



# RUSHDEN PRIMARY ACADEMY

## Behaviour & Exclusion Protocol



**Respect** yourself and others

Take **pride** in your environment

**Achieve** your goals

Review process:

First written	Sept '22
Reviewed	Sept '25
Review Due	Sept '26

**“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)**

### Statement of Principles

Rushden Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour protocol guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Children who are able to master the essential skills can make the most of their time in school and thrive in their wider lives. The academy works with the Skills Builder Partnership to support every child to build those skills as a core part of their learning.

The school has 3 simple rules **‘Respect, Pride and Achieve’** which can be applied to a variety of situations and are taught and modelled explicitly.

### Equality

In accordance with the Equality Act 2010, RPA makes reasonable adjustments to the application of the policy where the behaviour is due to a reason related to a child’s special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against. Staff seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensure that the pupil receives appropriate support and prevent the behaviour re-occurring. Staff will also seek to identify any ‘triggers’ for pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening. RPA will work closely with all parents/carers of children with behaviour challenges.

### Pupils with specific needs

Individuals who have an EHCP, or identified special needs in terms of behaviour, may need the whole Academy Behaviour Management System to be modified to positively manage their behaviour. For these pupils there will be a Behaviour Support Plan written by the SENDCo in consultation with teachers, support staff and parents/carers and reviewed regularly. Individual behaviour plans are shared with all members of staff.

### Aims of the Protocol

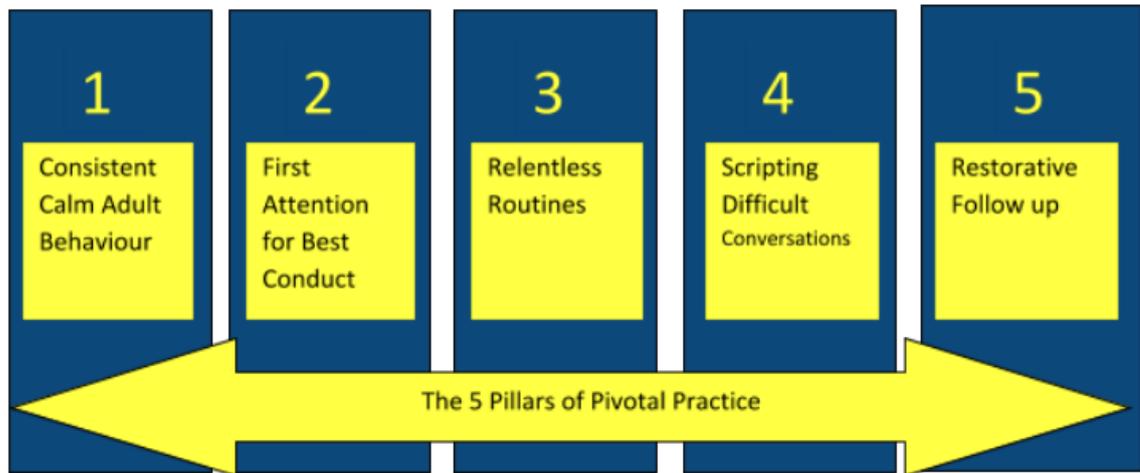
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown **respect** and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take **pride** in, and control over their behaviour and be responsible for the consequences of it.
- To help learners acknowledge that they can **achieve** their goals.
- To build a community which values kindness, care, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To guide individuals in mastering the eight essential skills in order to capture success.



## Purpose of the Protocol

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions



**Adult Behaviours** *"When the adults change, everything changes"* (Pivotal Education)

Our Behaviour Policy is based on the Five Pillars of Pivotal practice

## Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

- Meet and greet at the door.
- Refer to **'Respect, Pride, Achieve'**.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (eg, Dojo)
- Be calm and give 'take-up time' when going through the steps. Prevent before sanctions.
- Follow-up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are making poor choices.
- Set high expectations of our pupils to be responsive throughout the school day (eg, SLANT, wonderful walking, wonderful waiting).

## Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

## Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Refer to 'Respect, Pride, Achieve'.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Dojo, Positive Notes and Positive Phone Calls.
- Set high expectations of our pupils to be responsive throughout the school day (eg, SLANT).
- Ensure staff training needs are identified and targeted.

## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Refer to '**Respect, Pride, Achieve**'.
- Set high expectations of our pupils to be responsive throughout the school day (eg, SLANT).
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

### Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

### Students and teachers want parents to:

- Support the school in delivering the behaviour policy
- Promote and encourage high expectations
- Echo the school rules of Respect, Pride and Achieve
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

## Recognition and rewards for effort: 'over and above'

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Rushden Primary Academy we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a Dojo message, a positive note home, a phone call or a face-to-face chat. Children who demonstrate the three core rules will be acknowledged with achieving a Dojo point. Other rewards and recognition of achievement include, extra playtime, class VIP, house points, 'Flying High' awards (and the afternoon high-tea that accompanies it), and achievement awards for English, Maths and homework.

## Whole School Approach to Positive Behaviour

At Rushden Primary Academy we strive to build and maintain strong, positive relationships as the key to behaviour management. We use our three rules, **Respect, Pride & Achieve** as a consistent language to reinforce high expectations.

### Consistency in Practice

- Consistent language: 'Thank you for using wonderful walking to move around the school **respectfully**.' 'You have taken **pride** in our environment by picking up that litter – thank you.' 'You worked with the team to **achieve** a common goal – well done!'
- Consistent follow-up: teachers take responsibility for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement: Routine procedures for reinforcing (eg, SLANT), encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

## Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible. It is important that opportunities for reparation are offered at regular intervals.

1) Redirection /Reminder	<p>Positive noticing of those children who are ‘doing the right thing’, awarding Dojos, shining a light on acceptable behaviours.</p> <p>Gentle encouragement, a ‘nudge’ in the right direction.  A non-verbal cue, e.g. a hand on the shoulder, a look, a click to redirect attention.  A reminder of our three simple rules – <b>Respect, Pride, Achieve</b> delivered privately, wherever possible and asking the children to SLANT (sit, listen, ask questions, never interrupt, track)  Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.  The learner has a choice to do the right thing.  Learners will be reminded of their good previous good conduct to prove that they can make good choices. “stop, think, .....make the right choice” “think carefully about your next step”</p>
3) Last Chance  (5 minutes after class for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage.</p> <p>The child may be asked to step outside of the classroom.  <b>Use the 30 second scripted intervention</b></p> <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At RPA, we... (refer to the 3 school rules – <b>respect, pride, achieve</b>)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some ‘take-up’ time.</li> </ul> <p>If the warning is not heeded and the behaviour continues this should be recorded on CPOMS, categorised as ‘Behaviour’. At this point the learner will be informed that they will have a sanction (see sanction recommendations).</p> <p>Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>
4) Cool Off	<p>Cool off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
5) Triage	<p>Another member of staff may be asked to de-escalate a situation by resetting undesirable behaviours.  Triage may be used earlier in the cycle, if deemed necessary. The purpose of triage is to return the child back to learning as quickly as possible. The teacher should then conduct a restorative conversation at the earliest convenience.  Key steps for resetting &amp; returning:</p> <ol style="list-style-type: none"> <li>1. Curiosity – space for the child to speak  Are you ok? I thought it would be better to chat away from everything. I was wondering what was up?</li> <li>2. Accept where we are  I asked to speak to you as I noticed you were struggling to keep to our rules.</li> </ol>

	<p>3. Signal where we are going This is just a pause; I want to get you back in and working.</p> <p>4. Reset expectations We have agreed that respect is one of our rules, I need you to....</p> <p>5. Offer help' What do you need most, right now, to help you get back to learning? or how can I help you?</p> <p>6. Plan to go back in Ok, breathe, you need to go back in. When we go back in, I am going to make it easy for you to get back to your learning.</p>
5) Repair Restorative Conversation	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Imposition given if needed (An imposition is additional work that may be completed within the school day or set for that evening, it should be countersigned by parent/carer and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher.)</p>
Consequences Communication with parent/ carer	If a child has multiple incidents in a week the class teacher will inform parents. This must be recorded on CPOMS.
A formal meeting with SLT and parents/carers.	If a child has regular incidents requiring reflection, a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.
Weekly behaviour meetings	Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.
Fixed Term Exclusion (suspension)	A serious breach may lead to a fixed term exclusion.
Exclusion from trips/ residential or events	Children will not be excluded from trips or residential solely due to behaviour. However, where a child's behaviour presents a potential risk, a risk assessment will be carried out. . While every effort will be made to support participation, this may not always be possible due to resource limitations. In some cases, the school may request that a parent or carer accompanies the child to ensure their safety. A risk assessment will be completed if the child exhibits: running from staff, persistent disruption, refusal to follow instructions, physical aggression, or disrespect towards staff.

### Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. Serious behaviour matters will be referred to the SLT or Principal.

