



Behaviour Policy

Nevill Road Infant School

May 2024

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Next Review – May 2025

Guiding Principles

At Nevill Road Infant School we believe that in order to create our positive, inclusive ethos and to promote outstanding behaviour, we have a Behaviour Policy that relates to the whole school community which is kept up to date and contributed to by all. This policy reflects the school vision.

Nevill Road Infant School operates a Positive Behaviour Policy throughout the school. Consistency and parental support is needed for this programme to be effective. Through this policy we aim to establish good behaviour from our children and to tackle bullying. Pupils, parents, teachers, support staff, and governors all take collective responsibility for the promotion of positive behaviour in our school.

THE SIX NEVILL ROAD GOLDEN RULES

We are gentle – We don't hurt others

We are kind and helpful – We don't hurt anybody's feelings

We listen – We don't interrupt

We are honest – We don't cover up the truth

We work hard – we don't waste time

We look after property – we don't damage things

Aims

- All members of the school community have rights and corresponding responsibilities. We all have a right to an orderly school where pupils and adults are well behaved, and we must all take responsibility for our roles.
- Positive behaviour and social skills need to be actively taught throughout the school through our PSHE curriculum.
- Nevill Road Infant School is a safe, caring environment.
- Everyone at Nevill Road Infant School takes responsibility for making our school a happy place in which to work and learn, where all children are enabled to enjoy and achieve to their full potential.
- We protect ourselves and each other from aggressive, anti-social behaviour, rudeness, intolerance, bullying, verbal abuse, sexist, racist or homophobic abuse.
- We respect each other's rights and understand our responsibilities towards each other.
- Good planning and differentiation enable pupils to access the curriculum and social scenarios, and this minimises occurrences of poor behaviour.
- We recognise that some pupils require a differentiated approach with regards to behaviour management. Some pupils may need extra systems over and above the normal school policy in order to have full access to the curriculum.
- A consistent approach operates through the whole school.
- Our policy and rules will be displayed clearly and shared with all members of the school community.
- All adults respond consistently to both positive and negative behaviours, with high expectations, clear boundaries, and a firm but fair approach to all.
- We follow the restorative justice approach. Allowing children to express how they are feeling and share responsibility for making situations right.

CHILDREN	
RIGHTS	RESPONSIBILITIES
☺ To be treated with respect	☺ To treat everyone else with respect
☺ To be physically and emotionally safe	☺ To follow safety rules and instructions and to have regard for the emotional and physical safety of others
☺ To be able to learn	☺ To make the most of their learning opportunities and allow others to learn

☺ To learn in a positive environment where mistakes are part of the learning process	☺ To learn from their mistakes ☺ To accept others mistakes
☺ To be listened to at an appropriate time	☺ To listen to others

PARENTS	
RIGHTS	RESPONSIBILITIES
☺ To be treated with respect	☺ To treat other members of the school community with respect ☺ To model this attitude for their children (this includes not swearing in front of the children)
☺ To be kept informed about their child's progress through newsletters, reports, assemblies, and meetings	☺ To attend parent/carers meetings ☺ To read reports/newsletters ☺ To communicate with staff at a mutually agreed time about issues that may affect their child ☺ To support their child with learning at home
☺ To be listened to	☺ To listen to others and communicate their needs appropriately to the school ☺ To talk to someone at early stages of concern, starting with the class teacher
☺ To have access to information on the school's approach to behaviour and attendance	☺ To read the information provided and to act on it.
☺ To be informed of what their child needs to progress in their learning	☺ To enable their child to learn (by having a PE kit, book bag, arriving at school on time)

STAFF	
RIGHTS	RESPONSIBILITIES
☺ To be treated courteously by all others in school community	☺ To treat all members of the school community with courtesy and to model this for pupils
☺ To be made fully aware of the school's systems/policies/expectations and receive an appropriate induction (including information for supply teachers)	☺ To take part in the development of the school's systems/policies/expectations ☺ To read and follow the school's systems/policies/expectations
☺ To receive appropriate training to increase skills in behaviour management	☺ To communicate training and support needs and to offer their experience and support to others ☺ To implement training provided

In order to achieve these aims, we proactively apply a positive rewards system, supported with a consistent and known programme of consequences throughout the school.

