



The Weald School Relational Based Behaviour Policy

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

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Review cycle:	Every year	Is this policy statutory?	Yes
Approval:	Headteacher	Author:	Bethan Lucas

* only for policy/procedures that are templates and require local adaptation. Local approval will either be the local committee, the headteacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
-	8.12.22	J. Baguley	8.12.22	Behaviour policy created after discussion with all stakeholders
1	9.12.23	J. Baguley	9.12.23	Behaviour policy amended after discussion with all stakeholders
2	3.09.24	J. Baguley	3.09.24	Behaviour policy amended after discussion with all stakeholders
3	3.09.25	J. Baguley	3.09.25	Behaviour policy amended after discussion with all stakeholders
4	3.09.26	B. Lucas	3.09.26	Behaviour policy amended after discussion with all stakeholders

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

At The Weald Church of England Primary School (The Weald School), we recognise that most children behave very well every day. They can self-regulate and never need reminding about how to behave appropriately. We want to encourage these children to continue to do so.

We remind our children of the key message around our expectations:

'We are ready, we are respectful, we are safe.'

We also want to encourage children who at times may not behave appropriately, for many different reasons, to manage their behaviour positively. Our Relational Based Behaviour Policy is not primarily concerned with rule enforcement. It is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

At The Weald School, we aim to nurture an environment where everyone in our community treats each other with mutual respect, within the Christian foundation, ethos and values of our school and sponsoring Trust.

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1. Our Relational Based Behaviour Policy aims:

- To help children develop a sense of worth, identity and achievement
- To help children to form positive internal working models of self, others and the world
- To help children to develop the ability to self-regulate following a period of co regulation
- To help all children to accept responsibility for their own actions and to consider the impact of their behaviour upon relationships through the use of restorative approaches
- To develop in all children the ability to listen to others, cooperate and to appreciate other ways of thinking and behaving

Our aims, we believe, are achieved when:

- We create a positive school culture and climate which is consistent, safe and caring. One that fosters connection, inclusion, respect and value for all members of the school community, promoting strong relationships between staff, pupils and their parents/carers
- We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support.
- Staff understand that behaviour is a form of communication of an emotional need, (whether conscious or unconscious). With support to self-regulate through unconditional positive regard, pupils can be helped to behave in more socially acceptable/appropriate ways. We believe that relationships are key and that we need "connection before correction"
- Pupils are provided with excellent role models (alternative attachment figures who provide a secure base and the connection necessary to support correction)
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful.

- Staff use PACE and attachment-friendly restorative approaches in their interactions with pupils, taking a non-judgmental, curious and empathic attitude towards behaviour, responding in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children, when they are struggling, need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability.
- Staff have high expectations and always maintain boundaries to ensure pupil needs for consistency, predictability and security are met. In order to help our pupils feel safe, their educational environment needs to be high in both nurture and structure. Our pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

2. Supporting Appropriate Behaviour

Modelling

One way that pupils learn about both appropriate and inappropriate behaviour is by observing others. Pupils model their own behaviour on other people's responses; therefore, it is important that they are given the opportunity to observe positive role models.

"Emotionally mature adults are flexible enough to change, to be present in the toughest moments and to judge slowly. They are patient, encouraging and kind. Through the fog of anger, they keep everyone safe. In the calm light of day, they build rapport and emotional currency (....) The adults who work with the most difficult of behaviours are always in control of themselves before they attempt to take control of others" (Paul Dix, 2017)

The Weald School is committed to providing positive role models for our pupils:

- Staff, Parents and Visitors model appropriate, positive behaviour at all times
- Staff highlight pupils' appropriate behaviour to their peers - staff acknowledge and reward pupils' appropriate behaviour
- Older pupils are given opportunities to act as positive role models to younger pupils (e.g. having a position or responsibility or mentoring role)

Praise, Positive Reinforcement and Reward

As a school we recognise that encouragement, praise and positive reinforcement teaches pupils that appropriate behaviour choices have good consequences. This can be used to recognise and reinforce appropriate behaviour. Positive reinforcement may take the form of different approaches:

- Acknowledgement of good behaviour
- Special mention in school assembly
- Positive messages communicated to parents /carers through postcards or telephone call home
- Individual reinforcement in class, use of visuals with younger or pupils with SEND
- Responsibilities around the school
- More subtle forms of praise for pupils who find overt praise difficult to accept

- Recognising and celebrating achievements whilst in and out of school

Consistent use of modelling, encouragement, praise and positive reinforcement is used to:

- Create a positive, respectful school environment
- Increase pupils' self-esteem and self-efficacy
- Reduce pupils need for extrinsic motivation and increase intrinsic motivation which will help pupils develop skills in self-regulation of their behaviours as they move from primary to secondary
- Promote a model for appropriate behaviour and positive relationships
- Consistency of approach and the use of a common language to reflect this is essential; staff across the whole school are trained in and adopt the PACE approach to maintain this consistency

3. The Role of Parents

Parents /carers have a vital role to play in the education of their children and The Weald School is very conscious of the importance of having strong links with parents and good communication between home and school. The school works collaboratively with parents and will ensure that they are kept informed as to their pupil's behaviour at school, so that pupils receive consistent messages about how to behave at home and at school. It is very important that parents / carers support their children's learning and co-operate with the school to promote positive outcomes.

The School's Relational Based Behaviour Policy is accessible to all parents/carers via the school website and parents and pupils are asked to sign a home/school agreement when enrolling at the school. If the school has to implement consequences for pupil behaviour, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher.

The school expects all members of the community to adhere to the principles as set out in the Relational Based Behaviour Policy and therefore to behave in an appropriate manner within school.

Incidents of verbal or physical aggression to staff by parents/guardians/carers of pupils in the school will be reported immediately to the head of school who will take appropriate action.

4. Restorative Approach

The Weald School will follow a Restorative approach to behaviour, in order to create a harmonious learning environment where pupils are able to learn to self-regulate their behaviour and learning. Restorative approaches have been found very effective in improving behaviour and attitude as they promote telling the truth, taking responsibility, acknowledging harm in response to conflict and in doing so create accountability.

Restorative approaches support the decision-making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem and allows the child to continue with their education

When using restorative approaches, the following questions might be asked:

Can you tell me...

1. What happened?
2. What were you thinking/feeling at the time?
3. Who has been affected by this?
4. In which way?
5. What can be done make things right?

It is important that everyone involved understands the format for mediation.

Only one person talks at a time

No interrupting

Be respectful to each other

Listen carefully to each other

Confidentiality- explain that this is between the people involved

If child is still angry/becomes angry, then stop mediation until child has regulated

If incidents are sustained or reoccur, a restorative conference may need to take place with all the appropriate affected people. Limit setting and problem solving can follow sometime after an event, when a pupil is regulated and able to reflect upon their behaviour.

Examples of limit-setting approaches:

Clear and fair **classroom management** strategies should be in place to support positive behaviour.

The use of positivity and praise should be high and this enables staff to highlight expected behaviour, build self-esteem and foster positive relationships.

When behaviour does not meet agreed expectations, staff, including Senior Leaders, may use the following graduated response:

1. A verbal warning / visual reminder is given to the child about expectations.
If the behaviour continues, the verbal warning / visual reminder is repeated.
If the behaviour continues, the child is given time away from the class to reflect e.g. in another classroom IF THIS IS PURPOSEFUL.
For KS1 this will be 3 mins. For KS2 this will be 5 mins.
2. If poor behaviour continues after reflection, the child will have a 5min loss of free time (e.g. playtime or lunchtime). This is an opportunity for a restorative chat and to engage with the pupil. This loss of time should be logged on Arbor to begin to consider patterns.
3. Following the loss of free time on two or more consecutive days, the class teacher should have an informal chat in person or by phone with parents/carers to keep them informed and/or discuss any out of character behaviour patterns.
4. If poor behaviour continues following step 3, there will be increased involvement with SLT and a meeting may be called with parents/carers in school.

5. If poor behaviour continues, involvement of other agencies may be appropriate and / or a behaviour plan should be put in place.
6. For continued risk to other children and / or adults, an internal exclusion or suspension may be deemed appropriate.

*****Red triangle:** Where a child is not responding to the graduated response or the behaviour is quickly escalating, deemed an emergency or may cause harm, SLT should be informed. SLT will support with the application of the above graduated response and support with parents where appropriate.*

See appendix 5 for the graduated response chart used by teachers.

For specific children, class teachers may begin to log low level, consistent behaviours on a behaviour tracker to enable patterns to be noticed – see appendix 6.

In some cases, the ABC chart would be an extra level of support and analysis to understand triggers for behaviour and potential emerging needs – see appendix 7.

