



## Behaviour for Learning 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.

Date adopted:	02/10/2024	Last reviewed:	13/02/2025
Review cycle:	Annually	Is this policy statutory?	Yes
Approval:	Local Committee	Author:	Mrs S French
Local approval:	Local Committee	Local author:	Deputy Headteacher
Next Review Date of Template Policy:	01/09/2025		

### 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
1	12/2023	S French	01/2024	
2	13/02/25	A Grimmond	10/2024	"Date Adopted by LC" corrected to October 2024 GST Control sheet template used Format brought in line with GST template, including section numbers
3	26/02/25	S French		6. Range of Consequences update:. Reference to shadow classroom and managed moves to alternative provision deleted 8. Uniform: "excluded" now reads "suspended" 16. Homework: Show My Homework updated to Arbor Portal 17. Poor Punctuality: reference to Welfare Officer deleted. 18. "vapours" now reads "vapes".
4	08.12.25	A Grimmond	n/a	School logo updated "Vice Principal" replaced with "Deputy Headteacher" "Principal" replaced with Headteacher"

### 1. Rationale Underpinning the Behaviour Policy

The Christ's College Behaviour Policy is rooted in the College Mission Statement in the belief that:

We make explicit the Christian values on which the college is based, including the sacred worth of each individual in the college community. It acknowledges that good behaviour is a necessary condition for effective teaching and learning, is an important outcome of education, and allows for the total development of each individual in our community

A high standard of behaviour is expected at all times. This standard enhances the good reputation of the college, and is based on its Christian values, and in particular Jesus' commands that we should:

*'Love God and our neighbour as we love ourselves' (Luke 10:27) and  
'Treat each other in the way we would like to be treated ourselves.'* (Matthew 7:12)

All members of the college are to be treated with great respect and we emphasise self-discipline, courtesy and consideration for others. Our college values of Love, Co-operation, Stewardship, Respect and Service are followed, as well as the mission statement.

## 2. Roles and Responsibilities

As members of Christ's College, the whole college community will all act with courtesy and consideration and show respect to others at all times while actively participating in learning.

The Christ's College local committee will:

The local committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to

account for its implementation The

Headteacher (and CLT) will:

- Be responsible for reviewing and approving this behaviour policy
- Ensure that the college environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- Support colleagues faced

with challenging behaviour Staff

will:

Be responsible for implementing the behaviour policy consistently and applied fairly  
Model positive behaviour  
Provide a personalised approach to the specific behavioural needs of particular pupils  
Record behaviour incidents  
Be responsible, with the support of the headteacher, for creating a high quality learning environment and teaching good behaviour

Parents and carers will:

- Support their child in adhering to the Christ's College code of conduct
- Be accountable for the behaviour of their child both inside and outside the college
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Be encouraged to work in partnership with the college to assist in maintaining high standards of behaviour

Students will:

- Make it easy for everyone to learn and for the teacher to teach
- Speak politely to everyone in lessons, meetings and other situations
- Be quiet whenever we are required to be
- Move quietly and sensibly about the college

### **3. The Christ's College Code of Conduct**

Students are offered a place at Christ's College on condition that parents/carers agree to support the college's standards of discipline which include students being excellent ambassadors at all times, and especially whilst wearing college uniform. We expect all students to uphold our high standards by following this agreed College Code of Conduct, which has been subject to consultation with all members of our community.

#### **Respect God**

Remember at all times that we belong to a Christian community and respect the gospel values which underpin our beliefs. The college's core values are; **Love, Co-operation, Stewardship, Respect and Service.**

#### **Respect ourselves and others**

- Always be on your best behaviour
- Wear your uniform with pride
- Treat everyone with respect
- Follow instructions from an adult at the first time of asking
- Treat others as you would wish to be treated

#### **Respect our College and community**

- Take care of our college
- Dispose of litter in the bins and help our community when asked to pick up litter
- Walk on the left in an orderly manner around college
- Look after displays and notice-boards

#### **Respect our work and achievements**

- Always produce your best work
- Value other people's point of view
- Support others to work in class
- Listen to the teacher and do not shout out

**We know the college's reputation depends on the way we behave both in college and beyond.**

#### **4. Recognition and Rewards**

At Christ's College, we recognise the motivational role that rewards can play in helping students to realise that good behaviour is valued. Some examples of how students may be recognised and rewarded are:

- Verbal praise
- Written praise
- Postcard sent home
- Telephone call home
- Letter sent home
- Certificate and badges
- Sticker and stamps
- Mention in newsletter
- Student of the fortnight
- House points for:
  - Being ready for learning
  - Good classwork
  - Good homework
  - Outstanding work
  - Attendance
  - Punctuality
- Celebration assemblies
- Reward trips

#### **5. Behaviour Management in Practice**

Christ's College promotes and encourages good behaviour. All staff have the statutory authority to discipline students whose behaviour is unacceptable, who break the college rules or who fail to follow a reasonable instruction. By law the power to discipline students for misbehaviour which occurs in college and in some circumstances, outside the college rests with all staff. The powers to discipline include the power to discipline students from the college even if they are not at college or in the charge of a member of staff. This means that if a student misbehaves, breaks a college rule or fails to follow a reasonable instruction the teacher can impose a sanction or consequence for that student. This remains true, even if the poor behaviour occurs off the college premises but is witnessed by a member of staff or reported to the college and can be considered to bring the college into disrepute.