Nurture

Nurture is a crucial element of the approach we undertake at Nevil Road Infant School, and this begins even before the children start with us.

We are proud of our relationships with our families and the communication we endeavour to maintain is regular, timely and insightful so that we can share the information to get the best and provide the best for the children.

Activities interwoven into the school that enhance a sense of achievement, self-worth and celebration:

Pre-joining information sharing	Home visits	Starter packs
Dedicated SENCo / Inclusion	Dedicated Learning Mentor	Celebration Walls

Progressive PSHE Curriculum	Child-centred Curriculum	Continuous provision in all years
Golden Letters	Headteacher Awards	Headteacher Stickers
Insightful and regular feedback	School Council	House Teams / Points
Individualised Provision Plans	Sociograms	Parent Perspective Group
Christmas / Summer Cards	Strong disadvantaged pupil strategy	Use of SeeSaw to celebrate achievements with parents

Restorative Approaches

At Nevill Road Infant School we promote and embrace the use of restorative approaches. Restorative approaches are threaded throughout the culture of the school and informal restorative question stems are used to repair after any instances of negative behaviour. All teaching staff have been trained in restorative practice, and this training is refreshed every year.

In addition to this, each year we recruit and train a team of Restorative Rangers who help support their peers to resolve any low-level conflict on the KS1 playground during break and lunchtime. The team consists of eight children from Year 2 who have been trained in restorative practice and understand how to support the repairing process.

Rewards

To help promote positive behaviour, all children are able to receive individual praise and whole class rewards. The rewards system is consistent throughout the school and is well known to the children.

We use verbal praise as a reward alongside positive feedback to children regarding their efforts and outcomes.

Children may earn house points for good work or good learning behaviours that are over and above what is usually expected. These will go towards children earning their certificates (Bronze / Silver / Gold / Platinum / Diamond / Emerald).

We will also provide special Headteacher Awards and Stickers for any child, regardless of their individual needs, abilities or talents.

Classes also use a system where children can earn tokens towards a total – this is based around a specific learning or attitudinal need which is unique to each class. Reaching the total as a class will result in a joint reward.

Honeycomb Hero – each week the children will nominate and choose someone in their class who has been following the Golden Rules. They will be celebrated and receive the Honeycomb Hero Golden Lanyard for the week.

Behaviour Display

Every class has a display (near the front of the classroom). The display will contain the children's first names displayed on a sunshine, a thinking cloud which will be used when a child is given a warning, and three steps labelled Step 1, Step 2 and Step 3 that are used in conjunction with the consequence charts, which will also be included on the display.

Our children learn best in individualised and often very different ways. Due to the age of our children a variety of approaches to sharing information is needed. This is often referred to as Visual / Auditory / Kinaesthetic (VAK). For the thinking cloud, we provide verbal feedback, and use a visual clue via the thinking cloud display. The display is additionally supportive as the children see the return to the Sun following their positive choices. No child will ever be shamed as the classroom environment and ethos we develop is one which is shared and supportive that enables children to see and understand the right choices, make them, and recognise their own success.

Consequences

At Nevill Road Infant School we are extremely proud of our positive, inclusive ethos and we actively promote outstanding behaviour at all times. However, we understand that at times children may exhibit emotions in certain ways that may be inappropriate, and this will be addressed.

Low-level behaviours that occur in all classrooms are an aspect of our understanding of child development and as such may be ignored. As children grow the expectations grow too and certain low-level behaviours, or self-regulatory behaviours may not be ignored.