Such incidents could include:

- Fighting

- All forms of bullying (See anti-bullying policy)
- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Verbally abusing adults.
- Physically striking adults.

## Sanctions

Whilst we take a positive approach to behaviour, when this is ineffective or inappropriate, sanctions will be issued. Sanctions should be fair, consistent, and proportionate, aiming to correct behaviour while maintaining a positive learning environment. Below are examples of commonly used sanctions.

### Low-Level Sanctions

These are typically used to correct behaviour without escalating the situation:

- Verbal warning: A calm, clear reminder of expectations.
- Change of seating: To reduce distractions or separate disruptive students.
- 'Step out': To cease disruption to other learners and enable a conversation with child and adult.
- Personalised behaviour plan/charts/token economy: To recognise positive behaviours and build on success.
- Loss of privileges: Such as missing part of break time or classroom roles.
- Reflection time: A short period for the student to think about their behaviour.
- Social stories: To educate and encourage empathy and understanding.

**\*\*Not all low-level sanctions will be reported to parents. However, continued low-level behaviours should be discussed with parents/carers.\*\***

### Moderate Sanctions

Used when low-level interventions are ineffective or for more serious issues:

- Written reflection or apology: Encourages accountability.
- Parent contact: Phone call or meeting to discuss concerns.
- Personalised behaviour plan/charts/token economy: To recognise positive behaviours and build on success.
- Restorative conversations: Between students or with staff to repair harm.
- Behaviour report card: Daily or weekly monitoring.

### High-Level Sanctions

Reserved for serious or repeated misconduct:

- Internal exclusion: Student works in isolation for a set period.
- Fixed-term suspension: Temporary removal from school.
- Permanent exclusion: For extreme or dangerous behaviour (last resort).
- Involvement of external agencies: For safeguarding or behavioural support.

Every child is on their own behaviour pathway. Where an incident is deemed to be serious, it will be escalated to a member of the Senior Leadership Team. Only the Principal or Deputy Principal will issue a fixed-term or permanent exclusion.

### Best Practices for Sanctions

- Be consistent: Apply rules fairly across all students.
- Be clear: Students should understand what behaviour led to the sanction.
- Be restorative: Focus on repairing relationships and learning from mistakes.

- Be proportionate: Match the sanction to the severity and context of the behaviour.
- Document incidents on CPOMS: For transparency and tracking patterns.

## Examples of Proportionate Sanctions

### Low-Level Sanctions

Behaviour	Example Sanction	Rationale
Name-calling or unkind comments	Restorative conversation; written or verbal apology; loss of short break	Builds empathy and repairs relationships
Disruption in class (e.g. calling out, distracting others)	Move seat; short time out; complete missed learning during break	Restores learning time and promotes self-regulation
Refusal to follow instructions	Time out in another class; reflective discussion; parent contact if persistent	Rebuilds trust and reinforces adult authority
Rough or unsafe play	Miss part of play; walk with an adult; cool-off period	Reinforces boundaries and supports safer choices
Low-level dishonesty (e.g. denying a known action)	Reflective conversation or writing task; revisit expectations	Encourages honesty and accountability

### Moderate Sanctions

Behaviour	Example Sanction	Rationale
Persistent low-level disruption	Behaviour chart; check-in/check-out with adult; parent meeting	Tracks behaviour and engages home support
Inappropriate behaviour during football (e.g. bad language, aggressive tackles, not following rules)	Temporary or permanent removal from football at play; exclusion from team/club; restorative contract before rejoining	Promotes sportsmanship, ensures safety, and sets clear boundaries
Inappropriate use of school equipment	Loss of privilege; repair or clean-up duty; parental contact	Develops respect for school property and responsibility
Misuse of ICT in school	Temporary loss of ICT access; digital safety session; apology where appropriate	Ensures safe, responsible digital use

### High-Level Sanctions

Behaviour	Example Sanction	Rationale
Fighting or physical aggression	Internal exclusion; reflection time; parent meeting (Dependent on child's individual pathway)	Protects pupils, allows cooling-off, and addresses causes
Repeated or serious refusal to follow adult direction	Behaviour support plan; SLT-led intervention; internal exclusion	Promotes re-engagement and consistency
Offensive language directed at others (including adults)	Internal exclusion; restorative conversation; parent meeting	Protects dignity and upholds respectful conduct
Damage to school property (deliberate)	Parent informed; contribution to repair if appropriate; internal reflection time	Encourages ownership and consequences
Continued breaches of football or club behaviour expectations	Withdrawal from participation in clubs, competitions or extra-curricular activities	Reinforces that participation is a privilege linked to positive behaviour

### Playtime and Lunchtime Behaviour Expectations

We recognise that children's behaviours on the playground may differ to those in the classroom; however, it is expected that all children follow our school rules and display the school values in all settings.

