

BEHAVIOUR AND EXCLUSIONS POLICY



St. James' Church of England Primary Academy

Approved By: Local Governing Body

Date: January 2025

Next Review Date: January 2027



BEHAVIOUR AND EXCLUSIONS POLICY

All our policies are written with the objective of continuously improving our school in our aim of realising St. James' vision, which is to create a community that reaches their full potential:

"He told them another parable: "The kingdom of heaven is like a mustard seed, which a man took and planted in his field. ³² Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

Matthew 13: 31-32

We believe a small act of kindness and an act of faith can have a huge impact on another's life.

Our Governors, leaders and staff uphold the vision of

'We grow together, through God we are Giving, Loving and are Honest'

The Purpose of this Policy

At St. James' we are committed to enabling all children to access education successfully. This is an 'inclusive' process: part of this commitment is concerned with establishing a high standard of behaviour throughout the school. It is our aim that every member of the school community feels valued and respected and is treated as an individual, in accordance with our Christian beliefs.

We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. We expect every member of our school community to behave considerately and responsibly.

We treat others in the way we would like to be treated and think '...what would Jesus do?'

We praise and reward positive attitudes to behaviour and work to maintain fairness and consistency, whilst encouraging self-discipline.

By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

- Ensuring a safe, caring and happy school.
- That children know who to talk to if they need support.
- Promoting good citizenship, good self-esteem, self-discipline, resilience and perseverance.
- To establish that bullying is not an acceptable form of behaviour.
- To challenge any incidents of bullying others.

The school rewards good behaviour as it believes that this will develop an ethos of kindness, community and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

St. James' Core Principles of Behaviour

Core principles that lead the development of this policy are set out below:

- The right of every child to feel safe and secure in their learning environment and have every opportunity to enjoy learning without distraction from others.
- The right of every teacher and adult to be able to teach without obstruction and to work in a mutually respectful environment.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents, working on an active partnership to promote good behaviour.

- If necessary, we will seek advice and support from appropriate outside agencies.
- As the staff of the school, we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. This may be through periodicals and books, attendance on courses and advisory visits. It will be a high priority to disseminate such ideas throughout the staff.
- We will have a corporate approach but with due regard for individual circumstances.
- We believe that everyone has a right to be listened to.

All members of staff have a responsibility to proactively ensure adherence to whole school behaviour expectations. To ignore an incident is to condone it

Specific Roles and Responsibilities

Headteacher's Responsibility

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of this policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

In conjunction with the Senior Leadership Team, the Headteacher supports staff by implementing this policy, by setting the standards of behaviour and by supporting staff in the implementation of this policy.

They have access to records of all reported incidents of inappropriate behaviour and all reported parental contact.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both of these actions will be reported to the Chair of Governors and be included in their report.

Governor Responsibilities

The Governing Body should review the Behaviour and Exclusions Policy on a regular basis.

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the Governing Body to:

- make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the Headteacher and give them related guidance if the Governing Body wants the school's Behaviour Policy to include particular measures or address particular issues.

All Staff Responsibilities

All staff will:

- Follow and promote St. James' three core values: Giving, Loving and Honesty.
- Provide a well-ordered environment in which all are fully aware of behavioural expectations.
- Treat all children and adults as individuals and respect their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to a community.

- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Encourage, praise and positively reinforce good relationships, behaviours and work.
- Response to any undesired behaviours in a calm and unemotional way.
- Challenge all bullying and harassment in any form.
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and apply these consistently.
- Care for and take pride in the environment and ethos of St. James'.
- Work as a team, supporting and encouraging each other.
- Seek advice from SLT, if necessary.
- Keep parents informed about their child's behaviour.

SLT/SENCo Responsibilities

- To regularly monitor and review incident forms, parental contact forms and behaviour reports.
- To provide appropriate support to all adults
- To identify children who may need additional support.
- To put in place additional support for children including Individual Behaviour Management Plans, where necessary
- To liaise with outside agencies, as necessary

Parent/Carer Responsibilities

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to co-operate with the school, as set out in the Home School Agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the day.
- By ensuring that pupils have appropriate dress for school, including PE, in order to be able to take part in all school activities and adhering to the School Uniform Policy.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard to other people's property, buildings and the environment.
- By informing the school of any issues as early as possible.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home School Agreement, which details the agreed responsibilities of parents, pupils and teachers.

Pupil Responsibilities

The expectations and rules of St. James' are displayed throughout the school along with a flowchart of choices and consequences. These expectations and rules are regularly explained and discussed with children.