Our approach to behaviour management is completely driven by an understanding that the overwhelming majority of our children respond positively to a warning or reminder that their behaviour choices are not appropriate. The behaviour system has been designed to respond to repetitive and deliberate behaviour choices for example, a child may be warned about dangerously rocking on their chair, if this continues the child would move to the thinking cloud, repeating this behaviour would result in a movement to Step 1 and an appropriate consequence.

We have worked with the children and families to create our behaviour policy that is based on a consistent approach to behaviours and consequences whilst promoting the more positive aspects. This reflects our vision and the importance we place on working together.

The whole school community takes responsibility for positive behaviour, and we consistently work together to achieve this end. We follow the restorative justice approach, allowing children to express how they are feeling and share responsibility for making situations right.

We always aim to be pre-emptive with any behaviour and consequence. Any instances of not so good behaviour at school will usually be dealt with straight away and if necessary, parents or carers will be informed by the class teacher. If poor behaviour is of a more regular or serious nature, contact may be made by a senior member of staff, and you can expect to be invited in to school to talk about ways in which we can work together.

If a child does not behave according to our golden rules, they will receive a consequence according to the consequence charts (see appendix), and the child's name will be moved to the thinking cloud or the appropriate step. Please note children can move back from the steps at any time of the day if they improve their behaviour. Ideally, giving every child a fresh start each session of the day; morning 1, morning 2, and afternoon.

Occasionally, we employ a time out strategy which enables our children to have time away from an 'audience' to think about the choices they have made which will often be supported through informal restorative justice questioning. Any decision to use time out as a strategy will be used with discretion for example considering the age, the individual needs, whether this is out of character and whether time out is a known trigger for further poor choices.

Where necessary, children may also be given "Lunch Time Club" as a consequence for Step 2 or Step 3 behaviours. Lunch Time Club is a set time of 10 minutes where the children go to the Headteacher or Deputy Headteacher as a chance to talk through their behaviours so that they can support them in learning a different approach. It is also a chance for them to use restorative justice to develop emotional literacy and empathy to repair relationships or friendships that may have been broken as a result of their behaviour.

Teachers will record on CPOMs (behaviour recording) all Step 2, and Step 3 behaviours and consequences given out. This will be closely monitored to identify any trends or patterns of behaviour and any necessary interventions that need to be put in place. Teachers will also closely monitor Step 1 repetitive behaviours, as these are not recorded on CPOMs.

We aim to work primarily through praise and rewards but there are times when consequences are needed. Based on the government guidance, the Headteacher and governors support the following measures to aid discipline at Nevill Road Infant School:

- screening and searching pupils (*this may be employed if there is a suspicion of bringing inappropriate items into school*).
- the power to use reasonable force and other physical contact.
- the power to discipline beyond the school gate (*this may be employed as part of our moral and professional duty, especially if children are still in school uniform*).
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour.
- the pastoral care for staff accused of misconduct.

In the classroom and the playground there are discipline procedures which are consistently and fairly adopted. These are clearly set on the consequence charts which are displayed in every classroom (see appendix for consequence charts).

Some children with additional needs may need a Positive Behaviour Plan (PBP) these will be written with the child, parents, and staff to ensure that the child is supported fully to engage in school life. These will be monitored and updated termly and overseen by the SENCO.

Exclusion from School (see appendix)

Bullying

Bullying is described as behaviours that are directed towards a child or a group of children with the aim of deliberately harming, hurting, or causing upset or distress. Bullying is usually persistent, deliberate, and over time. It can take the form of physically hurting, harassing, verbally abusing, or emotionally intimidating another.

