

Behaviour Policy and statement of behaviour principles Priory Primary School



Title	Behaviour Policy & Statement of Behaviour Principles
Status	AGREED
Ratified Date	October 2024
Ratified by	Governing Board
Review Cycle	Annually
Review Date	Autumn 2025



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1. Rationale

Our children will see many different examples of how people behave in the world around them, and we have a responsibility to help children understand these behaviours and the impact on themselves, others and the world. This links to our status as a Useful & Kind School, and its 'Self, Others, World' model.

At Priory Primary School we work hard to create an environment where children feel valued, safe and respected, to provide nurture for their own valuable, safe and respectful behaviours.

We believe that motivated and happy children can develop self-discipline, empathy, mutual respect and trust. To support them in achieving this we will

- provide clear boundaries
- be explicit about what good learning behaviour is
- model positive behaviours ourselves
- model an enthusiasm and curiosity for learning
- create a calm, orderly school environment

2. Aims of the Behaviour Policy in Practice

- Enable happy and motivated pupils through positive behaviour
- Actively involve children in the management of their own behaviour
- Set clear and consistent guidelines of expected standards of behaviour
- Have agreed and consistent sanctions for inappropriate behaviour
- Foster a restorative approach
- Ensure we work with parents / carers and keep them informed on all behaviour management issues

3. Legislation and statutory requirements

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 takes account of:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which sets out the school's responsibility and authority to regulate pupils' behaviour, discipline pupils whose behaviour is unacceptable and to publish this behaviour policy and written statement of behaviour principles. It also gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Definitions

Positive learning behaviour

Each class will define its own understanding of the positive learning behaviours – or 'class rules' at the start of each academic year. They are to be expressed in positive terms, for example "We will walk around school", not "Don't run".

The following are typical examples that pupils often decide on, and are supported by the school's approach:

- Good listening and focus (according to pupil's age / ability)
- Following the teacher's instructions, first time
- Keeping your hands and feet to yourselves
- If asking for help, put up your hand and wait your turn
- Be polite and kind to others
- Always do your best

In our school, **inappropriate** or **misbehaviour** is defined as:

- Disruption in classrooms, other learning rooms, around the school, including at break or lunchtimes
- Work refusal, where clear instruction, resources and support has been provided
- Not following adult instruction, first time

Serious misbehaviour is defined as:

- Repeated breaches of the school and classroom rules
- Any form of bullying (see our Anti-Bullying Policy)
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic, prejudicial or discriminatory behaviour
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items
- Knives
- Actual weaponry or items being used as a weapon
- Alcohol
- Illegal drugs
- Pornographic materials



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

Bullying is, therefore:

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

Full details of the school's policy and procedures is set out in the **Anti-Bullying Policy** available on the school website. A hard copy is available on request from the School Office.

Anti-Bullying education is embedded in our curriculum, and additionally the school takes part in a focused week each Autumn Term in line with the Anti-Bullying Alliance – Anti-Bullying Week.

Child on Child Sexual Violence and Sexual Harassment

Child on child sexual harassment may take the form of physical, mental or online abusive behaviour, where the victim experiences unwelcome and inappropriate sexual remarks or physical contact. The victim will very likely be scared, offended or humiliated.

For cases of child on child abusive behaviour, our response to incidents will be dealt with on a case by case basis, supported by the guidance, policy and practice outlined in our **Child Protection and Safeguarding Policy**.

Sexual harassment will not be tolerated, however all pupils involved (victims and perpetrators) will be offered support in respect of both education and safeguarding. All adults must be guided by the importance of creating a safe and listening culture, where children are not afraid of reporting abuse and can be confident that they will be taken seriously.

5. Developing a Whole School Ethos

The whole school community - staff, volunteers, pupils and parents - must ensure that they understand and communicate clearly that "the behaviour is not the child". In other words, if children make bad choices, and behave badly, this is not because they are a 'bad' person. At all times, adults must do their best not to damage a child's self worth or self esteem.

Whilst we aim to establish a Whole School Ethos, with clear behaviour definitions and guidelines, individual class teachers and class teams are encouraged to develop rewards and sanctions that are individualised to the class needs and characteristics in any given year.

Pupils, you are asked to:

- Be useful and kind
- Be respectful of yourself, other people, the school and your environment
- Be ready and willing to learn
- Try your best
- Take responsibility for your own behaviour



- Accept sanctions and try to make better choices next time
- Model your best behaviour to others

Staff, you are asked to:

- Model the expected behaviour at all times
- Display rules for behaviour in your classroom
- Look for, name and celebrate positive behaviour, applying rewards consistently
- Calmly and swiftly deal with inappropriate behaviour, applying sanctions consistently
- Take the time to explain clearly to pupils the impact of either their positive or negative behaviour
- Take time for restorative practices where required

6. Roles and Responsibilities

6.1 The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1).

The governing body will also review this behaviour policy in conjunction with the head teacher and monitor the policy's effectiveness, holding the head teacher to account for its implementation.

The governing body is responsible for ensuring that suspensions and permanent exclusions are dealt with according to the school policy, guided and underpinned by legislation (see summary of the Exclusions Policy in Appendix 3)

6.2 The Head Teacher

The head teacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (Appendix 1). The head teacher will also approve this policy.

The head teacher 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 and Behaviour Lead Teacher

All staff are responsible for:

- Creating a calm and safe environment
- Establishing and maintaining clear boundaries of expected behaviour
- Implementing the behaviour policy consistently
- Modelling expected behaviours and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents



The Behaviour Lead Teacher (Mr Liam Walsh) will:

- Provide advice and support to all staff in implementing positive behaviour strategies
- Support and advise senior leadership on the effectiveness of this policy in practice
- Provide a level of support to teachers if out-of-classroom sanctions are required (eg time out in Mr Walsh's class)
- Encourage and enable whole school rewards and recognition

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 school behaviour expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Promptly discuss any behavioural concerns with the class teacher

6.5 Pupils

After being introduced and supported to understand the Whole School Ethos, pupils are expected to:

- Be Useful & Kind to Self, Others and the World
- Be ready and willing to learn
- Take responsibility for their own choices, modelling their best behaviour
- Engage with the reflection and restorative work, for themselves and with peers

7. Rewards and sanctions

7.1 School's rewards and sanctions

Positive learning behaviour will be rewarded with:

- An individual, age-appropriate reward system for each class
- Class-based moments of celebration (eg golden time, mufti day, party)
- Recognition of positive learning behaviours in 'The Book', read out in Celebration Assembly
- Visit to the Behaviour Lead
- Visit to the head teacher
- Phone calls to parents from the head teacher
- Postcards home to the pupil from the class teacher

Staff will respond to misbehaviour using a ladder' of responses:

Staff should give each one time to take effect, and 'catch them being good' at whatever level they respond, e.g. "Thank you for following my instruction straight away." Individual



class teachers may need to adjust according to the 'geography' of their classroom, but the basic principles are:

- Remind the whole class of expected behaviour
- Proximity praise to a pupil modelling expected behaviour
- Name the pupil who is misbehaving and be specific & positive eg "I expect you to be sitting quietly at your desk"
- Name the pupil again and check their understanding with the phrase "What should you be doing?"

If misbehaviour persists, staff should use the Language of Choice approach (see Appendix 2)

Finally, the following sanctions can be used when persistent misbehaviour disrupts the learning of the rest of the class:

- Time out / completing their work in a colleague's classroom
- Time out / interview with Behaviour Lead Teacher
- Interview with Head Teacher
- Letter home to parents

7.2 Reflective and Restorative Practice:

When a pupil needs to reflect on their behaviour choices, staff should guide them using the 'Reflection Quadrant', where they can write or draw their reflections under the following headings:

If a pupil's actions have harmed another person, child or adult – or if there has been damage to property - staff will discuss with the pupil what actions they should take to restore the relationship and/or make amends.

7.3 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.

At Priory Primary School we have significantly high numbers of pupils with English as an additional language, as well as pupils with processing, speech, language and communication difficulties. Staff should take account of a pupil's individual needs if, for example, they might need verbal instructions repeating or the use of picture cards to be fully understood.

Health & Safety – if a pupil is putting themselves or another person in actual danger, staff are required by law to intervene using proportionate actions to prevent dangerous behaviours (see **8.2** and also our Physical Intervention Policy)

7.4 Off-site behaviour

Sanctions will be applied where a pupil has misbehaved off-site when wearing school uniform, on the way to or from school and any other time when representing the school, such as on a school trip.



7.5 Ongoing Behaviour Issues:

If a pupil's misbehaviour is an ongoing issue, even at a low level, and they are not responding to the rewards and sanctions, it may be a sign of other difficulties.

Following consultation with the class teacher, the Senior Inclusion Lead / SENDCo (Natasha Wilde) can evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. 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.

Where **serious misbehaviour** is the head teacher may deem it proportionate to suspend or exclude a pupil. The policy and practice is outlined in our **Suspensions and Permanent Exclusion Policy** and summarised in Appendix 3.

7.6 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head teacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The head teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They are guided in this by the Whole School Ethos outlined above.

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



8.2 Physical intervention

(see also our **Physical Intervention & Contact Policy**)

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical control or restraint 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

Physical Intervention may also include consoling a distressed pupil. At Priory Primary School, we consider it important that staff show empathy and compassion towards pupils in distress. In order to protect staff and pupils, our guidelines are:

- As a general principle, staff should console pupils by standing side-by-side (eg hand on back, arm around a shoulder)
- If a pupil initiates any other kind of hug, staff should gently move them to a side-by-side stance
- Staff should speak reassuringly and release contact as soon as this has been effectively communicated, and the pupil's distress is easing
- Pupils in Nursery, Reception and Year 1 classes may be consoled by sitting on the knee of a staff member employed by the school (not supply staff or visitors) as long as another staff member is present

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to maintaining school discipline. These other items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9. Pupil transition

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 between them, and as part of this, will advise the receiving teacher of strategies that have been successful in the previous year.

To ensure behaviour is continually monitored and the right support is in place, information related to specific 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.



10. Training

Behaviour management will also form part of teaching staff induction and continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the head teacher and the Governing Body every two years. At each review, the policy will be approved by the head teacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body every two years.



