



Yavneh
Primary School

Yavneh Primary School
Behaviour Policy

SEPTEMBER 2024

Introduction

Yavneh Primary School is a Modern Orthodox Jewish Primary school that sees good behaviour as an integral part of the ethos of the school. The *Yavneh Way* is to expect:

- Respect
- Kindness
- Politeness
- Courtesy

in every area of school life.

This concept of the *Yavneh Way* is formulated from our school motto and forms the basis of our ideas on appropriate pupil behaviour.

At Yavneh Primary School we are committed to ensuring that all pupils and staff are able to work together in a happy, calm and secure working environment without the fear of bullying or disruption. We recognise that the quality of personal and professional relationships within our school community has a direct impact on the quality of teaching and learning and ultimately on the academic achievement of all our pupils.

We recognise that as a staff we have a shared responsibility for helping to create, promote and sustain a happy and safe environment for all our pupils. We are committed to acknowledging and rewarding good behaviour; and to ensuring that unacceptable and inappropriate behaviour as defined by our school behaviour code is responded to according to guidelines supporting this policy.

Our school motto, *'olam chesed yibaneh – the world is built on kindness'* echoes this idea and everything for which Yavneh Primary School stands.

At Yavneh Primary School we endeavour to produce mature, caring, respectful, well-educated young people with a communal identity and a sense of responsibility. Pupils learn more in school than the subjects they are taught in the classroom. They learn from the example provided by each other, by staff, by the way the school is run, and the quality of relationships between its members. We recognise the importance of working in joint partnership with parents to achieve a common aim. We therefore, have developed a behaviour curriculum to support each child, no matter their

background, to be able to develop opportunities and understand the purpose of acting in the Yavneh Way.

THE YAVNEH WAY IS

- Treat everyone with **kindness** and **respect**.
- Be helpful, **polite** and welcoming to everyone.
- Try to do your best in whatever you are doing.
- Be **courteous**: always walk quietly and sensibly around the school.

Aims:

At Yavneh Primary School, we wish to promote positive behaviour throughout the school. Through the promotion of positive behaviour, we aim to:

- demonstrate attributes of fundamental British Values and contribute fully to life in modern Britain
- progress and promote further achievement, both academically and socially
- enable children to develop self-esteem, respect of others, tolerance and compassion; regardless of age, disability, race, religion, or sexual orientation.
- promote an atmosphere of politeness, trust, honesty and fairness both within friendship groups and the whole community.
- encourage all members of the School community to take responsibility for the care and safety of others, their property and the environment
- develop a sense of right and wrong and the ability to accept responsibility as well as assert one's rights
- help all members of the School Community to accept and abide by our agreed rules.

In order to support our aims, we have developed a **Behaviour Curriculum** which is delivered weekly. This aims to educate the children on school expectations and the reasons as to why rules are in place.

School Expectations:

Pupils

To promote positive behaviour we expect pupils to:

- demonstrate good behaviour for learning
- be polite at all times
- walk in corridors quietly and with consideration for others
- be punctual and ready to benefit from the day ahead
- wear the correct school uniform, to look neat and be well-organised
- treat everyone with consideration, courtesy and respect at all times
- respect and observe the school guidelines
- complete the tasks set to the best of their ability including homework

- take pride in and care of the school and to look after their belongings
- take responsibility for their own behaviour
- read and sign the home school agreement

Pupils have an entitlement to:

- play happily without interference from others
- be accepted as an individual
- develop their academic, social and physical potential
- be treated and spoken to fairly and courteously by others
- have appropriate access to school facilities and equipment

All bullying, harassment or abuse will be dealt with promptly and appropriately by the school.

Staff

To promote positive behaviour Staff are committed to:

- be a positive role model
- treat children politely and fairly so they can learn to be fair and polite
- listen to all children
- recognise and value children's efforts and achievements
- ensure that pupils are clear about the reward systems for good behaviour and the sanctions for unacceptable behaviour
- address pupils in a reasonable tone of voice
- ensure the environment is safe and secure
- discuss a pupil's behaviour choices with him/her and take appropriate steps in line with the ethos and practices of the school
- take an interest in and encourage every pupil to strive for success

Staff have an entitlement to be:

- treated and spoken to courteously by others at all times
- able to perform duties without harmful or disruptive influences.