#### **6. Range of Consequences**

Dependent upon the situation, there are a range of consequences that the college can put into place in response to managing behaviour.

These may include:

- Restorative meetings between students and teachers
- Use of seating plans and the power to move a student's seat wherever the member of staff deems appropriate
- Progress Leader detention
- Late to Lesson detention
- Homework detention
- Escalated sanction for non-attendance to detentions
- Community service payback – working with members of the college community including the site or catering team
- Report card
- The power to confiscate student's property
- The power to screen and search students
- Time in the Internal Suspension Room (ISR)
- Fixed term suspension from college
- Directed off-site provision to another setting
- Permanent exclusion

The college's aim is always to apply proportionate consequences fairly and consistently. However, the college is also required to meet its legal requirement to accommodate any disability or special educational need where reasonable, possible and appropriate. To this end the college will routinely review if there are any underlying additional needs for students who are demonstrating persistent or "high" levels of challenging behaviour. Where appropriate the college can make adjustments where deemed reasonable, appropriate and not significantly disadvantaging other students.

Following a suspension, the college may invite parents/carers to attend a meeting with staff to discuss a particular issue in relation to a concern over a student's general behaviour or in relation to a specific incident. This will only be with parents/carers who are officially registered on the college system, or an appropriate adult agreed by both parties prior to any meeting taking place. Students will remain out of circulation in school until that meeting has taken place and the issue has been resolved.

## **7. Sexual Harassment and Sexual Violence**

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

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

The college's response will be:

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

Sanctions for sexual harassment and violence may include community service, time in the Internal Exclusion Room, time in the Focus Centre, Fixed Term or Permanent Exclusion.

The college has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information.

## **8. Uniform**

Christ's College has a discrete uniform which is designed to enhance the college's corporate image. College uniform plays a valuable role in contributing to the ethos of Christ's College. Our uniform identifies students as part of our Christ's College community. Being appropriately dressed helps students to develop a positive mindset for learning and supports them in being successful learners.

Students who contravene the uniform policy may be placed into the internal suspension room, or suspended from college.

Uniform expectations are detailed in the college's separate uniform policy.

## **9. Personal Electronic Devices**

Mobile phones should be handed in to reception on entering college premises in the morning and collected at the end of the college day. Students wishing to contact parents/carers should contact the office, and likewise parents/carers should refrain from contacting students directly and ring the main switchboard. This prevents any misunderstandings and miscommunication.

Smart watches are not permitted to be worn at college.

Any student in breach of the above rules will have their devices confiscated with immediate effect and this will only be returned through collection from the office by a parent/carer.

## 10. Banned Items

The following items are banned in college by law:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco, cigarette papers and e-cigarettes
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the college rules which has been identified in the rules as an item which may be searched for. This search may involve the use of a metal detector wand.

In addition to all of the above, the following items are banned by the college rules:

- Solvents
- Items worn or possessed that are not in line with the School Uniform Code (see the uniform policy)
- Shisha Pens/vape pens
- Energy drinks and fizzy drinks
- Laser pens
- Chewing gum
- Fidget spinners
- Aerosols
- Air Pods/wireless headphones
- Prescription medicines without the patient's name, date of prescription, dosage and name of drug
- Over the counter or other non-prescription medicines without a parental note of authorisation
- ICT virus equipment

The latest [guidance on searching, screening and confiscation](#) protects staff from liability to, or loss of, any confiscated item provided staff have acted lawfully. The college also exercises the power to search without consent for prohibited items, including stolen items, cigarette related items, pornographic images, articles likely to be used to commit an offence and also cause damage to property. In cases of weapons and knives and extreme or child pornography, the police will be called and the material handed to them. The college also exercises the right to look at the content of mobile phones and other devices, inform the police and delete material if it is deemed necessary and inappropriate.



## **11. Drugs**

Students found supplying or distributing illegal substances face Permanent Exclusion from college. Students found in possession of illegal substances will on the first occasion automatically receive a Fixed Term Suspension, and the police will be informed.

The college will exercise its right to ask students to empty pockets and bags in cases where drug use/possession is suspected. All students will be referred to the police to be dealt with under the Misuse of Drugs Act.