Pupils are expected to walk around the school sensibly. Children's noise levels should be kept to a minimum. During lesson time children are expected to be silent in the corridor and around the school building.

Pupils are expected to be at school every day, unless they have a valid reason. Repeated absence or lateness as recorded by school systems will trigger interventions by the Headteacher / Attendance Advisory Practitioner / Home School Support Worker.

On occasions, with parents' approval, we may educate their child in another Trust school to meet their individual needs.

Break Time and Lunch Time

To ensure consistent behaviour is maintained on the playground, a duty rota is in place. Staff are responsible for ensuring good order is maintained on the playground and to take an active supervisory role.

Staff are encouraged to be actively engaged in children's games and to encourage play. All staff, including Midday Meals Supervisors are expected to follow the flowchart of choices and consequences. During lunchtimes a member of SLT will be available to support.

Expectations and Routines

All staff and children will follow and promote our three values at all times.

Giving

Loving

Honesty

These three values should be referred to whenever we are discussing behaviour, both positively and negatively.

Giving	Loving	Honesty
Giving your best Problem solver Resilient Creative thinking Being independent Positive attitude	Teamwork Kindness Good manners Being helpful Tolerant of others	Listening to others Supporting others Telling your truth Acceptance of other views

Rewards and Sanctions

Reward Systems

Staff aim to promote positive self-esteem by providing opportunities for the children to work at their own level in order to achieve success.

This will help the child gain confidence and motivate them to improve their own performance. Class teachers will award Dojo points and will work towards an end of term class target. If they are successful, the class teacher and class will decide on a fun activity as a reward.

Individual children may be rewarded / recognised in a variety of ways:

- ✓ Verbal praise
- ✓ Work on the class board

- ✓ Share learning with another member of staff or parents
- ✓ Celebrating successes in assemblies and during PHSE
- ✓ The awarding of stickers
- ✓ The awarding of children responsibility posts
- ✓ The election of children to become a School Ambassador

Classes are rewarded in weekly whole school assemblies. They are awarded certificates and receive a whole class reward.

During assemblies, the children may be awarded for:

- ✓ Good attendance
- ✓ Good behaviour and hard work

There are also House Points awarded to children from each of the four houses.

Consequences/Sanctions

We expect St. James' children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is not meeting the school expectations at any point during the school day, then the adults will use the following stages to support the child to make the right choices. After each stage, the child will be given some 'take up time' which will give them the opportunity to reflect on their behaviour and make the right choice. This means that the adult will not 'jump' straight from one stage to the next stage without giving the child an opportunity to reflect and change their behaviour. This 'take up time' may be up to a minute but is at the discretion of the adult and dependent on the child's age and needs. If after this 'take up time' the child is still not meeting the school's expectations, then the adult will move to the next stage.

Stage 1	Praise others	Staff will praise the other children that are making the right choices. This praise should be quick.
Stage 2	Reminder	Staff will make the child aware of the school expectations. This may be through non-verbal communication or this may be verbal and using the child's name such as, 'John, good listening, thank you'.
Stage 3	Warning	Staff will inform the child that they are not meeting the school expectations. Staff will be specific about which expectation that the child is not meeting. Staff will explain the school expectations and remind the child of a recent time when they have met the expectations successfully. For our younger children, staff can show them a 'warning card' to support them with a visual reminder. Staff will deliver the above points in a calm and unemotional tone which will take no more than 30 seconds. Staff may use the 30 second script below to scaffold this conversation. 30 Second Script I can see that you are... <i>having trouble to start your learning/finding it difficult to stop talking.</i> However, this means that you are not... <i>giving your best/ you are not showing the love and respectful you or others deserve / can you honestly saying you are doing your best</i> Do you remember yesterday/this morning when you... <i>got dojos for your art learning/joined in really well with our discussion in English?</i> Do you remember last week when you got the certificate for giving your best effort. That is the behaviour that I need to see now. Thank you.

