

St. James' C of E Primary School

Relationships Policy

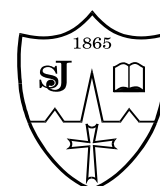
St James' C of E Primary School

Relationship Development Policy – supporting behaviour through a restorative and reflective approach

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Introduction - Purpose

'Inspiring and Growing for Fullness of Life' is the vision that underpins all that we strive to do at St. James' C of E Primary School; it is embedded within our ethos and philosophy shaping our spiritual growth. Developing, supporting and nurturing children to fulfil this vision is integral to all we do.

St James' C of E Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with St Philip and St James Church. St James is a creative, nurturing and inclusive community, shaped by our vision for spiritual growth and our Christian values. Children of any faith or none, are given the opportunity to develop their own spirituality; valuing wisdom, growing in hope, showing respect and exploring big questions.

We strongly believe that in order for children to grow, they need to be taught the importance of choosing responsible behaviours and recognise the impact that this has on themselves and others. To do this they need to be equipped with an understanding of the school's core Christian values and the school's three simple rules and how these relate to situations.

It is our aim that children leave our school being able to do the following:

- **Self-management – managing own emotions**
- **Self-awareness – recognising own emotions**
- **Social-awareness – having understanding and empathy for others**
- **Relationship skills – managing conflict and forming positive relationships**
- **Decision making skills – making good decisions and choices**

This policy outlines the principles and strategies implemented in school to ensure that all children are aware of what is expected of them to ensure that they flourish as human beings. Our policy is based on POSITIVE support and most importantly developing the understanding that children need to be able to communicate their feelings in a constructive way and take responsibility for their actions and understand that there are natural consequences.

Aims

To ensure that the strategies outlined in this policy are effective, it is important that all working/attending our school adhere to the following principles:

- To provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy in line with this policy. Everyone has an equal voice and is respected.
- To collectively support the school values and maintain positive attitudes as well as the importance of knowledge and skills and refer to these values when talking about behaviour.
- To keep to the legal framework and school guidelines, requiring these to be applied consistently.

- To work in partnership with pupil's parents. Parents should be regularly informed about their child's behaviour by the class teacher so that we can share positive comments about behaviour and also work with parents to address any recurring behaviours, attempting to support the child/family in problem solving.
- To aim for high levels of talk, collaboration and thinking in all that we do.
- To ensure our curriculum educates and supports pupils in making healthy choices
- That our leadership team is visible, creating and supporting a positive behaviour culture for all stakeholders

Our Rules

Our rules are simple and easy for the children to remember; they transcend all that we do and are used to support and explain the importance of positive behaviour. Children are reminded regularly of the rules as they form part of our daily dialogue. They are also displayed around our school.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Legal Framework

The school follows the guidelines set out in the following documents and policy:

Education Act 2002, as amended by the Education Act 2011

Education (Pupil Exclusions and Appeals) Regulations 2002

Keeping Children Safe in Education 2023

Equality Act 2010

Education Act 1996; and the Education Regulations 2007

Behaviour and Discipline in Schools. DfE Statutory Guidance 2011

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Our school values and vision

All aspects of behaviour management are linked to our Christian values. Our values and vision were drawn up in consultation with children, staff and other members of our school community. We have also condensed these into our three school rules which are easy for the children to remember when they feel angry or upset. Our values are woven into the fabric of the school and are supported through all aspects of our curriculum.

Value	Vision
Friendship	We show care, courtesy and consideration towards others at all times
Respect	We treat others as we would want to be treated and take care of property and the environment
Courage	We try our hardest and we are brave even when we find things difficult
Trust	We can be relied upon to carry out all tasks properly and to support one another
Honesty	We always tell the truth
Co-operation	We share and co-operate with others in learning and play
Perseverance	We keep trying our hardest even when things are difficult
Humility	We are willing to take advice and always help others
Love	We all matter
Responsibility	We are responsible for one another as well as ourselves
Forgiveness	We learn from everything

Generosity	We willingly give our time and talents to help others
<p>Our School Values Led Rules</p> <p>READY</p> <p>We are ready to learn</p> <p>RESPECTFUL</p> <p>We show respect to all that God created including ourselves</p> <p>SAFE</p> <p>We are all safe</p>	

Praise

We aim to praise for growth. This means that we give children feedback by describing or acknowledging what they have done specifically and/or describing how it makes them feel. We praise them for what they have accomplished through our values, practice and study. We ask them about their work in a way that admires and appreciates their efforts and choices; we talk about the impact of learning on all of us and we talk about feelings. We do not offer praise that 'judges' their intelligence or talent or implies we are proud of them because of their intelligence or talent or sets out to control their behaviour. We support growth mindset theory- intelligence and talent just do not exist as hard and fast items- they are elastic and can grow and change as they grow and change. We try not to talk about or think about children in a way that puts a ceiling on our aspirations for them or their life chances.