- Children are encouraged to report any bullying immediately in the knowledge that there will be fast and effective action to remedy the situation.
- Children who have been subjected to bullying will be supported and involved in the way forward to remedy the situation.
- Where appropriate, both parties will be brought together to allow the child who has been bullied to express how the behaviour has affected them.
- Appropriate consequences will be applied.
- The transgressor will be challenged about their behaviour and will be expected to talk with their teacher and/or the Headteacher/senior leader about the reasons why such behaviour is unacceptable.
- There will be supported opportunities for the child who has transgressed to apologise and to make amends for their behaviour.
- We believe that a positive outcome is one where there is reparation between the victim and the transgressor, and the bullying behaviour stops.
- Persistent bullying will lead to exclusion. In dealing with bullying, the school will follow recommended national and L.A. guidelines, and will seek advice and support from experts where necessary.
- Parents will be informed if a child has been subjected to bullying, or if a child has been bullying other children. Parents will be updated of progress after the initial meeting.
- Records of incidents and remedies/consequences will be logged on CPOMs (behaviour recording and monitoring system) and kept. The Headteacher will report all bullying incidents to the Local Authority and to governors who will monitor such incidents.
- The PSHE curriculum includes elements on anti-bullying and protective behaviours to help equip our children with strategies for recognising unacceptable behaviours and bullying, and to help them to report and deal with such situations.
- Assemblies will support the curriculum content and will reinforce the anti-bullying message.
- There will be visible evidence throughout the school that Nevill Road Infant School takes the issue of bullying and harassment seriously, with posters, and Childline publicity evident in classes and corridors.

Prejudicial Harassment or Abuse

Prejudiced behaviour of any kind is not tolerated at Nevill Road Infant School and will be dealt with swiftly and firmly (see Bullying). Such behaviour would warrant immediate contact with a child's parents. All incidents of racist, homophobic/transphobic behaviour or bullying are reported to the Local Authority and to governors who will monitor such incidents.

IDEAS FOR ADULTS TO PROMOTE POSITIVE BEHAVIOUR AMONGST CHILDREN AT SCHOOL

- Do not allow children to interrupt you. Do not break off what you are saying to one child because another child asks a question. Avoid eye contact with the interrupter and finish talking to the first child.
- Give instructions in a calm but authoritative way. Do not appear diffident and uncertain that children will comply with your directions.
- Address children quietly, with confidence.
- Achieve silence before addressing the class or a group of children.
- Stand in a confident but non-threatening manner.
- Maintain eye contact with children where appropriate.
- Always finish a sentence; never fade away.

- Don't react but address the problem.
- Avoid confrontation - listen, establish the facts and judge only when certain.
- Set high standards of speech, manner, and dress - behave toward others as you would expect to be treated yourself. Adults should always model respectful, polite, and calm behaviour.
- Always expect to be spoken to and treated with respect, and calmly and consistently challenge disrespectful actions or speech.

Relationships are vital; between everyone and at every level.

- Start the dialogue.
- Greet and be greeted.
- Speak and be spoken to.
- Smile and relate.
- Enjoy communication with pupils.
- Expect high standards of behaviour at all times.
- Do not ignore poor behaviour or lack of respect.
- Avoid confrontation, keep it calm.
- We are a no-shouting school.
- Model polite and respectful behaviour.
- Treat others as you would expect to be treated yourself.

The governors will monitor and review this policy yearly.

BEHAVIOUR CONTACTS

SENIOR LEADERSHIP TEAM:

Mr Jonathan Whitfield – Headteacher

Mrs Emma Stoddart – Deputy Headteacher

Behaviour Lead Teacher: Mrs Emma Stoddart

Behaviour Lead Governor: Mr Anthony Poole

APPENDICES

EARLY YEARS INDOOR AND OUTDOOR CLASSROOMS

The **WARNING** comes first

Rocking on chair Calling out Running inside Ignoring adults Making silly noises Inappropriate shouting or screaming Pushing in the line
Bickering (she said, he said) Not listening Boisterous play Not using equipment correctly Not looking after equipment