Stage 4	Thinking Time	Staff will calmly and quietly direct the child to move to a separate place in the learning environment. This means that the conversation can be away from the other children. For children in Year R - 3, this is likely to be somewhere in the classroom. For children in Year 4 – 6, this is likely to be outside the classroom door. Staff will use the sentence, '<i>(Child's name) you need to step outside the classroom door now, thank you.</i>' A member of staff will then join the child within a minute to discuss their behaviour. Staff will repeat the same script as above in step 3. The staff member will ensure that the child is clear on what the next step is, if they do not choose to make the correct choice. For our younger children, staff will show them a 'thinking time card' to support them with a visual reminder. The physical act of moving away from the situation where the child was not meeting the expectations, along with the discussion with an adult from their classroom, is intended to provide the child with an opportunity to realise the serious of their behaviour. This conversation will also support the child with managing their own behaviours and will be a teaching opportunity.
Stage 5	Time out and Reflection	If the child's behaviour continues, the child will be asked to work in a different room. This action will be recorded by the class teacher (Green Slip on CPOMS). The child may be expected to fulfil a break or lunchtime detention – depending on the quality of work produced. When the time has elapsed, the child will rejoin the lesson. Parents/carers will be informed and a Green slip completed. Where necessary an adult will complete a Reflection Sheet with them. This will be completed away from the rest of the class and may be done at the back of the classroom or outside the classroom or whilst in reflection. To support them in reflecting, children will be prompted of windows, mirrors and doors – so they think of the incident, how they felt and how their action affects others. This reflection sheet should take less than 5 minutes to complete. It will be scanned onto CPOMS and will also be sent home with the child. For our younger children, staff will also show them a 'reflection card' to support them with a visual reminder. If a child has to complete a reflection sheet three times in a term, then a personalised behaviour plan will be considered. Parents will be involved and informed of any additional support required and reasonable adjustments made. Any personalised behaviour plans will be reviewed regularly and adapted as appropriate. For children in EYFS (Year R), they will have a discussion with a familiar adult, somewhere calm. The adult will lead a discussion with the child and help them to identify their emotions and what led the child to make the wrong choice. The class teacher will still record this incident and inform parents as above, and record the conversation notes on CPOMS.
Stage 6	SLT	A member of the senior leadership team (SLT) will take the child out of the classroom to discuss their behaviour. The SLT member will decide if it is appropriate for the child to return to their classroom. If it is not appropriate, the child will complete their learning in the SLT member's office/classroom. During the same day at an appropriate time, the class teacher and the SLT member will have a discussion together with the child. This will be recorded on CPOMS and the class teacher / SLT member will discuss the child's behaviour with their parent/career. Depending on the severity of the child's actions, the SLT member may take further action if appropriate. For an incident that classifies as 'child-on-child abuse', a Behaviour Plan may be written up to support the child going forward.

		For children in EYFS, they will have a discussion with a familiar adult in their 'calm corner'. The adult will lead a discussion with the child and help them to identify their emotions and what led the child to make the wrong choice. The class teacher will still record this incident on CPOMS and inform parents as above. If this behaviour is ongoing, a member of staff from SLT will work with the class teacher and parents to ensure the correct support is in place for the child.
--	--	--

Some behaviours will require adults skip certain stages and are detailed below.

Example behaviours for Stage 1

- Low level disruption such as talking over the teacher, distracting other children etc.
- Refusal to comply.

Example behaviours that require adults to move to Stage 2

- Continued stage 1 behaviour after the adult follows step one and allows the child some 'take up time'.

Example behaviours that require adults to move to Stage 3

- Continued stage 2 behaviour after the adult follows step one and allows the child some 'take up time'.
- Being unkind by preventing others from joining in (without justified reason).
- Encouraging others to make wrong choices.
- Making a situation worse by being a bystander or joining in rather than reporting to an adult.

Example behaviours that require adults to move to Stage 4

- Continued stage 3 behaviour after the adult follows step one and allows the child some 'take up time'.
- Verbal unkindness to another.
- Rough play which does not result in injury.
- Taking something from another child without asking (but not concealing it).
- Non-compliance (following attempts by staff to re-engage).
- Invading other's personal space (e.g. looking over toilet door).
- Throwing items in the classroom e.g. paper.
- Minor damage to property on purpose e.g. a broken ruler.
- Not telling the truth first time.
- Involving others and circulating mis-information (stirring).

Example behaviours that require adults to move to Stage 5

- Continued stage 4 behaviour after the adult follows step one and allows the child some 'take up time'.
- Spitting at someone.
- Physically hurting peers through rough play.
- Swearing directly at someone.
- Minor theft.
- Exposing others' private body parts e.g. lifting a skirt, pulling down trousers deliberately.
- Misuse of school property including toilets.
- Graffiti (this includes writing on others' work).
- Not telling the truth (having reminded pupil of the importance of doing so).

- First incident of being unkind to another whilst online.

Example behaviours that require adults to move to Stage 6

- Continued stage 5 behaviour after the adult follows step one and allows the child some 'take up time'.
- Racism.
- Hurting peers through fighting.
- Major theft (items of higher monetary value).
- Absconding from given boundaries.
- Intentional assault on any person.
- Deliberate damage to school property e.g. furniture thrown.
- Refusing to give permission for their bag, tray or self to be searched.
- Incidents of sexism, sexual harassment or sexual violence
- Subsequent incidents of being unkind to another whilst online
- Incidents that classify as 'child-on-child abuse'

Please note that this is not an exhaustive list of behaviours and that staff should use their professional judgement, taking into account the child's age and any other relevant information. Staff should seek advice from their line manager if needed.