Our intention is that children feel rewarded by their personal efforts and achievements rather than extrinsic rewards, particularly as the children move through the school towards Key Stage 3. However, we will continue to nurture and develop children through class based rewards that acknowledge the abilities of all children and the differences that exist (we differentiate in approach, teaching and expectation for both their learning and behaviour needs)

Rewards are as follows:

Values Award

Children are selected through secret voting, for demonstrating the schools' values during the term. They are presented with a special 'Values' certificate in the whole school Celebration Worship, the special part of this is the voice of the child with comments from their peers selected and written on their certificate.

Star Awards

Handed out during the Celebration Worship each week to two children via a random selection process, recognising something that the child has achieved well, completed, or a value they have demonstrated that week. Children are able to add comments to these awards.

Class rewards

Children receive rewards linked to their approach to behaviour and attitude to school life and learning; even those with large milestones to tackle. Class rewards are many and varied and are developed and used by individuals to make them unique. They could include: stickers, certificates, notes home, postcards, a verbal 'well done', comments to the parents, lottery tickets, warm and fuzzies and even a dance with Mr Chilli the giant cuddly chilli. Their uniqueness makes them fun and interesting and highlights differences in all of us, including staff.

Golden Time/Secret Cinema

Year 1 -2 have golden time once a week which is time to play together and develop meaningful relationships whilst being supported by the teacher. A twice yearly whole school treat given when the teachers feel appropriate, usually rewarding a whole school effort with a newly released movie! This is a whole school collective event which acknowledges school success.

Responses to Challenging Behaviour and Adjustments

We aim for consistency in our approach and language when responding to challenging behaviour. We stress to the children the importance of taking 'responsibility' for their actions- of being honest and being prepared to learn from their mistakes. We focus with the children on the

importance of 'forgiveness' when others have hurt us and the importance of 'perseverance' when trying to improve relations with other children or improving their behaviour. We investigate any incident fully to ensure we reach the most objective and accurate judgement. This includes:

- making no assumptions from the outset – everyone has a voice
- asking children to account for their behaviour- not that of others (ie give statements about the part they played in the first person rather than sharing what someone else did
- taking time to talk to all individuals independently in a manner that ensures their anxiety is reduced
- digging deeper to find out why an incident has occurred and trying to get to the root of the anxiety

At times we may need to make adjustments to support an individual's behaviour. This may result in adjustments to routines, spaces, curriculum and time in school so that all children can meet the school's behavioural expectations. These adjustments may be temporary and should reflect individual needs.

Children who need more in depth support

As a school we recognise that children with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life. Some of our children have experienced significant adverse childhood trauma resulting in some/all of the following:

- Underdeveloped brain systems badly affecting capacity for attention, learning, concentration and kindness
- Smaller brains with less sophisticated neuronal networks
- Alarm systems of the brain in chaos, leading to dysregulated brain and body systems which make them unable to be rational or reasonable

For this reason, we have used the latest evidence-based scientific research to develop a positive and supportive behaviour framework through which staff can support children to regulate their brains and their bodies so they can make progress both academically and personally. This may result in different interventions at different times which support their specific needs (including management of known triggers and signs of anxiety escalation) and may be different to approaches used with children without SEMH needs. This is further supported by frequent staff CPD for all staff.

We operate a 'team around the child' approach when children require more in depth support. We follow the principles of this policy but are creative in our approach tailoring our response and strategies to the needs of the child. Parents/Guardians are involved in this process. There may be planned risk assessments in place.

Consequences for inappropriate behaviour – general approach and leadership and management

The management of behaviour aims to Deter, protect and improve outcomes. When pupils are not following the rules consequences at a variety of levels are used. These sanctions aim to be acceptable and cover a wide range of options.