Time to move to the Thinking Cloud

	STEP 1	STEP 2	STEP 3
Behaviour Choices	Repeating warning behaviour Being rude Stopping others from learning Saying something horrible to another child or adult Not following instructions Refusing to say sorry after accidentally pushing or tripping Going in an area that they are not allowed Play fighting	Repeating Step 1 behaviour Damaging property Hurting someone on purpose Stealing Leaving class without asking Throwing food Taking someone else's food Not responding after thinking time Refusing to have thinking time Threatening violence Disrespectful to an adult	Repeating Step 2 behaviour Swearing Bullying – being nasty to someone more than once both in the real and/or virtual world Fighting Using horrible words on purpose to upset a child both in the real and/or virtual world Leaving school without asking Saying horrible things to a member of staff Hurting any member of staff/adult Throwing objects to hurt someone on purpose If a child is <u>seriously</u> hurt e.g. blood, bitten or very violent act Being verbally aggressive towards another child or adult Any physical aggression towards a member of staff Prejudice including racism, homophobia etc. Intentionally spitting
Consequences	Have thinking time in the classroom or outside immediately Class teacher to use discretion	Sent to another class for thinking time or Lunchtime Club for 10 minutes. Class Teacher talk to parent	Sent to Mr Whitfield or Mrs Stoddart and parents spoken to Internal exclusion (this may include exclusion from lunchtimes, a ban on representing the school and/or trips outside school for a fixed period of time) In more serious cases an external exclusion for a fixed term will be given
Monitoring	Class teachers report any patterns to behaviour lead teacher	Telephone call to inform parents from class teachers This needs to be recorded in the step 2 on CPOMs, and calls need to be made by the class teacher	Meeting/phone call with parents from HT or DHT This needs to be recorded in the step 3 on CPOMs, and calls need to be made by the HT or DHT

INFANT CLASSROOM CONSEQUENCES

The **WARNING** comes first

Rocking on chair Calling out Running inside Ignoring adults Making silly noises Inappropriate shouting or screaming Pushing in the line
Bickering (she said, he said) Not listening Boisterous play Not using equipment correctly Not looking after equipment



Time to move to the Thinking Cloud

	STEP 1	STEP 2	STEP 3
Behaviour Choices	<p><u>Repeating warning behaviour</u></p> <p>Being rude Stopping others from learning Saying something horrible to another child or adult Not following instructions Refusing to say sorry after accidentally pushing or tripping Going in an area that they are not allowed Play fighting</p>	<p><u>Repeating Step 1 behaviour</u></p> <p>Damaging property Hurting someone on purpose Stealing Leaving class without asking Throwing food Taking someone else's food Not responding after thinking time Refusing to have thinking time Threatening violence Disrespectful to an adult</p>	<p><u>Repeating Step 2 behaviour</u></p> <p>Swearing Bullying – being nasty to someone more than once both in the real and/or virtual world Fighting Using horrible words on purpose to upset a child both in the real and/or virtual world Leaving school without asking Saying horrible things to a member of staff Hurting any member of staff/adult Throwing objects to hurt someone on purpose If a child is <u>seriously</u> hurt e.g. blood, bitten or very violent act Being verbally aggressive towards another child or adult Any physical aggression towards a member of staff Prejudice including racism, homophobia etc. Intentionally spitting</p>
Consequences	<p>Have thinking time in the classroom or outside immediately</p> <p>Class teacher to use discretion</p>	<p>Sent to another class for thinking time or Lunchtime Club for 10 minutes.</p> <p>Class Teacher talk to parent</p>	<p>Sent to Mr Whitfield or Mrs Stoddart and parents spoken to</p> <p>Internal exclusion (this may include exclusion from lunchtimes, a ban on representing the school and/or trips outside school for a fixed period of time)</p> <p>In more serious cases an external exclusion for a fixed term will be given</p>
Monitoring	<p>Class teachers report any patterns to behaviour lead teacher</p>	<p>Telephone call to inform parents from class teachers</p> <p>This needs to be recorded in the step 2 on CPOMs, and calls need to be made by the class teacher</p>	<p>Meeting/phone call with parents from HT, DHT</p> <p>This needs to be recorded in the step 3 on CPOMs, and calls need to be made by the HT or DHT</p>

