



## Behaviour and Relationship Policy

Bramley Church of England Infant and Nursery School

**Policy effective from** November 2024

**Approved by** Local Committee

**Last reviewed on** October 2024

**Next review due by** September 2027

### Version history

Version	Description of change	Author	Approved
4.0	Addition of new behaviour strategies and aims	Naomi Strickland	Local committee
3.0	3 yearly review	Naomi Strickland	Local committee
2.0	Reformatting and standardisation of language. Inclusion of Vision statements and values	Shona Taylor	Safeguarding governor, September 2021
1.0	Original version	Elaine Spick	C&L Committee, March 2016

<b>Behaviour and Relationship Policy.....</b>	<b>1</b>
1. Philosophy.....	3
2. Aims .....	3
3. Legislation and statutory requirements .....	3
4. Definitions.....	4
5. Bullying .....	5
5. Roles and responsibilities .....	6
6. Pupil code of conduct.....	8
7. Rewards and sanctions .....	8
7.1 Sanction Failure .....	11
8. Behaviour Management .....	12
9. Recognising the impact of SEND or additional needs on behaviour.....	12
9.1 Anticipating and removing triggers.....	13
9.2 Adapting sanctions for pupils with SEND.....	13
10. Pupil transition .....	13
10. Training.....	14
11. Monitoring arrangements.....	14
12. Links with other policies.....	14
Appendix 1: Written statement of Behaviour Principles.....	15
Appendix 2: Restorative Practice.....	16
<b>Appendix Three: Suspension and permanent exclusion policy .....</b>	<b>17</b>
1. Aims .....	17
2. Legislation and statutory guidance.....	17
3. Definitions.....	18
4. Roles and responsibilities .....	18
5. Considering the reinstatement of a pupil.....	23
6. Independent review .....	25
7. School registers .....	27
8. Returning from a suspension .....	28
9. Remote access to meetings.....	29
10. Monitoring arrangements.....	29
Annex 1: independent review panel training .....	30

## 1. Philosophy

At Bramley C of E Infant and Nursery School we believe in the importance of relationships, ensuring children feel valued, safe and secure. Providing a connection with staff members and a sense of belonging to the whole school community.

We give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them.

The school endeavours to use Restorative Practice (see appendix 2) which is a way of working with conflict that focuses on repairing harm and building relationships. More information about Restorative Practice can be found in Appendix 2 of this policy.

## 2. Aims

This policy aims to:

- Reflect through our interactions with each other our school vision and values:

"Your word is a lamp to guide me and a light for my path."

Psalms 119 (105)

Rooted in Christian values

Seek within

Wonder why

Reach out

Aim high

Values: Friendship, Respect, Perseverance, Koinonia, Truthfulness and Courage

- Provide a **consistent approach** to behaviour management.
- **Define** what Bramley C of E Infant and Nursery School (the School) considers to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline the School's system of **rewards and sanctions**.

## 3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools (2013, updated 2020).<sup>1</sup>
- Searching, screening and confiscation at school (2014, updated 2018).<sup>2</sup>
- The Equality Act 2010 (2013, updated 2018).<sup>3</sup>
- Use of reasonable force in schools (2013).<sup>4</sup>
- Supporting pupils with medical conditions at school (2014, updated 2017).<sup>5</sup>

It is also based on the Special Educational Needs and Disability (SEND) code of practice: 0 to 25 years (2014, updated 2020).<sup>6</sup>

In addition, this policy is based on:

- Section 175 of the Education Act 2002<sup>7</sup>, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the Education and Inspections Act 2006<sup>8</sup>, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance on what maintained schools must publish online (2014, updated 2021)<sup>9</sup> explaining that a behaviour policy shall be published online.

## 4. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in communal areas between lessons, and at break and lunchtimes.
- Non-completion of learning
- Refusal to follow reasonable instructions
- Unkind words

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.

---

<sup>1</sup> [Behaviour and discipline in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>2</sup> [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>3</sup> [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>4</sup> [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>5</sup> [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>6</sup> [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>7</sup> [Education Act 2002 \(legislation.gov.uk\)](http://legislation.gov.uk)

<sup>8</sup> [Education and Inspections Act 2006 \(legislation.gov.uk\)](http://legislation.gov.uk)

<sup>9</sup> [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- Vandalism or deliberate damaged of property
- Theft.
- Fighting or physical aggression
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items.
  - Any article that a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## 5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or aggression.
Racial	Racial taunts, graffiti, gestures.
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Online	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Details of the School's approach to preventing and addressing bullying are set out below in the anti-bullying strategy.

- Pupils can report incidents of bullying to any member of the school staff.

