Southwark Diocesan
Board of Education
Multi-Academy Trust

BEHAVIOUR AND EXCLUSIONS POLICY

Part of the 2026/2027 Trust Operating Manual

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BEHAVIOUR AND EXCLUSIONS POLICY

1. AIMS AND CHRISTIAN VISION

1.1 This policy aims to:

(a) Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

(b) Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

(c) Outline the expectations and consequences of behaviour

(d) Provide a consistent approach to behaviour management that is applied equally to all pupils, always taking into consideration the need to make reasonable adjustments in accordance with our Equality Act duties

(e) Define what we consider to be unacceptable behaviour, including bullying and discrimination

(f) Meet our school's Christian vision: "Be brave. Be great. Be you." We want every pupil to flourish and have the opportunity to be great. This depends on a culture of excellent learner qualities, kindness, belonging and positive behaviour for learning. Our shared culture is: "We are fun. We are together."

2. LEGISLATION AND STATUTORY REQUIREMENTS

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

(a) Behaviour in schools: advice for headteachers and school staff – February 2024

(b) Searching, screening and confiscation: advice for schools- July 2022

(c) The Equality Act 2010

(d) Keeping Children Safe in Education – September 2026

(e) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026

(f) Restrictive interventions, including the use of reasonable force, in schools – April 2026

(g) Supporting pupils with medical conditions at school – August 2017

(h) Mental health and behaviour in schools – November 2018

2.2 It is also based on the special educational needs and disability (SEND) code of practice.

2.3 In addition, this policy is based on:

(a) 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

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

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

3. DEFINITIONS

3.1 Misbehaviour is defined as:

(a) Disruption in lessons, in corridors between lessons, and at break and lunchtimes

(b) Non-completion of classwork or homework

(c) Poor attitude

(d) Incorrect uniform

(e) Being disrespectful to peers or adults

3.2 Serious misbehaviour is defined as:

(a) Repeated breaches of the school rules

(b) Hitting, biting or threatening pupils or adults

(c) Threatening or intimidating other pupils

(d) Refusing reasonable instructions where this puts the safety of the pupil or others at risk

(e) Any form of bullying

(f) Vandalism

(g) Theft

(h) Fighting

(i) Smoking

(j) Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

(k) Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

(i) Sexual comments

(ii) Sexual jokes or taunting

(iii) Physical behaviour like interfering with clothes

(l) Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

(m) Racist, sexist, homophobic or discriminatory behaviour

(n) Possession of any prohibited items. These are:

(i) Knives or weapons

(ii) Alcohol

(iii) Illegal drugs

(iv) Stolen items

(v) Tobacco and cigarette papers

(vi) Fireworks

(vii) Pornographic images

(viii) 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:

(a) Deliberately hurtful

(b) Repeated, often over a period of time

(c) 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, to include homophobic or transphobic bullying, 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

St George's approach to preventing and addressing bullying:

Pupils can report bullying to any trusted adult. Parents and carers can contact the class teacher or a member of the senior leadership team; staff must report concerns promptly.

All reported incidents are taken seriously. Relevant pupils and, where appropriate, adults will be spoken to individually to establish what has happened and whether there is a repeated pattern or imbalance of power.

Investigations and actions will be recorded on CPOMS and a member of the senior leadership team informed. Parents and carers will be kept informed as appropriate, including when allegations are substantiated.

Where appropriate and safe, staff will use restorative approaches to help pupils understand the impact of their behaviour. Appropriate sanctions will be used in accordance with section 7, with reasonable adjustments and safeguarding duties considered.

Support will be offered to the pupil who has experienced bullying and the pupil responsible, including support to develop safer relationships and behaviour. Staff will agree actions and monitor their impact.

A follow-up check with the pupils concerned will evaluate whether the actions have been effective and the bullying has stopped. The school will take further action if concerns persist.

Bullying is prevented through the Behaviour Blueprint, explicit teaching of respectful relationships, PSHE/RSHE, collective worship, curriculum opportunities and consistent adult modelling. Staff receive guidance through induction and ongoing training; governors scrutinise behaviour information through school reporting.