### Breakfast and After School Club Expectations

Staff who work in the childcare provisions have had full training in line with school policies for safeguarding, health and safety and behaviour. Whilst it is expected that the whole school behaviour ethos and code will be followed, there is not the facility for senior staff to be called on as they are not likely to be on the premises at these times.

As a result, the sanctions for poor behaviour choices need to be different than those in place during the school day.

The expectations are the same:

**Respect** yourself and others  
Take **pride** in your environment  
**Achieve** your goals

In the vast majority of circumstances, if a child makes a poor choice, a talk with a member of the staff will be sufficient.

Very occasionally, a child's behaviour goes beyond what we would expect staff to deal with. During school hours, a member of the Senior Leadership Team would manage these situations, but this is not always possible out of hours.

These behaviours could include but are not limited to:

- Targeted hitting, pinching, kicking or other violent behaviour
- Throwing objects at a person deliberately
- Damaging or destroying school property
- Racist, homophobic or prejudicial language
- Aggressive swearing (directed at another person)
- Repeated refusal to follow instructions which lead to a risk to themselves or others

If this occurs, staff will call parents/carers and ask them to come and collect their child. If there are further incidents, school leaders will invite parents/carers into school to discuss whether the place will be withdrawn. A parent's refusal to collect their child and not make reasonable attempts to collect on request, will result in the place being withdrawn.

It is important to note that the ratios required to operate the provisions meet legal requirements. We are unable to employ additional staff to help manage children who require a significantly higher level of supervision. This is due to budgetary constraints. We expect parents/carers to support staff in managing issues that occur in before school or after school provision.

*A separate copy of these expectations will be given to all new and existing parents of the Breakfast and After School club provision.*

### **Positive Handling**

The Academy follows the guidelines laid down by the DfE in their advice issued in July 2013.

Positive Handling may be used:

- To prevent a pupil from causing injury to themselves or others
- To prevent a pupil from causing injury or damage to property
- Where the pupil is prejudicing the maintenance of good order and discipline at the Academy

The use of reasonable force is a last resort and alternative strategies will be adopted wherever possible, for example contacting the parent or the police for support.

Reasonable force will never be used as a sanction and the degree of force used will be the minimum needed to achieve the necessary result.

The Academy will communicate with parents where serious incidents involving the use of force been used. It will be up to the Principal's discretion to decide on the need to report, depending on the severity of the incident.

### **Behaviour Outside of the Academy Environment**

The Academy expects high standards of behaviour from pupils at all times, including when they are off-site.

- **During school-led activities (e.g. trips, sports events, residential):**

The full Behaviour Protocol applies. Pupils are representing the Academy, and the same expectations and sanctions apply as they would on-site. Any incidents of poor behaviour will be dealt with in line with this policy, and parents/carers will be informed accordingly.

- **On the way to and from school or in the local community:**

This is considered a grey area. While the Academy does not have direct supervision during these times, we may apply sanctions where a pupil's behaviour:

- Poses a safeguarding concern;
- Impacts the wellbeing of other pupils or members of the Academy community;
- Brings the Academy into disrepute;
- Undermines the Academy's standards or expectations.

In these cases, we will assess the situation based on the following:

- The severity of the misbehaviour
- Whether the pupil was identifiable as a member of the Academy (e.g. in uniform)
- The extent of the impact on the Academy community

Parents and carers will be informed, and we strongly encourage families to follow up at home. Behaviour outside of school hours and premises – particularly when not linked to an Academy activity – remains primarily the responsibility of parents. While the Academy may intervene where appropriate, it is not our role to police or manage all behaviour that occurs in the community.

## Behaviour online

Online safety is a key part of our curriculum at Rushden Primary Academy, and we use resources from the National Crime Agency's CEOP Education programme, *ThinkUKnow*, to teach children how to stay safe online. However, the majority of online activity happens outside of school, and national guidance is clear that parents and carers must play an active role in monitoring and managing their child's digital use. The UK Council for Internet Safety (UKCIS) advises that parental controls, daily monitoring, and open conversations are essential in keeping children safe.

We simply do not have the capacity or resources to investigate or resolve online incidents that occur at home.