Usually if a pupil chooses not to follow our school rules and displays inconsiderate or inappropriate behaviours, staff will initially give a non-verbal sign of disapproval and then a verbal comment, to try to stop the behaviour, reminding them of our school rules. The strategies used are based on consequential responses to their actions.

If a child continues to demonstrate unacceptable behaviour, the following procedures will usually be followed throughout the school:

1. The child is spoken to by the staff member to help them understand that they are not following one/all of the school rules; this is a chance to ask them if they need help solving their issue or reducing their anxiety.
2. If a pupil continues to behave inappropriately they will be asked to move to their partner class so that they have time to reflect on the rules and values and their importance. At this stage it is important that either the staff member who sent them or the one that receives them talks to them quietly for a few minutes to help them understand the impact of their behaviour and help them to plan their return to class. They should return when they are ready, it is imperative that they are calm upon return.
3. Further behaviour issues upon return or a significant event would result in the pupil being removed from the class to support addressing the behaviour, this may need a variety of approaches depending on the child and behaviour but will essentially give the pupil time to calm down and discuss the event. The consequences surrounding the event will be varied but may include spending parts of lunch or playtime discussing the behaviours and next steps (a form of detention); meeting with parents; repair work with staff and/or children; clearing up or mending objects. Phase leaders and the school's leadership team and pastoral team will support class teachers at this point.

The consequences outlined above will be applied if children choose to demonstrate behaviour which impact upon our three school rules

Shouting out in class
Disrupting other children in class
Talking during lessons/worship and an inappropriate quantity of work produced
Silly noises
Making marks on other children's work
Throwing equipment in class
Unkind words or actions towards other children or adults

More serious behaviour would result in immediate actions at a higher level to support and manage the pupil and the event

Bullying – verbal, prejudice-based and discriminatory, physical and cyber
Theft and dishonesty
Vandalism and misuse of property
Racist or obscene behaviour – this may be linked to radicalisation
Swearing
Insolence to any adult
Violence of a higher level

If it is considered necessary for the pupil's emotional and physical safety, they may be excluded from selected events, i.e. trips, team games, and visits or asked to spend time in another classroom (for up to a day).

We understand that on occasion our children can experience traumatic events which can lead to a real breakdown in behaviour or typical access to learning. In these circumstances we will make alternative arrangements such as an altered or reduced timetable where intervention and therapeutic work can be achieved. A family conference may be held to help with this and other agencies will be involved. We do everything we can to prevent exclusion.

More serious behaviour may result in exclusion however the school is committed to trying to prevent exclusion and support the child.

Playtime and lunchtime rules

Our three school rules apply to playtimes and lunchtimes. We want all children to enjoy the social occasion of eating their lunch and playing freely with the others and have given the children suggestions of how they can help make these times enjoyable for all. Our Lunch and play charters are as follows:

When we are eating we...

- Talk quietly to other children
- Eat our own lunch and not share it with other people
- Stay in our seats rather than wander around so as to avoid accidents
- Put up our hand if we need help and to leave the table
- Tidy up our own mess

On the playground we...

- Respect and use equipment appropriately – 'Scrap on Scrap'
- Play fairly and carefully
- Treat other children and adults as we would like to be treated
- Everyone is responsible for tidying scrap even if we haven't played with it
- Line up safely when the whistle blows

Banned Items

The school ensures the safety of all children by banning items that would put our community at risk. These include: Knives, Guns, lighters, weapons to injure, chemicals and gases and bombs. The school reserves the right to search pupils if it has reason to believe pupils have such items and has a comprehensive lock down and bomb threat policy in place.

Rewards and Consequences at playtime and lunchtime

Children are expected to follow our three school rules during play and lunch; those that struggle during this time are given additional support (in a variety of ways). When a child struggles to follow our rules they will be given time to reflect on the incident with an adult this may be inside or outside. Consequences will support those carried out during lesson time. Teachers and SLT (when appropriate) will be informed and help to support the behaviour and the repair work.

Tracking of behaviour

Children's' behaviour that is notable will be recorded by teachers using CPOMS. These behaviours and consequences are followed up where necessary - patterns and occurrences of behaviour are a useful source of information when meeting with parents or looking for additional support or intervention. Overviews of pupil behaviour are analysed, in particular, groups such as SEN, FSM, CLA to look for patterns or trends. These findings are used to support effective behaviour changes to school, cohort or individual needs.