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

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

5.2 The headteacher

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

(b) 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.

(c) The headteacher is also responsible for:

(i) Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

(ii) Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

(iii) Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

5.3 Teachers and Staff

Staff are responsible for:

(a) Creating a calm and safe environment for pupils

(b) Establishing and maintaining clear boundaries of acceptable pupil behaviour

(c) Implementing the behaviour policy consistently

(d) Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

(e) Modelling expected behaviour and positive relationships

(f) Providing a personalised approach to the specific behavioural needs of particular pupils

(g) Considering their own behaviour on the school culture and how they can uphold school rules and expectations

(h) Recording behaviour incidents promptly

5.4 Parents and carers

Parents and carers, where possible, should:

(a) Get to know the school's behaviour policy and reinforce it at home where appropriate

(b) Support their child in adhering to the school's behaviour policy

(c) Inform the school of any changes in circumstances that may affect their child's behaviour

(d) Discuss any behavioural concerns with the class teacher promptly

(e) Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

(f) Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

(g) Take part in the life of the school and its culture

(h) The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

(a) Pupils will be made aware of the following during their induction into the behaviour culture:

(i) The expected standard of behaviour they should be displaying at school

(ii) That they have a duty to follow the behaviour policy

(iii) The school's key rules and routines

(iv) The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

(v) The pastoral support that is available to them to help them meet the behavioural standards

(b) Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

(c) Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

(d) Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

(e) Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. SCHOOL BEHAVIOUR CURRICULUM

At St George's, we explicitly teach our Behaviour Blueprint (Appendix A), including the three school rules: "Be ready. Be respectful. Be safe." Pupils learn what these look and sound like in classrooms, corridors, worship, playgrounds, lunch and off-site activities. Adults model expectations and use the shared language of learner listening, terrific transitions and positive reinforcement.

6.1 Pupils are expected to:

(a) Behave in an orderly and self-controlled way

(b) Show respect to members of staff and each other

(c) In class, make it possible for all pupils to learn

(d) Move quietly around the school

(e) Treat the school buildings and school property with respect

(f) Wear the correct uniform at all times

(g) Accept sanctions when given

(h) Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6.2 Mobile phones

Pupils may bring a mobile phone to school only where a parent or carer has completed the school's mobile phone declaration form and this has been authorised by the headteacher. Phones must be switched off and handed in to the designated member of staff at the start of the school day, stored securely in the agreed location and collected at the end of the school day. Pupils must not use phones during lessons, breaktimes, lunchtimes, school clubs or other school-organised activities.

7. RESPONDING TO BEHAVIOUR

7.1 Classroom management

(a) Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Our Behaviour Blueprint (Appendix A) specifies three visible adult consistencies: (1) Meet, greet and smile; (2) First attention to best conduct; (3) Remain calm. Staff use these consistently, alongside our shared scripts and stepped response to behaviour.

They will:

(b) Create and maintain a stimulating environment that encourages pupils to be engaged

(c) Display and use the St George's Behaviour Blueprint and explicitly teach the school's routines and expectations

(d) Develop a positive relationship with pupils, which may include:

(i) Greeting pupils in the morning/at the start of lessons

(ii) Establishing clear routines

(iii) Communicating expectations of behaviour in ways other than verbally

(iv) Highlighting and promoting good behaviour

(v) Concluding the day positively and starting the next day afresh

(vi) Having a plan for dealing with low-level disruption

(vii) Using positive reinforcement

7.2 Safeguarding

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

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

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

7.3 Responding to good behaviour

(a) When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

(b) Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

(c) Positive behaviour will be rewarded with:

(i) Recognising pupils who demonstrate one of our seven learner qualities, including having their name on the Learner Quality Board

(ii) Verbal praise

(iii) Communicating praise to parents via a phone call or written correspondence

(iv) Certificates and celebration worship, including Star of the Week and learner-quality recognition