Anti-Bullying

This section of the policy has been written in line with the DfE 'Approaches to Preventing and Tackling Bullying', June 2018 and 'Keeping Children Safe in Education, 2024'.

Definition

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- by an individual or a group
- repeated over time
- intended to hurt someone either physically or emotionally

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of 'child-on-child abuse'. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place

Bullying is not:

- Minor disagreements between friends although these may need some strategies to help the children if one or more are upset by them.
- Hot headed situations when a child lashes out in anger or frustration.
- An individual incident of bossiness.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics): ▪ Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Preventing, Identifying and Responding

We will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, displays, assemblies, peer support and the School Ambassadors.
- Train all staff including lunchtime staff, teaching assistants and support staff to identify bullying and follow school policy and procedures on bullying.

Involvement of Pupils

St. James' will:

- Survey our pupils annually on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools.
- Support pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.
- Provide a worry box for children to report worries safely, if they feel unable to tell someone

Responding to Suspected Incidents of Bullying (including Cyber-Bullying)

Where it is suspected that bullying has taking place, parents will be contacted to outline the process and kept informed throughout the process.

STAGE 1

In the event of a reported bullying incident:

- The school will provide appropriate support for the child being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues
- A member of SLT makes notes about the bullied child's symptoms e.g. not wanting to come to school, not sleeping, trying to hide, trying to stay in at playtime to help the teacher rather than go into the playground, crying, pretending to be ill etc. and feelings.
- They then obtain 'permission' from the child to arrange a meeting with the bully(ies) explaining how they will be supported.
- A list of the bully(ies) is drawn up and all are invited to a meeting, this, where permission is given, includes the child who has been bullied.

STAGE 2

If the allegation of bullying is upheld, the member of SLT will seek to use a restorative approach with the perpetrator(s) and victim(s) together.

- The adult explains that the bullied child is unhappy and describes the feelings and symptoms mentioned at their previous meeting. This needs to be done sensitively, with empathy and with younger children it can be told almost as a story.
- The adult asks for any ideas from the group: How can we stop X feeling like this? The children's responses are all written down.
- At the end of the meeting, the member of SLT summarises in the form of an action plan.
- The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation.
- Both parties should be clear that a repeat of these behaviours will not be acceptable and would not be in line with our school expectations or values.
- The adult then arranges a date for the next meeting – about a week later usually works well.
- If all goes well the meeting is usually fairly short: a simple progress chat, positive remarks are encouraged and X takes the opportunity to say how much better things are.
- If despite this process, the bullying persists, then the Headteacher will convene a meeting with the bully and their parents /carers and discuss other possible strategies including the possible involvement of outside agencies.

STAGE 3

The school will reflect whether anything needs to change.

- The school will think about what the incident has taught us.
- The school will consider if any policies need to be updated.
- The school will consider if any staff members need training.
- The school will consider how we can stop the incident happening to others in the future.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a member of SLT and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Children's Conduct Outside the School Gates – Teachers' Powers

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

Subject to our Behaviour Policy, the teacher may discipline a child for:

- Any misbehaviour when the child is:
 - Taking part in any school organised activity
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at St James'.
- Or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school.
 - Poses a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.

Malicious Allegations

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:

- Causing disorder and/or refusing support to co-regulate/self-regulate.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

Searching and Confiscation

Searching

The Headteacher authorises all school staff to use these powers. There is no requirement for the Headteacher to provide authorisation in writing. Staff can refuse to undertake a search. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

The school are not required to inform parents before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of a search.

Searching with Consent

School staff can search pupils with their consent for any item. The school is not required to have formal written consent from the pupil. If a pupil refuses, the staff member can apply an appropriate consequence as set out above, in this behaviour policy.

Searching without Consent

The Headteacher, and the staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. A search without consent will be conducted by the member of staff that was first alerted, and a member of the senior leadership team.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil)

Before Searching

A search can be considered if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

The member of staff will make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

If a pupil refuses to co-operate, the member of staff may sanction the pupil in line with the 'Sanctions' section above.

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek advice from the Headteacher. During this time, the pupil should be supervised and kept away from other pupils.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

During a Search

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

A member of staff may search a pupil's outer clothing, pockets, possessions, bags or trays.