- Parents should report incidents of bullying to their child's class teacher in the first instance or the class's support staff.
- Staff should report incidents of bullying to their line manager in the first instance or to a member of the Senior Leadership Team (SLT).
- Allegations against the Executive Head Teacher should be made to the Chair of the Local Committee.
- Teachers will speak to the child first and then they will follow up the incident. Incidents should be recorded via CPOMs and Abor if the incident is deemed to be bullying e.g. repetitive incidents.
- The School will investigate incidents by speaking to the victim first and their parents (as/if needed). The class teacher will then speak to the perpetrator(s) next. Following this investigation, the class teacher will then make a judgement of what to do next. The incident should always be escalated to SLT if it is deemed to be a bullying case and a form filled in correctly. The class teacher can speak to the Senior Leadership or Emotional Literacy Support Assistant (ELSA) concerning how to support the child(ren) as needed. Sanctions for incidents not deemed as bullying can be decided by the class teacher (see section 7). For incidents deemed as bullying, the sanction(s) should be discussed with SLT and parents.

The School supports pupils who have been bullied, and those vulnerable to bullying through the ELSA, the Play Therapist, the Home School Link Worker (HSLW), Personal, Social, Health and Economic (PSHE) lessons and the School's Christian and British Values.

- The School has proactive strategies to prevent bullying including speaking to the school as a whole, focussing on a value per the half term, through the curriculum, through the school and British values, and through having a positive and inclusive school environment.
- The School trains staff and governors in preventing and handling bullying through the PSHE curriculum and through safeguarding training.

## **5. Roles and responsibilities**

### **5.1 The Local Committee**

The Safeguarding Local Committee Member is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Children and Learning committee will also review this behaviour policy in conjunction with the Executive Head Teacher and monitor the policy's effectiveness, holding the Executive Head Teacher to account for its implementation.

### **5.2 The Executive Head Teacher**

The Executive Head Teacher is responsible for reviewing this behaviour policy in conjunction with Designated Safeguarding Lead (DSL, if not the Headteacher) and the Safeguarding Local Committee, giving due consideration to the School's

statement of behaviour principles (appendix 1). The Executive Head Teacher will also approve this policy.

The Executive Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor or unwanted behaviour. The Executive Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **5.3 Staff**

Staff will:

- Treat all children equally, irrespective of gender, race, religion or other protected characteristics;
- Be alert to signs of bullying and racial harassment and deal firmly with such problems, in line with school policies;
- Deal sensitively with children in distress, listen to them and deal with any incident appropriately;
- Play an active part in building up a sense of community and apply the agreed standards of behaviour consistently;
- Record any incident of racial harassment and alert the Executive Head Teacher and other staff;
- Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties;
- Have a responsibility to model the type of behaviour felt to be acceptable.

### **5.4 Parents/carers**

The school recognises that parents and families have a vital role in promoting good behaviour in school and so effective home/school liaison is very important. It is important that teachers can depend on the full support of parents in dealing with their child's behaviour.

#### **We expect parents/families:**

- To keep us informed of behaviour difficulties they may be experiencing at home;
- To inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, change of family circumstances;
- To inform us about their child's ill health and any absences connected with it;
- To be alert to signs of bullying online and report any incidents to a member of the school safeguarding team;
- To work in partnership with the school to ensure consistency of approach to the child's behaviour.

#### **To support parents the school endeavours to keep good home/school liaison by:**

- Promoting a welcoming environment and ethos within the school;

- Giving parents and families regular constructive and positive comments on their child's learning and behaviour;
- Communicating regular information about school events, achievements and issues of concern;
- Encouraging parents to come into school on occasions other than parent's evenings;
- Keeping parents informed of school activities by letter, newsletter, web site etc.
- Involving parents at an early stage in any disciplinary concerns.

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other at all times.
- In class, make it possible for all pupils to learn.
- Move quietly and safely around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and when on trips and visits.

## **7. Rewards and sanctions**

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise
- Class points working towards a whole class reward at the end of the week
- A Headteacher/class teacher/ values certificate
- Celebration assembly held weekly to celebrate success in learning and achievements
- Stickers
- Teachers speaking to parents at the end of the day.



