manner, applying sanctions fairly and consistently.
- Encourage good behaviour through a mixture of high expectations, clear policy, and an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils.
- Praise pupils for hard work, cooperation, helpfulness, improvement, and excellence, using the rewards system where appropriate.
- Take seriously any complaint of bullying or unfair treatment in line with the school Anti-Bullying policy.
- Utilise a range of disciplinary measures using the Behaviour for Learning system.
- Sanction poor behaviour of pupils both on and off the school site where it feels it is appropriate.
- Ensure punishments are reasonable and proportionate and do not breach any other legislation.
- Monitor persistent poor behaviour through the school's behaviour management systems and implement relevant interventions.
- Take seriously its legal duties under the Equality Act 2010 and in respect of pupils with special educational needs.
- Consider whether poor behaviour gives cause to suspect that a pupil is suffering or is likely to suffer significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

3.2 Teachers and other staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a punishment on that pupil.

### 3.3 **Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Chewing gum
- Not bringing the correct equipment and stationary for lessons

### **Serious misbehaviour** is defined as:

- Repeated breaches of the school rules

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking or vaping (including possession, selling and coercion)
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

**Possession of any prohibited items.** These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Other prohibited items include; chewing gum, water guns and plastic water bottles.

**4.0 BULLYING**

4.1 Bullying may be defined as any willful and hurtful behaviour, usually repeated, consistently over a period of time, designed to intentionally hurt another pupil or group physically or emotionally, where it is difficult for those being bullied to defend themselves. Bullying is often motivated by prejudice. Bullying may follow a pattern and is directed towards a pupil by another pupil or group of pupils. Bullying can take many forms. It is a serious and complex matter, which can have profound consequences for pupils and parents. We recognise that both victims and bullies may need help to stop the behaviour recurring.

4.2 Bullying can include but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

4.3 Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy that can be found on the school website.

## 5.0 ROLES AND RESPONSIBILITIES

### 5.1 The Governing Body

The governing body is responsible for monitoring the effectiveness of the Behaviour Policy and for holding the headteacher accountable for its implementation.

### 5.2 The Headteacher

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

This is done through:

- Giving due consideration to the school’s statement of behaviour principles.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.



- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour information systems is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour and considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly.
- The senior leadership team will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil Code of Conduct outlined in the Home School Agreement.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Immediately discuss any behavioural concerns with the class teacher.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

### 5.5 Pupils

Pupils are expected to:

- Follow the behaviour policy and follow all reasonable requests of staff.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Bring all the required equipment and stationary for their subject lessons.
- Move calmly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Wear the correct uniform at all times.
- Only bring recyclable water bottles to school (plastic bottles are not allowed in school).
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## 5.6 Mobile Phones

Our priority is to keep your child safe during the school day. Therefore, we do not allow mobile phones in school.

- Pupils are asked **not** to bring mobile phones with them to school.
- If a pupil is seen with a mobile phone during the school day it will be confiscated. A pupil must hand in their mobile phone to the member of staff who has witnessed the misuse.
- Confiscated mobile phones must be collected by **parents/carers** from the main reception (mobile phones will not be returned to the child).
- There will be exceptions to the rule for medical reasons only, for example for diabetic children.

## 6.0 PRACTICE – THE SCHOOL BEHAVIOUR CURRICULUM

6.1 Pupils and parents are kept fully aware of the standard of behaviour expected by the school through:

- Behaviour and conduct expectations are shared during initial transition to school.
- Parents’ Evenings and other informal meetings throughout the academic year.
- The publication of the school rules found in handbooks, planners and on the school website.
- Communications from school to home such as headteacher letters and pupil reports.
- Behaviour Stages that are regularly shared with pupils.
- The Home School Agreement signed by all parents at the start of their child’s school career.
- The theme of good behaviour is regularly reinforced through the pastoral system, during assemblies delivered by senior staff and Learning Managers and through the PSHE programme.
- Pupils who are good role models are selected/elected to positions of responsibility e.g. Head boy/girl, school council, Anti-Bullying Ambassadors.
- All pupils are encouraged to take responsibility for their actions by preventing the escalation of problems through use of the Anti-Bullying Ambassadors (empathy team) and / or consultation with teaching and non-teaching staff.
- Detentions and rewards are recorded on the computerised SIMS system allowing for analysis to identify problems at an early stage.
- Support for pupils with identified problems is provided through:
  - The Learning Support Department
  - Heads of Year
  - Pastoral Support Programmes
  - Daily/weekly/subject report sheets/booklets
  - SLT report monitoring sheets