The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

A member of staff is able to search lockers and desks without the pupil's consent as this qualifies as school property.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

The member of staff may use a metal detector to assist with the search.

The member of staff's power to search outlined above does not enable them to conduct a strip search.

After a Search

After a search, pupils will be given appropriate support, irrespective of whether the suspected item is found.

If a pupil is found to be in possession of a prohibited item, then the staff member will alert the Designated Safeguarding Lead (or Deputy) and the pupil will be sanctioned in line with the 'Sanctions' section of this policy to ensure consistency of approach. The DSL will should also make a referral to children's social care services immediately if the search results in evidence that any child is at risk of harm.

Whether or not any items have been found as a result of any search, the school will consider whether the reasons for the search, the search itself, or the outcome of the search give cause to suspect that the pupil is suffering, or is likely to suffer harm, and/or whether any specific support is needed. Where this may be the case, speak to the Designated Safeguarding Lead (or Deputy).

Recording Searches

Any search by a member of staff for a prohibited item, and all searches conducted by police officers, will be recorded by the school on CPOMS, including whether or not an item is found. This will allow the Designated Safeguarding Lead (or Deputy) to identify possible risks and initiate a safeguarding response if required.

When recording the search on CPOMS, staff will include in the record of each search:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search

Informing Parents

Parents will always be informed of any search for a prohibited item as soon as practically possible. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any complaints about searching, screening or confiscation should be dealt with through the normal school complaints procedure.

Confiscation of Items Found as a Result of a Search

A staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the policy for which a search can be made; or
- is evidence in relation to an offence.

Prohibited or Illegal Items

Controlled drugs will be delivered to the police as soon as possible unless there is a good reason not to do so.

Other substances which are not believed to be controlled will also be delivered to the police, or securely disposed of as above, if the member of staff believes they could be harmful.

Where a member of staff conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they will inform the Safeguarding Lead who will retain or dispose of them as they think appropriate but will not return them to the pupil.

If a member of staff finds a pornographic image, they will inform the Safeguarding Lead who may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) in which case it will be delivered to the police as soon as reasonably practicable. Members of staff will never intentionally view any indecent image of a child (also sometimes known as nude or semi-nude images). Staff will never copy, print, share, store or save such images.

Where a member of staff finds stolen items, they will inform the Safeguarding Lead who will ensure that these items are delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the Safeguarding Lead may also return the item to the owner, or retain or dispose of it if returning them to their owner is not practicable.

The member of staff will take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of the seized article. In taking into account the relevant circumstances, the member of staff will consider the following:

- the value of the item - it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases, though school staff may judge it appropriate to contact the police if the items are valuable;
- whether the item is banned by the school;
- whether retaining or returning the item to the owner may place any person at risk of harm; and
- whether the item can be disposed of safely.

Any weapons or items which are evidence of a suspected offence will be passed to the police as soon as possible.

Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.

Electronic Devices

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff will first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Staff will examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff will never intentionally view the image, and will never copy, print, share, store or save such images.

When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the Designated Safeguarding Lead (or Deputy) as the most appropriate person to advise on the school's response.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they will be delivered to the police as soon as is reasonably practicable.

In exceptional circumstances members of staff will dispose of the image or data if there is a good reason to do so.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

In determining whether there is a 'good reason' to erase any data or files from the device, the member of staff should consider whether the material found may constitute evidence relating to a suspected offence. In those instances, the data or files should not be deleted, and the device must be handed to the police as soon as it is reasonably practicable.

If the data or files are not suspected to be evidence in relation to an offence, a member of staff may delete the data or files if the continued existence of the data or file is likely to continue to cause harm to any person and the pupil and/or the parent refuses to delete the data or files themselves.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Fixed-Term and Permanent Exclusions

Only the Headteacher (or in her absence the Deputy Headteacher) may exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year.

For fixed terms of six days or over, special arrangements must be made with a neighboring school to accommodate the pupil with a supporting member of staff. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

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

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only:

- in response to serious or persistent breaches of the school’s Behaviour Policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of others.

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

- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- allow the pupil to give their version of events; and
- consider if the pupil has Special Educational Needs (SEN)

If the Headteacher excludes a child, she must inform the parents/carers immediately, giving the reasons for the exclusion. At the same time, the Headteacher will make it clear that they are able, if they wish, to appeal against the decision to the Governing Body. The school informs parents how to make such an appeal.

The Headteacher will inform Medway Local Authority and the Governing Body about any permanent exclusions and any fixed-term exclusions beyond five days in any one term. The Governing Body itself is not able to either exclude a child or extend the exclusion period made by the Headteacher.