Parents

To promote positive behaviour we expect parents to:

- ensure that their child attends school everyday, is punctual and is properly equipped
- ensure that their child is in the best possible frame of mind for learning, e.g. by making sure that the child has enough sleep to be rested, ensuring they have had a nourishing breakfast
- explain to their child that they must value and respect all other children and all those that work in the school
- support the school rules in front of their child
- inform the school about any concerns or problems that might affect their child's work or behaviour
- attend parents' meetings and speak politely and courteously to staff at all times

- support the attendance, behaviour and homework policies of the School
- supporting the ethos and practices of the school
- to read the home school agreement with their child and sign it

Parents have an entitlement to be:

- treated and spoken to courteously by others
- attended to professionally, promptly and effectively, all phone calls and email messages to be responded to within 48 hours wherever possible.

Governors

The Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in implementing these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Rewards and Sanctions

Rewards

At Yavneh Primary School we believe that building relationships and using rewards is essential in creating a productive learning environment.

Every class will have age appropriate reward systems in place to recognise when pupils are making the right choices individually and as a whole class.

Individual behaviour system

A 6 step ladder system is in place in every classroom.

At the beginning of everyday the pupils start with their name on 'ready to learn'.

Children who make good choices and behave well, move up the chart and are identified as role models and superheroes.

Children who make poor choices, disrupt learning and do not adhere to the Yavneh Way code of conduct, move their names down the chart. This could lead to time out and a consequence of the teacher's choice.

Certificates will be given, for those pupils consistently showing the Yavneh Way. These will highlight specific behaviours in which they are promoting; kindness, courtesy, respect and politeness. These will be publicly shared in assembly and taken home.

EYFS & KEY STAGE 1

Every year group will have a whole class reward system. Children are expected to work together to gain their reward. E.g. ladder of success, collecting petals on a flower, marbles or pom poms in a jar.

When the class complete their reward system, the children get to vote for the prize from a special menu.

KEY STAGE 2

In **Key Stage 2** pupils will be organised into houses and house points will be awarded for the following reasons:

- Excellent work
- Outstanding effort
- Being helpful to others including staff and pupils
- Improved work

At the end of every half term, house points will be counted and the pupils in the winning house will receive a treat.

Tea With Me

Every week, at least one pupil from each class will be invited to have tea with Mrs Field.

Tea parties are hosted to reward the good choices children making at school and to encourage pupils to have a growth mind-set.

Sanctions

Only when all positive approaches have failed will sanctions be considered.

The chart below summarises what we deem to be low, medium, high and extreme level behaviour and the consequences that may be given for behaviour breaches.

Type of behaviour:	Description:	Consequences:
Low level behaviour (watch out) STEP 1	Not tidying away resources after use. Talking while the teacher is talking Inappropriate noises. Showing lack of respect to staff or each other. Eye rolling Inappropriate comments. Calling out Not following instructions. Slow starters. Commenting on other children's behaviour. Not lining up properly. Interrupting. Sulking. Not wearing correct school uniform. Antagonising other children. Running around the building. Dropping litter	Move down class behaviour chart- one level to Watch out. Child will be spoken to with regards to the behaviour curriculum to remind them of the Yavneh Way and the impact their behaviours have.
Medium level (time out) STEP 2	Persistent low-level disruption Ignoring a reasonable teacher instruction Deliberately annoying others Discriminatory comments Name calling(mild) Disrespecting school property Play fighting Not on task/following tasks set by teachers Answering back Inappropriate behaviour in toilets	Pegs moved to 'Time Out' While on time out pupils will be asked to reflect on what they have done and how they can put it right. The adult and child would discuss this when time out has been completed. Where child has disrespected property or resources they will be expected to clean up, fix or replace resources. Time out in the playground will take place next to an adult and the class teacher should be informed and the peg moved down on the classroom chart