5. Class charters

The school's Christian values underpin each class's 'charter' which form the agreement regarding behaviour expectations. Class teachers spend time with their classes during the summer term transition day, allowing children to address, as a group, positive behaviours that are expected in school. This document is displayed in classrooms and referred to in order to reinforce and remind children of the high expectations of behaviour in school. This will also be based around our message of 'We are ready. We are respectful. We are safe. (See appendix 3)

6. Recording behaviour

Detailed chronologies are kept up to date for each pupil and are managed by staff through ARBOR. This also includes building a picture of behaviour patterns which enable deeper understanding of a child. All staff are trained in the recording of behaviour logs on ARBOR.

7. Restrictive Interventions

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there may be occasions when pupils lose control and a restrictive intervention may be necessary to keep themselves and others safe. All staff have a legal power to use reasonable force to control or restrain a pupil. For example, all staff may guide a pupil to safety, may guide a pupil out if they refuse to leave a room when instructed to do so, may prevent a pupil from harming themselves through physical outbursts, or may restrain a pupil involved in a fight. Parents will be informed if their child is involved in a significant incident.

Please refer to the DFE guidance: [Use of reasonable force and other restrictive interventions guidance](#) and [Reducing the need for restraint and restrictive intervention - GOV.UK](#)

Physical intervention must be recorded on ARBOR. A meeting will be held with a member of SLT to discuss the intervention and to debrief.

It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

8. Exclusions

At The Weald School, we do not wish to exclude any child. We understand that children need to feel that they belong in our community and feel secure. There are, however, times where exclusion,

either as a fixed period or permanent removal, may be considered. We will consider this as a last resort and follow the outline and procedures set out in government guidance:

[School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/school-suspensions-and-permanent-exclusions)

See appendix 4 for the suspension and permanent exclusion policy.

9. Prejudiced Related Incidents

The school follows The Good Shepherd Trust guidelines on reporting prejudice related incidents in respect of any/all of the protected characteristics, as outlined in the Equality Act. Any behaviour towards another person(s) considered to be prejudiced in nature by any person(s) will be recorded using the relevant Arbor category. Any staff must be consistent and reasonable in the application of sanctions. The age, special educational needs, disability and religion of the pupil must be considered. A major incident must be dealt with by a senior leader. Parents will be contacted either by a senior leader or the Headteacher.

10. SEND

While our school expectations around behaviour remain high, we will take into account the fact that a proportion of our children have special education needs. It may be that in specific cases, an adapted restorative approach is taken. For example, a child with low levels of language is unable to partake in a meaningful restorative conversation with others. At this point, it would then be down to the member of staff/SLT supporting the incident to decide the most appropriate way to move forward so that restorative justice takes place appropriately with meaning. For example, the use of visual cues/drawing may be used.

Appendix 1: Dan Hughes' PACE Approach

PACE refers to Playfulness, Acceptance, Curiosity and Empathy: Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.

Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.

Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the pupil. Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Appendix 2: Examples of ways in which staff at the Weald will help pupils meet behaviour expectations.

The Weald School staff;

- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.
- Support them during timeout to help them calm and regulate both within and outside the classroom depending on the available space; this may include the child being allowed to stay out of class whilst working for short periods in a quiet space with adult support

- Use calm, well-regulated tone and respectful language appropriate to the needs of that child
- Won't use sarcasm to embarrass pupils who are struggling to regulate
- Will respond calmly to help pupils become calm
- Will manage the transitions between lessons, so corridors feel like safe places
- Will provide routine so pupils know what happens next
- Will provide activities at break time to help manage social time.
- Use an attachment / trauma-informed approach to understand behaviours
- Will remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Demonstrate unconditional positive regard
- Will show empathy



Appendix 3: Class charter

Our Class Charter

“We are ready. We are respectful. We are safe.”

Expectations	What do these expectations look like in school?
We are READY	
We are RESPECTFUL	
We are SAFE	

Appendix 4:



Suspension and permanent exclusion policy

(Wording for inclusion in behaviour policy, or as an appendix)

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted:	26/09/2026	Last reviewed:	09/09/2026
Review cycle:	Annually	Is this policy statutory?	Yes
Approval:	CEdO	Author:	Head of Safeguarding
Local approval*:	Local Committee	Local author*:	Headteacher
Next Review Date of Template Policy:	Sept 2027		

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

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Revision No.	Date	Revised by	Approved date	Comments
	06/09/2026	L Tedbury		Updated to reflect 2026 guidance: • Additions to off-rolling • Off-site directions, managed moves, temporary removal for safeguarding reasons • Safeguarding paragraph • Monitoring arrangements

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.

It is the intention of the trust that this policy reflects our vision of “Flourishing Together” and our values of kindness, integrity and resilience.