## **12. Fighting**

The college has a clear 'no touch' rule for students, which includes aggression or retaliation. Students who are physically aggressive will face serious disciplinary consequences, which may include time in the IER or Focus Centre, a fixed term or permanent exclusion.

## **13. Bullying & Harassment**

At Christ's College, we want everyone to feel included, respected and safe. We will not tolerate verbal or physical abuse, which includes name-calling, harassment based on race, religion, sexuality, culture or sexist comments.

Christ's College Anti-Bullying Policy outlines in detail on the college's zero-tolerance approach and how this behaviour will be responded to.

## **14. Equipment**

Students are expected to be fully equipped for learning when they attend college. Equipment expected includes:

- Pen, pencil, ruler, calculator, protractor and student planner
- Correct books for a particular day
- Correct clothing and equipment that a particular lesson requires (e.g. PE and Food)
- Christ's College rucksack

Persistent failure to bring correct equipment will result in sanctions being applied to a student.

## **15. Fire Safety**

Most fire alarm buttons are protected by a cover which has to be deliberately pulled up to break glass and push a button. Any student setting off a fire alarm without just cause or abusing fire-safety equipment may be excluded. Actions which deliberately endanger the safety of others may lead to permanent exclusion. Any charges incurred will be passed to the parents.

## **16. Homework**

Homework is set in accordance with the college's homework policy. Staff may choose to keep students after college to complete any missed homework. The Arbor Parent Portal will inform parents if a student has not handed in homework.

## **17. Poor Punctuality**

The college day starts at 8.30am and students should be in the building in advance so they are lined up on the MUGA at 8.30am. Students that arrive late (after 8.30am) will be expected to sign in at the office to receive their mark.

## **18. Smoking**

Christ's College is a No Smoking site (including the use of electronic smoking devices such as vapes and e-cigarettes) and as a result operates a strict No Smoking Policy for any person on site. Sanctions will be put in place for those who choose to possess or use these items while at college, the items will be confiscated and they will not be returned.

## **19. Inappropriate Language**

Foul and abusive language is not tolerated at Christ's College. Any foul language directed at a member of staff or about them, will result in exclusion.

## **20. Conduct Outside of College**

Teachers have a statutory power to discipline students for misbehaving outside the college premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

This college's behaviour policy allows us to discipline a student for any misbehaviour when the child is:

- Taking part in a college/college organised or college/college related activity
- Travelling to college or from college
- Wearing college/college uniform
- In some other way identifiable as a student at the college

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the college
- Or poses a threat to another student or member of the public
- Or could adversely affect the reputation of the college

The college reserves the right to work with the police on such matters if necessary and sanction if required.

## **21. Use of CCTV and Requests for Documentation**

Christ's College will not release copies of CCTV footage as this would contravene Child Protection and safeguarding guidelines. Documents containing information which names other students will always be anonymised to protect individuals. Should a request be made for copies of specific documentation this will incur a charge. This will cover photocopying and administrative costs. Administrative costs will be charged in thirty minute segments based on the half-hourly rate for the administrator.

The college will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the college.

## **22. Physical Intervention**

It is clear that staff are permitted, by law, to use physical intervention to prevent a criminal offence occurring, to prevent physical injury and to maintain good order and discipline. There are also a range of other circumstances where physical intervention may be required.

Staff are allowed to use reasonable force when restraining students who are acting in a threatening or dangerous manner or to prevent an accident. See the "Use of Reasonable Force" document - [Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies](#).

## **23. Malicious Allegations**

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

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

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

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

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

## **24. Suspension and Permanent Exclusion**

### **24. 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.

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

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

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

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

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

## **24. 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 - from September 2023](#).

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 \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [The School Inspection Handbook](#), which defines 'off-rolling'

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

## **24. 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 local committee requires 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.

## **24. 4. Roles and responsibilities**

### **24. 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)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as:
  - For suspensions, detentions or other sanctions provided for in this behaviour policy
  - For exclusions, off-site direction or managed moves

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

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

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

### **Informing parents/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.

## **24.4.2 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.

The local committee does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

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

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

#### **24.4.3 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.

### **24. 5. 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

#### **24. 6. 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 social worker 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

## **24.7. 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.

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/carers with whom the pupil normally resides
- At least 1 telephone number at which any parent/carers 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.

## **24. 8. Returning from a suspension**

### **24. 8.1 Reintegration strategy**

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

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

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

- 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.

### **24. 8.2 Reintegration meetings**

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

The pupil, parents/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.

## **24. 9. 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

## **24. 10. 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 Senior Leadership team. 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

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 1 academy may be too low to allow for meaningful statistical analysis.



## **Appendix 1: 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