

A Policy for Promoting Good Behaviour ensuring pupils

'Together love, learn and
thrive.'

This policy was adopted	Autumn 2023
This policy was reviewed	February 2025
This policy will be reviewed	October 2025

Vision

At the Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.

LOVE

We nurture each individual, build positive relationships with everyone and value their uniqueness.

LEARN

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

THRIVE

We develop children socially, emotionally, physically and spiritually, helping them to be the best versions of themselves preparing them well for their futures in a diverse world.

Our vision translates directly into this policy;

- All children will be treated kindly and in a nurturing fashion.
- Children are educated in regard to conducting themselves in a kind, respectful and productive manner that recognises and celebrates diversity and difference. They will learn to manage their feelings and behave appropriately in a range of contexts appropriate to their age and stage of development.
- All children have the opportunity to thrive in a safe welcoming and inclusive environment. Their behaviour and that of their peers allows them to thrive.
- We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to thrive in a loving and hospitable community. Behaviour will be managed in accordance with our vision ensuring we recognise each child as a child of god.

Vision

At the Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.

Positive Behaviour and Relationships Policy for Engaging Learning

Follifoot and Spofforth Church of England Federation

Policy Aims:

- Outline the aims, principles, and theory behind our approach to behaviour management
- Provide a consistent approach to behaviour management.
- Outline how children are expected to behave.
- Summarise the roles and responsibilities of different people across the **Follifoot Spofforth Federation** in regard to behaviour management.
- Outline the **Follifoot Spofforth Federation** system of rewards and consequences.

The guiding principles outlined in this policy are in place to ensure the **Follifoot Spofforth Federation** is an Attachment and Trauma Aware setting; we use the knowledge of attachment and trauma as the cornerstones of this policy.

This policy is influenced by and takes aspects of the following documents:

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018

The Ladder of Intervention: Supporting children and young people with Social, Emotional and Mental health difficulties in schools September 2019 (NYCC)

Federation Aims:

We aim to:

- Build relationships with children and families that creates a culture in which children choose to behave well.
- Promote Christian Values to encourage self-discipline so that children learn to accept responsibility for their own behaviour as well as give and accept forgiveness.
- Recognise that all behaviour is a form of communication and respond accordingly.
- Have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviour.
- Promote and encourage the behaviour demonstrated by effective and engaged learners.
- Promote a culture of responsibility and independence rather than compliance.
- Provide a calm, safe, purposeful, and happy atmosphere within school.
- Ensure that every member of the school community behaves in a considerate, respectful, co-operative way towards others.
- Make all appropriate reasonable adjustments to behaviour strategies for children with specific needs.

Roles and Responsibilities

Headteacher & Governors are responsible for:

- Establishing an effective strategy to ensure a calm, safe, purposeful, and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the schools have a policy, which is implemented, communicated, published, monitored, evaluated, and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

All Staff are responsible for:

- Providing a calm, safe, purposeful, and happy atmosphere within school, where everyone feels safe and secure.

- Teaching, supporting and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Dealing with behaviour sensitively and calmly.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.
- Keeping records as described in this policy and associated policy documents

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Teachers can implement the recognition and reminders within this policy any time the child is in school or elsewhere under the charge of a teacher or paid member of staff, including on school visits.

Teachers can implement the recognition and reminders within this policy with children in certain circumstances when a child's behaviour occurs outside of school.

Teachers can confiscate property should the need be required in order to maintain safety.

Parents/Carers are responsible for:

- Supporting the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

Children are responsible for:

- Following behaviour expectations
- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Actively listening to others.

Training

Staff will have access to training when and where appropriate. Staff can request advice, support, and training directly from the Headteacher. Statutory training such as Restrictive Physical Intervention (RPI) will be provided through accredited trainers. RPI will only be used when absolutely necessary, as staff will always use de-escalation strategies first and give the child time to talk before using any physical intervention. Any use of RPI would be followed by a comprehensive review and risk assessment process involving staff, parents, and behaviour professionals.

All staff receive training in how to use Scholarpack, the electronic management system used in the Federation for monitoring attendance and behaviour issues.

Links to legislation/ policy and documents

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities, and aspirations to become independent learners, confident individuals, and responsible citizens.

Our curriculum and all its associated plans will fully consider our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

Our policy has clear links to:

- Child Protection Policy
- Safeguarding Policy
- Anti-Bullying Policy (including guidance around our approach to Harmful Behaviours and Harmful Sexual Behaviours as detailed in Keeping Children Safe in Education)
- Child on Child Abuse Policy
- Online Safety Policy
- Special Educational Needs Policy
- Positive Intervention Policy
- Exclusions Policy
- Complaints Policy

Equality & Diversity

The **Follifoot Spofforth Federation** welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

Public Sector Equality Duty (2011)

The Follifoot Spofforth Federation pay due regard to the need:

- To eliminate discrimination, harassment, victimisation, and any other conduct that is prohibited by or under this Act.
- To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Recognising the impact of SEND on Behaviour

Follifoot and Spofforth Federation recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, the school will consider them in relation to a child's SEND, although the school recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

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

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

What is good behaviour?

Good behaviour is actively encouraged. Staff and children are expected to show respect

- Towards others and their property
- Show good manners
- Adhere to the School 's rules golden rules (see Annex C)

We want children to:

- Develop good attitudes towards learning as independent learners who exhibit good learning habits
- Show self-control
- Empathise with others

How can we promote good behaviour?

It is vital that a consistent, whole school approach is adopted to develop appropriate attitudes to learning and promote self-discipline.

Children are involved in setting class rules and these are discussed regularly with the children. The school's Golden Rules are displayed throughout the school.

Throughout the Federation we are providing opportunities to develop pupils' emotional literacy skills through Personal Social and Health Education (PSHE), Circle times and Learning to Learn activities.