(v) Positions of responsibility and opportunities to contribute to school life, such as pupil leadership roles

(vi) Whole-class rewards, including a popular activity or extra play in recognition of collective success

(vii) Dining at the Golden Table during Golden Table week

(viii) Class Dojo points awarded for positive choices and learning behaviours

7.4 Responding to misbehaviour

(a) When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

(b) Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

(c) De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

(d) All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account, in accordance with our Equality Act duties to make reasonable adjustments

(e) When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

(f) The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

St George's stepped response is: reminder, private caution, brief last-chance intervention, proportionate consequence or time out, and restorative repair. A senior leader can support where behaviour is extreme or escalates despite consistent use of agreed strategies.

(i) A reminder of the three school rules and an opportunity to put things right

(ii) A private caution explaining the behaviour and possible consequence, followed by a brief scripted last-chance conversation when needed

(iii) A restorative conversation and, where age-appropriate, reflection on the impact of the behaviour

(iv) Completion of missed learning at an appropriate time, with consideration of the pupil's needs

(v) A proportionate loss of some breaktime or other privilege when appropriate, with access to necessary food, drink and toileting

(vi) Moving a pupil to another supervised workspace within the classroom or temporarily to another class

(vii) A supervised period away from the classroom, including internal exclusion where justified by the seriousness of the incident

(viii) Referring the pupil to a senior member of staff

(ix) Letter or phone call home to parents

(x) Agreeing a behaviour contract

(xi) A tailored behaviour support or monitoring plan, agreed and reviewed with the pupil and parents or carers where appropriate

(xii) Temporary removal from the classroom to restore safety and calm, with a planned return to learning

(xiii) Suspension

(xiv) Permanent exclusions, in the most serious of circumstances

(g) Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

(h) The school's equality duties under the Equality Act 2010 apply to all decisions made under this policy, particularly sanctions. Staff must consider:

(i) Whether a student is or may be disabled;

(ii) If so, are there reasonable adjustments required (including previously established reasonable adjustments);

(iii) Is any behaviour related to the disability;

(iv) Have any reasonable adjustments been made;

(v) Does the policy require to be adjusted in the individual circumstances of the student;

(vi) Does the disability mean that communication needs to be addressed differently?

7.5 Reasonable force

(a) School staff have the legal power to use reasonable force where it is necessary and proportionate to prevent a pupil from:

(i) Causing disorder

(ii) Hurting themselves or others

(iii) Damaging property

(iv) Committing an offence

(b) Incidents of reasonable force must:

(i) Always be used as a last resort

(ii) Be applied using the minimum amount of force and for the minimum amount of time possible

(iii) Be used in a way that maintains the safety and dignity of all concerned

(iv) Never be used as a form of punishment

(v) Be recorded, with significant incidents recorded and reported to parents or carers as soon as practicable in accordance with the April 2026 DfE guidance and statutory requirements

(c) When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff will prioritise prevention and de-escalation, consider individual risk assessments and support plans, and follow current statutory requirements for recording and reporting significant use of force and any seclusion or restraint. Restrictive interventions must never be used as punishment.

7.6 Searching, screening and confiscation

(a) Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil; there will be a full investigation, and an appropriate sanction will be issued.

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

Searching a pupil

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

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

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

(a) The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and

(b) In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or

(c) It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

(a) Assess whether there is an urgent need for a search

(b) Assess whether not doing the search would put other pupils or staff at risk

(c) Consider whether the search would pose a safeguarding risk to the pupil

(d) Explain to the pupil why they are being searched

(e) Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"

(f) Explain how and where the search will be carried out

(g) Give the pupil the opportunity to ask questions

(h) Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead (or deputy) to help determine why the pupil is refusing to comply.