## 7.0 REWARDS AND RESPONDING TO MISBEHAVIOUR

7.1 When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

### List of rewards

Positive behaviour will be rewarded with:

- Achievement points and Bronze/Silver/Gold/Diamond standard awards.
- Praise and encouragement in lessons to recognise achievement.
- Positive written comments in books.
- School rewards trips.
- Certificate/prizes to recognise achievement.
- Departmental awards.
- Year group certificates and prizes.
- Display of quality work around classrooms and school.
- Attendance certificate and prizes.
- Invitation to take part in school activities and trips.
- Charity awards.
- Achievement assemblies.

### 7.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct of their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.3 Responses to misbehaviour may include:

- Restorative meetings.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Removal from class.
- Putting a pupil on report.
- Implementing a pastoral support plan (PSP).
- The power to impose detention inside and outside school hours and discipline pupils even when they are not at school or in the charge of a member of staff.
- Withdrawal of privileges.
- The power to confiscate pupils' property: any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- The power to screen and search pupils.
- The power to use restrictive interventions including the use of reasonable force (see separate policy on Use of Restrictive Interventions), to avoid pupils causing disorder, hurting themselves/others or damaging property
- The power to discipline beyond the school gate.

- Short term removal from lessons to a designated colleague in a department area.
- A fixed period of time isolated from class in the Referral Room.
- Suspensions from school.
- Attendance at governor behaviour panels.
- Permanent exclusion.
- Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.
- Removal from classrooms (**Reflection Room**)

#### 7.4 **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Pupils who have received a suspension will be reintegrated back into school through the Reflection Room. They will have the opportunity to catch up on missed work and receive additional pastoral support.

#### 7.5 **Physical restraint**

In some circumstances, staff may use reasonable force and other forms of restrictive intervention. Please refer to the Use of Restrictive Interventions policy for further guidance.

#### 7.6 **Confiscation**

Any prohibited items (listed in section 3.3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with DfE's latest guidance on searching, screening and confiscation.

#### 7.7 **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Suspension
- Internal Exclusion
- Detentions

The school has procedures in place to respond to any allegations or concerns regarding a pupil's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to police

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

#### 7.8 **Off-site behaviour**

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

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

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

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

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

#### 7.9 **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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

#### 7.10 **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.11 Responding to misbehaviour from pupils with SEND

### 7.11.1 Recognising the impact of SEND on behaviour

The school recognises that pupil's behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010); and
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (Reflection Room) where pupils can regulate their emotions during a moment of sensory overload.

### 7.11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.
- Whether the pupil is likely to behave aggressively due to their particular SEND.

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 7.11.3 **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

### 7.11.4 **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Blackburn with Darwen LA.

### 7.12 **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information, which can be found on the school website.

## 8.0 **ABSCONDING PROCEDURE**

If a pupil is suspected of leaving the school site without permission, in an emotional state:

- The member of staff will alert the relevant member of Senior Leadership Team (the Head, or the deputising teacher).
- If the pupil appears to be missing but there is no evidence that they have left the site, a quick but thorough search of the site should be conducted before the parents / police are informed.
- If there is no doubt that the pupil has absconded, the school office will contact the pupil's parent to inform them and call the police. Staff will not chase or follow the pupil as this could lead to the pupil wandering further afield, acting impetuously or causing a traffic accident.



- After risk assessment, staff may follow the pupil and engage in a local search, following the pupil at a safe distance if in view. Staff should take a mobile phone with them so they can contact school/the emergency services if required.
- At all times, staff must be aware that active pursuit may encourage the pupil to leave the immediate vicinity of the school and may also cause the pupil to panic, possibly putting him or her at risk by running onto a busy road, for example.
- If the pupil is within an easy distance of the school, staff are not to engage in conversation as the pupil might be in a distressed state and unable to act in a controlled manner. This would mean there is still the potential for traffic accidents.
- If the pupil returns of their own volition, parents and (if necessary) the police will be informed.
- If possible, the pupil who has absconded should be brought back to school the same day.
- When the pupil is back in school and is in a calm state, the parent, pupil and relevant member of staff will discuss the issues and any consequences. This policy will be discussed. An agreement will be written, giving details of the incident and agreed actions. See appendices A, B and C.
- If the pupil absconds for a second time in the same academic year, a range of measures will be put in place in collaboration with the pupil's parents. This might include an Internal Exclusion or a Suspension. If the Principal / deputising teacher is aware that a pupil is not acting emotionally but has left the school grounds (e.g. by mistake), the above procedures may be adapted.

