

BOUGHTON PRIMARY SCHOOL: AN ACADEMY

Behaviour and Anti-Bullying Policy (FULL)

Incorporating: School Suspension & Exclusion Policy

PERSON RESPONSIBLE FOR POLICY:	MRS MARY JAMES
APPROVED BY:	FULL GOVERNING BODY
LAST REVIEWED	AUGUST 2026

At Boughton Primary all staff work in partnership to ensure the highest standards of behaviour and conduct. Our expectation is that all staff have a shared responsibility to influence the positive behaviour of pupils.

In the event of additional advice or support being necessary, the named senior personnel with designated responsibility for Positive Behaviour management are:

Head Teacher	Deputy Head Teacher	EYFS/KS1 Lead	KS2 Lead
Mrs Mary James	Mrs Jodie Hartwell	Mrs Rachael Allen	Mrs Rachel de Pass

POLICY CONJUNCTION

This policy incorporates our Anti-Bullying Strategy, School Suspensions & Exclusions, and Restrictive Physical Intervention policies.

VERSION CONTROL (most recent at top)

Date	Additions/amendments:
September 2026	Amendments/additions: Reflection sheets updated to include all possible consequences including steps 4&5; reflection sheets in KS2 to be signed by a parent and returned to JH; lunchtime card systems refined; child friendly version of the PPT shared with children.
August 2026	Condensed version produced (PowerPoint) for ease of reference for all stakeholders.
August 2026	FULL UPDATE including additions to 1,2,3 system – added 4 & 5 for significant behaviour concerns; more clarity of linkage between behaviours and consequences; incorporated Suspensions and Exclusions Policy; incorporated Restrictive Physical Intervention Policy.
March 2026	PAGE 7: Change to 1,2,3 to include warning; removed traffic lights; Dojos for all KS2 classes; link between 1,2,3 and Dojos.
June 2025	Full update

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Background and Rationale

We have three simple rules, our Behaviour Promise:

Be Kind...Be Safe...Be Responsible

We call these our Boughton B's.

These can be applied in all contexts, including playground behaviour and behaviour for learning.

It is our philosophy that *it is most effective to notice positive behaviour and reinforce it.*

We recognise that noticing and acknowledging children's positive behaviours, as frequently as possible, ultimately has the biggest long-term impact.

However, negative or unwanted behaviour requires a robust response to safeguard everyone. It is our goal to provide a welcoming, nurturing and calm learning environment, allowing all learners to reach their full potential without disruption.

Therefore, this updated policy (September 2026) includes an updated response to disruptive or dangerous behaviour (unwanted behaviour of a serious nature). This has been agreed for the maintenance of a safe, calm and purposeful learning environment for all stakeholders.

We recognise that all behaviour is a form of communication.

We have classified behaviour into two categories: **wanted** and **unwanted**.

Unwanted behaviour can be further broken down into **unintentional** or **intentional**.

Wanted behaviour	Unwanted behaviour	
Our Boughton B's – making the right choice.	Anything that hurts bodies, feelings or equipment.	
	Unintentional	Intentional
	Bumping into/running into someone during a game; rough play; misusing equipment.	Deliberately hurting bodies or feelings, including continuing previously unintentional behaviour which has already been spoken about; bullying; damaging equipment.

Rewards and Awards for Positive (wanted) Behaviour

These are examples, not an exhaustive list; teachers use many ways to motivate their classes.

Whole school daily/weekly rewards: Dojos (in class learning behaviour) Good to be Green stickers House points (for around the school behaviours) Whole school termly Class mufti day for highest attendance Whole school yearly Character Strength Awards	Examples of other in class rewards in addition to dojos (will vary according to each class): Stickers Stamps Raffle tickets VIP Star of the week, Dojo of the week Reach for the Stars, Sunshine award Proud Cloud
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Reasonable adjustments

In line with our SEND policy, we will make reasonable adjustments wherever possible according to individual pupil's needs, vulnerabilities or disabilities, working in partnership with parents and caregivers. This will include (but is not limited to):

- An individual risk assessment and behaviour plan
- Timetable adjustments
- Support adjustments (including visual prompts, charts, individualised zones of regulation etc)
- Environmental adjustments
- Involvement of other staff e.g. SENDCo
- Involvement of additional agencies

It is our view that some behaviour is communicating an unmet need and it is our job to provide the right care and support for all children. However, while needs are **reasons** for behaviour, they **do not excuse** threatening, aggressive, violent or abusive actions. Such actions will therefore be dealt with in line with this policy, taking account of each set of individual circumstances.

BULLYING

At Boughton Primary School, we define bullying as repeated, negative behaviour intended to make others feel upset, uncomfortable or unsafe.

The key words are **repeated, negative, intended**.

Recent Pupil Voice shows that 96% of pupils felt that Boughton deals with bullying and behaviour well.

However, we know that bullying still can, and does, happen in our school.

Types of bullying

Bullying can be **verbal, indirect** or **physical**. Some examples of each type are below:

Verbal: swearing, discriminatory language, hurtful comments, name-calling

Indirect: cyberbullying, spreading rumours, isolating someone, intimidation

Physical: punching, hitting, tripping, kicking, throwing things

How we try to stop bullying from happening

Our **curriculum** is designed to encourage positive and kind behaviour towards others. This is through:

- Our Boughton B's: **Be Kind, Be Safe, Be Responsible**
- Values and ethos: Fundamental British Values
- Character strengths: one new strength focused on each week
- PSHE lessons following our Jigsaw scheme
- Assemblies on Values, Character Strengths, PSHE topics and Jigsaw themes
- Annual Wellbeing Day which coincides with national Anti-Bullying Week
- Weekly Wellbeing Check-Ins, allowing children to express worries or concerns to staff
- Zones of Regulation: naming feelings and finding strategies to self-regulate

Some of our **systems** are designed with wellbeing in mind, including:

- Our Chums system, where Reception pupils have an allocated Year 6 buddy who looks after them throughout their first year at school
- Posters displayed around school to encourage children to speak out
- Activities such as creating a Network Support Hand, where children identify five adults they know they could speak to about their worries.
- Reflection as part of our approach to resolving difficulties with behaviour, allowing all perspectives to be listened to.