We urge families to carefully consider whether children really need smartphones. If the concern is about walking to or from school, a basic non-smartphone provides the same level of safety without internet access. Many popular apps used by children, such as WhatsApp (13+), Snapchat (13+), TikTok (13+), Instagram (13+), and Discord (13+), have clear age restrictions due to the nature of their content and potential risks.

While we will always support where we can, incidents involving these platforms are home issues and must be treated as such. Phones should be checked daily by parents/carers, and children should not have access to them in bedrooms or unsupervised environments.

## Pride in our Uniform

We take pride in our identity and the way that we present ourselves. The Academy uniform, as detailed in our Academy's uniform policy, should be worn by all pupils.

Where a pupil attends the Academy without the correct uniform (and no prior communication has been made by parents), the following process will be followed:

- a Dojo will be sent to parents

- a formal communication will be made by the office requesting that the child be in correct uniform the following day
- a call home will be made so that the correct uniform can be brought to the Academy that day
- a meeting could be arranged with parents

### Monitoring Behaviour

The Senior Leadership Team will monitor and analyse behaviour information weekly to identify any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Appropriate actions and interventions will be communicated to all relevant bodies.

### A shared Vision

Children are introduced to our school rules in EYFS. They are referred to, and used routinely, by every member of the team. They are also frequently revisited in whole school and class assemblies. The Academy's rules and values are reshared with pupils on the first morning of each term in our 'Equality, Diversity and Inclusion' mornings.

**Respect** yourself and others  
Take **pride** in your environment  
**Achieve** your goals

## Appendix

### Suspensions and Exclusions

This policy and all Academy processes relating to exclusions are informed by Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England (“DfE Guidance”).

For serious incidents of poor behaviour or persistent breaches of this behaviour policy, the Principal may resort to either a suspension or an exclusion.

The Greenwood Academies Trust is fully aware of its duties not to discriminate against, harass or victimise pupils due to their sex, race, disability, religion or belief, sexual orientation or because of pregnancy or gender reassignment. For disabled pupils, each Academy will make reasonable adjustments to its policies and practices to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

All suspensions and exclusions are monitored by the Academy and the Education Directors who report on a termly basis to the Standards Committee of the Greenwood Academies Trust Board.

Where an excluded pupil is due to sit an external examination, suitable arrangements will be made to ensure the pupil can still sit the examination.

Before taking a suspension or an exclusion decision, the Principal of the Academy will also have due regard to the following (in accordance with the DfE Guidance):

- for groups with high exclusion rates (pupils with SEN, pupils eligible for Free School Meals, looked after children, pupils whose ethnicity is Gypsy, Roma, Travellers of Irish Heritage or Black Caribbean) any extra support required to identify and address the needs of the pupil
- what additional support or alternative placement may be required for a pupil with a Statement of SEN/EHC Plan or a looked after child
- that the permanent exclusion of a pupil with a Statement of SEN/EHC Plan or a looked after child should, as far as reasonably possible, be avoided.

The decision to suspend or exclude will only be taken for a disciplinary reason and all decisions will be formally recorded.

In line with the DfE’s *SEND Code of Practice*, where an academy has concerns about the behaviour, or risk of exclusion, of a child with additional needs and a pupil with an EHC plan it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEN. Where a pupil has an EHC plan, academies should consider requesting an early annual review or interim/emergency review. For those pupils who are SEND-K, a co-production meeting (professionals and families meeting) should be arranged to discuss the additional support and strategies which may need to be considered.

#### Suspensions

If a decision is taken to suspend a pupil (i.e. for a fixed term)

- the parent is contacted by the Principal as soon as possible and the decision is confirmed in writing. The letter will outline any relevant incident(s), the reason for the exclusion and the duration of the fixed term exclusion. The parents’ right to make representations about the suspension or request a meeting of the Governors’ Disciplinary Committee (GDC) is highlighted as appropriate.

- a meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff. A meeting is set up for the parent/carer and pupil to attend on return from a suspension with a senior member of staff.
- In addition, there is a requirement if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, that their social worker is notified. If the pupil is looked-after, their Personal Education Plan should be appropriately reviewed and amended and their Virtual School Head should be notified.)

#### Following this meeting

- the pupil is reinstated
- the pupil may be placed on report or another appropriate temporary sanction or support
- behaviour support and 'reasonable adjustments' will be reviewed
- a record of the suspension and meeting is kept in the pupil's file.