<p>High level behaviour (teachers choice)</p> <p>STEP 3</p>	<p>Persistent medium Level behaviour</p> <p>Biting (EYFS/year1)</p> <p>Kicking (EYFS/year1)</p> <p>Telling lies to staff</p> <p>Swearing/gestures</p> <p>Breach of esafety rules</p> <p>Walking away from staff</p> <p>Intimidating behaviour</p> <p>Threatening language</p> <p>Refusing to do a consequence/sanction</p> <p>Deliberately damaging school property (low level)</p> <p>Fighting</p> <p>Stealing (low level)</p> <p>Throwing objects at people</p> <p>Deliberately damaging displays</p> <p>Physical aggression to staff (low level)</p> <p>Kicking doors/walls</p> <p>Deliberately destroying someone else's work</p>	<p>Peg moved to 'Teachers Choice'</p> <p>Complete a reflection sheet with an adult - copy to go in folder in slt behaviour folder. Record to be made on CPOMS. Parents to be informed. Write an apology or draw a picture for person they have upset.</p> <p>Consequence will be given by the teacher. This can include; miss a full break or an activity which they enjoy</p> <p>Community service-KS2</p> <p>Removal from class</p> <p>Persistent step 3 behaviour will result in a behaviour report until amendments to their behaviour are evident.</p> <p>Following this continue step 3 behaviour will result in an individual behaviour plan being written for the child</p>
<p>Extreme Level</p> <p>STEP 4</p>	<p>Persistent high-level behaviour</p> <p>Carrying weapons</p> <p>Racist comments</p> <p>Bullying</p> <p>Cyber bullying- in or out of school</p> <p>Stealing (higher level)</p> <p>Damaging school property (high level)</p> <p>Leaving premises</p> <p>Physical aggression to staff (high level)</p> <p>Biting (year 2 upwards)</p> <p>Kicking (higher level)</p> <p>Scratching</p> <p>Threatening and abusive language</p> <p>Sexualised behaviour</p> <p>Any extremely dangerous or threatening behaviour</p>	<p>Behaviour plan</p> <p>Taken to a member of the Senior Leadership Team</p> <p>Parents informed.</p> <p>Letter on CPOMS</p> <p>Internal exclusion</p> <p>External suspension</p> <p>Risk assessment</p> <p>Working with external agencies</p>

Step 3 and 4 behaviour will be recorded on CPOMS

Suspension

For extreme breaches of the code of conduct, the Headteacher reserves the right to suspend a pupil from school for one or more fixed term periods, up to 45 days in any school year. The Headteacher may also exclude a pupil permanently. In all cases the Headteacher will follow the guidelines issued by the LA.

If the Headteacher excludes a pupil, they inform the Parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. All appeals need to be sent to the Exclusions Governor.

The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any fixed-term suspensions beyond five days in any one term.

The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher, however they will form a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the LA and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Pupil restraint

A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- causing personal injury to, or damage to the property of, any person (including the pupil him/herself and staff)

- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.
- committing any offence

This applies where a member of the staff of a school is:
on the premises of the school; or elsewhere at a time when a member staff, has lawful control or charge of the pupil concerned.

Other agencies

Where appropriate, full use will be made of agencies such as Education Welfare, BINO, Norwood, Social Services, Health Services and Educational Psychologist services.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Class Teacher records minor classroom incidents. A record of any incident that occurs at break or lunchtimes is recorded by staff on CPOMS. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the Governing Body to monitor suspensions and to ensure that the school policy is administered fairly and consistently.

Named Behaviour Leaders

Caroline Field, Emma Marks and Nicole Wilson

Appendix 1

Yavneh Primary School Agreement

Governors' Statement:

Yavneh Primary School is an Orthodox Jewish school that sees good behaviour as an integral part of the ethos of the school. We believe that the *Yavneh Way* is to demand:

- Respect
- Kindness
- Politeness
- Courtesy

in every area of school life.

This concept of the *Yavneh Way* is formulated from our school motto and forms the basis of our ideas on appropriate pupil behaviour.
The School

We will:

- Work towards every child achieving his or her full potential as a valued member of the school community.
- Promote high standards of work and behaviour through building good relationships and developing a sense of responsibility.
- Encourage and help children to respond and interact in a positive manner with peers and adults alike.
- Ensure that consequences for poor behaviour are fair and follow the school behaviour system.
- Establish well managed classrooms with well-planned and prepared lessons and activities.
- Help children to feel secure and to develop a sense of belonging within the school thus developing a **positive ethos** throughout.
- Ensure each child's entitlement to a broad and balanced curriculum.
- Promote an active partnership with parents.
- Hold regular consultation evenings to discuss each child's progress.
- Inform families of concerns or problems that affect their child's work or behaviour.
- Contact the family if there is a problem concerning a child's attendance, punctuality or equipment.

- Arrange a mutually convenient appointment should families wish to discuss their child.
- Set, mark and monitor class work and homework in accordance with the school's policies.