INFANT PLAYGROUND CONSEQUENCES

The WARNING comes first
 Arguing Not following instructions Hurting someone by accident Not looking after equipment Not lining up properly



Time to move to the Thinking Cloud

	STEP 1	STEP 2	STEP 3
Behaviour Choices	<u>Repeating warning behaviour</u> Not doing the right thing after a warning Rough play Ignoring an adult Refusing to say sorry after accidentally pushing or tripping Going somewhere that they are not allowed to go	<u>Repeating Step 1 behaviour</u> Not doing the right thing after thinking time Repeatedly ignoring a lunch time organiser Not going to thinking time when told to do so Hurting someone on purpose Being mean or rude Playing dangerous games which may hurt someone Rough play resulting in injury	<u>Repeating Step 2 behaviour</u> Seriously hurting someone else Swearing Being rude or angry towards someone else Bullying Spitting on purpose Fighting
Consequences	Thinking time on the bench for 5 minutes	Lunch Time Club for 10 minutes the next day Class Teacher talk to parent	Lunch Time Club immediately for 10 minutes. Mr Whitfield, or Mrs Stoddart for 20 minutes Internal exclusion (this may include exclusion from lunchtimes, a ban on representing the school and/or trips outside school for a fixed period of time) In more serious cases an external exclusion for a fixed term will be given.
Monitoring	Written in the lunch time book.	Written in lunch time book. Telephone call to inform parents from class teacher. This needs to be recorded in the step 2 on CPOMs, and calls need to be made by the class teacher.	Written in lunch time book. Meeting/phone call with parents from HT or DHT This needs to be recorded in the step 3 on CPOMs, and calls need to be made by the HT or DHT

School Exclusion

Any decision to exclude a pupil from school would only be taken as a last resort considering the health, safety and wellbeing of all children and staff. Pre-emptive strategies are always employed to avoid children missing out on their school life through exclusion.

Amongst other consequences, the school recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort.

The following consequences may be applied by the Headteacher, or other senior leader in their absence, when other strategies have been tried or if the transgression is extreme or persistent.

- Internal exclusion to another classroom
- Exclusion from lunchtime
- Temporary, fixed term exclusion from school
- Permanent exclusion from school

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

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

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

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

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

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

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

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

A decision to exclude a pupil will be taken only:

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

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

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

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

Informing parents

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

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

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

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

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

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

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

For all other exclusions, the Headteacher will notify the governing board and LA once a term.

The governing board

Responsibilities regarding exclusions are delegated to the Pupil Progress Committee consisting of at least 3 governors.

The Pupil Progress Committee has a duty to consider the reinstatement of an excluded pupil.

The governing board has a duty to consider the reinstatement of an excluded pupil.

Within 14 days of receipt of a request, the governing board will provide the secretary of state and the LA with information about any exclusions in the last 12 months.

For a fixed-period exclusion 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 exclusion.

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later

than the sixth day of the exclusion.

Considering the reinstatement of a pupil

The Pupil Progress Committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

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

If requested to do so by parents, the Pupil Progress Committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the Pupil Progress Committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The Pupil Progress Committee can either:

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

In reaching a decision, the Pupil Progress Committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude. Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Pupil Progress Committee will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Pupil Progress Committee's decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA appoint an SEN expert to attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

An independent review

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

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Pupil Progress Committee of its decision to not reinstate a pupil.

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's category and 2 members will come from the Headteacher category.

- 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
- 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 of the LA, or governing board of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA, or the governing board, 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 LA, school, governing board, parents 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)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

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

School registers

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

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

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

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.

Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

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

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Formal Restorative Justice Meeting