Appendix 1: written statement of behaviour principles

Governors' Statement of Principles of Behaviour

The Department of Education requires governing bodies of maintained schools to publish a statement of principles of behaviour for their school. This statement is to be offered as guidance for the Head Teacher in composing a school's behaviour and discipline policy by stating the principles which Governors expect to be followed.

The following statement has been approved by the Governors of Priory Primary School:

We believe that good behaviour is essential to allow all our students to achieve their full potential. Good behaviour promotes effective learning; effective teaching and learning promote good behaviour. No student will be allowed to behave in a manner which adversely affects the learning opportunities of others.

We believe in a culture of inclusion, equality of opportunity and respect for all members of our community and in the importance of self-discipline and self-esteem. Discrimination in any form will not be tolerated. We recognise that students with additional emotional or behavioural needs will receive support to achieve the expected standard of behaviour.

We view as essential a system of rewards for good or improving behaviour and consequences where standards fall below an expected level. Rewards reinforce and sustain good behaviour and encourage other students to behave well. Consequences demonstrate that misbehaviour is not acceptable, demonstrates the disapproval of the school community and may deter other students from similar behaviour. These rewards and consequences must be applied consistently and fairly. However, it is recognised that the application of rewards and consequences must have regard to the individual situation and the individual student and the Head Teacher and school staff are expected to apply discretion in their use.

The School will have an effective and easily understood behaviour policy developed by our Head Teacher through consultation with students and their parents or carers where possible, the staff and Governors. This policy will clearly state the behaviour expectations and the rewards and consequences that may be applied.

We expect that students' behaviour will be monitored and that parents or carers will be kept informed of their child's behaviour.

Governing Body

October 2024



Appendix 2: The Language of Choice

Step 1 - Statement of reality (tell them what you see)

Gary, you're climbing over the fence.

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you and the broken record.

*Gary, **you need** to collect the ball by using the gate – thank you.*

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do. Always use the words 'you need to' or 'I need you to'

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results

You should continue this as a broken record, even if the child is trying to engage you in an argument / a discussion/ or is starting a new behaviour

'Gary, you need to pick up the pencil pot. Gary, I can hear you asking about breaktime, but you need to pick up the pencil pot. I can see you playing with your shoelaces, but you need to pick up the pencil pot.'

*Gary: Can I go out to play? Teacher: **When** you have picked up the pencil pot, **then** you can go out to play.*

*Always use **when** you pick up the pencil pot, **then** you can go out. Rather than 'if you pick up the pencil pot **then** you can go out'*

Step 3 - Statement of choice

If they still do not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Gary, By choosing to continue to climb over the fence, you are choosing to lose minutes from your lunchtime. It's your choice.



Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Gary, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to yourself' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.



Appendix 3: Summary of the Suspension & Permanent Exclusion Policy

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:

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

A note on off-rolling

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

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a pupil's poor academic performance, or
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting
- If any pupil is suspended or excluded on the above grounds, this will also be considered as 'off-rolling'.

'Off-rolling' occurs where a school makes the decision, in the interests of the school and not the pupil, to:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent to remove their child from the school roll, or
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

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

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 - from September 2023](#)) and the following legislation:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'



3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – 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.

4. Roles and responsibilities

4.1 The head teacher

Deciding whether to suspend or exclude

Only the head teacher 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 head teacher will only use permanent exclusion as a last resort.

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

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

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

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

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

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

The head teacher 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 the head teacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

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



- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- 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 head teacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

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

Informing the governing board

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

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

Informing the local authority (LA)

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

The notification will include:

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

The head teacher 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.



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.

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 head teacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Seesaw or GoogleClassroom may be used for this. If the pupil has a special educational need or disability, the head teacher will make sure that reasonable adjustments are made to the provision where necessary.

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

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the Discipline (Exclusions) Committee consisting of at least 3 governors.

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

Within 14 days of receiving a request, the governing board will provide the secretary of state and Local Authority 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.

Monitoring and analysing suspensions and exclusions data

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

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

The Discipline (Exclusions) Committee of the Priory Primary School Governing Board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

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



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

- Parents (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

Governing board meetings can be held remotely at the request of parents. See section 9 of the full policy for more details on remote access to meetings.

The Discipline (Exclusions) Committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, Discipline (Exclusions) Committee will consider:

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

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

The clerk will be present when the decision is made.

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

6. Independent review

If parents apply for an independent review within the legal timeframe, the Local Authority will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Discipline (Exclusions) 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. See section 9 of the full policy for more details on remote access to meetings.

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

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

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

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



This notification will include:

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

7. School registers

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

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

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

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

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

Making a return to the LA

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

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

8. Returning from a suspension

8.1 Reintegration strategy

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

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

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

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

8.2 Reintegration meetings

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

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

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



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

9. 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.

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

The governing board and the Local Authority should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

10. Monitoring arrangements

The school will collect data on the following:

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

The data will be analysed annually by the head teacher who will report back to the governors.

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

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

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

This policy will be reviewed by the head teacher every two years. At every review, the policy will be shared with the governing board.