In accordance with the requirements set out in the DfE Guidance, the Academy Advisory Council will arrange for a Disciplinary Committee to meet to consider reinstatement of the pupil if the suspension would bring the pupil's total number of school days of exclusion to more than fifteen (15) in a term or if the suspension would result in the pupil missing a public exam.

If requested to do so by parents, the Disciplinary Committee must also consider the reinstatement of an excluded pupil if that pupil would be excluded from school for more than five (5) school days but not more than fifteen (15) in a single term. Where a pupil is suspended for fewer than five (5) days in a single term, the Disciplinary Committee will consider any parental representations but will not meet and cannot direct reinstatement.

#### **Decision to permanently exclude**

Permanent exclusion will be a last resort and the decision to permanently exclude will only be taken by the Principal

- in response to a serious breach, or persistent breaches, of this policy and
- where allowing the pupil to remain in the Academy would seriously harm the education or welfare of the pupil or others in the Academy.

The following behaviour is regarded as completely unacceptable and may result in a decision to exclude, including on a permanent basis, depending on the circumstances:

- Physical assault against another pupil
- Physical assault against a member of staff or any other adult
- Verbal abuse/threatening behaviour towards another pupil
- Verbal abuse/threatening behaviour towards a member of staff or any other adult
- Any form of bullying
- Racist abuse
- Sexual misconduct or assault
- Drug and alcohol related incidents
- Damage to property (including arson)
- Theft
- Carrying an offensive weapon
- Malicious allegations against members of staff
- Racist, sexist, homophobic or other forms of discriminatory behaviour
- Persistent, disruptive behaviour
- Serious incidents that bring the academy or GAT into disrepute
- Other (only in exceptional circumstances).

We will do everything possible to avoid the permanent exclusion of a Looked After Child. Each Academy is expected to be proactive and work with the young person, carers, the virtual school and social workers to do everything reasonable to avoid excluding a Looked After Child. The Education Director will be informed of any Permanent Exclusion decision.

### **Permanent exclusion processes**

The processes that the Academy must undertake following a decision to permanently exclude follows precisely the DfE guidance in this area.

When the Principal decides to permanently exclude a pupil, the Academy Advisory Council will arrange for a Disciplinary Committee to review the case within fifteen (15) days of the exclusion. The panel will ensure they consider the facts of the case and representations at the meeting carefully before making a decision either to uphold the permanent exclusion or to reinstate the pupil.

If, following the completion of the exclusion review process, a pupil who was permanently excluded is to be reinstated, the process of re-integration will require careful planning. A re-integration plan may also involve carrying out a risk assessment and implementing measures to reduce identified risks. The Academy will formalise re-integration plans, where actions, expectations and consequences are made clear in writing and may include a parental contract. Should a further exclusion be necessary, this could be used to demonstrate that a sound integration plan was put in place and rigorously applied.

If the decision to permanently exclude is upheld, parents/carers have the right, as described in DfE guidance, to request that the decision of the Disciplinary Committee be reviewed by an **Independent Review Panel**.

Independent Review Panels must be impartial and constituted in accordance with the detailed provisions of the DfE Guidance. The Trust will ensure that Independent Review Panel members and clerks are suitably trained. Where requested by the parent, a SEN expert will be appointed by the Trust to advise the Independent Review Panel. The Independent Review Panel may decide to

- uphold the Disciplinary Committee's decision
- recommend that the Disciplinary Committee considers reinstatement
- quash the decision and direct the Disciplinary Committee to reconsider reinstatement.

The Independent Review Panel's decision is final and binding on the Academy, pupil and parents. The Independent Review Panel does not have the authority to direct the reinstatement of a pupil. A parent may not appeal to the Commissioner for Local Administration (the Local Government Ombudsman) about maladministration as the Commissioner's remit is limited to considering the conduct of appeal panels constituted by Local Authorities.

### **Parents' responsibilities**

There is a duty on parents to ensure that an excluded pupil of compulsory school age is not in a public place during school hours without reasonable justification, or a fixed penalty could be imposed by the local authority. Parents will also be warned in the exclusion letter that failing to comply with their duties in this regard may form part of a case for a parenting order to be issued by the magistrate's court.

### **Continuing education during the exclusion period**

For the first five days of a suspension, the Academy will set work appropriate to the pupil's age and ability and make arrangements for this to be collected and returned for marking. Where a pupil is given a suspension of six (6) days or longer, the Academy has a duty to arrange suitable off-site full-time educational provision from and including the sixth day of exclusion as day one. With reference to permanent exclusions, the Academy will set work as described above for the five days following a permanent exclusion.