

**POLICY TYPE: PRESCRIBED**  
**ACTION: FOR SCHOOL ADAPTION & ADOPTION**

Approval Body: COO  
Approval Date: SEPTEMBER 2021  
Version: 1 (SEPTEMBER 2021)  
Policy Ref: BE&EXP01



**Southwark Diocesan  
Board of Education  
Multi-Academy Trust**  
Developing Church of England Education

# POLICY HANDBOOK

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## BEHAVIOUR AND EXCLUSIONS POLICY

## 1. AIMS AND CHRISTIAN VISION

1.1 This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**



### Vision

**'We arise, shine and become what God wants us to be'**

NIV. "Arise, shine, for your light has come, and the glory of the LORD rises upon you. See, darkness covers the earth and thick darkness is over the peoples, but the LORD rises upon you and his glory appears over you. Nations will come to your light, and kings to the brightness of your dawn. (Isiah 60)

### Values

Our values are informed by the values central to Christianity.

**They are: Faith, Hope and Love**

### Golden Rule

**Love one another**

### CALM CODE

**Communicate calmly and politely**

**Act kindly**

**Listen carefully**

**Move slowly and safely**

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

2.1 This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

## 3. DEFINITIONS

We expect all staff, governors, parents and children to work together at St Paul's and to conduct their behaviour in accordance with our school vision and values.

Our approach to behaviour is founded on an understanding that all children have a right to be safe, be happy and learn, and that they will take responsibility for their own behaviour and learning, alongside that of others.

How we promote positive behaviour and deal with negative behaviour will reaffirm our commitment to these school values and so help our children acquire the knowledge, understanding and skills to be fulfilled members of society.

It is our aim that these expectations are followed throughout the whole day in every classroom, collective worship, break times, and when moving around the school.

3.1 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

3.2 Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism



- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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)

#### 4. BULLYING

4.1 **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

4.2 Bullying is, therefore:

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

4.3 Bullying can include:

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

4.4 Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

#### 5. SEXISM AND SEXUAL HARASSMENT

##### 5.1 Context and what is deemed as sexism and sexual harassment

Significant concerns have been raised nationally about the prevalence of peer-on-peer sexual harassment and sexual violence, including online, both in and out of school. Although the issue can affect children or young people of any gender, evidence shows that girls are more likely to be the victim of sexual violence and sexual harassment and that boys are more likely to be the perpetrator. However, other children can be particularly vulnerable, including children who are, or are perceived to be, lesbian, gay, bi, or trans (LGBT).

5.2 There is recognition that sexual harassment and sexual violence between children and young people is not just confined to schools and that a number of other agencies (including the government, Ofsted, police, social care, youth services and others) have a responsibility to act to address the issue. At our School, we want to play a key role in the prevention of and response to incidents of sexual harassment and sexual violence.

5.3 The definitions used by the Department for Education (DfE) for sexism and sexual harassment are as follows:

**Peer-on-peer sexual abuse:** this term includes sexual violence, sexual harassment, upskirting and sexting (also known as 'youth-produced sexual imagery').

**Sexual harassment:** unwanted conduct of a sexual nature that can occur online and offline, which includes the following:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- Sexual "jokes" or taunting



- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This may include the following:
  - o Non-consensual sharing of sexual images and videos
  - o Sexualised online bullying
  - o Unwanted sexual comments and messages, including on social media
  - o Sexual exploitation, coercion and threats.

**Sexual violence:** the sexual offences of rape, assault by penetration and sexual assault.

**Harmful sexual behaviour:** an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

5.4 At our School, our staff have been trained to understand, support and respond to these types of sexual harassment.

#### 5.5 Our Process for responding to reports of sexism and sexual harassment

In dealing with reports of sexism and sexual harassment, our school wants to encourage its pupils to report anything that makes them uncomfortable so that this type of unacceptable behaviour is not normalised. Our school will adopt a 'zero tolerance', which aims to be supportive and protective to:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

5.6 When cases of sexism and sexual harassment are reported at our school, we will ensure that our responses will be:

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

5.7 Each school to include a section on how the pupils can report cases.

5.8 While we take this behaviour very seriously, we will support and listen to all of the pupils involved. This includes the alleged perpetrator(s) so that they can be offered support to change their behaviour. Sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards one another, it's because they're communicating their own experience of abuse.