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

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

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

(a) Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

(b) Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

(a) Desks

(b) Lockers

(c) Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

(b) If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

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

(d) What happened

(e) What was found, if anything

(f) What has been confiscated, if anything

(g) What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

(a) The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and

(b) The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

(a) Act to safeguard the rights, entitlements and welfare of the pupil

(b) Not be a police officer or otherwise associated with the police

(c) Not be the headteacher

(d) Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

After a search

If a pupil is found to be in possession of a prohibited item listed in section 3, then the staff member should alert the DSL (or deputy) and the pupil should be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

Recording searches

Any search by a member of staff for a prohibited item listed in section 3 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL (or deputy) to identify possible risks and initiate a safeguarding response if required.

7.7 Off-site misbehaviour

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

(a) Taking part in any school-organised or school-related activity (e.g. school trips)

(b) Travelling to or from school

(c) Wearing school uniform

(d) In any other way identifiable as a pupil of our school

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

(e) Could have repercussions for the orderly running of the school

(f) Poses a threat to another pupil

(g) Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

(a) It poses a threat or causes harm to another pupil

(b) It could have repercussions for the orderly running of the school

(c) It adversely affects the reputation of the school

(d) The pupil is identifiable as a member of the school

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

7.9 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 and this will be communicated formally to parents.

7.10 Suspected criminal behaviour

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

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

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

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

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

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

(a) Proportionate

(b) Considered

(c) Supportive

(d) Decided on a case-by-case basis

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

(a) Responding to a report

(b) Carrying out risk assessments, where appropriate, to help determine whether to:

(c) Manage the incident internally

(d) Refer to early help

(e) Refer to children's social care

(f) Report to the police

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

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for further information on responding to allegations of abuse against staff or other pupils.

8. SEXISM AND SEXUAL HARASSMENT

8.1 Context and what is deemed as sexism and sexual harassment

Significant concerns have been raised nationally about the prevalence of child-on- child 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).

8.2 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.

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

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

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

(i) Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;

(ii) Sexual "jokes" or taunting

(iii) Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature

(iv) 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.

(c) Sexual violence: the sexual offences of rape, assault by penetration and sexual assault.

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

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

8.5 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:

(a) The victim(s): by stopping the problem and getting the help and support they need

(b) Other people: by preventing it happening to someone else

(c) The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

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

(a) Proportionate

(b) Considered

(c) Supportive

(d) Decided on a case-by-case basis

8.7 Pupils can report sexism, sexual harassment or any behaviour that makes them feel unsafe to any trusted adult, including their class teacher, support staff or a member of the safeguarding team. They may speak privately or ask a parent or carer to raise the concern on their behalf. Adults will listen carefully, take the report seriously, record it on CPOMS and share it promptly with the designated safeguarding lead (or deputy). Pupils will be told what will happen next in a way they can understand and will be offered appropriate support. Reports will be handled sensitively, without promising confidentiality where safeguarding action is required.

8.8 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.

8.9 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:

(a) Take their safety and wellbeing seriously

(b) Listen to them

(c) Act on their concerns

(d) Not tolerate or accept abuse

8.10 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) A verbal warning

(b) A supported restorative discussion or apology, only where safe and appropriate and without requiring the pupil who reported harm to participate

(c) A letter or phone call to parents

(d) Detention

(e) A period of internal exclusion (length dependent on incident)

(f) Suspension (length dependent on incident) or permanent exclusion

8.11 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:

(a) The age and developmental stage of the alleged perpetrator(s)

(b) The nature and frequency of the alleged incident(s)

(c) How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

8.12 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.

8.13 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:

(a) The alleged perpetrator(s) moving class

(b) The alleged perpetrators staying in their class but not sitting near the victim

(c) 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).

(d) Safeguarding separation, a school can temporarily forbid a pupil from attending its premises where due to an allegation of harm by one pupil against another which might require physically separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so.