The School may use one or more of the following sanctions in response to unacceptable behaviour. The table below explains how the school may deal with unwanted behaviour and the role of staff and pupils in this:

	<b>Behaviour could include</b>	<b>What the child needs to do</b>	<b>What the staff need to do</b>
1. 1 <sup>st</sup> warning (verbal)	<ul style="list-style-type: none"> <li>Refusing to do as asked by a member of staff</li> <li>Not following reasonable instructions</li> <li>Disrupting another child/class learning or play</li> <li>Rudeness or disrespect towards staff or other pupils</li> <li>Not using equipment appropriately</li> <li>Using unkind words</li> </ul>	Pupil needs to think about what the warning is for and how they can make a better choice.	<p>Be clear what the warning is for. Praise for the child if they make better choices and resolve their behaviour.</p> <p>Restorative justice approach with another child if action has been against another child e.g. apologising, writing a sorry note etc. <i>This will depend on age and stage of the pupil.</i></p> <p>Staff do not need to formally record this behaviour or inform parents/carers but ensure that children who received regular warnings are flagged to a member of SLT.</p>
2. 2 <sup>nd</sup> warning (verbal)	As above continuing – not resolved at 1 <sup>st</sup> warning.	Think about the next step of a yellow level behaviour if their behaviour does not improve.	<p>Make it clear to the child why a second warning for the same behaviour is being given – remind them the next step is a yellow behaviour and parents will be informed.</p> <p>A short burst of time out may be appropriate here – e.g. 5 minutes sat to the side or in a quiet area to reflect on their behaviour. Adult to speak with the child after a short period to explain expectations to return to learning or outside play.</p>
3. Yellow Level behaviour	As above and behaviour not stopped by 2 <sup>nd</sup> warning.	Pupil to stop the behaviour or a red behaviour will be issued.	<p>Class teacher to speak to family member at the end of the day. Record behaviour on CPOMs.</p> <p>If disruptive in class or refusing to take part in learning – a short</p>

			period out of class or in another room e.g. neighbouring class. For no more than 10 mins. Adult to speak with the child after a short period to explain expectations in order to return to learning.
4. <b>Red Level behaviour</b>	<ul style="list-style-type: none"> <li>Physical aggression towards other pupils or staff e.g. hitting, kicking, slapping, spitting</li> <li>Biting***</li> <li>Throwing objects on purpose</li> <li>Damaging equipment or deliberately breaking something</li> <li>Swearing or inappropriate language</li> </ul> <p>If any of these behaviour above are seen straight to <b>red behaviour</b>.</p> <p>If refusal to engage with behaviour system in steps 1-3 a red behaviour consequence can be given.</p>	<p>Pupil to be removed from classroom/playground to reflect on behaviour with a member of SLT.</p>	<p>Member of Senior Leadership Team to speak to pupil – ideally on the same day.</p> <p>Ideally on the same day -a missed morning play time or lunch time for 10 - 15 mins. Pupil to engage with a quiet activity e.g. read a book or catch up on missed learning.</p> <p>Reflection on behaviour using restorative practice.</p> <p>Phone call home by either class teacher or SLT to discuss behaviour with parent.</p> <p>Recorded on CPOMs and Abor.</p>
5. <b>Serious incident</b>	<ul style="list-style-type: none"> <li>Racism or prejudicial behaviour</li> <li>Serious physical aggression e.g. prolonged physical fight</li> <li>Throwing furniture or large objects</li> <li>Absconding or attempting to abscond from the school site</li> <li>Bullying</li> </ul>	<p>Immediate evacuation of classroom if required. Remove pupil from the area if possible. Ensure child is within pupil if attempting to abscond.</p> <p>Bullying – <i>will be managed in line with the school's bullying policy.</i></p>	<p>Alert a member of SLT immediately to support.</p>
<p>Repeated incidents of red level behaviour in school could include:</p> <ul style="list-style-type: none"> <li>Specialist Teaching for Inclusive Practice (STIPs) referral for further support in school</li> <li>Home School Link Worker (HSLW) involvement</li> <li>CAMHS referral</li> <li>Parent meetings</li> </ul>			

**\*\***The school appreciates that biting can be a developmental stage for children in nursery and pre-school and this will be managed in a different way. Parents/carers will be informed of incidents of biting in Pre-school and Nursery.

Please note that in the Early Years, particularly Nursery and Pre School, we recognise that children are still developing self-regulation. Self-regulation includes impulse control, behavioural control, emotional competence, self-direction and executive function (a set of cognitive skills that help us plan, organize, prioritize, and execute tasks). Therefore, for these very young children, we would not apply the same behavioural sanctions as described above. Our Early Years Practitioners and Teachers are experienced in helping the children develop their ability to regulate their emotions, thoughts and behaviour with age-appropriate strategies.