When an appeal panel meets to consider exclusions, members will consider the circumstances in which the child was excluded, consider any representation by the parents/carers and the Local Authority and consider whether the child should be reinstated. If the Governors’ Appeals Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child’s welfare is the priority.

In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school or, in more severe circumstances, the school may contact Social Services and/or the Police to safely take the pupil off site.

Cancelling Exclusions / Suspensions

The Headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the Governing Body has not yet met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled:

- The Headteacher must notify the parents, the Governing Body, the LA and the pupil's social worker as applicable, without delay. The notification must also provide the reason for the cancellation.
- The Governing Body's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- Parents should be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay.
- The pupil must be allowed back into the school from which they were excluded 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.

Reasons and Recording Exclusions / Suspensions

The Headteacher will use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive. The Department collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. St James' Primary Academy will provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms.

Off-Rolling and Unlawful Exclusions / Suspensions

Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent).

Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this will be done in accordance with the School Discipline Regulations 2012.

Suspending a pupil for a short period of time, such as half a day, is permissible but the formal suspension process must still be followed. Each disciplinary suspension and permanent exclusion must be confirmed to the parents in writing with notice of the reasons for the suspension or permanent exclusion.

Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as, academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.

A further example of off-rolling would be exercising undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another school place.

If a parent feels pressured into electively home educating their child or that the suspension or permanent exclusion procedures have not been followed, they should follow the school's complaints procedure.

Reintegration after an Exclusion / Suspension or Off-Site Direction

St. James' support pupils to reintegrate successfully into school life and full-time education following a suspension (this may also be after a cancelled exclusion) or period of off-site direction. The school will design a reintegration strategy that offers the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

The reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. Where possible this meeting will include the pupil's parents. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Where necessary, schools will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or the safer schools team, to identify if the pupil has any SEND and/or health needs.

A part-time timetable will not be used to manage a pupil's behaviour and will only be in place for the shortest time necessary. Any pastoral support programme or other agreement will have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision. There will also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents. In agreeing to a part-time timetable, St James' has agreed to a pupil being absent from school for part of the week or day and will treat absence as authorised.

St. James' will consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school;
- Daily contact with a designated pastoral professional in school;
- Use of a report card with personalised targets leading to personalised rewards;

- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- Planned pastoral interventions;
- Mentoring by a trusted adult;
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- Informing the pupil, parents and staff of potential external support.

The Headteacher's Duty to Inform Parties about an Exclusion / Suspensions

To ensure that a child receives the correct support and protection during a suspension or permanent exclusion, it is important that those responsible for their care are promptly informed when exclusions occur or there is a risk of them occurring. As well as communicating with the child where relevant throughout the exclusion process, this section of the policy sets out how and when St James' will share information with parents, social workers, local authorities, and Governing Bodies.

Duty to Inform Parents about an Exclusion / Suspension

Whenever a Headteacher suspends or permanently excludes a pupil they will, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They will also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the Governing Body and how the pupil may be involved in this;
- parents' right to make a request to hold the meeting via the use of remote access and how and to whom to make this request;
- how any representations should be made; and
- where there is a legal requirement for the Governing Body to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a person of support.

Written notification of the information above will be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting / emailing it to that address.

Where a suspended or permanently excluded pupil is of compulsory school age the Headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours.

These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

If alternative provision is being arranged, then the following information will be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;

- 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; and
- any information required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it will be provided 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 information can be provided with less than 48 hours' notice with parents' consent.

If a child is suspended again following their original suspension, or is subsequently permanently excluded, the headteacher must inform parents and where relevant, the pupil's social worker or local authority if the pupil has an EHCP, without delay and issue a new exclusion notice to parents and the social worker.

Informing Parents about an Exclusion / Suspensions

Notification should be in person or by telephone in the first instance as this would allow parents to ask any initial questions or raise concerns directly with the Headteacher. The Headteacher will consider the following:

- Has the school spoken to the parents (and when appropriate, the child's social worker) to ensure they fully understand the type/scale of the incident?
- Has the school considered how to communicate accessibly and clearly, including whether parents may have particular communication needs relating to a disability or having English as an additional language (EAL)?
- Has the school provided sufficient details in the suspension or permanent exclusion notice letter on the reasons for the suspension or permanent exclusion?
- Does the notice contain all the required information as set out in part six of the suspension and permanent exclusion guidance?
- Has the school informed parents (and when appropriate, the pupil's social worker or the local authority if a pupil has an EHCP) whether their pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension or permanent exclusion?
- When several suspensions have been issued in a term, has the school informed parents of their right of representation to the Governing Body?