8.14 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:

(a) Consent

(b) What respectful behaviour looks like

(c) Body confidence and self-esteem

(d) Healthy relationships

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

9. SUSPENSIONS AND EXCLUSIONS

9.1 Aims

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

(a) Our school aims to:

(b) Ensure that the exclusions process is applied fairly and consistently

(c) Help governors, staff, parents and pupils understand the exclusions process

(d) Ensure that pupils in school are safe and happy

(e) Prevent pupils from becoming NEET (not in education, employment or training)

(f) Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

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

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

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

(a) Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'

(b) Because they have special educational needs and/or a disability (SEND) that the school feels unable to support

(c) Due to poor academic performance

(d) Because they haven't met a specific condition, such as attending a reintegration meeting

(e) By exerting undue influence on a parent to encourage them to remove their child from the school

9.2 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2026

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

(a) Section 51A of the Education Act 2002, as amended by the Education Act 2011

(b) The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

(c) In addition, the policy is based on:

(d) Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils

(e) Section 579 of the Education Act 1996, which defines 'school day'

(f) The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026

(g) The Equality Act 2010

(h) Children and Families Act 2014

(i) The School Attendance (Pupil Registration) (England) Regulations 2024

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

9.3 Definitions

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

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 or academy requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – 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 and the admission authority for the new school, should consent before a managed move occurs and should only occur when it is in the pupil's best interests.

9.4 Roles and responsibilities

9.5 The headteacher

Deciding whether to suspend or exclude

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

A decision to suspend a pupil will be taken only:

(a) In accordance with the school's behaviour policy

(b) To provide a clear signal of what is unacceptable behaviour

(c) To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the headteacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to exclude a pupil will be taken only:

(a) In response to serious or persistent breaches of the school's behaviour policy, and

(b) If allowing the pupil to remain in school would seriously harm the education or welfare of others

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

(d) Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked

(e) Allow the pupil to give their version of events

(f) Consider whether the pupil has special educational needs (SEN)

(g) Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))

(h) Consider whether all alternative solutions have been explored, such as:

(i) For suspensions, detentions or other sanctions provided for in the behaviour policy

(ii) For exclusions, off-site direction or managed moves

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

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

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

Informing parents

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

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

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

(a) The reason(s) for the suspension or exclusion

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

(c) Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this

(d) How any representations should be made

(e) Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

(f) That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

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

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

(b) Parents may be given a fixed penalty notice or prosecuted if they fail to do this

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

(a) The start date for any provision of full-time education that has been arranged

(b) The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant

(c) The address at which the provision will take place

(d) Any information the pupil needs in order to identify the person they should report to on the first day

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

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

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

Informing the governing board

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

(a) Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil

(b) Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term

(c) Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

(d) Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

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

The notification will include:

(a) The reason(s) for the suspension or permanent exclusion

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

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

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

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

If a:

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

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

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

(a) They have decided to suspend or permanently exclude the pupil

(b) The reason(s) for the decision

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

(d) The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)

(e) They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

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

Cancelling suspensions and permanent exclusions

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

(a) The parents, governing board and LA will be notified without delay

(b) Where relevant, any social worker and VSH will be notified without delay

(c) The notification must provide the reason for the cancellation

(d) The governing board's duty to hold a meeting and consider reinstatement ceases

(e) Parents (or the excluded pupil if they are 18 years or older) will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay

(f) The pupil will be allowed back in school without delay

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

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

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

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

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

9.6 The Governing Board

Considering suspensions and permanent exclusions

In accordance with the Trust's scheme of delegation and articles of association, decisions to consider reinstatement following suspension or permanent exclusion will be taken by the governing board or a properly authorised Pupil Disciplinary Committee comprising at least three governors.

The governing board (or its duly authorised Pupil Disciplinary Committee) has a duty to consider parents' representations about a suspension or permanent exclusion and, in prescribed circumstances, to consider reinstatement.

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. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty.

Monitoring and analysing suspensions and exclusions data

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves. They should deploy maximum challenge to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action.

The governing board will consider:

(a) How effectively and consistently the school's behaviour policy is being implemented

(b) The school register and absence codes

(c) Instances where pupils receive repeat suspensions

(d) Interventions in place to support pupils at risk of suspension or permanent exclusion

(e) 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

(f) Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working

(g) The characteristics of suspended and permanently excluded pupils, and why this is taking place

(h) 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

(i) Building an evidence base from the most recent and accessible data to identify successes and root causes of problems

(j) Using data to benchmark and analyse trends to improve educational and financial outcomes.