Bullying (Reference should be made to anti bullying policy)

Bullying is a totally unacceptable form of behaviour. We take bullying very seriously. There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Be in a continuum
- Take the form of individual on individual, group on group or group on individual
- Can happen across year groups

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

Bullying will not be tolerated in school but we distinguish between:

Single incidents which will be dealt with through the procedures described earlier, this is not considered to be bullying
Repeated, systematic or continual incidents, which will be, regarded as bullying, this includes cyberbullying, prejudiced-based and discriminatory

All allegations of bullying will be taken seriously and investigated thoroughly. When investigating accusations of bullying, staff will follow these procedures:

The Head Teacher/Deputy Head Teacher will be informed
All children involved will be spoken to (where practicable) and conversations recorded on CPOMs. Any notes written by children will be scanned into CPOMs
Information regarding such events to be recorded as evidence
All information taken into account and used when making a decision
Parents informed (bully and perpetrator) and next steps shared

Individual Behaviour Targets

For some children, including those with special educational needs, it may be appropriate to introduce specific behaviour targets (this may be part of their SEND pathway) If this is considered necessary, parents will be fully consulted and involved in the process. These are short term and used partly as a deterrent but also as a means of gathering information.

Use of Physical Restraint

Adults employed by St. James' C of E Primary have the authorisation to physically restrain a pupil if the need arises and have attended relevant training or support. Staff are trained to physically restrain in line with the Team Teach training programme. Any physical restraint will be carried out in line with county guidance as set out in the document 'Guidance on the Use of Physical Interventions'. The control must be reasonable in all cases to prevent the child from doing any of the following:

Causing damage to property
Injuring themselves or others
Committing a criminal offence

Where possible, physical restraint will be avoided by all staff. It is only used as a last resort.

Staff Training and Induction

Staff receive update and specific training through the school year. Staff who are struggling with the management of behaviour in their class are supported either through performance

management or addition bespoke training and support. Teaching assistant are also supported with the management of behaviour, both in small groups and with pupils that have additional needs. The Advisory Teaching Service and Educational Psychology team, as well as Early Help will offer guidance and support as needed.

The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils are regularly asked about their experience of behaviour and provide feedback on the school's behaviour culture. This supports the evaluation, improvement and implementation of the behaviour policy. Every pupil is supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. We will repeat elements of this induction for all pupils at suitable points in the academic year.

Provision is made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction is provided for pupils who are mid-phase arrivals.

The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support our school, parents should get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting our school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

We reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents are included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Suspensions or Permanent Exclusion from School

It may be considered appropriate to suspend/exclude a child from school. The following supports this process:

- Headteacher's may cancel and exclusion
- When a pupil is suspended or permanently excluded parents will be notified immediately. If a pupil has a social worker or is looked-after, the social worker or VSH must be notified
- The local authority and DGAT will be notified regardless of length of suspension
- When considering a suspension/exclusion the headteacher must consider the 'relevant protected characteristics' in the context of the incident. The school must pay regard to the public sector equality duty (due regard to eliminate discrimination, harassment, victimisation linked to the Equality Act and equal opportunities for those with protected characteristics)
- The governing body must comply with their statutory duties in relation to pupils with SEN, ensuring appropriate provision is made with regard to the SEND Code of Practice

The Headteacher's Power to Exclude

- Only a headteacher/acting headteacher in headteacher's absence can suspend or permanently exclude (in
- A pupil's behaviour outside of school can be considered grounds for suspension
- When establishing the facts the civil standard of proof must be applied

- Headteachers' should take pupils views into account, unless it would not be appropriate to do so.

Suspension

A suspension is an essential behaviour management tool and should:

- A pupil may be suspended for one or more fixed periods – up to a maximum of 45 days in a single school year
- A suspension may be used to provide a clear signal of what is unacceptable behaviour, and should where necessary consider whether additional strategies need to be put into place
- Pupils must still receive their education via Oak National Academy
- Pupils with disabilities that prevent the use of Oak National Academy will be supported by the school
- A suspension can be for parts of the school day

Permanent Exclusion

A permanent exclusion is where the pupil is no longer allowed to attend a school. This decision should only be taken if:

- There is a serious breach or persistent breaches of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil, or others such as staff or pupils in the school
- The school will take reasonable steps to ensure that work is set and reviewed during the first five school days when a pupil is not attending an alternative provision.