The Family

We will:

- Support the school in front of our child.
- Ensure our child attends school regularly, on time and properly equipped.
- Inform the school of the reasons for any absence.
- Support the school in maintaining good behaviour and discipline.
- Ensure our child arrives at school and is collected at the correct time.
- Ensure that no additional holidays are taken, in particular, during SATs week.
- Attend all Parental Consultation Evenings and discussions about our child's progress.
- Notify the school of any change in circumstances which may affect our child's learning.
- Support the school and its policies.
- Arrange a mutually convenient appointment should we wish to discuss our child.
- Support our child in homework and other opportunities for home learning.
- Communicate with staff in a courteous manner at all times.
- Behave in an appropriate manner whilst on school property, on the telephone to staff and by email correspondence.
- Adhere to the ethos of the school.

Failure to do so will result in governors acting as appropriate.

The Pupil

I will:

- Attend school regularly and on time.
- Bring all the equipment I need every day.
- Take responsibility for my own possessions.
- Wear the school uniform correctly and be tidy in appearance.
- Do all my class work and homework as well as I can.
- Conduct myself in an orderly manner and obey the school rules.
- Treat others with respect, be kind, polite and helpful.
- Care for the school environment.

Please read and discuss this with your child so that they fully understand their commitment.

Signatures:

Headteacher.....

Parent.....

Pupil (if appropriate).....

APPENDIX 2
Code of Conduct
Guidelines for the classroom

The class teachers are responsible for discussing class rules at the earliest possible opportunity in the Autumn term. The following are guidelines, which class rules should include:

We aim for all children in the classroom to have the right to learn and they should be allowed to do this without disruption from others. All children need to follow teacher's directions.

Each class should write their own set of classroom rules. These should be agreed by the children and displayed clearly in the classroom. These rules should be referred to when necessary.

Expected behaviours for the dining hall:

- Come to the dining hall quietly.
- Be polite to the dinner ladies and caretaker.
- Stay in your seat during lunch.
- Eat your lunch quietly and sensibly.
- Clear up and clean up your rubbish at the end of lunch.
- Ask permission from the teacher to leave the hall.

Expected behaviours for the playground:

- Be polite to the adults on duty.
- Be friendly and respect each other.
- Be a peacemaker.
- Play happily, safely and sensibly.
- keep the playground tidy.
- play sensibly with school equipment.
- When the first whistle or bell goes, freeze! When the second whistle goes, follow instructions.
- Try to solve disputes amicably. If differences can't be settled ask an adult for help.
- Walk quietly to your class.

APPENDIX 3

The following behaviours will be deemed more serious and there will be an automatic suspension at the discretion of the Headteacher.

- Aggressive, physical or verbal *behaviour witnessed by an adult*
- Damage to school property.

APPENDIX 4

Anti-Bullying Policy

1. Statement of Intent

Yavneh College Academy Trust (YCAT) are committed to ensuring that all pupils learn in a supportive, caring and safe environment, with out fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

2. Definition of Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Sexist• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. sex, race, sexuality)

TYPE OF BULLYING	DEFINITION
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

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

3. Policy Aims

All pupils, parents, staff, governors and trustees should have an understanding of what bullying is. Staff, governors and trustees should follow the school policy when bullying is reported or suspected.

All pupils and parents should know what bullying is and inform a member of staff if bullying arises.

The Yavneh Schools will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

4. Reporting Procedures

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the class teacher (YPS).

The class teacher will investigate the incident by interviewing all concerned and record outcomes on the CPOMS files of those involved.

Teachers will be kept informed and, when appropriate, asked to monitor the behaviour of the pupils concerned.

Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil, but speak to a member of staff.

Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied pupil according to the particular incident/s.

Pupils who are victims of bullying will be offered the opportunity to discuss their experience with their class teacher / Form Tutor or another member of staff and be offered support to restore self-esteem and build confidence.

Pupils who have bullied will be helped by; discussing what happened, discovering why the pupil became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the pupil.

In agreement with all parties involved, there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

Disciplinary steps may be taken in line with the schools' Behaviour Policy.

5. Prevention

YCAT take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities, in particular PSHE classes where issues of diversity are discussed and anti-bullying messages are drawn out.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week.
- Whole school assemblies.
- Pupil surveys.
- Discussions and pupil led campaigns via the JLT.
- Improved supervision in potential problem areas.
- Peer mentoring and Buddy schemes.

- Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

6. Development, Monitoring and Review

We plan to:

Monitor, evaluate and review our anti-bullying policy annually via the Executive Leadership Team of the Yavneh Schools.