We try to ensure that all children feel able to tell a trusted adult when they are experiencing behaviour from others that is unkind. Adults at our school are approachable and friendly, and try to get to know every child.

We use:

- Wellbeing journals to record our feelings each week, and ask for help if needed
- Wellbeing reports when there has been an incident or a worry
- Playtime charts/reports for instant response to incidents or worries
- Ongoing sensitive adult support for children – checking in, looking out for children who appear sad or troubled
- Report-card for children who are instigating issues with their peers.

How do we deal with bullying?

Every school will have incidences of bullying, and we acknowledge that Boughton is no exception.

We know that children who bully have often experienced bullying themselves, so it is important that our approach can support and care for all involved and includes an element of reparation.

This Behaviour Policy details how we deal with issues at school. If bullying is identified, it would be considered a **red line** behaviour: **unwanted, intentional behaviour** of a **serious** nature.

Therefore, incidents are dealt with in line with the Behaviour Policy. The first step will always be trying to unpick who is involved and what has happened. This would usually happen through our **Reflection** process (as detailed later in this policy). We need to talk with everyone involved to fully understand what has happened, who has been affected, and how. Consequences will be issued in line with the behaviour, and these will be dependent on each individual set of circumstances. The key part of this process will be the repair and making amends, which is intended to help children understand how to make a better choice in the future.

We have introduced a reporting system for prejudice-related incidents and bullying (see Appendix 5) which we use when further evidence or action is needed; a member of staff will record the incident, whether it was witnessed or alleged, and the type of prejudice and/or bullying. Once recorded, the member of staff will share the report with a senior leader, who will decide what further actions are needed.

Intentional, unwanted behaviour of a serious nature will result in at least a 3, and may trigger our 4 & 5 systems (see page 8 onwards).

Further actions include, but are not limited to: referral to outside agencies (including MASH if there are safeguarding concerns); suspension, which would include adding the incident report(s) to a child's permanent school record (in the case of serious or persistent breaches of the school's Behaviour Policy); reporting to the Governing Body.

Our Anti-Bullying Pledge:

I'm putting my hand up and pledging to stop bullying.



Good to be Green – in lessons

Our general expectation of all children is that, in all situations, everyone will do their best to:

Be Kind

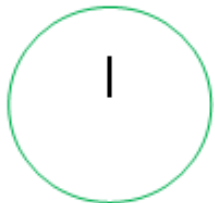
Be Safe

Be Responsible

Lessons start with **a reminder of expectations re: behaviour**, appropriate noise levels etc. Teachers use various techniques according to the age and stage of their children, which might include:

- A signal that the lesson is beginning (finger on lips, hands up)
- A request to prepare equipment and then show the teacher they are ready (sitting up, facing teacher etc)
- Sitting in an agreed position – strong gorilla etc.

Dojos are used from Y1 upwards as a reward for positive choices in the classroom.

Everyone starts every day and every session on the Start button. Positive choices will lead to remaining on Start.		Remain here for +5 Dojos at the end of the lesson.
Warning – a first chance to change.		Remain here for +3 Dojos at the end of the lesson.
Continuing the wrong choice or a new wrong choice leads to a “1”. However, this means children can still be “green all week.”		Lose 1 Dojo.
A further wrong choice leads to a second, final warning (a “2”).		Lose 2 Dojos. Lose Good to be Green. Payback 5 minutes next breaktime.
A further wrong choice leads to a “3”. This means Reflection during the next lunch time/next available opportunity.		Lose 5 Dojos. Reflection with at least 10 minutes payback time.

Positive choices in lessons	Negative (wrong) choices in lessons
Listening, looking at the person who is talking	Talking when others are talking
Only holding the equipment you are meant to, when you are meant to; keeping hands/feet to yourself	Messing about with equipment; hurting another because you are not keeping hands/feet to yourself – this could be unintentional
Keeping the noise level to an agreed level (some lessons might be louder than others e.g. PE, music)	Shouting, calling out, chatting or disturbing the class, preventing the maintenance of a calm learning environment
Asking for help if you need it by raising your hand and waiting for an adult to come to you; being respectful to adults	Being disrespectful to adults either in your tone of voice, body language (e.g. eye-rolling), or words; unkind words to other children
Completing the tasks you are asked to do	Not completing the tasks you are asked to

Making a mistake or one or two wrong choices will usually mean children are still able to achieve Good to be Green.

However, continuing to make the same wrong choices will eventually lead to being given a 2, or even a 3. This is because the child is not showing that they want to change your behaviour.

Consequences for continued 3's

3 x 3 = meeting with class teacher and parents, with child present – child moves to “on report”

5 x 3 = meeting with class teacher, senior leader and child – further 3's will result in **internal suspension**, and withdrawal of privileges e.g. school trips etc.

If there is no improvement in choices, despite intervention, **we move to steps 4 & 5.**

Intentional, unwanted behaviour of a serious nature

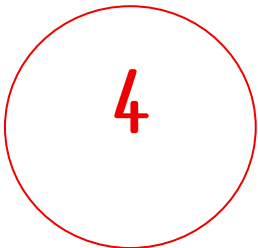
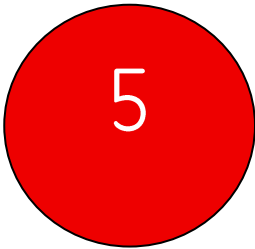
The following behaviours are considered **red line behaviours**, which means they are not tolerated at Boughton Primary School. These will result in an **instant 3**, at least – and could lead to steps 4 & 5.

Behaviour	What this looks like
Defiance	Actively refusing to do as an adult has asked; persistent disruption of learning
Physical abuse	Physical assault against a pupil; physical assault against an adult; use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by this policy: for example, <i>any item intended to injure or cause harm</i> (such as a bat, knife/sharp object, matches, lighter) – whether brought to school or found on the premises. (The list is not exhaustive).
Verbal abuse	Verbal abuse or threatening behaviour against a pupil; verbal abuse or threatening behaviour against an adult; using foul language aimed at a pupil or adult
Prejudice	Abusing another person due to their protected characteristics e.g. gender, race, disability, religion, sexuality.
Bullying	Repeated, negative, intended behaviour that causes harm (emotionally or physically).