Rewards in Class

Teachers and support assistants give rewards in the following ways:

- A uniform behaviour procedure exists across the school – 'The Weather System' is a comprehensive reward and sanction system that is uniform across the Federation. Merits can be given for positive behaviour or good learning – for further information see Appendix A that outlines the 'Weather System'.
- Star of the Week. Stars will be awarded based on Behaviours for Learning as a reward for Behaviour for learning and outstanding effort in learning. They will be presented in sharing assembly and relate to the previous school week. Stars relate to our Powers of Learning (Appendix C). Stars are reported in the following week's Newsletter.
- Any children who have produced particularly pleasing work can be sent to the Head teacher for praise, these will be rewarded by the Headteacher.
- 'Golden Time' If good behaviour is maintained children have the privilege of an extra 20 minutes of Golden Time.
- Rainbow Rewards– In conjunction with our revised Behaviour Policy, any child that is on a 'Reward' will be given a merit. A Reward can be rewarded by any adult within the school community. Merits will be

recorded on Class Dojo. Each class will devise a reward system at the start of the year, and will be added to class agreements. This ensures that pupils have ownership of their reward system. Please see Appendix A for further information.

- Notes home - Notes will be sent home to inform parents of good behaviour, good learning or something special achieved that day.

If inappropriate behaviour takes place at school all staff will implement school approved behaviour procedure: (Please see procedure in Appendix A – ‘The Weather System.’)

Communication with parents

Parents are the main educators of their children. Therefore, this policy states our intention to keep parents informed of their child’s behaviour. If a child receives a second rain cloud following a time out in class, then a letter will automatically be sent home to inform parents / carers. When two letters are sent within 5 school days, a meeting will be arranged between parents, the child’s class teacher and a member of the Senior Leadership Team (Mrs Bromley or Mr Lakin / Mrs Blades or Mr Lakin) to discuss behaviour and agree a way forward.

A note home will be sent to inform parents of either good behaviour, good learning or something special achieved that day.

Please see Appendix 2 for clarification of what constitutes unacceptable behaviours within Follifoot and Spofforth Federation. This list is not an exhaustive list but provides a benchmark.

The “fast track” option is as follows:

1. Child sent to, or collected by the Head teacher and the behaviour is discussed.
2. Once settled, the child returns to the classroom.
3. If misbehaviour continues the child is sent to the Head Teacher and parents are contacted by telephone and invited into school to discuss the way forward. Together with the class teacher, the parent and child will be involved in, and agree targets for improvement.

In extreme cases when all other sanctions have been employed, the Head Teacher has the option of instigating suspension procedures. See Appendix D (Suspension Policy.)

Bullying

Bullying may have a variety of causes and occur in a variety of situations. Every situation will be different. The school needs to be aware of causes and we need to look for symptoms.

This is not always easy but there may be changes in behaviour patterns within the classroom or the playground, school building or classroom. Often bullying is caused by personality clashes and there are nearly always two sides to the story. Aspects of bullying are discussed regularly during Circle Time and PSHE. In addition, the school uses Anti-bullying Week, held in October each year to focus on helping pupils deal satisfactorily with bullies.

Please see the School’s Anti-bullying Policy for more details.

Monitoring reviews and evaluation

This policy is regularly reviewed in liaison with the Headteacher, Local Governing Body, North Yorkshire Council and outside agencies as necessary. Parents will be informed of any changes.

This policy has been agreed on 14.02.25



Signed Interim Executive Headteacher



APPENDIX A

Federation Behaviour Procedure – ‘The Weather System’.

The weather symbols will be carried and used by every member of the school staff. These visual representations (above) are a method of giving warnings and rewards without giving undue attention to negative behaviour.

Staff have decided to operate a ‘Praise the positive behaviour strategy’ and not tackle low level disruptive behaviour unless this low level behaviour disrupts learning or the behaviour poses a health and safety risk.

The Weather System – How does it work?

Rainbow Reward: All children commence each day on a sun, should outstanding behaviour be observed the child will move forward to a Rainbow. Merits are fixed for the entire day no matter what happens next as that issue / behaviour must be rewarded. Merits will be recorded within Class Dojo as Rainbow Reward / Merit. This ensures that pupils have ownership of their reward system. An inclusive methodology to determine attainment of the reward goal has been devised in conjunction with the school council that will offer children a reward that is selected by the School Council, for Spring term this will be an Easter Egg Hunt, for Summer term, a trip to the park and having an ice cream from the privately hired ice cream van.

- If a child is exhibiting inappropriate behaviour they have ‘A Look’ or an informal warning pointing to the cloud and reminded about the correct option using the language of choice. If the child rectifies their

behaviour they are given praise through a smile or verbal acknowledgement that they have made the right choice.

- If a child continues with the inappropriate behaviour, they are verbally reprimanded and shown a cloud, reminding them that they have a choice as to whether the sun returns or we move to a rain cloud. If the child reforms their behaviour they are shown the sun.
- Should the inappropriate behaviour persist, the child is shown a rain cloud and time out (in class) to reflect upon their actions. (This is not timed it is an opportunity for the child to have a period of reflection as to the choices made) The child returns to the activity when they are able to behave in accordance with expectations.
- Realistically few rain clouds should be necessary. If inappropriate behaviour persists after the 'time out' then the child is sent to the partner class for a minimum of 5 minutes and a maximum of 15 taking their learning with them. This automatically triggers a letter sent home to parents detailing the child's behaviour from the class teacher. The head teacher is informed at this point. At each step the child can reform their behaviour and the matter is dropped.
- Children will miss playtime or lunchtime for the amount of time that the child was in the partner class. If behaviour occurs in the afternoon, the playtime sanction will be on the next school day.
- Each session represents a fresh start, as does playtime and lunchtime.
- If a child has two letters sent home in a week, then a meeting will be called to discuss behaviour with parents. At this meeting behaviour log via Scholarpack will be shared to report behaviour to parents ensuring that effective communication exists.

Lunchtime behaviour procedure is outlined below:

Outstanding behaviour will be rewarded by the lunch team with a Reward. Children will be given a sticker and they will report back to their class teacher at the end of lunchtime.