Support staff in identifying and tackling bullying appropriately.

Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from pupils via the JLT and annual pupil surveys.

To learn from anti-bullying good practice elsewhere and utilise relevant statutory/voluntary organisations when appropriate.

NOTE:

This policy should be read in conjunction with:

The Equality Act
Keeping Children Safe in Education
The school Equality and Diversity Policy
The School Behaviour Policies

Appendix 3 - Suspension and Permanent Exclusion

1. Aims

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

Our school aims to:

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

A note on off-rolling

'Off-rolling' is the practice of removing a pupil from the school roll, when a school makes the decision, in the interests of the school and not the pupil, to:

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

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

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

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

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

2. Legislation and statutory guidance

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

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

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

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

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- The Equality Act 2010
- Children and Families Act 2014

- The School Inspection Handbook, 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 a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

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

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

4. Roles and responsibilities

4.1 The Executive Headteacher

Deciding whether to suspend or exclude

Only the Executive Headteacher, or Deputy Headteacher acting on behalf of the Executive 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 Executive 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 Executive Headteacher will consider whether suspensions alone are an effective consequence 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 Executive 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 (CLA))

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- Consider whether all alternative solutions have been explored, such as:
 - For suspensions, detentions or other consequences provided for in the behaviour policy
 - For exclusions, off-site direction or managed moves

The Executive 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 Executive 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 (or the pupil where they are 18 or older)

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers/pupil 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 Executive Headteacher decides to suspend or exclude a pupil, the parents/carers/pupil 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/pupil 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'/pupil's right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents/carers, how they may be involved in this
 - How any representations should be made
 - Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents/carers/the pupil have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers/the pupil 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 Executive 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 Executive 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 **34** 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 Executive Headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers/pupil without delay, and provide a reason for the cancellation.

Informing the governing board

The Executive Headteacher will, without delay, notify the governing board of:

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

Informing the local authority (LA)

The Executive 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 Executive Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The Executive 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 Executive Headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (CLA)** is at risk of suspension or exclusion, the Executive 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 Executive 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 Executive Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents/carers (or the pupil if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents/carers (or the pupil if they are 18 or older) will be offered the opportunity to meet with the Executive 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 Executive Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Microsoft Teams or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Executive 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 exclusions are delegated to the Governors' Disciplinary Committee (GDC).

The GDC has a duty to consider parents/carers'/the pupil's (if they are 18 or older) 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 pupil. This provision will begin no later than the sixth day of the suspension. 36

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

The governing board will consider:

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

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

The GDC 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 GDC must consider any representations made by parents/carers/the pupil (if they are 18 or older). However, it is not required to arrange a meeting with parents/carers/the pupil 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/pupil make representations to the board, the GDC 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/pupil do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil. 37

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the GDC 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 GDC may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

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

- Parents/carers, or the pupil if they are 18 or older (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 executive Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

Governing board meetings can be held remotely at the request of parents/carers, or pupils if they are 18 or older. See section 9 for more details on remote access to meetings.

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

The GDC 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 GDC will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Executive 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 GDC will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents/carers, or the pupil if they are 18 or older
- The Executive 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 GDC 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' /the pupil's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents/carers)

- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the 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/the pupil (if they are 18 or older) apply for an independent review within the legal timeframe, the academy trust will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers/pupil by the GDC 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/pupils. 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 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)

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- Have, or at any time have had, any connection with the academy 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 social worker of how any of the child's background, education and safeguarding needs were considered by the Executive 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 one of the following:

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

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

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

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

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

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

This notification will include:

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

7. School registers

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

- 15 school days have passed since the parents/carers/pupil (if they are 18 or older) were notified of the GDC's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/carers/pupil have stated in writing that they will not be applying for an independent review panel

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

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

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

Making a return to the LA

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

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

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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. 41

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

8.2 Reintegration meetings

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

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

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

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

9. Remote access to meetings

Parents/carers, or pupils if they are 18 or older, can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers/pupil don't express a preference, the meeting will be held in person.

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

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

The governing board and the 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

10. Monitoring arrangements

The school will collect data on the following:

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

The data will be analysed every term by Ms L Endelman and Mr M Kendler, Assistant Headteachers who will report back to the Executive Headteacher. 42

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.

11. Independent Review Panel training

The academy 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

This policy will be reviewed every year and earlier if necessary.

Date: September 2024

Date of review: September 2025