Introducing step 4 & step 5

When **red-line behaviours** are observed or reported, our initial stance will be to investigate and support the individuals involved – whether victim or perpetrator. We need to firstly ensure that everyone is safe from further harm. Following this, we take into consideration the age/stage of those involved, the witness statements from children and adults, the nature of the incident and whether this was the first time it has happened.

When red-line behaviours are continued OR significant enough to prevent the maintenance of a calm and orderly learning environment, we will use steps 4 & 5 of this policy:

Number	What this means
	Suspension for 1-5 school days. This is because the behaviour has either caused harm to self or other/s, or has persistently disrupted teaching and learning.
	Suspension for 6 or more days. This is because the behaviour is persistently: - Dangerous - Causing harm to others - Preventing the maintenance of a calm and orderly learning environment

Our over-riding concern is for the safety of all stakeholders: children, staff and other school users.

Whilst we accept that all behaviour is communication, we have structures in place to support all pupils and to teach them to communicate needs in a way that does not harm others. We value parental support in helping children to understand that there are appropriate ways to express a need and that hurting others is never acceptable.

Therefore, we will, when absolutely necessary, move to steps 4 & 5 of this policy in order to safeguard everyone and maintain a calm, safe and orderly learning environment. Suspensions do not have to be continuous (see policy in Appendix F) and can apply to specific parts of the school day e.g. lunchtimes.

Lunchtime consequences

Step	Behaviour	What happens	Consequence
W	Unintentional, unwanted behaviour	A quick warning/quiet word – chance to change	No further consequence unless behaviour continues
1.	Unintentional, unwanted behaviour - continued	Further warning and a behaviour card given. Take card to the assigned adult.	Name in yellow book . Take card back to issuing adult and apologise.
2.	Intentional, unwanted behaviour OR repeated unwanted behaviour despite having a '1'	Further warning and another behaviour card given (could be by the same adult or another). Take card to the assigned adult.	Name in yellow book a second time. 5 minutes time out with the assigned adult before taking card back to issuing adult, apologise and then return to play.
3.	Continuing the behaviour above	Another behaviour card given (could be same adult or another). Take card to the assigned adult.	Adult gives Yellow Reflection card for child to take in. Reflection and discussion of how to make amends PLUS at least 10 minutes payback time. If allowed back out, return the yellow card to the issuing adult and apologise.
OR	INSTANT 3 FOR Intentional, unwanted behaviour of a serious nature – "red line" behaviours. Prejudice Swearing Violence Defiance Bullying	Red card sent to staffroom SLT to attend	Reflection time with senior staff and decision whether to advance to step 4 or 5. If not step 4 or 5, SLT decide if child can return to playground that day at all. Child only returns to playground if judged safe to do so – dependent on circumstances.

Communication with Parents

- Reflection sheets are sent home so that parents have both the child and adult perspectives of what has happened.
- Consequences are outlined on the reflection sheet; the automatic consequences of having a '3' and reflection are a minimum of 10 minutes payback during lunchtime, plus losing 5 dojos.
- In KS2, the reflection sheet needs to be signed by a parent and returned to Mrs Hartwell the following day.
- Three reflections in 6 weeks = meeting with class teacher.
- Five reflections in 6 weeks = meeting with class teacher and SLT; child on report for a minimum of 3 weeks.

Where there are ongoing concerns:

Wherever possible, class teachers will contact parents as soon as concerns are arising, to allow for a conversation before situations escalate, involving SLT when needed.

If behaviours are indicative of either additional needs, or safeguarding concerns, we will follow the processes outlined in our SEND and Safeguarding policies.

Finally, the intention of our policy is to encourage **positive behaviour**. If conduct around the school is good and managed well, all children have the best possible chance to reach their full potential.

Our over-arching aim is to keep Boughton Primary School a **safe and happy place** for learning where children making the right choices and staying "green" get the recognition they deserve.

Appendices:

Appendix A: Reflection sheet KS1 (including Reception)

Appendix B: Reflection sheet KS2

Appendix C: Weekly or Daily Individual chart example

Appendix D: Wellbeing Sheet

Appendix E: Record of Prejudice-Based Incidents and Bullying

Appendix F: Suspensions and Exclusions Policy

APPENDIX A: REFLECTION SHEET KS1

FRONT: This would be completed with adult support.

Name	Date	Reflection with adult (initials):	Number of reflections in 6 weeks				
			1	2	3	4	5

Draw a picture in the box to show what happened.	The Behaviour Promise I broke was:	Senior leader comments and any further actions, including making amends.
	Be Kind	
	Be Safe	
	Be Responsible	

Making amends actions	Apology (verbal)	Apology (written – card or letter)
Automatic consequences	Lose Good to be Green	10 minutes payback
Further consequences	Class teacher meeting with parents	Teacher & SLT meeting with parents
	Wellbeing check-ins or other monitoring to support pupil	On report (minimum 3 weeks, then review)
Exceptional consequences for persistent disruption/unsafe behaviours	Step 4 (1-5 day suspension) <i>Could include lunchtime suspensions for unsafe behaviours</i>	Step 5 (6+ days suspension) <i>Could include lunchtime suspensions for unsafe behaviours</i>

BACK:

Dear Parents and Carers

Overleaf you will find a reflection sheet that your child has completed with an adult today, due to an incident or issue arising.

It would really help us at school if you would discuss what happened and help your child to understand how others were affected.

We don't expect you to add a further consequence, as the matter has been dealt with in school. However, we appreciate you working with us to encourage the children to make the right choices and to be the best version of themselves.

Please be aware that 3 or more reflections in a 6 week period will result in a meeting with the class teacher, and 5 or more will require senior leader involvement.

Thank you for your support, as always.

APPENDIX B: REFLECTION SHEET KS2

FRONT: Children in KS2 are expected to complete the front of the sheet themselves.