## 9.0 MONITORING

9.1 Monitoring of behaviour and discipline is carried out by: -

- Staff being equally responsible for the monitoring of pupil behaviour around school.
- Tutors, Learning Managers and departmental leaders making use of the weekly behaviour reports.
- Duty staff before and after school, during and after break and lunchtimes.
- Subject leaders/teachers/TA's during lesson times.
- Parents through individual school records.
- SLT.
- Governing Body.
- Recording incidents on the SIMS Behaviour management system.

## 10.0 EVALUATION

10.1 The following aspects will be regularly analysed as part of the Schools Behaviour and Attendance Profile, in order to inform practice:

- Impact on pupil attainment, especially underachievers.
- Number of incidents pertaining to protected characteristics.
- Percentages of pupils who receive suspensions and permanent exclusions.
- Number of positive and negative events in each form/year group.
- Feedback from parents through LPPA and parents' evening.
- Feedback from external agencies, i.e. EWO, Ofsted, LEA.

## APPENDIX 1 – CONFISCATION, SEARCHES AND SCREENING

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

### **Confiscation**

Any prohibited items (listed in section 3.3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil



- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate member of the leadership team to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions and/or desks.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupil's possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything?
- What has been confiscated, if anything?
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult.

If the school is unable to make contact with the parents, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).



The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

## APPENDIX 2 – SUSPENSION AND EXCLUSION ARRANGEMENTS

### 1. Aims

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

Our school aims to:

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

### A note on off-rolling

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

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

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

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off.'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting.
- By exerting undue influence on a parent to encourage them to remove their child from the school

### 2. Legislation and statutory guidance

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

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

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'



- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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 a governing board requires a pupil to attend another education setting temporarily, to improve their behavior.
- Parent – any person who has parental responsibility and any person who takes care of the pupil.
- Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

### 4. Roles and responsibilities

#### 4.1 The headteacher

##### Deciding whether to suspend or exclude

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

A decision to suspend or exclude a pupil will be taken only:

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

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

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

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

### **Informing parents**

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

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

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this.
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend
- Parents right to make a request to hold the meeting via the use of remote access and to whom to make this request

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

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

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

- The start date for any provision of full-time education 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 the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

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

### **Informing the governing board**

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

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

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

#### **Informing the local authority (LA)**

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

The notification will include:

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

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

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

If a:

- **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
- **A 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)

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

**Cancelling suspensions and permanent exclusions**

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

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

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

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

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

**4.2 The governing board****Considering suspensions and permanent exclusions**

Responsibilities regarding suspensions and permanent exclusions are delegated to the pupil discipline committee.

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

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

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

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

**Monitoring and analysing suspensions and exclusions data.**

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

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes

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

#### **4.3 The Local Authority (LA)**

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

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

#### **5. Considering the reinstatement of a pupil**

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

Where the pupil has been suspended for more than 5 days, but not more than 15 days in a single term, and the parents make representations to the governing board, the pupil discipline committee will consider and decide the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the pupil discipline committee will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or 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 pupil discipline committee must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

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

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

- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

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

The exclusion committee can either:

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

In reaching a decision, the exclusion committee will consider:

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

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

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

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

- The parents
- 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 exclusion committee has decided not to reinstate the pupil, the notification of decision will also include the following:

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

## 6. Independent review

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

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

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

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

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

- Are a member/director of the academy trust of the excluding school
- Are the headteacher of the excluding school or have held this position in the last 5 years
- Are an employee of the academy trust or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see annex 1 for what training must cover)



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

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

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

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

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

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

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

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

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

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

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

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

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days

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

### **6.1 Independent review panel training**

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

Training must have covered:

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

### **7. School registers**

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

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

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

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

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

### **Making a return to the LA**

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

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



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

## **8. Returning from a suspension**

### **8.1 Reintegration strategy**

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

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

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

- A meeting with the Headteacher or member of the Leadership Team.
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents and staff of potential external support
- A period of time working in the Reflection Room to ensure any missed classwork is completed and pupils receive bespoke support with academic work.

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

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

### **8.2 Reintegration meetings**

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

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

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

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

## **9. Monitoring arrangements**

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, and other stakeholders on their perceptions and experiences

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

- At school level
- By age group
- By time of day/week/term



- By protected characteristic

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

The 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.