9.7 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 LAC or have social workers, the LA and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

9.8 The Reinstatement of a Pupil

The governing board (or its duly authorised Pupil Disciplinary Committee) will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

(a) The exclusion is permanent

(b) It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or

(c) 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 governing board (or its duly authorised Pupil Disciplinary Committee) must consider any representations made by parents. However, it is not required to arrange a meeting with parents 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 make representations to the board, the governing board (or its duly authorised Pupil Disciplinary Committee) will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the

parents/pupil do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing board (or its duly authorised Pupil Disciplinary Committee) 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 duly authorised Pupil Disciplinary Committee 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:

(a) Parents, (and, where requested, a representative or friend)

(b) The pupil if they are 18 years or older

(c) 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)

(d) The headteacher

(e) The pupil's social worker, if they have one

(f) The VSH, if the pupil is looked after

Parents may request that the local authority and/or the home local authority attend a meeting of an academy's governing board as an observer. The academy trust is not required to agree to such a request, and any representative from the local authority may only make representations if the governing board gives consent.

Governing board meetings can be held remotely at the request of parents.

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 governing board (or its duly authorised Pupil Disciplinary Committee) can either:

(a) Decline to reinstate the pupil, or

(b) Direct the reinstatement of the pupil immediately, or on a particular date

(c) In reaching a decision, the governing board (or its duly authorised Pupil Disciplinary Committee) will consider:

(d) Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair

(e) Whether the headteacher followed their legal duties

(f) The welfare and safeguarding of the pupil and their peers

(g) 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, and will record the decision with reasons.

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 governing board (or its duly authorised Pupil Disciplinary Committee) will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

(a) The parents, or the pupil, if they are 18 or older

(b) The headteacher

(c) The pupil's social worker, if they have one

(d) The VSH, if the pupil is looked after

(e) The local authority

(f) The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the governing board (or its duly authorised Pupil Disciplinary Committee) has decided not to reinstate the pupil, the notification of decision will also include the following:

(a) The fact that it is a permanent exclusion

(b) Notice of parents' right to ask for the decision to be reviewed by an independent review panel

(c) 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)

(d) The name and address to which an application for a review and any written evidence should be submitted

(e) 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

(f) That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel

(g) Details of the role of the SEN expert and that there would be no cost to parents for this appointment

(h) That parents must make clear if they wish for an SEN expert to be appointed in any application for a review

(i) 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

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

9.9 Independent Review

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

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board (or its duly authorised Pupil Disciplinary Committee) of its decision to not reinstate the pupil or, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents/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) 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

(b) 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

(c) 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:

(a) Are a trustee/director of the academy trust of the excluding school

(b) Are the headteacher of the excluding school, or have held this position in the last 5 years

(c) 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)

(d) Have, or at any time have had, any connection with the academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality

(e) 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 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, because the child is a LAC, the panel must have regard to any representation made by the VSH of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

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

(a) Uphold the governing board's decision

(b) Recommend that the governing board reconsiders reinstatement

(c) 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:

(a) The panel's decision and the reasons for it

(b) 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

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

Where a panel directs or recommends that the governing board (or its duly authorised Pupil Disciplinary Committee) reconsider whether a pupil should be reinstated, the governing board (or its duly authorised Pupil Disciplinary Committee) must reconvene to do so within 10 school days of being given notice of the panel's decision. It must follow the guidance laid down in the statutory guidance on school exclusions current at the time of the exclusion.

9.10 School Registers

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

(a) 15 school days have passed since the parents were notified of the governing board's (or its duly authorised Pupil Disciplinary Committee's) decision to not reinstate the pupil and no application has been made for an independent review panel, or

(b) The parents have stated in writing that they will not be applying for an independent review panel

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

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

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

Making a return to the LA

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

(a) The pupil's full name

(b) The full name and address of any parent with whom the pupil normally resides

(c) At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency

(d) The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)

(e) Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school

(f) Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

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

9.11 Returning from a Suspension

Reintegration strategy

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

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

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

(a) Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school

(b) Daily contact in school with a designated pastoral professional

(c) Mentoring by a trusted adult or a local mentoring charity

(d) Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage

(e) Informing the pupil, parents and staff of potential external support

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, only where it is in the best interests of the pupil.