Name	Date	Reflection with adult (initials):	Number of reflections in 6 weeks				
			1	2	3	4	5

What happened? I got a '3' in class or outside because	The Behaviour Promise I broke was:	How it affected others	What I need to do to make amends
	Be Kind		
	Be Safe		
	Be Responsible		

BACK:

Senior Leader comments and actions		
Making amends actions	Apology (verbal)	Apology (written – card or letter)
Automatic consequences	Lose Good to be Green & 5 dojos	10 minutes payback during lunchtime
Further consequences	Longer payback during lunchtime	Several lunchtimes payback (specify number)
	Class teacher meeting with parents	Teacher & SLT meeting with parents
	Wellbeing check-ins or other monitoring to support pupil	On report (minimum 3 weeks, then review)
Exceptional consequences for persistent disruption/unsafe behaviours	Step 4 (1-5 day suspension)Can include lunchtime suspensions	Step 5 (6+ days suspension)Can include lunchtime suspensions

Dear Parents/carers,

Please read through this Reflection with your child, then sign and return it to Mrs Hartwell.

Parent signature _____

APPENDIX C: CHART/REPORT EXAMPLE

WEEKLY (or daily) BEHAVIOUR REPORT

My targets: (examples)

1. To follow an adult's instructions straight away.
2. To show self-control.
3. To use kind words and kind hands.

MONDAY	<i>The boxes below would be highlighted green, amber or pink to indicate how the session had been, with annotation to explain any difficulties.</i>
Arrival & register	
Lesson 1 9.00 – 10.30	
Break	
Lesson 2 10.45 – 12.00	
Lunch	
Lesson 3 1.00-2.00	
Break	
Lesson 4 2.15 – 3.30	
Reviewed (SLT)	

APPENDIX D: WELLBEING SHEET

<u>My check in</u> How am I feeling today?				Date:			
Sad	Bored	Happy	Focused	Frustrated	Silly	Overjoyed	Angry
Tired	Sick	Calm	Proud	Worried	Excited	Panicked	
						Terrified	
What do I need an adult to know?							

APPENDIX E: PREJUDICIAL INCIDENT/BULLYING REPORT



Record of prejudice-related incidents and bullying

Instructions for staff					
1. Collect as much detail as possible on this form, including information from all involved, and whether the incident was witnessed or alleged. 2. Discuss with a member of SLT to agree actions.					
Date of incident					
Was the incident witnessed or alleged?					
Witnessed			Alleged		
Staff recording this incident					
Names and roles of all involved, please indicate if : Target (T), Aggressor (A), Witness (W), Participant (P), Bystander (B)					
NAMES	T	A	W	P	B
Reason for prejudice-related incident or bullying (tick all that apply)					
Appearance					
Health condition					
Looked after child					
Race, religion or culture (give detail in comments)					
SEND or disability					
Sexist or sexual					
Sexual orientation (homophobia, biphobia)					
Transphobia					
Other					
Type of bullying (tick all that apply)					
Verbal (includes written e.g. in messages):					
Swearing					
Discriminatory language					
Name calling					
Indirect:					
Cyber-bullying					
Spreading rumours					
Isolating someone					

Physical:	
Hitting	
Kicking	
Tripping	
Using objects	
Other (describe in comments)	

Location	
Classroom	
Corridor	
Dining hall	
Playground	
To or from school	
Toilets	
Online	
Outside school premises (but has a bearing on in-school issues)	
Other (record in comments)	

COMMENTS/NOTES

SLT involvement, actions and decisions

Is this an isolated incident or part of a pattern of behaviour?	
If this is part of a pattern of behaviour: what actions, if any, have previously been taken (e.g. reflection, consequences, discussions with parents, behaviour modification systems)	
Parental involvement and communication – who, what (phone, face-to-face, email) and when (dates)	
Further actions (tick all that apply, with a deadline date)	
Safeguarding referral	
Additional agency involvement: already involved? Who?	
Additional agency involvement: needed? Who?	
Additional record-keeping: SLT decision regarding adding a permanent record on SIMS. This will be judged on a case-by-case basis.	

Any other information, actions or follow-up

SLT use only

Recording on SIMS:
Go to: Focus>Behaviour Management> Maintain Behaviour Incidents> New
Choose type of bullying (e.g. cyber, physical etc) from top level drop down menu
Choose one or more appropriate additional types , as required
Record sufficient detail to identify the exact nature of prejudice/type of bullying in comments (you can refer to this record)
Attach any relevant documents , including this record, any written communication, witness statements, notes from meetings.
Action any follow-up using the relevant boxes.
Reporting to Governors:
Incidents recorded on SIMS will need to be reported to the Governing Body.
Include within SIMS School Report for the next Full Governors' Meeting

APPENDIX F: SUSPENSIONS AND PERMANENT EXCLUSIONS POLICY REVIEWED AND UPDATED WITH THE BEHAVIOUR POLICY

RATIONALE: FROM THE DFE STATUTORY GUIDANCE JULY 2026

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for Head Teachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort.

Aims

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

Boughton Primary School aims to:

- Ensure that the suspensions and exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the suspensions and exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully.

Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance for maintained schools, academies and pupil referral units in England, July 2026.](#)

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- The Equality Act 2010
- Children and Families Act 2014
- The School Inspection Handbook
- The School Attendance (Pupil Registration) (England) Regulations 2024

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

Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'. NB: suspension does not have to be continuous and could be used for a specific part of each day (e.g. lunchtimes).

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Parent – any person who has parental responsibility and any person who has care of the child.

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

Roles and responsibilities

The Head Teacher

Deciding whether to suspend or exclude

Only the Head Teacher, or acting Head Teacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Head Teacher will only use permanent exclusion as a last resort.

A decision to **permanently** exclude a pupil will be taken only:

*in response to a serious breach or persistent breaches of the school's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.*

Suspension or exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy.

A pupil may be at risk of suspension or exclusion from school for:

- 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 the school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Before deciding whether to suspend or exclude a pupil, the Head Teacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including the incident(s) or events leading to the suspension/exclusion
- Always allow the pupil to give their version of events, except in the most exceptional circumstances where it would not be appropriate to do so (e.g. where there is an immediate risk to the safety of the pupil or others)
- Make a written record of the pupil's account of events
- Consider the pupil's age, developmental stage and any special educational needs or disability (SEND) when determining how to gather their views
- Ensure pupils who need support to express their views are provided with appropriate advocacy support (such as through a parent, trusted adult, or social worker)
- Consider whether the pupil has special educational needs (SEN), including unidentified or emerging needs
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider any contributing factors that may have influenced the pupil's behaviour, such as bereavement, mental health issues, or bullying
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- Consult with the pupil's social worker and/or virtual school head (VSH) as early as possible before making a decision, where the pupil has one, to discuss what factors may be affecting the pupil's behaviour and what further support can be put in place to improve behaviour and potentially avoid suspension or exclusion

The Head Teacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude.