### **7.1 Sanction Failure**

If sanctions do not lead to better behaviour, the following may be considered (in no particular order);

- Exclusion from a favourite activity - this needs to be immediate and can only be used occasionally. It will be considered whether it is educationally sound to deprive children of particular lessons. (They cannot learn to behave in these lessons if they are frequently removed from them.)
- Exclusion from the right to represent the school. This sanction should be used rarely.
- The establishment of a behaviour record or home-school report book.
- A requirement for a written apology.
- A regular report given to the Executive Head Teacher.
- A letter / telephone call to a parent from the class teacher, Assistant Head Teacher or Executive Head Teacher.
- A meeting with parents.
- Other sanctions following a meeting between parents, class teacher and Executive Head Teacher.
- Suspension from school (in line with LEA guidelines – see appendix three).

### **7.2 Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the School, such as on a school trip.

### **7.3 Malicious allegations**

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

Please refer to the Safeguarding Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Executive Head Teacher will also consider the pastoral needs of staff accused of misconduct.

## 8. Behaviour Management

### 8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Model the school's visions and values
- create and maintain a stimulating environment that encourages pupils to be engaged; develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.

### 8.3 Confiscation

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils but will be given to their parents/carers at the end of the day. These include any electronic items e.g. smartphones, mobile phones, iPad etc.

The School will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to the child's parents after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation (2014, updated 2018).<sup>10</sup>

## 9. Recognising the impact of SEND or additional needs on behaviour

The schools recognise that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND needs.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils

---

<sup>10</sup> [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/Searching_screening_and_confiscation_at_school_-_GOV.UK.pdf)

with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

## **9.1 Anticipating and removing triggers**

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Examples of strategies used to anticipate and remove triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism Spectrum Disorder or Attention Deficit Disorder
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction

## **10. Pupil transition**

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher on moving up day. In addition, staff members will hold transition meetings for parents at the beginning of the new academic year.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil needs will be transferred to relevant staff at the start of the term or year. Information on any behavioural issues may also be shared with new settings for those pupils transferring to other schools.

## **10. Training**

The school's staff are provided with training on managing behaviour, including proper use of physical intervention.

Behaviour management also forms a part of continuing professional development for all staff.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Executive Head Teacher and the Children and Learning Committee annually. At each review, the policy will be approved by the Executive Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the safeguarding local committee member every year.

## **12. Links with other policies**

This behaviour policy is linked to the following policies and reflects our school vision and values:

- Safeguarding policy and Child Protection.
- E-safety
- Staff code of conduct
- Home school agreement

## **Appendix 1: Written statement of Behaviour Principles**

- Everyone in school understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- The school follows the Surrey County Council exclusions policy which explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions. A pupil must only be suspended on disciplinary grounds.

### **Reasons to suspend include;**

- Violent and dangerous behaviour.
- Behaviour that is harmful to themselves or others.
- A breach of the Behaviour Management Code of Conduct for pupils.

The Local Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the safeguarding local committee member every year.

## Appendix 2: Restorative Practice

### Values

Restorative practice is based on a set of values that emphasize respect, accountability, and trusting relationships.

### Approach

Restorative practice is a mindset that involves working with people to create sustainable change. It's about empowering people to find solutions to their problems.

### Benefits

Restorative practice can have many benefits, including:

- Improved conflict resolution
- Reduced disruption to teaching and learning
- A calmer school environment
- Improved relationships
- Increased empathy
- Improved self-discipline
- More responsible decision-making

### Implementation

Restorative practice can be implemented in schools to provide a structured response to conflict. It can also help to create a culture of high challenge and high support.

Traditional (punitive) practices often focus on:	Restorative practice focuses on:
Punishment	Putting things right
Rules that have been broken	The harm that has arisen as a result of someone's actions
Blame	Solutions
Guilt	Responsibility/Accountability
Sanctions as a deterrent	Empathy as a deterrent
The punishment of others	The healing of those affected



## Appendix Three: Suspension and permanent exclusion policy

### 1. Aims

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

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'.

### 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.

### 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/carer – any person who has parental responsibility and any person who has care of the child.

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

## 4. Roles and responsibilities

### 4.1 The Executive Headteacher

#### Deciding whether to suspend or exclude

Only the Executive 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 Executive 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:
  - o For suspensions, detentions or other sanctions provided for in this behaviour policy
  - o 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 Executive 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 Oak Academy may be used for this. If the pupil has a special educational need or disability, the Executive Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

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

## **4.2 The local committee**

### **Considering suspensions and permanent exclusions**

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

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

Within 14 days of receiving a request, the local committee will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the local committee will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

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

The local committee will 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

### **4.3 The local authority (LA)**

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

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

## **5. 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 Executive 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

## **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

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

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

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

### **8.1 Reintegration strategy**

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

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

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

The points below are suggestions only and should be adapted to your school's specific circumstances.

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- 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.

### **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.

## **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

## **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 Executive Headteacher. The Executive 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.

## **Annex 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