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

Reintegration meetings

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

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

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

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

Remote Access to Meetings

Parents can request that a governing board meeting, or independent review panel be held remotely. If the parents 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:

(a) All the participants have access to the technology which will allow them to hear, speak, see and be seen

(b) All the participants will be able to participate fully

(c) 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:

(d) Compromise the ability of participants to contribute effectively, or

(e) Prevent the meeting from running fairly and transparently

9.12 Monitoring Arrangements

The school will collect data on the following:

(a) Attendance, permanent exclusions and suspensions

(b) Use of pupil referral units, off-site directions and managed moves

(c) Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

(d) The data will be analysed at least annually by the headteacher, Darren Janes, and reported to the governing board. Significant trends or safeguarding concerns will be reviewed sooner where necessary.

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

(e) At school level

(f) By age group

(g) By time of day/week/term

(h) By protected characteristic

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

The multi-academy trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any 1 academy may be too low to allow for meaningful statistical analysis.

This policy will be reviewed annually by Darren Janes, Headteacher, and submitted to the governing board for approval in accordance with the Trust's policy approval arrangements.

APPENDIX A: ST GEORGE'S BEHAVIOUR BLUEPRINT

St George's CE Primary School

Be brave. Be great. Be you. | We are fun. We are together.

BE READY. BE RESPECTFUL. BE SAFE.

VISIBLE ADULT CONSISTENCIES	RELENTLESS ROUTINES	OVER AND ABOVE BEHAVIOURS	RECOGNITIONS
• Meet, greet and smile • First attention to best conduct • Remain calm	• Learner listening • Terrific transitions	• Applying a learner quality • Applying a sporting spirit • Applying a Christian value	• Verbal praise • Name on Learner Quality Board • Star of the Week • Learner Quality or Little Learner Badge • Sent to Deputy Head or Head • Class Dojo allocation • Place at the Golden Table

Behaviour Curriculum Script

- We are about to…
- When we do this, to show you are ready you need to… (tell and model)
- To show you are respectful, you need to… (tell and model)
- To show you are safe, you need to… (tell and model)
- I know you will be great at this.
- Show me… (give first attention to best conduct)

Stepped Sanctions

- 1. Reminder — the three school rules
- 2. Caution — privately outline the behaviour and possible consequence or a way to put it right
- 3. Last chance — a 30-second intervention (microscript)
- 4. Time out or consequence — e.g. miss part of break or work elsewhere for a period of learning
- 5. Repair — restorative conversation
- SLT can be called upon for extreme behaviour or where behaviours escalate despite consistent use of agreed strategies. We are a team.

30-Second Microscript

- I can see you are choosing to… (e.g. speak to your partner / not begin your learning / dance).
- You are not showing me you are… (ready / respectful / safe).
- To begin to put this right, you need to… (e.g. move seats / spend five minutes of breaktime / apologise to your partner).
- I know you will now take responsibility and make the right choice because you are great.
- Do you remember last week when you… (e.g. wrote five excellent sentences / were kind to a partner)?
- That is who I need to see today.
- Thank you for putting this right and making the right choice.

Restorative Questions

- 1. What happened? Did anything happen before?
- 2. What were you thinking or feeling at the time?
- 3. What have you thought since?
- 4. What choice did you make that you need to take responsibility for?
- 5. How did your action make other people feel?
- 6. Who has been affected?
- 7. How should we put this right? Who do we need to apologise to?
- 8. Does anyone else need to put something right?
- 9. If this happens again, how could you do things differently?
- For group incidents, every pupil is supported to reflect and take proportionate responsibility for their choices.