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

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

The Head Teacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

What the Head Teacher will not do

The Head Teacher will not:

- Use repeated or extended suspensions as an alternative to permanent exclusion
- Use informal or unofficial exclusions (such as sending pupils home 'to cool off')
- Use internal exclusion as a substitute for suspension without following proper procedures
- Direct a pupil off-site without following the proper legal framework for off-site direction
- Exclude a pupil because the school feels unable to meet their SEND
- Exclude a pupil due to poor academic performance
- Exclude a pupil because they have not met a specific condition (such as attending a reintegration meeting)
- Exclude a pupil to avoid them taking examinations or tests
- Exclude a pupil because of the behaviour of the pupil's parents
- Send a pupil home for any period and ask them to log on to online learning platforms without formally recording this as a suspension

Any such actions would constitute 'off-rolling' and are unlawful.

Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways must always be recorded as a suspension.

A note on off-rolling

'Off-rolling' is defined by Ofsted as the practice of removing a pupil from the school roll without a formal, permanent exclusion or 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.

Off-rolling is a form of gaming and is an unethical practice.

Accordingly, we will not suspend or exclude a pupil unlawfully. The school will not:

- Tell or force a pupil to leave without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Formally record a suspension or permanent exclusion without following proper procedures
- Use repeated or extended suspensions as an alternative to permanent exclusion or as a means of pressuring parents to remove their child from the school
- Use informal or unofficial exclusions, such as sending pupils home 'to cool off' without formally recording this as a suspension
- Use internal exclusion as a substitute for suspension without following proper procedures and recording requirements
- Direct a pupil off-site without following the proper legal framework for off-site direction to alternative provision
- Encourage parents to remove their child from the school roll on the basis that the school cannot meet their needs
- Exercise undue influence over a parent to remove their child from the school under the threat of a permanent exclusion and encourage them to choose Elective Home Education or another school place
- Move a pupil to off-site alternative provision where that is not in the best interests of that pupil
- Send a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents
- Place a pupil on a part-time timetable for behavioural reasons
- Intentionally remove a pupil from the school roll without correctly following regulations

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

- Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to a pupil's poor academic performance
- Because the pupil hasn't met a specific condition, such as attending a reintegration meeting
- To avoid the pupil taking examinations or tests
- Because of the behaviour of the pupil's parents

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

If a parent feels pressured into electively home educating their child or that the suspension or permanent exclusion procedures have not been followed, they can follow the school's complaints procedure with the governing board and, in the case of a maintained school, the local authority.

Ofsted considers any evidence of off-rolling. Where evidence is found that pupils' names have been removed from the school admission register without a formal permanent exclusion or that a school has encouraged parents to remove their child, and leaders have not taken sufficient action to address this, it may negatively affect the school's leadership and governance evaluation.

Separation of pupils for safeguarding purposes

In certain circumstances, the school can temporarily forbid a pupil from attending its premises for safeguarding reasons (for example, due to an allegation of harm by one pupil against another which might require physically separating pupils). This is not an exclusion on disciplinary grounds.

Where this occurs:

- The school will inform parents of the reason why the pupil has been temporarily forbidden from attending its premises
- The designated safeguarding lead (or a deputy) will be consulted
- The governing board will be notified without delay
- This measure will only be used in rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises
- The local authority must arrange education for the pupil if the school itself or the pupil's parent does not.

In physically separating pupils for safeguarding purposes, the school will specifically consider its duties under:

- The Human Rights Act 1998
- The Equality Act 2010
- Keeping Children Safe in Education guidance
- The public law principles of acting reasonably, rationally and in a procedurally fair manner.

The school has a pivotal role to play in multi-agency safeguarding arrangements. Any decisions, including to temporarily forbid a pupil from attending its premises for safeguarding reasons, will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

When there has been a report of sexual violence or sexual harassment, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. The best interests of the child will come first.

The school will follow general safeguarding principles as set out in Keeping Children Safe in Education.

Informing parents

If a pupil is at risk of suspension or exclusion the Head Teacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Head Teacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the Head Teacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged

- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Head Teacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

If the Head Teacher cancels the suspension or permanent exclusion, they will notify the parents without delay, and provide a reason for the cancellation.

Informing the governing board

The Head Teacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The Head Teacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Head Teacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The Head Teacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

Early notification when a pupil is at risk:

If a pupil with a social worker is at risk of suspension or permanent exclusion, the Head Teacher will inform the social worker, the Designated Safeguarding Lead (DSL), and the pupil's parents as early as possible.

If a pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the Designated Teacher (DT) will contact the local authority's VSH as soon as possible.

This early notification is in order to work together to consider:

- What factors may be affecting the pupil's behaviour
- What further support can be put in place to improve the behaviour
- Whether suspension or exclusion can be avoided

For looked-after children at risk of suspension or exclusion, the DT should seek the advice of the VSH and 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. This should include:

- How the school is using Pupil Premium Plus
- Whether the current Personal Education Plan (PEP) is being implemented effectively
- Whether an interim PEP review needs to be called
- Engagement with the child's social worker, foster carers, or children's home workers where relevant

Notification of decision to suspend or exclude:

If the Head Teacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent

- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The Head Teacher will also notify the social worker/VSH without delay if they have decided to cancel a suspension or permanent exclusion, and provide the reason for the cancellation.

Involvement in governing board meetings:

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on:

- How the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion
- Safeguarding needs and risks
- The pupil's welfare

The social worker should help ensure safeguarding needs and risks and the pupil's welfare are taken into account when the governing board makes its decision.

The social worker/VSH may attend the meeting in person or join remotely via video link, provided they can participate effectively.

Cancelling suspensions and permanent exclusions

The Head Teacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents will be offered the opportunity to meet with the Head Teacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

For all pupils:

During the first 5 days of a suspension, if the pupil is not attending alternative provision (AP), the Head Teacher will take steps to ensure that achievable and accessible work is set and marked for the pupil.