- If a child is exhibiting inappropriate behaviour they have 'A look' or an informal warning pointing to the cloud and reminded about the correct option using the language of choice. If the child rectifies their behaviour they are given praise through a smile or verbal acknowledgement that they have made the right choice.
- If a child continues with the inappropriate behaviour, they are verbally reprimanded and shown a cloud, reminding them that they have a choice as to whether the sun returns or we move to a rain cloud. If the child reforms their behaviour they are shown the sun.
- Should the inappropriate behaviour persist, the child is shown a rain cloud and time out to reflect upon their actions. (Child will accompany the lunchtime supervisor until the child is able to outline that they are able to return to play without showing that behaviour) The child returns to the activity when they are able to behave in accordance with expectations.
- If inappropriate behaviour persists after the 'time out' then the child is sent in to see a member of the Senior Leadership Team for a minimum of 5 minutes and a maximum of 15. A record is recorded at this stage on 'Lunchtime Behaviour Log' and shared with the class teacher, this will also be recorded on Scholarpack by the admin team. This automatically triggers a letter sent home to parents detailing the child's behaviour from the class teacher. At each step the child can reform their behaviour and the matter is dropped.

Rewards System:

Our behaviour policy identifies that we operate 'Praise the positive behaviour strategy' we operate two behaviour management systems:

Learning Behaviour using Class Dojo

A dojo point can be given for good learning (this relates to the learning of a particular child and the learning achieved for that child is deemed as good, then they will achieve a dojo point). All Dojo Points are linked to our Powers of Learning (see Appendix C) It is important to have consistency across the school when awarding dojo's, having a clear set of golden rules and expectations for learning and behaviour are a good guide but ultimately teachers must use their discretion.

All children will have a Dojo Record. This dojo record in an online system that parents can access via a the website <https://www.classdojo.com> and parents can download the App to their tablet or smart phone. Once pupils achieve 50 dojo points, they will be presented with a certificate in Celebration Assembly. Once completed each multiple of 50 merits will be recorded on the whole school house merit chart.

Below is a synopsis of the reward system.

50 DoJo Points – Bronze Certificate

100 DoJo Points – Silver Certificate

150 DoJo Points – Gold Certificate

200 DoJo Points – Diamond Certificate and Diamond badge.

Children who achieve a diamond certificate in reception and year 1 will be rewarded with the role of KS1 Ambassador in year 2.

Children who receive a diamond certificate in year 2, 3, 4 and 5 will be a 'School Ambassador' in year 6. The Ambassador role is highly prestigious throughout our Federation. Children will have special seats in assemblies, support Head Teacher and teachers with parent information sessions, report to the governors on learning initiatives, show guests around the school – they will represent the school with pride and distinction. It will be a highly celebrated achievement.

Weather System Positive Behaviour Management

As outlined above the weather system will ensure Behaviour throughout the Federation fulfils the leadership team's expectations. The rewards and sanctions outlined above are designed to ensure that our pupils value their school, one another and staff.

Learner of the Week

In weekly sharing assemblies two children will be selected by their class teacher for a Star of the Week award. This award is given for outstanding learning linked to Powers of Learning (see appendix C). Names of those who achieve Star of the Week will be published in the weekly newsletter.

Notes Home

Notes will be sent home to inform parents of good behaviour, good learning or something special achieved that day.


Appendix B: Behaviour Guide.

Behaviour is divided into four broad bands. This is not an exhaustive list, but is designed to provide a benchmark for all stakeholders.

<u>Reward</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3.</u>	<u>Level 4</u>
<p>Pupils who uphold the school values and go beyond the ‘expected’ standard as outlined in Code of Conduct.</p> <ul style="list-style-type: none"> • Going beyond expected standard as a learner. • Enthusiastically tackling challenges. • Modelling outstanding learning and behaviour at all times. • Showing emerald power when learning is challenging and preserving to succeed, exceeding expectations. • Thoughtful behaviour, helping and supporting others • Being kind and considerate. 	<p>Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the staff member without involvement from SLT.</p> <ul style="list-style-type: none"> • Distracting others in class / assembly. • Poor quality learning due to lack of effort / concentration. • Wearing of inappropriate uniform. • Playing in out of bounds areas. • Throwing items – e.g. rubbers • Taking school equipment without permission e.g. school balls at playtime. • Name-calling • Forgetting key equipment – e.g. PE kit • Reckless play. • Shouting out in class. • Unkindness to other pupil. • Use of mobile phone in school. 	<p>Misbehaviour that is not so easily managed within a classroom or lunchtime environment. Class teacher will involve parents and carers. There will be involvement with other senior staff – middle leaders.</p> <p>Additional types of behaviour may include:</p> <ul style="list-style-type: none"> • Refusal to cooperate with staff (teachers, TAs, MDSAs, Apprentices, student teachers. • Deliberate destruction or defacing of property. • Rudeness towards an adult whether staff or visitor • Swearing or user of offensive language • Rough / reckless behaviour that causes harm to someone else. • Spitting <p>Depending on the context in some incidences behaviour could be L3</p>	<p>Misbehaviour (including persistent level 2 behaviour) which always results in formal involvement of the Headteacher and parents. Additionally outside agencies may be involved.</p> <p>Types of behaviour may include:</p> <ul style="list-style-type: none"> • Bullying • Inappropriate use of technology e.g. trying to access blocked sites, cyber bullying etc. • Racist / Homophobic abuse or language • Behaviour that threatens the safety of others • Deliberate aggression towards others which could cause significant harm. • Theft • Behaviour on school trip / residential that endangers self or others • Bringing dangerous items into school. • Intimidating behaviour 	<p>Misbehaviour that are criminal or present a direct threat to the welfare of Federation stakeholders. Involvement with Headteacher.</p> <p>Additional types behaviour may include:</p> <ul style="list-style-type: none"> • Arson • Possession, consumption or trafficking of illegal drugs • Possession of drug related articles • Possession of a prohibited weapon • Assault on a staff member
<p>Actions / Consequences:</p> <ul style="list-style-type: none"> • Regular verbal praise • Additional roles / responsibilities within school. • Rewards 	<p>Actions / Consequences:</p> <ul style="list-style-type: none"> • Warning given. 	<p>Actions / Consequences:</p> <p>Where persistent level 1 behaviour the following will automatically</p>	<p>Actions / Consequences:</p> <ul style="list-style-type: none"> • Formal meeting with school and parents / guardians – Headteacher leads meeting. • Confiscated items to be collected by an adult 	<p>Actions / Consequences</p> <ul style="list-style-type: none"> • Suspension • Permanent Suspension