Our school aims to:

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

A note on off-rolling

‘Off-rolling’ is a form of gaming and 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
- Encourage a parent/carer to remove their child from the school roll
- Retain a pupil on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension
- move a pupil to AP where not in their best interests
- place a pupil on a part-time timetable for behavioural reasons

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

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

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

The school will not:

- send a pupil home without formally recording a suspension;
- place a pupil on a part-time timetable for behavioural reasons;
- move a pupil to alternative provision where this is not in their best interests;
- remove a pupil from roll without following the required statutory process.

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

2. Legislation and statutory guidance

These procedures are based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(effective from 26 July 2026\)](#).

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

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

In addition, the procedures are 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 \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by the [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#) and the [Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection: toolkit, operating guides and information](#), which defines 'off-rolling'

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

3. Definitions

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

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

Off-site direction – when the school arranges for a pupil to attend another education setting temporarily, to improve their behaviour.

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

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

4. Roles and responsibilities

4.1 The 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:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the 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:

- 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), including:
 - o assessing whether provision is suitable;
 - o consideration of additional support;
 - o consideration of alternative provision;
 - o discussion of behavioural concerns with the LA where there is an EHCP;
 - o consideration of an early annual review
- Consider whether the pupil is especially vulnerable, including where they have a social worker, are looked after, or are previously looked after, including:
 - o Assessing the effectiveness of the PEP;
 - o use of Pupil Premium Plus;
 - o consideration of whether an interim PEP review is needed
- Consider whether all alternative solutions have been explored, such as:
 - o For suspensions, detentions or other sanctions provided for in this behaviour policy
 - o For exclusions, off-site direction, managed moves
 - o Temporary removal from the school site for safeguarding reasons which is not an exclusion
- When considering an off-site direction, the headteacher will consider carefully:
 - o the suitability of off-site direction
 - o the sharing of information with receiving settings
 - o the pupil's views on the alternative setting
 - o evidence of earlier interventions
 - o the involvement of social workers and VSHs
 - o compliance with the 2026 Educational Provision for Improving Behaviour Regulations
- Managed moves are a permanent alternative to exclusion and cannot be used as trial placements.
 - When considering a managed move, the headteacher will seek and consider the pupil's views, involve parents/carers and, where relevant, social workers and the Virtual School Head, and ensure that appropriate information is shared with the receiving school. Managed moves are permanent arrangements and will not be used as trial placements.
- A temporary removal from the school site for safeguarding reasons:
 - o is not a disciplinary exclusion;
 - o may be required to safeguard pupils;
 - o parents will be informed;
 - o education will continue;
 - o reintegration arrangements will be made

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/carers 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/carers

If a pupil is at risk of suspension or exclusion, the headteacher will inform the parents/carers 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/carers will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents/carers' right to make representations about the suspension or permanent exclusion to the local committee and, where the pupil is attending alongside parents/carers, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the local committee to hold a meeting to consider the reinstatement of a pupil, and that parents/carers have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/carers 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/carers without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

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

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

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

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

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

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

Informing the local committee

The headteacher will, without delay, notify the local committee of:

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

- Any suspension or permanent exclusion that would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

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

The notification will include:

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

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

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:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

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

Cancelling suspensions and permanent exclusions

The 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 local committee. Where there is a cancellation:

- The parents/carers, local committee and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation

- The local committee's duty to hold a meeting and consider reinstatement ceases
- Parents/carers will be offered the opportunity to meet with the headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

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

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

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

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

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

4.2 The local committee

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the discipline panel of the local committee consisting of at least 3 local committee members.

The discipline panel has a duty to consider parents/carers' 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 local committee 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 local committee 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 local committee will scrutinise patterns of suspension, permanent exclusion, off-site direction and managed moves and challenge leaders to identify and address emerging trends.

The local committee will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications that may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place

- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

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

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

5. Safeguarding

Where pupils experience repeated suspensions, are at risk of permanent exclusion, spend time in alternative provision, are educated through off-site direction, or require safeguarding-related separation from school, DSL involvement should be considered and recorded. The school should consider whether the behaviour indicates unmet safeguarding, special educational, mental health or family support needs. DSL involvement should be considered and recorded on CPOMS, in line with the Trust's safeguarding procedures.

Where a pupil receives multiple suspensions within an academic year, the school should consider whether an Early Help Assessment, Team Around the Family approach, safeguarding assessment, SEND review or other multi-agency intervention is required.

6. Considering the reinstatement of a pupil

The discipline panel of the local committee will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

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

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the discipline panel must consider any representations made by parents/carers. However, it is not required to arrange a meeting with parents/carers and it cannot direct the headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/carers make representations to the local committee, the discipline panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents/carers 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 discipline panel 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 discipline panel 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 local committee and allowed to make representations or share information:

- Parents/carers (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

Local committee meetings can be held remotely at the request of parents/carers. See section 9 for more details on remote access to meetings.

The local committee 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 local 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, the discipline panel 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.

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

- The parents/carers
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the discipline panel has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents/carers' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the local committee's decision is given to parents/carers)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents/carers have a right to require the academy trust to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents/carers for this appointment

- That parents/carers must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents/carers may also bring a friend to the review
- That, if parents/carers believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

7. Independent review

If parents/carers apply for an independent review within the legal timeframe, the Good Shepherd Trust will, at their own expense, arrange for an independent panel to review the decision of the local committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents/carers by the local 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/carers. See section 9 for more details on remote access to meetings.

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

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

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

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

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

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

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

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

Where a VSH is present, the panel must have regard to any representation made by the 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:

- Uphold the local committee's decision
- Recommend that the local committee reconsiders reinstatement
- Quash the local committee'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 local committee 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 local committee 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 local committee reconsider reinstatement.

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

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

This notification will include:

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

8. School registers

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

- 15 school days have passed since the parents/carers were notified of the local committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents/carers 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 local committee 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.

A pupil will be registered at one school only. During an off-site direction placement, the original school retains responsibility for the pupil's registration and attendance.

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

Making a return to the LA

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

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

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

9. Returning from a suspension, off-site direction or safeguarding-related separation, or cancelled suspension/exclusion

9.1 Reintegration strategy

Following suspension, off-site direction or safeguarding-related separation, 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.

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

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school, with a member of SLT, the class teacher or the HSLW
- Regular reviews with the pupil and parents/carers to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents/carers and staff of potential external support

Part-time timetables will not be used as a tool to exclusively 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/carers, and other relevant parties.

9.2 Reintegration meetings

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

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

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

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

10. Remote access to meetings

Parents/carers can request that a local committee meeting, or independent review panel be held remotely. If the parents/carers 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 local committee and the academy trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

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

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

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

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

11. Monitoring arrangements

The school will collect data on the following:

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

The data will be analysed termly by the Headteacher. The Headteacher will report back to the local committee.

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, SEND status, disadvantaged and looked-after status

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

The Good Shepherd Trust will work with its academies to consider this data, and to analyse whether there are patterns across the trust, recognising that numbers in any one academy may be too low to allow for meaningful statistical analysis. Trustees, through local committees, will review:

- all pupil movement;
- managed moves;
- off-site direction;
- safeguarding-related separation;
- emerging trends;
- equality patterns.

Appendix 1 of suspension and permanent exclusion policy: independent review panel training

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

Training must have covered:

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

Appendix 5:



Graduated response for behaviour

“We are ready. We are respectful. We are safe.”

Talking to parents: Parents may be spoken to at any time about children behaving out of character or to ascertain reasons for particular behaviour/behaviour patterns, but **MUST** be spoken to as per step 3 onwards.

Step 1 Verbal warnings	Step 2 Loss of free time	Step 3 Parents informed	Step 4 SLT involvement / Meeting with parents	Step 5 Other agencies / behaviour plan	Step 6 Suspension / exclusion
-A verbal warning / visual reminder is given about expectations. -If behaviour continues: repeat above. -If behaviour continues, child is given time away from the class to reflect IF PURPOSEFUL. KS1: 3 mins. KS2: 5 mins.	If poor behaviour continues after reflection, child will have 5min loss of free time (e.g. playtime or lunchtime). Use this time for restorative chat / to engage with the pupil. This loss of time should be logged on Arbor.	Following loss of free time on <u>two or more consecutive days</u> , class teacher should have informal chat in person or by phone with parents/carers.	If poor behaviour continues following step 3, there will be increased involvement with SLT. Meeting may be called with parents/carers in school.	If poor behaviour continues, involvement of other agencies may be appropriate and / or a behaviour plan should be put in place.	For continued risk to other children and / or adults, an internal exclusion or suspension may be deemed appropriate.

****Red triangle:** Where a child is not responding to the graduated response or the behaviour is quickly escalating, deemed an emergency or may cause harm, SLT should be informed. SLT will support with the application of the above graduated response and support with parents where appropriate.



Appendix 6:

Behaviour Warning Tracker

	AM	AM	PM
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			



Appendix 7: ABC Chart

ABC Behaviour Record Chart

Date & Time	Antecedent	Behaviour	Consequence