5.9 Due to a wider societal culture of victim blaming, pupils may be afraid of how reporting incidents of abuse and harassment reflects on them. We will look to develop a culture and ethos of respect, tolerance, acceptance and diversity so that it makes it easier for our pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour. This is best achieved by creating a culture where the pupils that attend our school know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

#### 5.10 Sanctions that this school will use

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. This makes it difficult to determine which sanctions will be used for which behaviours, as context will impact how we handle each incident. The sanctions that we would consider using include:

- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

#### 5.11 How we will decide which sanctions are appropriate

At our School, the response to each incident will be proportionate. We will also balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). In coming to decisions, we will look to consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

5.12 Exclusion from school will only be used in the most severe cases. In cases that involve us working alongside other agencies such as the police, we will consider the recommendations of all parties before making a decision on the most appropriate sanction.

#### 5.13 Taking the views of the victim into account



In forming our response to dealing with sexism and sexual harassment, we will listen to the victim and understand their wishes before making a final decision. These outcomes may include:

- The alleged perpetrator(s) moving class
- The alleged perpetrators staying in their class but not sitting near the victim
- Agreeing that the alleged perpetrator must always stay at a reasonable distance from the victim while on the school premises (including during any before or after school-based activities).

#### 5.14 Promoting appropriate sexual behaviours

At our School, we think that it is important for pupils to understand what good and healthy sexual behaviour means in order for them to understand what is deemed 'inappropriate'. In order to teach these elements in an age-appropriate way, our RSE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

### 6. ROLES AND RESPONSIBILITIES

#### 6.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### 6.2 The headteacher

The headteacher is responsible for reviewing and approving this behaviour policy. 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.

#### 6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

#### 6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### 7. PUPIL CODE OF CONDUCT

Details of our school's approach to promoting positive behaviour and attitudes and addressing poor behaviour and attitudes are set out in our school behaviour strategy document

#### 7.1 Pupils are expected to:

- 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
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### 8. 8. REWARDS AND SANCTIONS

Clear expectations and restorative approaches are used to ensure positive behaviour and relationships.

#### 8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise/Team points/Moving up the behaviour display
- Name in the newsletter or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Completing a reflection sheet
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Being kept in at break or lunchtime, or after school
- Referring the pupil to a senior member of staff



- Letters or phone calls home to parents
- Agreeing a behaviour contract/targets
- Putting a pupil 'on report'

## 8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

For the avoidance of doubt this policy applies to pupils at all times while they can be considered to be under the School jurisdiction. Aside from the normal school day, this may be when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

8.3 In addition to the above, the school is also permitted to sanction pupils for criminal behaviour which happens outside of the school, as well as for non-criminal misbehaviour, bullying, sexual harassment or abuse (including online) which happens outside of the school which:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil, a member of staff or a member of the public;
- could adversely affect the reputation of the school.

8.4 When pupils are wearing school uniform, they are expected to wear it properly and to conduct themselves appropriately. When they are in uniform, they are identifiable as pupils of our school and are expected to act as good ambassadors for the school. Should their conduct or appearance be challenged by a member of staff at any time while wearing their uniform, they are expected to respond appropriately, as they would if they were in school.

## 8.5 Malicious allegations

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.

8.6 Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

8.7 The headteacher will also consider the pastoral needs of staff accused of misconduct.

## 8.8 Out of bounds areas

The following areas in and around the school are out of bounds to pupils:

- School kitchen
- Premises team storage/sheds/skip
- Designated staff areas

8.9 Pupils are not allowed to leave the school site during the school day without permission.

## 9. BEHAVIOUR MANAGEMENT

The ethos of the school and restorative approaches are used to ensure positive behaviour and effective relationships. Forgiveness is a strong part of our ethos.

### 9.1 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 or 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

### 9.2 Physical restraint/Positive Handling

In some circumstances, staff may use reasonable force to restrain/positively handle a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

9.3 Incidents of physical restraint/positive handling must:

- **Always be used as a last resort**



- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

#### 9.4 Searching, Screening and Confiscation

On rare occasions school staff may need to search or screen pupils. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.5 School staff may search for any item if the pupil agrees. The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. If prohibited items (listed in section 3) are found in pupils' possession as part of a search these items will be confiscated and not returned, there will be a full investigation and an appropriate sanction will be issued. The school can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of pupils.

#### 9.6 Damage to school property

When property is damaged by a pupil/pupils it should be reported to a member of staff. Depending on the nature of the damage and whether it was inadvertent or deliberate the school will decide whether a charge should be made against those involved in line with our Charging and Remissions Policy. The extent of the contribution will be at the discretion of the [Headteacher/Principal] and this will be communicated formally to parents.