This can include utilising online pathways such as Google Classroom or Oak National Academy.

If the pupil has a special educational need or disability, the Head Teacher will make sure that reasonable adjustments are made to the provision where necessary to ensure the work is accessible.

The school's legal duties to pupils with disabilities or SEN remain in force during a suspension, for example, to make reasonable adjustments in how the school supports disabled pupils during this period.

For looked-after children and pupils with social workers:

If the pupil is looked after or if they have a social worker, the school will work with the local authority to arrange alternative provision from the first day following the suspension or permanent exclusion.

Where it is not possible to arrange alternative provision from day 1, the school will:

- Take reasonable steps to set and mark work for the pupil
- Use online pathways to provide educational continuity
- Continue to work with the local authority to secure alternative provision as soon as possible

For permanent exclusions:

For any permanent exclusion, the Head Teacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) will also be considered.

The governing board

The governing board retains ultimate responsibility for the school's approach to suspensions and permanent exclusions, even where specific functions are delegated to a committee.

Considering suspensions and permanent exclusions

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the Secretary of State with information about any suspensions or exclusions within the last 12 months.

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

Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, separation for safeguarding purposes, and managed moves at least termly.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Early intervention strategies and their effectiveness
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place, including analysis by protected characteristics under the Equality Act 2010
- Whether the placements of pupils directed off-site into alternative provision, or the separate arrangements made to keep pupils apart for safeguarding purposes, are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site
- The effectiveness of reintegration strategies
- Trends in behaviour incidents that precede suspensions and exclusions
- Levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement

The governing board will use this analysis to identify and address any patterns of disproportionality, including in relation to pupils with SEND, looked-after children, pupils with social workers, and pupils from particular ethnic or socioeconomic backgrounds.

The governing board will deploy maximum challenge to school leadership to understand pupil movements and identify any emerging patterns that may require further scrutiny or action.

The Local Authority (LA)

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

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

Considering the reinstatement of a pupil

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Head Teacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents make representations to the board, the board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the Head Teacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Head Teacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The pupil should be supported to participate in the meeting in a way that is appropriate to their age, understanding and needs. This may include:
 - Attending part or all of the meeting
 - Providing written or recorded statements
 - Having an advocate present their views

Taking account the pupil's age and understanding, the pupil or their parents should be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

Governing board meetings can be held remotely at the request of parents.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Head Teacher followed their legal duties
- Whether the Head Teacher properly considered the pupil's views before making the decision
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the committee
- Whether appropriate support and interventions were in place before the suspension or exclusion

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The Head Teacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel

- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Local Authority to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

Independent review

If parents apply for an independent review within the legal timeframe, the Local Authority will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Learning and Outcomes committee of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Head Teacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Head Teachers during this time
- Head Teachers or individuals who have been a Head Teacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a trustee or member of Boughton Academy Trust (the excluding school)
- Are the Head Teacher of the excluding school, or have held this position in the last 5 years
- Are an employee of Boughton Academy Trust, or the governing board, of the excluding school (unless they are employed as a Head Teacher at another school)
- Have, or at any time have had, any connection with Boughton Academy Trust, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Head Teacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced. In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

The Local Authority must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Head Teachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of Learning and Outcome committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

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

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

Returning from a suspension: Reintegration strategy

Following **any** suspension (this may also be after a cancelled exclusion), period of off-site direction, or separation for safeguarding purposes, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

The reintegration strategy will:

- Offer the pupil a fresh start
- Help them understand the effect of their behaviour on themselves and others
- Teach them how to meet the high expectations of behaviour in line with the school culture
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

The reintegration strategy will be tailored to the individual circumstances of the pupil and will take into account:

- The reason for the suspension/off-site direction/separation
- The length of time away from school
- The pupil's age and developmental stage
- Any special educational needs or disabilities
- Any safeguarding concerns or vulnerabilities

Where necessary, the school 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.

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

- A reintegration meeting before or at the beginning of the pupil's return to school
- 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 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

Part-time timetables:

Part-time timetables must not be used as a tool to manage behaviour and must only be in place for the shortest time necessary.

A part-time timetable should only be used in exceptional circumstances, such as:

- As part of a planned reintegration following a lengthy absence
- To meet a pupil's specific health needs (physical or mental health)

Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time education, either at school or alternative provision.

If a part-time timetable is used, it must:

- Be for the minimum time necessary
- Be agreed with parents in writing

- Be formally reviewed regularly (at least fortnightly) with the pupil and their parents
- Have a clear end date and plan for return to full-time education
- Not be used indefinitely or as a long-term solution
- Follow the appropriate steps for a leave of absence in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024

Our expectation is that pupils should attend school full-time and be subject to our behaviour policy and principles.

The reintegration strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties (including social workers and the VSH where applicable).

For pupils with SEND, the reintegration strategy will be developed in consultation with the SENCO and, where appropriate, external specialists.

Reintegration meetings: a mandatory requirement

The school will hold a reintegration meeting with the pupil before or at the beginning of the pupil's return to school following any suspension (regardless of length), cancelled suspension or exclusion, period of off-site direction, or separation for safeguarding purposes.

Parents should be offered the option of a face-to-face meeting, or a video call, phone call or written representation if face-to-face is not possible.

Purpose of the meeting:

The reintegration meeting will clearly communicate the reintegration strategy at a meeting before or at the beginning of the pupil's return to school.

During the reintegration meeting, the school will:

- Communicate to the pupil that they are getting a fresh start
- Communicate that they are valued and their previous behaviour should not be seen as an obstacle to future success
- Discuss what has been learned from the suspension/period away from school
- Identify specific support strategies tailored to the pupil's needs
- Set clear expectations and success criteria for the pupil's return
- Address any adjustments needed for pupils with SEND
- Allow the pupil to share their views and any concerns about returning

Who should attend:

The pupil, parents, a member of senior staff (usually the Head Teacher or deputy Head Teacher), the pupil's class teacher, and any other relevant staff (such as the SENCO, pastoral lead, or learning mentor) will be invited to attend the meeting.

Where applicable, the pupil's social worker and/or a representative from the virtual school (for looked-after children) will also be invited.

If parents cannot attend:

Where possible, the reintegration meeting should include the pupil's parents.

The meeting can proceed without the parents in the event that they cannot or do not attend, but the school will:

- Make reasonable efforts to arrange the meeting at a time convenient for parents
- Offer alternative ways for parents to contribute (e.g. telephone call, written submission)
- Share the outcomes of the meeting with parents

Pupil attendance:

It is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

The school expects all returning pupils to attend their reintegration meeting. Pupils who do not attend will not be prevented from returning to the classroom.

If a pupil does not attend the reintegration meeting, the school will:

- Hold the meeting with parents and staff
- Arrange to meet with the pupil separately on their first day back
- Ensure the pupil understands the reintegration strategy and expectations

Regular review:

To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Recording:

A written record of the reintegration meeting will be kept, including:

- Who attended
- Key discussion points
- The agreed reintegration strategy
- Any specific support or adjustments agreed

- Review dates

A copy of this record will be shared with parents and kept on the pupil's file.

Remote access to meetings

Parents can request that a governing board meeting, or independent review panel be held remotely. If the parents don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the LA, when involved, should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed at the same time as the Behaviour Policy, by the Head Teacher every 2 years (or sooner if guidance/legislation changes). At every review, the policy will be approved by the governing board.

Links with other policies

- SEND policy & information report
- Safeguarding and child protection policy
- Attendance policy
- Equality policy

This policy should be read in conjunction with the following DfE guidance:

- Behaviour in Schools
- Keeping Children Safe in Education
- Working together to improve school attendance
- Mental health and behaviour in schools

Letters advising parents of suspension or permanent exclusion

The suspension/exclusion process requires written notification to parents of their child's suspension or permanent exclusion.

The content of these letters will be similar to letter 1 below (advising of up to 5 days suspension in a term). All will be on headed paper and sent to all with parental responsibility for the child, by the most convenient means (e.g. email).

The sequence would normally be:

Letter 1: Up to 5 days suspension	See below
Letter 2: 6-15 days suspension	As letter 1, with additions regarding reinstatement
Letter 3: Advising that a suspension will bring pupil's total number of days to more than 15 in a term; or that it would result in pupil missing a public examination/ National Curriculum test	As letter 2
Letter 4: Final warning to inform parents of risk of Permanent Exclusion	See below
Letter 5: Informing parents of Permanent Exclusion	See below
Letter 6: To cancel a suspension or exclusion	See below

Letter 1: to advise of up to 5 days suspension in a term * same format to be used to advise of non-continuous suspension (e.g. for lunchtimes)

Dear [parent]

I am writing to inform you of my decision to suspend [child] from our school for [insert number] days/lunchtimes. This means that he/she will not be allowed in school for this period. The suspension begins on [date] and ends on [second date].

Reasons for suspension

As you will be aware, our Behaviour Promise (school rules) asks for all children to Be Kind, Be Safe and Be Responsible. **All children and staff have a right to be protected by this policy at school.** Unfortunately, [child]'s behaviour has meant that the learning environment has been compromised and unsafe for them, other children and adults.

I realise that this suspension may be upsetting for you and your family, but the decision has not been taken lightly. [Child] has been excluded for:

Physical assault of a pupil	
Physical assault of 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	
Bullying	
Abuse against protected characteristics, including racist abuse; abuse relating to disability; homophobic abuse	
Persistent and repetitive disruption of lessons and other students' learning	
Extreme misbehaviour which is deemed to be outside the remit of the normal range of support and sanctions, outlined in our Behaviour Policy.	

Your duty as a parent

You have a duty to ensure that your child is not present in a public place in school hours during this suspension. I must advise you that you may receive a penalty notice from the local authority, or be prosecuted, if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You can let the governing body know your views

You have the right to let the governing body know what your views are on the suspension and to tell them any other information which you think is relevant. This is called "making a representation."

The board has a duty to consider any representation you make. However, it cannot direct the school to reinstate your child, and isn't required to meet with you.

You can make a representation by getting in touch with the clerk of the governing body by email: graham@syzygyleisure.co.uk and letting them know that you'd like to make a representation, along with any details you feel are relevant at this stage.

Setting work

We will set work for your child during their suspension period, which may include lessons from the Oak National Academy or other websites that we choose. If you have any questions about the work for your child, you should email their class teacher.

Other Support

If you wish to seek independent support regarding this suspension, you can do so via the following links:

<https://www.westnorthants.gov.uk/attendance-and-behaviour>

<https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service>

If you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to SENDIST (Special Educational Needs and Disability Tribunal). The address to which appeals should be sent is SENDIST, First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU. You can email send@justice.gov.uk or telephone 0300 303 5857.

Every local area has a SEND Information, Advice and Support Service (SENDIASS) who provide information, advice and support to children and young people with SEND, including on exclusions. Details of your local service can be found at:

<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-and-support-services-network>

Coram's Child Law Advice service can be contacted:

<https://childlawadvice.org.uk/information-pages/school-exclusion/>

Telephone: 0300 330 5485 (Monday to Friday, 10am – 4pm)

Independent Provider of Special Education Advice (IPSEA) offers free and independent information, advice and support:

www.ipsea.org.uk

The Department for Education (DfE) have developed exclusion guidance for parents which can be accessed at:

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)

<https://www.gov.uk/government/publications/school-exclusion>

The DfE has also published a guide specifically for parents:

A guide for parents on school behaviour and exclusion

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

Returning to school

You and [child] are requested to attend a reintegration meeting with me on [date] at [time]. **The requirement for a reintegration meeting is now mandatory.** This meeting must take place before or on the day [child] returns to school.

We can hold the meeting in person, via video call or phone call, or you can make a written representation on this if none of the above options are possible for you.

The purpose of the reintegration meeting is to:

- Welcome [child] back to school
- Discuss what has been learned from this suspension
- Agree on support strategies to help [child] succeed
- Set clear expectations for [child]'s return
- Ensure [child] understands they are getting a fresh start.

Please confirm your attendance by [date] via email: head@boughtonacademy.co.uk or by phoning the school office on 01604 842322.

Please advise whether you will be attending in person, or request a video call or phone call. If you are making a written representation, this should outline what has been learned from this suspension and what can be done to prevent further incidents of this kind.

While we expect [child] to attend this meeting, if they do not attend it will not prevent their return to the classroom.

We look forward to welcoming [child] back to school and to working together to prevent further incidents of this kind.

Yours sincerely

Head Teacher

Letter 2: to advise of 6 to days suspension in a term

As Letter 1, with this addition:

You can ask the governing board to consider reinstating your child at school

You have the right to ask the governing board to consider reinstating your child at school. You can do this by emailing the clerk to the governors, graham@syzygyleisure.co.uk.

If you request this, the board must hold a meeting to consider reinstating your child within 50 school days of being told about their suspension.

If a meeting is held, you have the right to request that it be held remotely.

If you do not request a meeting, the governing board does not have to consider reinstating your child, but may choose to do so anyway.

You have the right to:

- attend the meeting yourself or ask for it to be held remotely
- arrange (at your own expense) to be represented at the meeting
- bring a friend

Your child can be involved in this process if you both wish, by sharing their views in their own words. These can be written by them or scribed by you. If appropriate, your child may be invited to attend part of the meeting (dependent on age and stage).

Letter 3: to advise that this suspension would bring the total number of school days of suspension to more than 15 in a term; or would result in the pupil missing a public examination/National Curriculum test.

As Letter 2.

Letter 4: Final Warning letter to inform parents of risk of Permanent Exclusion.

As Letter 3, but with additional advice that the child is at serious risk of Permanent Exclusion, as follows:

At this point, given the number of persistent breaches of the school's behaviour policy, and given that this repeated behaviour is seriously harming the education or welfare of [child] and other pupils and staff in the school, I need to advise you that he/she is now at risk of Permanent Exclusion, and a further breach will result in Permanent Exclusion.

Letter 5: to inform parents of Permanent Exclusion

Dear [parent].

I am writing to inform you of my decision to exclude [child] from our school permanently.

This decision has been made in response to a serious breach or persistent breaches* (delete which is applicable) of the school's behaviour policy; **and** where allowing [child] to remain in school would seriously harm the education or welfare of [child] or others such as staff or pupils in the school.

The reasons for this Permanent Exclusion are set out below.

Reasons for Permanent Exclusion

As you will be aware from previous communication, our Behaviour Promise (school rules) asks for all children to Be Kind, Be Safe and Be Responsible. **All children and staff have a right to be protected by this policy at school.** Unfortunately, [child]'s behaviour has meant that the learning environment has continually been compromised and unsafe for himself, other children and adults.

I realise that this Permanent Exclusion will be upsetting for you and your family, but the decision has not been taken lightly. [Child] has been excluded for:

Physical assault of a pupil	
Physical assault of 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	
Bullying	
Abuse against protected characteristics, including racist abuse; abuse relating to disability; homophobic abuse	
Persistent and repetitive disruption of lessons and other students' learning	
Extreme misbehaviour which is deemed to be outside the remit of the normal range of support and sanctions, outlined in our Positive Behaviour Policy.	

Your duty as a parent

You have a duty to ensure that your child is not present in a public place in school hours for the first 5 school days of this suspension, or until the start date of any alternative provision or the end of the suspension, where this is earlier. Failure to comply with this duty without reasonable justification is an offence. You may be given a fixed penalty notice or be prosecuted as a result.

The governing board must consider reinstating your child at school

Our school's Board of Trustees (governors) must consider reinstating your child at our school within 15 school days of being told about their Permanent Exclusion, by holding a panel meeting which will consist of Boughton Trustees and at least one Independent Trustee.

In the case of your child potentially missing a National Curriculum test, the governing board must, if reasonably practicable, do this before the date of your child's test.

You have the right to let the governing board know what your views are on the Permanent Exclusion and to tell them any other information which you think is relevant. This is called "making a representation." The board has a duty to consider any representation you make.

You can do this by emailing the clerk to the governors, graham@syzygyleisure.co.uk and letting them know that you would like to make a representation, along with any details you feel are relevant at this stage.

You will be invited to the panel meeting, the date and time of which will be advised in a separate letter from the clerk.

You have the right to:

- attend the meeting yourself (or request for it to be held remotely);
- arrange (at your own expense) to be represented at the meeting;
- bring a friend.

Your child can be involved in this process if you wish, by sharing their views in their own words. These can be written by them or scribed by you. If appropriate, your child may be invited to attend part of the meeting (dependent on age and stage).

Setting work

We will set work for your child during the first five days of the exclusion period, which may include lessons from the Oak National Academy or other websites that we choose.

Other Support

If you wish to seek independent support regarding this suspension, you can do so via the following links:

<https://www.westnorthants.gov.uk/attendance-and-behaviour>

<https://www.westnorthants.gov.uk/specialist-send-support-services/send-support-service>

If you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to SENDIST (Special Educational Needs and Disability Tribunal). The address to which appeals should be sent is SENDIST, First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU. You can email send@justice.gov.uk or telephone 0300 303 5857.

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Coram's Child Law Advice service can be contacted:

<https://childlawadvice.org.uk/information-pages/school-exclusion/>

Telephone: 0300 330 5485 (Monday to Friday, 10am – 4pm)

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<https://www.gov.uk/government/publications/school-exclusion>

The DfE has also published a guide specifically for parents:

A guide for parents on school behaviour and exclusion

Yours sincerely,

Head Teacher

Letter 6: to cancel a suspension or exclusion

Dear [parent].

I am writing to inform you of my decision to cancel [child's] suspension. The reason for this decision is:
INSERT DECISION

We would like to welcome [child] back to school promptly and we will then begin the process of reintegration to help them settle in.

I would like to invite you to meet with me to discuss the circumstances that led to the suspension/permanent exclusion being cancelled.

Yours sincerely
Head Teacher

BOUGHTON PRIMARY SCHOOL
MANDATORY RE-INTEGRATION MEETING FOLLOWING SUSPENSION

Pupil's name			
Date			
Reason for suspension:			
Meeting held (tick which applies)			
Face-to-face	Video call	Telephone call	Written representation
Are the reasons for the suspension fully understood by the pupil and family?			
What has been learned from this suspension?			
Expectations about the return to school			
Strategies to help prevent further suspension			
Discussion during meeting			

Signed
Pupil _____

Parent/carers _____

School _____