<ul style="list-style-type: none"> • Achievements celebrated in sharing assembly • Golden time celebration • Commendation from Head teacher. • Representing the school at meetings. • Becoming a school ambassador 	<p>Where behaviour is happening more than a one off incident:</p> <ul style="list-style-type: none"> • Notified of L1 • Loss of golden time • Time out in class. • Miss part of playtime to complete incomplete learning. • Speak with parents if behaviour becomes frequent (more than 2 episodes in a school day) 	<p>begin but may be used for other behaviours in this aspect too.</p> <ul style="list-style-type: none"> • Notified of L2 • Parent / Guardians asked to meet with teachers and SLT • Home book established to report daily behaviour. • Loss of privileges • Removal from class / activity • Increased time out • Learning to be completed at lunchtime or at home. 	<ul style="list-style-type: none"> • Appropriate reporting to external partners • Removal from school trip / residential <p>Where persistent level 2 and constant level 1 behaviour occur the following will automatically occur but aspects can also be used for other behaviours in this category too:</p> <ul style="list-style-type: none"> • SEN lead to draw up Behaviour Plan • Internal Exclusion • Fixed Term Suspension • Permanent Suspension <p>In the case of persistent levels 1 and 2 behaviours a clear plan will indicate when exclusions will be triggered. However, serious incidents can override and automatically trigger this action.</p>	
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Appendix C: Powers of Learning (launched summer term 2025)

Name	Sapphire
Image	
Personal Goal	Responsibility
Child friendly language	<p>We are responsible for our behavior and learning.</p>
Explanation	<ul style="list-style-type: none"> • Be responsible and consider issues raised in learning. • Consider and respect alternative points of view. • Draw conclusions and develop a reasoned point of view. • Reflect on own learning / behaviour and the consequence on own lives and live of others. • Identify own strengths and areas for improvement and know next steps. • To lead by good example



Name	Ruby
Image	
Personal Goal	Respect
Child friendly language	<p>We care for others and our environment.</p>
Explanation	<ul style="list-style-type: none"> • Understand the varying needs of other people, living things and the environment. • Show respect for the needs of other people, living things and the environment. • Act in accordance with the needs of other people, living things and the environment. • Make others feel good about their success.
Name	Emerald

Image	
Personal Goal	Resilience
Child friendly language	When challenged, we can stick with a task.
Explanation	<ul style="list-style-type: none"> • Stick with a task until it is completed. • Be able to manage disappointment when initially success is not achieved in activities. • To try again when they are not successful. • To show determination to succeed.

Name	Amethyst
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Image	
Personal Goal	Communication
Child friendly language	<p>We listen and share ideas with others.</p>
Explanation	<ul style="list-style-type: none">• Convey ideas clearly using appropriate verbal and non-verbal forms.• Deploy a range of tools and media to support communication.• Communicate in more than one spoken language• Communicate in a broad range of contexts with a variety of audiences.
Name	Diamond





Image	
Personal Goal	Adaptability
Child friendly language	<p>We can do things in different ways.</p>
Explanation	<ul style="list-style-type: none">• Know, consider and respect the views, cultures and traditions of other people.• To cope with unfamiliar situations.• Approach tasks confidently and to 'have a go.'• Suggest and explore new roles, ideas and strategies.• Be able to move between conventional and more fluid forms of thinking• To know what to do, when you don't know how to do it.• Be confident in a variety of situations
Name	Amber

Image	
Personal Goal	Cooperation
Child friendly language	<p>We help each other as we learn and play.</p>
Explanation	<ul style="list-style-type: none"> • Understand that different people have different roles to play in groups • Adapt role as needed dependent on activity or need of group. • To learn alongside others to achieve targets and activities set.

Name	Opal
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Image	
Personal Goal	Enquiry
Child friendly language	<p>We are aiming to discover more information.</p>
Explanation	<ul style="list-style-type: none"> • Ask and consider searching questions related to our topic. • Plan and conduct investigations from our questions. • Collect reliable evidence from their investigations. • Make accurate conclusions from a reliable evidence base. • Be able to relate conclusions to wider issues

Name	Zircon
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<p>Image</p>	
<p>Personal Goal</p>	<p>Morality</p>
<p>Child friendly language</p>	<p>We make the right decisions.</p>
<p>Explanation</p>	<ul style="list-style-type: none"> • Know about moral issues associated with the subjects studied. • Respect alternative moral standpoints. • Develop own moral standpoints. • Act on own moral standpoints. • Be able to relate conclusions to wider issues • Justify reasoning for their own actions.



SUSPENSION AND PERMANENT EXCLUSION POLICY

Approved by ¹	
Name:	Robert Lakin
Position:	Interim Executive Headteacher
Signed:	
Date:	February 2025
Proposed review date ² :	February 2027

REVIEW SHEET

Each entry in the table below summarises the changes to this Policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original based on KAHSC v2	September 2021
2	Based on KAHSC v4 - Major updates throughout	September 2022

Version Number	Version Description	Date of Revision
1	Original	September 2020
2	Minor update to make temporary reference to the COVID-19 pandemic into a permanent reference to any public health emergency that impacts on a governing board's ability to meet to discharge their legal duties on exclusion.	September 2021
3	Removed on page 1 reference and links to DfE additional Covid-19 addendum on exclusions which ceased on 27 March 2022 and following introduction of UKHSA 'Living with Covid-19' guidance.	April 2022
4	Significant legal updates that schools must take account of when setting out the Governing Body's/Board of Governors' Policy and procedures related to permanent exclusion, suspension rather than fixed term exclusion, off-site direction, and managed moves. Significant updates to language and terminology regarding reasons and the process with new or significantly updated sections including the process, re-instatement, re-integration, appealing, off-rolling, and making a complaint.	September 2022

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1. **Policy statement**

Follifoot and Spofforth Federation is committed to our positive approach to encouraging good behaviour which is essential to ensure all pupils can benefit from the educational opportunities we provide and reach their full potential.

The Government supports Head teachers in using suspension, direction off-site, managed moves, and permanent exclusion as essential behaviour management tools when warranted as part of creating and a calm, safe, and supportive environment in which all pupils can learn and thrive. This means that suspension or permanent exclusion is sometimes a necessary last resort of our system, where it is accepted that not all pupil behaviour can be changed by pastoral processes, or consequences in school.