#### 9.7 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

9.9 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.

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

## 10. PUPIL EXCLUSIONS

10.1 All schools in SDBE seek to encourage positive attitudes and good behaviour and to modify poor or inappropriate behaviour. Good discipline in schools is essential to ensure that all pupils can benefit from the many opportunities provided by a good education.

10.2 Where a Headteacher deems it necessary to exclude a child from school, statutory guidelines will be followed at all times.

### 10.3 Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

### 10.4 Legislation and statutory guidance

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

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

- Section 52 of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
  - [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)
  - Section 64 – 68 of the School Standards and Framework Act 1998
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at 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](#)

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



## 10.5 The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort. 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.”*

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

Exclusion is a formal sanction. It is unlawful to:

1. exclude a child for a non-disciplinary reason
2. informally or unofficially exclude a child from school by, for example, sending him/her home early to ‘cool off’, even if the parents agree to this.

**Any exclusion of a pupil, even for a short period of time, must be formally recorded.**

10.7 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

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

10.8 In any exclusion, the standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil.

10.9 The maximum number of days a child can be excluded for in one school year is 45 days.

## 10.10 Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

## 10.11 Roles and responsibilities

### The Headteacher

#### Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the 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 meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. 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 when notifying parents of an exclusion:

- 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 required by the pupil to identify the person they should report to on the first day
- Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided 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 an exclusion, in which case the information can be provided with less than 48 hours’ notice with parents’ consent.

#### Informing the governing board and local authority



The headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.
- For all other exclusions, the headteacher will notify the governing board and LA once a term.

### **The Governing Board**

Responsibilities regarding exclusions are delegated to The Faith, Ethos and Community committee.

The Faith, Ethos and Community committee has a duty to consider the reinstatement of an excluded pupil (see section 6).

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

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

#### **10.12 Considering the reinstatement of a pupil**

The Faith, Ethos and Community committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

10.13 If requested to do so by parents, The Faith, Ethos and Community committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

10.14 Where an exclusion would result in a pupil missing a public examination, The Faith, Ethos and Community committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the Faith, Ethos and Community committee will consider the exclusion and decide whether or not to reinstate the pupil.

10.15 The Faith, Ethos and Community committee can either:

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

10.16 In reaching a decision, The Faith, Ethos and Community committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

10.17 Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

10.18 The Faith, Ethos and Community committee will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

10.19 Where an exclusion is permanent, The Faith, Ethos and Community committee decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted
  - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the SDBE Multi-Academy Trust to appoint an SEN expert to attend the review
  - 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
  - That 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 exclusion has occurred as a result of 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. A 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

#### 10.20 **An independent review**

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

10.21 Applications for an independent review must be made within 15 school days of notice being given to the parents by The Faith, Ethos and Community committee of its decision to not reinstate a pupil.

10.22 The independent panel will decide 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 when the decision is judged to be flawed)

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

10.24 Where a panel directs or recommends that the The Faith, Ethos and Community committee reconsider whether a pupil should be reinstated, the LGB must reconvene to do so within 10 school days of being given notice of the panel's decision. It must follow the statutory guidance laid down in the statutory guidance on school exclusions current at the time of the exclusion.

#### 10.25 **School registers**

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

- 15 school days have passed since the parents were notified of the exclusion panel's 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

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

#### 10.27 **Returning from a fixed-term exclusion**

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. The purpose of the reintegration is to assist the return of the pupil to school and to promote the improvement of his or her behaviour.

10.28 The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal isolation

### 11. **PUPIL TRANSITION**

11.1 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

11.2 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### 12. **TRAINING**

12.1 Our staff are provided with training on managing and putting into action the behaviour policy as part of their induction, and designated staff are trained in proper use of restraint.

12.2 Behaviour management will also form part of continuing professional development. Whole staff training and bespoke training for individual colleagues is provided. The school has a positive approach to behaviour management and uses restorative approaches.

### 13. **MONITORING ARRANGEMENTS**

13.1 This behaviour policy will be reviewed by the headteacher and [full governing board/committee name] every [frequency]. At each review, the policy will be approved by the headteacher.

### 14. **LINKS WITH OTHER POLICIES**

14.1 This behaviour policy is linked to the following policies:



- Behaviour Strategy
- RSE Policy
- Safeguarding policy
- Online Safety Policy
- Anti-Bullying Policy