When notifying parents about a suspension or permanent exclusion, the Headteacher will set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school, in line with legal requirements.

Effective methods for providing the information may include email or text message, giving the notice directly to the parents, or sending the information home with the suspended or permanently excluded pupil. Where information is sent home with the pupil, the Headteacher should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

When notifying parents about a suspension or permanent exclusion, the Headteacher will draw attention to relevant sources of free and impartial information which can be found in the Department for Education's: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

Informing Social Workers and Virtual School Heads (VSH) about an Exclusion / Suspension

Whenever the Headteacher suspends or permanently excludes a pupil they will, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC, of the

period of the suspension or permanent exclusion and the reason(s) for it. The information will be provided in writing to the local authority.

Both the social worker and/or VSH, will be informed when a Governing Body meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so.

Social workers and VSHs, must be allowed to join a Governing Body meeting via the use of remote access, regardless of the format chosen, as long as the Governing Body (for a Governing Body meeting) or arranging authority (for a review panel meeting) are satisfied they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by online) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Informing the Governing Body about an Exclusion / Suspension

The Headteacher will, without delay, notify the Governing Body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

Informing the Local Authority about an Exclusion / Suspension

The local authority will be informed without delay of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the Headteacher will also notify the pupil's 'home authority' of the permanent exclusion and the reason. The Headteacher will also inform the Governing Body once per term of any other suspensions of which they have not previously been notified.

Notifications will include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

Guidance to the Headteacher on informing the Governing Body about an Exclusion / Suspension

The Headteacher will ask the Chair of the Governing Body whether there are clear processes in place for considering suspensions and permanent exclusions, such as:

- Ensuring parents and pupils are aware of their right to consideration by the Governing Body
- Asking whether the Governing Body have taken steps to find a convenient date that the parent, other relevant parties, the local authority representative (if relevant) and the Headteacher can attend, within the legal time limits
- Asking the Governing Body whether they have considered how to involve the pupil in the consideration process
- Collecting all relevant documents, anonymising them, if required, and providing them to all parties

The Headteacher will ensure that they have informed the Governing Body about reinstatement and specify the correct timescale. They will also make clear to the Governing Body whether the need to consider reinstatement is dependent on receiving parental representations.

The Headteacher will ensure a process is in place for a Governing Body when considering reinstatement following a permanent exclusion:

- Do Governors understand the suspension and permanent exclusion process to enable a review within deadlines?
- Would Governors benefit from additional training, including on behaviour management, routines, norms and consequences, disability awareness, the Equality Act 2010, the Children and Families Act 2014 and SEN provision?
- Is there a clear and timely system in place to enable parents to make representations?
- Are there up-to-date templates for notifying parents of the decision and explaining the next steps?

The Education of Pupils from the Sixth Day of an Exclusion / Suspension

For a suspension of more than five school days, the Governing Body (or local authority about a pupil suspended from a PRU) will arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school will collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

The local authority must have regard to the relevant statutory guidance when carrying out its duties in relation to the education of looked-after children. Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child's PEP.

The Education of Pupils prior to the Sixth Day of an Exclusion / Suspension

Whilst the statutory duty on the Governing Body or local authorities is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the pupil in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the local authority will work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

Where it is not possible, or not appropriate, to arrange alternative provision during the first five school days of a suspension or permanent exclusion, the school will take reasonable steps to set and mark work for the pupil. Online pathways such as Google Classroom or Oak Academy can be used but the school will ensure that the work set is accessible and achievable by the pupil outside school.

The Governing Body will ensure that there are clear processes in place to comply with its legal duty to arrange suitable full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension. This includes:

- Checking that there is a process in place for the Governing Body to assure itself that the education provided is suitable and full-time
- Quality assuring provision and ensuring that any previous placements have been evaluated, including support for any SEND the pupil may have
- Checking whether there is a process in place to monitor the pupil's attendance and behaviour at the provision

- Checking whether the correct attendance code is being used
- Checking whether the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible

Cancelling Suspensions and Permanent Exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Governing Body. Where there is a cancellation:

- The parents, Governing Body and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the Governing Body once per term on the number of cancellations
- The pupil will be allowed back in school

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 provision (AP), the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Teams or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