We recognise our responsibility to communicate clearly to pupils, staff, and parents, our behaviour expectations, and the responsibility of all individuals working with pupils to ensure that no suspension or exclusion will be initiated without first exhausting other strategies, or in the case of a serious incident, a thorough investigation. Information about this Policy and procedures is included in the induction process for new admissions to school, is published on the Trust website, and a copy can be obtained by contacting the school /office.

Whilst suspension or exclusion may be an appropriate sanction, our Head teacher will investigate whether any contributing factors may have led to the incident/s of poor behaviour e.g. bereavement, mental health issues, or bullying. We have a range of policies and procedures in place to promote good behaviour and appropriate conduct, we take steps to access local support services like Inclusion Support Officers and Early Help Services, and we strive to foster good parental engagement. For more information about the strategies we use and resources available to help us manage behaviour, please see our Behaviour Policy.

This Policy describes the arrangements and procedures for suspending or permanently excluding a pupil from school on disciplinary grounds and is in line with the 2022 statutory guidance [Suspension and permanent exclusion from schools including pupil movement](#). It should be read in conjunction with the school's Behaviour Policy which sets out in more detail the disciplinary grounds that may lead to suspension or exclusion and others where relevant e.g. our Single Equality Policy, Special Educational Needs and Disabilities Policy.

During a local or national emergency which significantly impacts on the ability of our Board of Governors to meet to discharge their legal duties regarding suspensions and exclusions, an Addendum to this Suspension and Exclusion Policy may become necessary and we will follow relevant Department for Education (DfE) statutory guidance in place at that time to devise it. It will describe any temporary changes made to our school suspension or exclusion process due to the emergency and must be read in conjunction with this Policy.

Policy Definitions

Parent	A child's birth parents or anyone who has parental responsibility (which includes the Local Authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives (Education Act 1996). Where possible, all those with parental responsibility will be involved in the suspension or exclusion process.
Relevant person	The parent (or the pupil if aged 18 or over) that this school has legal obligations to under The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 .
Term	The autumn, spring, or summer terms of the academic year.

Academic year	Our academic year beginning with the first day of school after 31 July and ending with the first day of school after the following 31 July.
Suspension	“exclusion (from school) for a fixed period” ¹ for a pupil for one or more fixed periods of time up to a maximum of 45 school days in a single academic year.
Permanent exclusion	When a pupil is no longer allowed to attend a school (unless the pupil is reinstated) ¹ .
Managed move	A voluntary process which leads to the transfer of a pupil to another mainstream school permanently.
Off-site direction	When the Governing Body of a maintained school requires a pupil to attend another education setting to improve their behaviour. The Board of Governors of an academy or multi-academy trust, not included in the legislation, can also use ‘off-site direction’.
Alternative Provision (AP)	Suitable full-time education arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion under s100 of the Education and Inspections Act 2006 OR Education arranged for pupils who are unable to attend a mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons. Either can include Pupil Referral Units (PRUs), AP academies and free schools, and hospital schools, or independent, registered, unregistered, and further education settings.

2. Reasons for suspension or permanent exclusion

Only the Head teacher of this school can suspend or permanently exclude a pupil on disciplinary grounds.

We use suspension to clearly signal what is unacceptable behaviour in line with our Behaviour Policy to show a pupil that their current behaviour is putting them at risk of permanent exclusion.

The decision to suspend or permanently exclude a pupil will only be taken:

- in response to a serious breach or persistent breaches of our Behaviour Policy, or
- where allowing the pupil to remain in school would seriously harm the education or welfare of other people or the pupil themselves in the school.

While the following is not a definitive list, examples of the types of circumstances that may warrant a suspension or permanent exclusion include:

- Physical assault against an adult or pupils
- Verbal abuse or threatening behaviour against an adult or pupils
- Use, or threat of use, of an offensive weapon or item prohibited by our Behaviour Policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

When reporting to the DfE, we can give up to 3 reasons for each suspension or permanent exclusion.

3. Deciding to suspend or permanently exclude

When we decide to suspend or permanently exclude a pupil from school, we will:

- take account of our legal duty of care when sending a pupil home;
- establish the facts in relation to the decision according to the civil burden of proof i.e. on 'the balance of probabilities' (whether the breach more than likely did than did not, happen) and not the criminal burden of proof, 'beyond reasonable doubt';
- take care in the process not to discriminate against, harass or victimise pupils because of sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity, or gender reassignment and make reasonable adjustments to ensure everyone can participate in the process, including where a difficulty may be due to English not being a child or parent's first language;
- communicate without delay in person or by telephone in the first instance to give parents an opportunity to ask questions or raise concerns with the Head teacher;
- communicate decisions clearly and in writing by delivering any written notification of the decision to suspend or permanently exclude a pupil in-person directly to their parents, by leaving it at their usual or last known home address, or by posting it to that address but with all due regard for necessary reasonable adjustments as above. We will only make this kind of notification via email, secure app, or another agreed electronic method if we have a written agreement with parents that we can.
- Notify the Governing Body/Board of Governors, the Local Authority, and the pupil's home Authority so that they can arrange continuing education if different from the school's (to include reporting to Governors/Governors once per term of any other suspensions they have not previously been notified of).
- Within 14 days of a request, provide the Secretary of State for education with information about any exclusions within the last 12 months.

4. The suspension and exclusion process

5. Suspension

A suspension, where a pupil is temporarily removed from this school and must stay at home can be for one or more fixed periods of time, up to a maximum of 45 school days in a single academic year and does not have to be continuous periods.

A suspension can be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as half a school day in determining whether a Governing Body/Board of Governors meeting is triggered.

We aim to make a suspension the shortest time necessary to ensure minimal disruption to the child's education, whilst being mindful of the seriousness of the breach of Policy that led to it.

A suspension cannot be extended or 'converted' to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

When the decision is made to suspend a pupil from school, the Head teacher will:

- 1) Inform parents without delay** explaining the reason(s) for the suspension and how long it will last. This is usually done in person or by telephone by the end of the afternoon session on the first day of the suspension (or permanent exclusion) at the latest.
- 2) Notify parents in writing** without delay of the following information:
 - the reason(s) for the suspension and how long it will last;
 - that during the first 5 days of any suspension, the pupil must not be in a public place during school hours and if parents fail to ensure this without reasonable justification, they will be committing an offence and may be given a fixed penalty notice or be prosecuted;

- If alternative provision of full-time education is being arranged and, if it can reasonably be found out within the timescale, the following details:
 - the start date for any provision,
 - the start and finish times, including the times for morning and afternoon sessions if relevant,
 - the address at which the provision will take place, and
 - any information the pupil needs to identify the person they should report to on the first day.
- the parents' right to make representations about the suspension to the Governing Body/Board of Governors and how the pupil can be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the Governing Body/Board of Governors to consider the suspension, that parents (or a pupil if they are 18 years old) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

This school understands how important it is to write legally correct letters about suspension and permanent exclusion and the process so we will use templates provided or recommended to us by our Local Authority. We also understand that failure to notify a parent regarding being in a public place and the penalties, or about alternative provision by the required time does not relieve our Head teacher of the duty to serve the notice.

A notice will not be considered invalid solely because it has not been given by the required time.

If information will be sent home with the pupil, our Head teacher will consider sending a duplicate copy by an alternative method or confirming that the information has been received.

3) Provide information about relevant sources of free and impartial information including:

- [Coram's Child Law Advice service](#) website - Tel.: 0300 330 5485 - Monday to Friday, 8am-6pm.
- [ACE Education](#) website - Tel.: 0300 0115 142 - Monday to Wednesday, 10am-1pm during term time.
- [Independent Provider of Special Education Advice \(IPSEA\)](#) website, a registered charity offering free and independent information, advice, and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).
- The SEN or SEND Information Advice & Support Services Network (formerly known as the local parent partnership)

4) Ensure that the pupil still receives their education by taking steps to ensure that work is set and marked for the first five school days of a suspension (or until the start date of any full-time alternative provision or the end of the suspension if this is earlier). This can include using Goggle Classroom.

5) Ensure that arrangements are in place for Alternative Provision (AP) of education for a pupil from the 6th day of their suspension if it is for more than 5 days (or if consecutive shorter suspensions have now accumulated to more than 5 days).

If information about this alternative provision was not communicated to parents because it was not available by the end of the afternoon session on the first day of the suspension (or permanent exclusion), we will ensure they receive written notice without delay and no later than 48 hours before the AP is due to start. The only exception is where AP will be provided *before* the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

6) Inform other key workers such as the Virtual School Head (VSH) if the pupil is a Looked After Child and their social worker if they have one, without delay after the decision.

Both the social worker and/or VSH, will be informed when a Governing Body/Board of Governors meeting is taking place, so that they can share information with us. The social worker and/or the VSH can also attend the Governor's meeting where parents make representation if they want to.

7) Inform the Board of Governors without delay of:

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

8) Inform the Local Authority without delay of all school suspensions (regardless of length) or permanent exclusions, including the reason(s) and the duration of suspension or, in the case of permanent exclusion, the fact that it is permanent.

For a permanent exclusion, if the pupil lives outside the Local Authority area in which the school is located, the Head teacher will also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it.

9) Arrange a re-integration meeting on the pupil's return to school where all those concerned can discuss the best way forward.

10) Remove permanently excluded pupils from the school roll at the right time.

When a pupil has disabilities or special educational needs we will make reasonable adjustments in how we support them during this period.

Any time a pupil is sent home due to disciplinary reasons, including when asked to use online pathways instead of coming to school, will always be recorded as a suspension.

Where suspensions are becoming a regular occurrence for a pupil, we will consider whether suspension alone is an effective sanction for them and whether additional strategies need to be put in place to address behaviour.

6. Off-site direction

Off-site direction is when Governors require a pupil to attend another education setting to improve their behaviour because interventions or targeted support to do so in school have not been successful. This school uses it to arrange time-limited placements at Alternative Provision (AP) or another mainstream school for the shortest time necessary.

When possible, we will use in-school interventions or targeted support from AP to meet a pupil's individual needs and circumstances, whether behavioural or special educational.

Off-site direction into AP can be full-time or a combination of part-time support with AP and continued mainstream education for a proposed maximum period of time to be agreed on as part of the planning phase. Plans will also consider alternative options once the time limit has been reached, including a managed move on a permanent basis on review of the time-limited placement

The Board of Governors will notify the parents (or the pupil if 18 or older) (and the Local Authority if the pupil has an Education, Health, and Care Plan (EHCP) in writing and provide information about the placement as soon as is practical after the direction has been made and no later than two school days before the start date.

Parents (or pupils aged 18 or over) and, where the pupil has an EHCP, the Local Authority can request, in writing, that Governors/Governors hold a review meeting. When this happens, we must comply with the request as soon as is practical, unless there has already been a review meeting in the previous 10 weeks.

The length of time a pupil spends in another mainstream school or AP and the reintegration plan will be kept under review by the Governing Body/Board of Governors through review meetings at suitable intervals throughout the placement.

We will write to invite parents (or the pupil if 18 or older, and the Local Authority if the pupil has an EHCP) to attend a review meeting or to submit in writing before the date of the meeting their views as to whether off-site direction should continue, no later than six days before the meeting date. The meeting will include arrangements for reviews, including how often, when the first review will be, and who should be involved e.g. school, parents, the pupil, and other agencies such as a pupil's social worker, Child and Adolescent Mental Health Services (CAMHS), Multi-Agency Safeguarding Hubs (MASH) and Youth Justice Teams to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews will be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.

The Governing Body will give written notification of their decision on whether the requirement to attend the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

To support a pupil with reintegration back into school here, the focus of intervention while off-site will be on ensuring they continue to receive a broad and balanced curriculum in line with any reasonable adjustments needed due to SEND whilst any inappropriate behaviours requiring intervention are being addressed.

The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

7. Managed move

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves will only be offered as part of a planned intervention when we have evidence that it is in the pupil's best interests. It is voluntary, to be agreed with all parties involved, including the parents and the admissions authority of the new school. For temporary moves, see Off-site Direction above.

Where a pupil has an EHCP, the relevant statutory duties on the new school and Local Authority will apply. If we are thinking about a managed move, we will contact the Local Authority before it goes ahead. If the Local Authority, both schools and parents are in agreement that there should be a managed move, the Local Authority will follow the statutory procedures for amending the EHCP.

We will share information with the new school, including data on prior and current attainment, academic potential, a risk assessment, and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy. For information on reintegration see section 7 below.

If a parent believes they are being pressured into a managed move or is unhappy with the plan, they can complain to the Board of Governors using our formal complaints procedure (available on Trust Website)

Permanent exclusion

A permanent exclusion is when a pupil is permanently excluded from school and not allowed to return. This is a very serious outcome and decision, and the Head teacher will consult with senior leaders and the chair of the Governing Body/Board of Governors as soon as possible in such a case.

We will follow the same procedure to decide on and initiate a permanent exclusion for a pupil as for a suspension (see above), including using appropriate template letters from our Local Authority.

However, where a child is not returning to our school, we will not arrange alternative education and instead will take steps to initiate an assessment of the pupil by the Local Authority responsible for their continuing education (from the 6th day after exclusion), so that a long-term re-integration plan for a new placement can be put in place.

We will also draw attention to a pupil's EHCP if they have one because the Local Authority must ensure that an appropriate full time placement is identified in consultation with parents, who retain their rights to express a preference for the school they want their child to attend or make representations for a placement in any other school.

8. Re-instatement

The committee considering the suspension or permanent exclusion of a pupil from school will consist of at least three Governors

The Governing Body has a duty to consider parents' representations about a suspension or permanent exclusion but does not have the power to decide whether to reinstate the pupil in all cases.

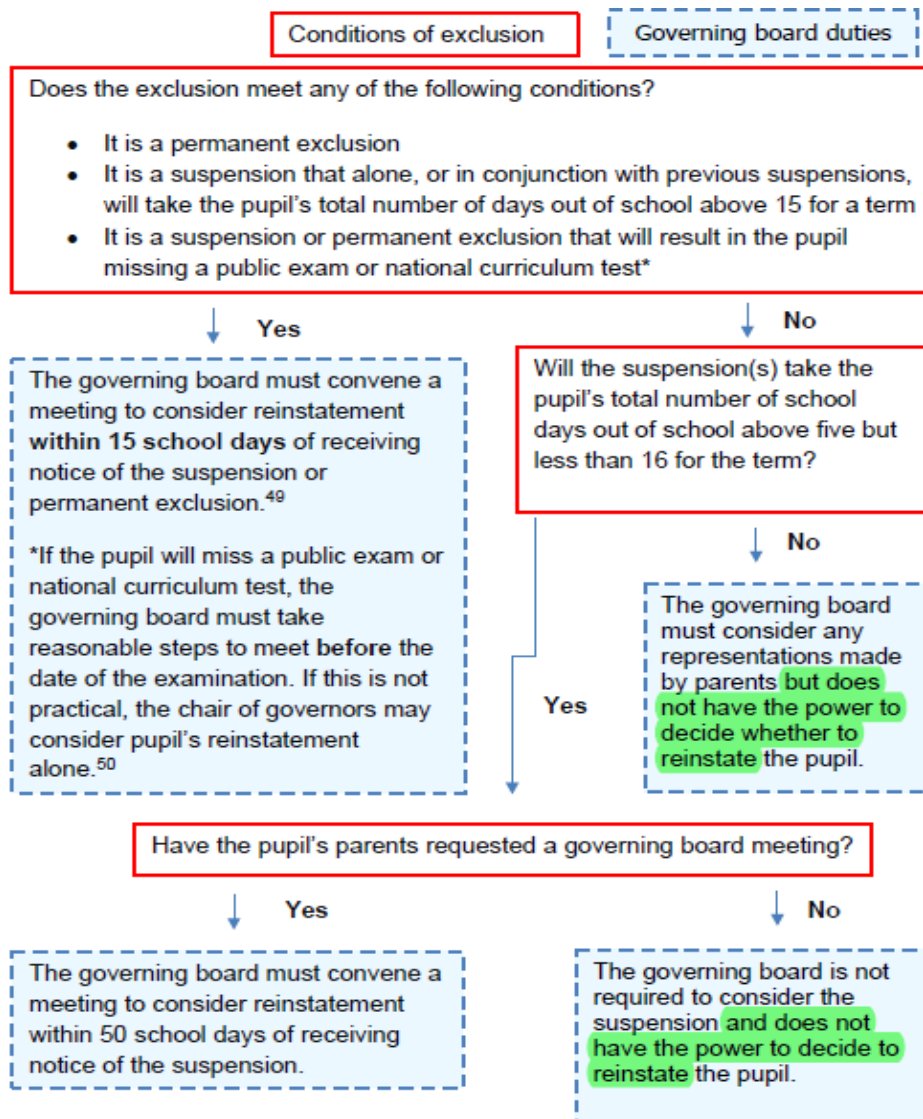
The requirements on a Board of Governors to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors illustrated by the flowchart below, 'A summary of the Governing Board's duties to review the Head teacher's exclusion decision' (from p38 of statutory DfE guidance '[Suspension and permanent exclusion from schools including pupil movement](#)').

The Board of Governors will consider and decide on the reinstatement of a suspended or permanently excluded pupil **within 15 school days** of receiving notice of a suspension or permanent exclusion from the Head teacher if it:

- is a permanent exclusion;
- is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- would result in the pupil missing a public examination or national curriculum test.

If the pupil would be suspended for more than five but less than 16 school days in a term *and* if parents make representations, Governors will consider and decide **within 50 school days** of receiving the notice of suspension whether the suspended pupil should be reinstated. In the absence of any representations from the parents, our Governing Body/Board of Governors is not required to meet and cannot direct the reinstatement of the pupil.

'A summary of the Governing Board's duties to review the Head teacher's exclusion decision'



Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, Governors will consider and decide on the suspension or permanent exclusion **before the date of the examination or test where possible**. If it is not practical for enough Governors to consider the reinstatement before the examination or test, the Chair of Trust alone (or vice chair if the chair is unavailable) to consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

In the case of a suspension which does not bring the pupil's total number of days of suspension to more than five in a term, the Governing Body/Board of Governors will consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. If a meeting is considered, it should happen within a reasonable amount of time.

We will make the pupil and/or their parents aware of their right to attend and participate in the Governor's/Governor's meeting. The pupil will also be enabled and encouraged to participate at all stages of the process, considering their age and understanding, including to make a representation on their own behalf if they want to.

The following parties will be invited to a meeting of Governors/Governors to make representations or share information:

- parents (and, where requested, a representative or friend);
- the pupil if they are 18 years or over;
- the Head teacher;
- a representative of the Local Authority if requested by the parent
- the child's social worker if the pupil has one; and
- the VSH if the child is LAC.

When conducting the review meeting, we will follow DfE statutory guidance [paragraphs 110-128](#).

Governors will either decline to reinstate the pupil or direct reinstatement of the pupil immediately or on a particular date.

If Governors decide against the reinstatement of a pupil who has been permanently excluded the parents can ask for the decision to be reviewed by an Independent Review Panel (IRP) which will include representatives from the Governing Body/Board of Governors. Parents can request an IRP even if they did not make representations to or attend the meeting at which the Governing Board considered reinstating the pupil.

If a reinstatement meeting would make no practical difference because for example, the pupil has already returned to school following the expiry of a suspension or the parents make clear they do not want their child reinstated, the Governing Body/Board of Governors will still meet to consider whether the pupil should or would have been officially allowed back into the school. Ideally, a reinstatement meeting should happen as soon as possible and before the pupil is back in school.

9. Appealing to an Independent Review Panel (IRP)

If applied for by parents within the legal time frame and regardless of whether they have made any representation to school, our Local Authority/Academy Trust will, at their/our expense, arrange for an Independent Review Panel hearing to review the decision of a Governing Body/Board of Governors not to reinstate a permanently excluded pupil.

The legal time frame for an application is:

- within 15 school days of notice being given to parents by the Board of Governors of their decision to uphold a permanent exclusion; or
- where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.

Any application made outside of the legal time frame will be rejected by the Local Authority/Academy Trust.

The Local Authority/Academy Trust will identify a date for the review that all parties, and any SEN expert appointed to give advice in person, are able to attend. However, the review must begin **within 15 school days** of the day on which a parent's application for a review was made (panels have the power to adjourn a hearing if required). The venue should also be reasonable accessible to everyone who needs to attend.

Parents have a right to request the attendance of a SEN or SEND expert (SENDIAS service) at a review, regardless of whether the school recognises that their child has SEN or a disability. This person is paid for by the Local Authority and their role is to provide impartial advice to the panel on how special educational needs or disability might be relevant to the exclusion, for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil. Every exclusion letter should include details of the [local SENDIAS service](#).

The meeting will be held in private unless the Academy Trust directs otherwise.

The meeting can be adjourned at any time and more than once, providing the effect of an adjournment on the parties to the review, the permanently excluded pupil and their parents, and any victim(s) has been considered.

Where the issues raised by two or more applications for review are the same, or connected, the panel may combine the reviews if, after consultation with all parties, there are no objections.

In reviewing the decision, the panel must consider the interests and circumstances of the permanently excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school. The panel must also apply the civil standard of proof rather than the criminal standard.

Following its review, the panel can decide to:

- uphold the Board of Governors decision not to reinstate;
- recommend that the Governing Body reconsiders reinstatement; or
- quash the Board of Governors decision and direct that the Board of Governors reconsiders reinstatement.

The IRP's decision is binding on the: pupil; parents; Governor member; Head teacher; and Local Authority. The decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.

The panel may only quash our Board of Governors decision not to reinstate if it considers that the decision was flawed when considered in the light of the principles applicable to an application for judicial review (see DfE statutory guidance, [paragraphs 223 to 227](#)).

New evidence may be presented to the panel, but we, the school may not introduce new reasons for the permanent exclusion or the decision not to reinstate the pupil.

In deciding whether the Board of Governors decision was flawed, and whether to quash the decision not to reinstate, the panel will only take account of the evidence that was available to the Governing Body/Board of Governors at the time of making its decision not to reinstate. This includes any evidence that the panel considers would, or should, have been available to the Board of Governors 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 Board of Governors to have been aware of at the time of its decision, the panel can still take account of the evidence when deciding whether to recommend that Governors reconsider reinstatement.

10. Reintegration

We will support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. We will work to provide them with a fresh start designed to help them understand the impact of their behaviour on themselves and others; teach them to how meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and builds engagement with learning.

Measures might include:

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

- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress;
- 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.

Our reintegration strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school and where possible this meeting should include the pupil's parents. No pupil will be prevented from returning to school if parents are unable or unwilling to attend.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties, including to identify if the pupil has any SEND and/or health needs.

11. Suspension or exclusion of a child who has special educational needs or disabilities (SEND)

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can apply to both the suspension and permanent exclusion process and to disciplinary sanctions imposed. Under the Children and Families Act 2014, Governors must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEND, which includes support in relation to behaviour management needed because of their SEND.

This school is committed to working proactively with parents in supporting the behaviour of pupils with additional needs. In partnership with others (including the Local Authority where appropriate and always when a pupil has an EHCP), we will consider what additional support or alternative placement may be required.

This process will involve assessing the suitability of provision for a pupil's SEN or disability and, when an EHCP is in place, we will contact the Local Authority about any behavioural concerns at an early stage and consider requesting an early annual review of the EHCP before making the decision to suspend or permanently exclude the pupil.

For those with SEN but without an EHCP, we will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may trigger a an EHCP assessment or a review of the pupil's current package of support.

12. Marking attendance registers and off-rolling pupils

When a pupil is suspended, they will be marked as absent from this school using Code E (excluded but no alternative provision made) for up to 5 days of a period of suspension.

Where alternative provision is made, and pupils attend it, they will be marked as absent from this school using either code B (education off site) or code D (dual registration).

The Board of Governors will ensure that a pupil's name is removed from our school admission register (and make the appropriate return to the Local Authority about it) if:

- 15 school days have passed since the parents were notified of the Governing Board's decision to not reinstate the pupil and no application has been made for an IRP; or
- the parents have stated in writing that they will not be applying for an IRP.

13. Making a complaint

Parents who want to make a complaint about their child's suspension or permanent exclusion should follow our school complaints procedure, starting at the Formal Stage 2 by writing to Governors please contact Clerk to Governors at Louise.Flanagan@northyorks.gov.uk

This is because actions that are equivalent to the informal stage of our complaints procedure and the Formal Stage 1 will already have happened during our ordinary suspension and exclusion process. Therefore, the complaint can go straight to Governors for their consideration based the nature of the complaint and their examination of the established evidence from the completed suspension and exclusion process.