Cancelling Exclusions

A headteacher may cancel an exclusion that has already begun but before being reviewed by the governing body. Then:

- Parents, the governing body, Trust and LA should be notified without delay, and if relevant the social worker and VSH
- Parents should be offered the opportunity to meet with the headteacher
- This is reported, as per guidance alongside other data to the FGB termly
- The pupil should be allowed back to school

The process for exclusions – we will:

- adopt a reliable method for monitoring the 45 day suspension rule, including suspensions received from other schools; via our SLT team in partnership with parents
- ensure a formal process for informing parents, social worker (where relevant), governing board and local authority, clearly setting out all reasons for the exclusion; and recording this on CPOMS
- providing up-to-date links to sources of impartial advice for parents through our pastoral and early help teams
- reintegrating suspended or permanently excluded pupils and supporting pupils' future behaviour;
- ensuring a formal process for arranging, at short notice, suitable full-time alternative education for pupils receiving suspensions over five school days.

Reasons and Recording Exclusions

Circumstances will always be considered when considering whether to exclude, a sample of circumstances that may warrant suspension or permanent exclusion could be:

- 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 is a non-exhaustive lists and is intended to offer examples.

The school also uses internal suspension and a variety of sanctions as part of its behaviour policy and may be used as a consequence to the above list if the headteachers feels appropriate rather than suspension or exclusion.

Off-rolling and unlawful exclusions

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 must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance. Suspending a pupil for a short period of time, such as half a day, is permissible, however, the formal suspension process must 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. 18 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.

Safeguarding including child on child abuse and measures to prevent

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education and have regard to Keeping Children Safe in Education 2022. This will be completed alongside the Trust and social care.

The school adopts a zero tolerance of child on child abuse and staff are trained and supported to keep pupils safe. This includes update training each term on different areas of safeguarding and need.

Reintegration after a suspension or off-site direction or a move to school as a managed move

We will support pupils to reintegrate successfully in to school life. Each pupil will be offered a planned reintegration strategy with support of a variety of school staff. This gives them a fresh start.

This is communicated prior to reintegration and may include:

- 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; 18 • Planned pastoral interventions; • Mentoring by a trusted adult or a local mentoring charity; • Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; • Informing the pupil, parents and staff of potential external support.

Factors to consider before making a decision to exclude

As a school we are committed to working with a variety of alternative provisions and experts to support our pupils and their needs.

We may use outreach or in reach support and off-site direction may be used to support rather than as a punishment. This must be time limited. It can be full time or part-time with mainstream session.

Further details regarding this can be found in the relevant DfE documentation listed below

Managed Moves

A managed move can be used, these are voluntary and are to support the child's best interests.

- Relevant parties would be invited to review whether a managed move was possible
- If the pupil has an EHCP the statutory duties would apply
- A managed move would be preceded by information sharing, including data, risk assessments etc.

Pupils with disabilities and Special Educational Needs

The school pays regard to the Equality Act 2010 and makes reasonable adjustments for disabled pupils. We will engage proactively with parents to support the behaviour of pupils with additional needs. If there is a concern then the school in partnership with other parties will consider an alternative placement or additional support/resources. The school may also call an early annual review.

Pupils with a social worker

For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

- Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, we will inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.
- Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) will contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, will consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, we will also engage with a child's social worker, foster carers, or children's home workers.
- All looked-after children have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This is reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.

- Where previously looked-after children face the risk of being suspended or permanently excluded, we will engage with the child's parents and the school's DT. We may also seek the advice of the VSH on strategies to support the pupil.

Informing the governing board about an exclusion

We will, without delay, notify the governing board 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.

When removing a pupil from the school roll, the governing board must ensure this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. If applicable, the pupil's name should be removed from the school roll at the appropriate time.

The governing body, Trust and LA's duties to arrange education for excluded pupils

Governing boards and local authorities play an important role in ensuring that children who have been excluded from school receive a suitable education that facilitates their successful reintegration into education or meets their long-term needs.

For a suspension of more than five school days, the governing board must 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 should 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.

Where a looked-after child is excluded, the school will document the provision of immediate suitable education in the child's PEP.

The governing body has a duty to consider an exclusion and reinstatement. All guidance should be followed to support this as set out in the documents listed below and in the flow chart in Appendix 2

The school follows the Gloucestershire County Council Policy. Information about exclusion can be found at:

<https://www.gloucestershire.gov.uk/education-and-learning/school-attendance-and-exclusions-and-welfare/what-to-do-if-your-child-is-excluded-from-school/>

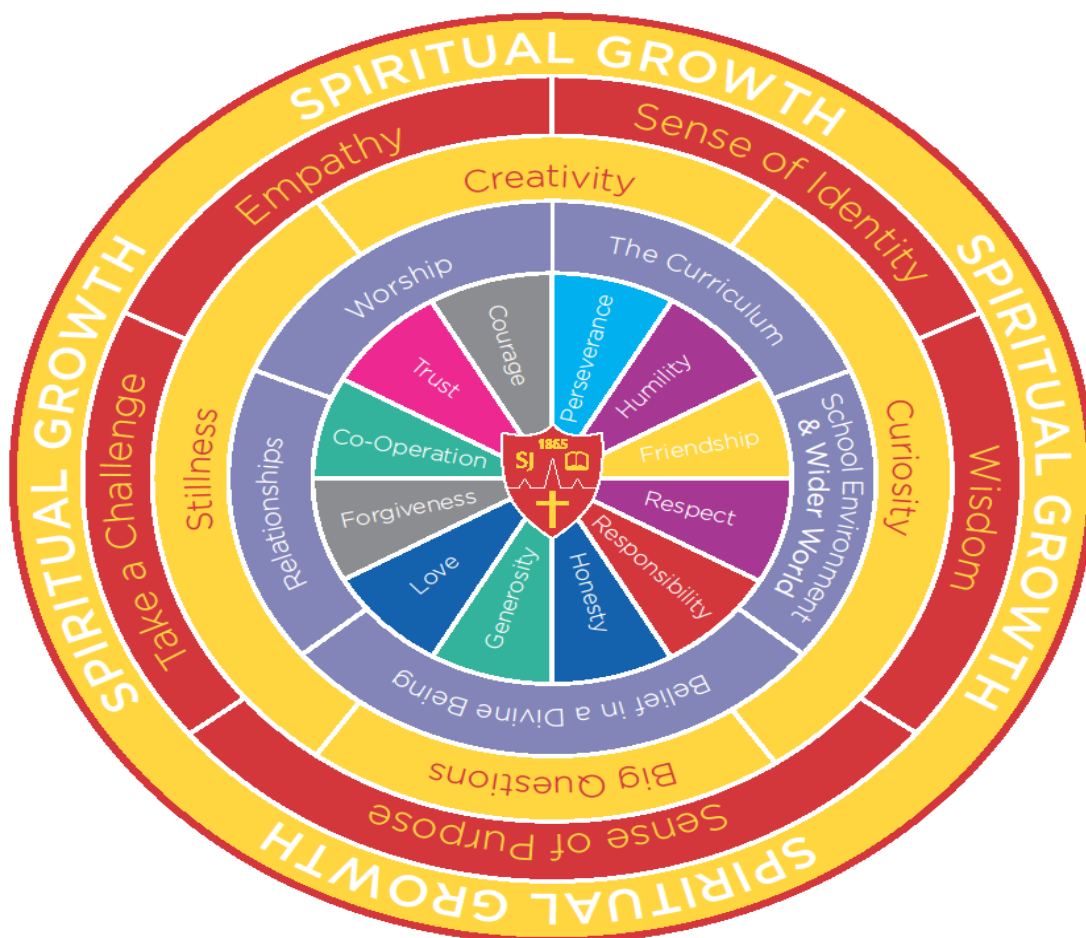
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

DGAT and the LA will be informed of any exclusion.

Policies to be read to support this policy include: Special Needs, Looked After Children, Pupil Premium, Anti-Bullying, Child Protection and Safeguarding, Teaching & Learning and the Prevent Protect Agenda against radicalisation.

Appendix 1 Spiritual Growth Wheel



Appendix 2