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

Monitoring and Review

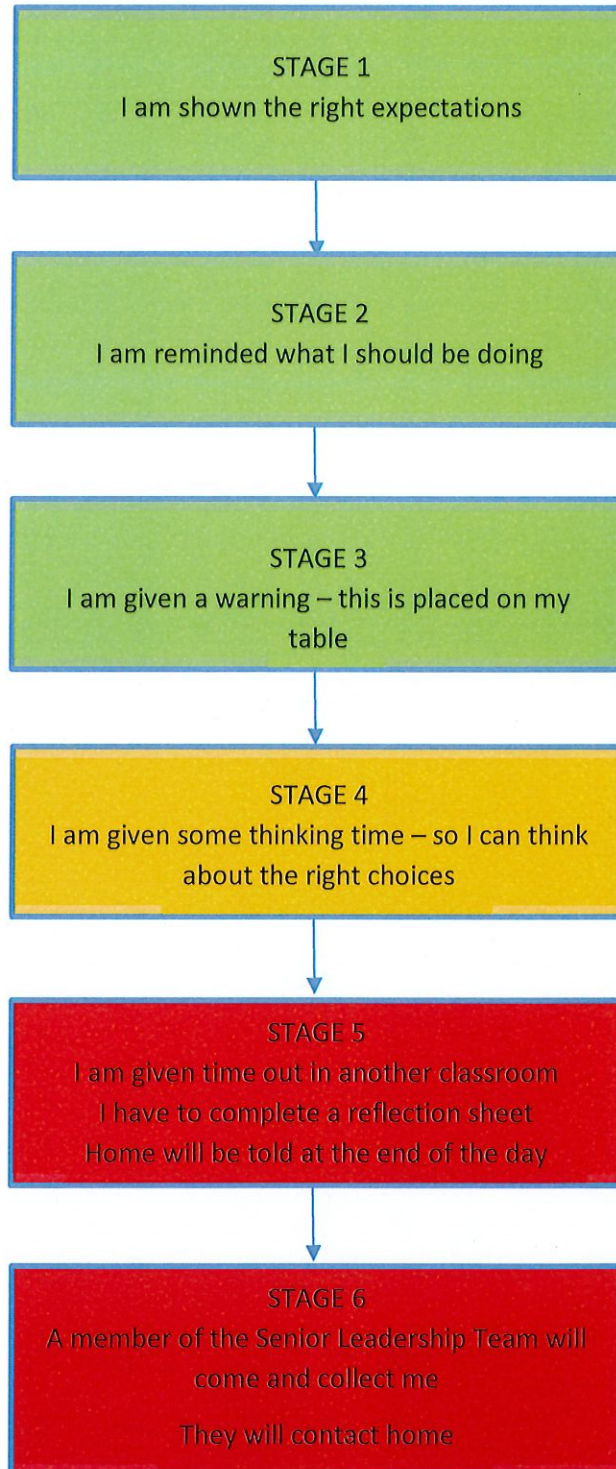
The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor incidents.

Notes on serious incidents or behaviours are kept in individual pupil files in the school office. Copies may be shared and kept by the SENCo, Home School Support Worker, Deputy Headteacher and Headteacher.

This policy has been formulated by the Headteacher and Deputy Headteacher in consultation with St. James' staff and the Governing Body.

CONSEQUENCES





Green Form

TO BE COMPLETED WHEN ANY CHILD IS INVOLVED IN AN INCIDENT

Full name: Class: Date:

Type of Incident (add any details considered to be relevant below)

Swearing	Verbal Aggression (including name calling)	Physical Aggression	Disruption	Stealing	Football Argument	Online Abuse
Fighting	Unauthorised Absence from Classroom	Vandalism (including damage to books)	Unco-operative Behaviour	Bullying	Other (Add details below)	

Location:

Classroom	Playground	Corridor	Other (detail below/overleaf)	Time:
Toilets	Breakfast Club	Lunch Hall		

Who else was Involved? (Please add relevant details below / overleaf)

Teacher	TA / MMS	Other school staff	Group of children	Pair of children
Individual child	Same class	Same year group	Different year group	Other (detail below)

What happened?

Action Taken:

Name of Teacher/TA (please print name):

Sign under role then circulate:

Class teacher -----> Assistant HT ----->Headteacher



Behaviour Report Card

Full name: Class: Date:

Report Week beginning:

Target(s):

.....

.....

.....

You will be given a score of 1-5 for each session.

A five is **perfect**, anything less than 3 will result in a lunchtime exclusion.

	Morning	Play Time	Before Lunch	Lunch Time	After Lunch	Comments
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Comment for the week:

This report will be copied and sent to your parent / carer and a copy will be kept on your file.



Pupil Reflection Form

Name of Child: Class:

Name of Staff Involved: Date:

Describe why you have been asked to reflect on your behaviour:

How did your actions affect others:

What will you do in future to prevent this from happening again?

Pupil signed: Date:

Staff signed: Date: