St George's CE Academy

Behaviour and Rewards Policy

Stand firm in faith,

Be courageous,

Be Strong,

Do everything in love.

1 Corinthians 16:13-14

Version: 1
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DND Learning Trust

Stand firm in faith, do everything in love

Behaviour and Rewards Policy

Introduction

At St George's Church of England Academy, love, respect, reconciliation and forgiveness are a key part of the school's behaviour policy. Our principles on behaviour are based on the Durham and Newcastle Diocesan Learning Trust and our school's vision and Christian values.

As a school community we aim to nurture, encourage and challenge each other through our Christian values of love, faith, courage and honour enabling all to flourish in a safe and secure environment.

Within our school it is important that children, parents, staff and academy council develop relationships that will enhance the educational experiences of the child. To do this successfully, it is essential that the school has an agreed policy that enables everyone to work in a positive and consistent manner. Our relationships are developed through the use of restorative behaviour approach which encourages children to take responsibility for their own behaviours and supports empathy building through conversations.

At St George's Church of England Academy, everyone is expected to behave in a responsible manner, to show care, consideration and courtesy towards each other and have respect for property. There is emphasis on praise and encouragement for individuals and groups in order to foster good relations within the school and maintain a high standard of behaviour.

This policy aims to:

- provide a consistent approach to behaviour management and attitudes towards learning
- define what we consider to be unacceptable behaviour and attitudes towards learning, including bullying
- outline how pupils are expected to behave within school and the wider community
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management and attitudes towards learning
- outline our system of rewards, guidance and sanctions

We aim to ensure that:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All adults in school set an excellent example to pupils at all times
- Rewards, sanctions, reasonable force and guidance are used consistently by all staff, in line with the behaviour policy

- The behaviour policy is understood by all pupils, parents and staff and promotes good behaviour, self-discipline and respect
- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Positive behaviours and attitudes towards learning are promoted in the curriculum and modelled by staff
- Pupils are helped to take responsibility for their actions within school and the wider community
- Families are involved in behaviour incidents to foster good relationships between schools and pupils' home life.
    1. To promote respect for others within a moral, spiritual and cultural context
    2. To provide an environment for children and adults in which they feel safe and supported and able to learn and teach effectively

Responsibilities:

The responsibility for behaviour management within the schools is shared between all staff (including teaching staff and lunchtime supervisors), parent/carers, the Academy Council and the children.

Scope:

This policy applies to all pupils attending St George's Church of England Academy.

Legislation and Statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2026) Keeping Children Safe in Education
- DfE (2024) Behaviour in schools – Advice for Headteachers and school staff
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2026) Restrictive interventions, including the use of reasonable force in schools.

1. Roles and responsibilities

1.1 The Academy Council has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school.
- This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where the Christian values of forgiveness and reconciliation underpin our approach.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

1.2 The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy. "Believe and Achieve"
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the Academy Council on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

1.3 The /Headteacher/ Behaviour Lead/ SENDCOs/ Personal Development Lead are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

2. Definitions

For the purpose of this policy, the school defines "serious unacceptable behaviour" (See also below for criteria for Serious Incidents) as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Fighting or aggression
- Swearing, racist remarks or threatening language
- Refusing to comply with disciplinary sanctions
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Vaping
- Theft
- Any behaviour that seriously inhibits the learning of pupils
- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

3. Behaviour Management

Our Core Christian values underpin our Behaviour Management in School -

Love, Faith, Courage and Honour

We also expect everyone to show forgiveness and offer reconciliation – a new day is a fresh start.

Our Behaviour Lead is Miss Parkington (NPQ Leading Behaviour and Culture) with Mrs Skirving (Headteacher) having overall responsibility for behaviour.

Our School Rules

We aim to help all members of our school family know, understand and live our school rules. Our school rules are displayed around our school and in every classroom. Our school behaviour motto, which we instil in the children, is to ‘Believe and Achieve’.

Recognition and Rewards

We have a consistent approach to positive behaviour where all members of staff model the positive behaviour and attitudes which we want to instil in our children. We use consistent positive reinforcement and have routine procedures for encouraging and celebrating appropriate behaviour. One of the main ways to reward a child for positive behaviour is to use positive praise and we have an approach where, on some occasions, a quiet word of personal praise can be as effective as a larger, more public award. ‘It is not what you give but the way that you give it that counts.’

We have a range of reward systems for recognition of the children's positive behaviour including:

- Verbal and non-verbal praise
- Positive written comments
- Stickers
- Dojo point
- Team Points with class charts
- House trophy

All staff share the consistent approach to ensure all children feel treated as valued individuals where they respect adults and each other alike and where authority of the adults is accepted and respected. It is an agreed approach that staff will:

- Make all children feel welcome in our school
- Refer to our 'Believe and Achieve' motto
- Model positive behaviours and build relationships
- Create and maintain a stimulating environment which motivates and encourages all pupils to be engaged
- Plan lessons to engage, challenge and meet the needs of all children, to enable each one of them to flourish and reach their full potential
- Establish clear routines
- Highlight and promote good behaviour, praising the behaviour we want to see
- Have procedures in place for minimising low-level disruption
- Start each new day as a fresh start
- Be calm and aim to prevent rules being broken before sanctions are needed
- Follow up every time consequences are used
- Never ignore negative behaviours.

Consequences

For most children, a small reminder is usually all that is required to keep children's behaviour at an acceptable level.

Children understand that positive, appropriate behaviour is their choice and if they choose inappropriate behaviour and a small reminder has not been sufficient, then we have a consistent system of consequences as a result. These do not go from one day over to the next and so enable children to be given a fresh start each day. A child-friendly, behaviour flow chart is displayed in each classroom to display the consequences the children can expect.

Consequences can be given by any member of the school staff.

1. Verbal warning – 3 chances
2. 10 minutes 'Time Out' (working in adjacent classroom)

3. Miss a playtime
4. Parents are contacted by the class teacher (in person or by telephone call)
5. A meeting is scheduled with the child, parents, class teacher and Behaviour Lead
6. A meeting is scheduled with the child, parents, class teacher and Headteacher

For repeated low-level disruption, a positive behaviour tracker can be introduced. This encourages consistent monitoring across every lesson, break and lunch time. All members of staff are aware who works with the child and is praised for a positive lesson or break time with a sticker on the chart. This is then communicated with parents to see behaviour broken down throughout the day.

For repeated or serious breaches of the school rules, including any form of bullying, fighting, swearing, insolence, vandalism, theft, sexual abuse, racist, sexist, homophobic or discriminatory behaviour, as well as possession of prohibited items such as knives or weapons, alcohol, tobacco and illegal drugs, an individual may bypass the consequences.

The headteacher or member of the SLT, will fully investigate and take appropriate action, as well as informing the parents.

This type of behaviour is never condoned in our school and could lead to either fixed term suspensions or permanent exclusions. In these cases, the Head, Deputy or other senior teacher will become involved at an earlier stage and additional support mechanisms or consequences may include;

- The implementation of a Behaviour Action Plan
- Communication and meetings with parents
- Working with our Behaviour Lead
- Use of outside agencies
- Suspension
- Exclusion (permanent)

4. Intervention:

The Education and Inspections Act (2006) states that members of staff (which for the purposes of this policy refers to all teaching staff, including Teaching Assistants) may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

a) committing any offence
b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

See DfE Restrictive interventions using reasonable force in schools (2026)

Staff may only exercise this power on school premises or off-site where members of staff have lawful control or charge of the pupil concerned – i.e. on an educational visit. Staff exercising the power to use force must also take proper account of any particular Special Educational Needs (SEN) and/or disability that a pupil might have. All SLT members have had De-escalation and Physical intervention training in addition to a number of class teachers and support staff.

The Disability Discrimination Act (1995) states that schools have two key duties:

a) not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
b) to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled.

There is no legal definition of when it is reasonable to use force. It is acknowledged that this will always depend on the precise circumstances of individual cases. Decisions on whether particular circumstances justify the use of force need to consider:

a) the seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified;
b) the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified;
c) the relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Physical restraint may be appropriate in the following situations:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A pupil is behaving a way that is seriously compromising good order and discipline
- A pupil persistently refuses to obey an order to leave the classroom

Physical restraint will only be used as a last resort and as a method of restraint.

Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

- All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate
- In the event that the member of staff believes that he or she may be at risk of injury if they were to use force, they should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff and, if necessary, telephone the police.

Before force is used, staff should attempt to defuse the situation by maintaining a calm and measured manner. Talking and listening and methods of non-physical communication should be the first line of approach. Allow space, restate expectations clearly and simply and give choices. De-escalation, once an incident has begun, requires the deliberate reduction of tension. This may be achieved by:

- breaking eye-contact
- diverting focus
- sitting down
- listening
- moving away
- use of a 'time-out' area
- ensuring that the pupil does not feel that their personal space is being 'invaded'

Wherever possible, staff should try to de-personalise interactions, taking a step back from the immediate situation and being able to disassociate from personal comments. These should be viewed as general expressions of anger and frustration.

If this is unsuccessful, staff should take care not to give the impression of acting out of anger or frustration or to punish the pupil. They should make it clear that physical restraint will stop as soon as it is no longer necessary. In these cases, types of force that could be used include:

a) passive physical contact resulting from standing between pupils or blocking a pupil's path
b) active physical contact such as: - leading a pupil by the hand or arm - ushering a pupil away by placing a hand in the centre of the back - in more extreme circumstances, using appropriate techniques, which may require specific expertise or training (Team Teach) ((Taken from 'The Use of Force to Control or Restrain Pupils' (DCSF) Training provided by Clennell Education.

The following are examples of what would not be regarded as acceptable,

- striking, slapping or kicking a pupil
- pulling a pupil's hair or ear
- squeezing or holding a pupil's neck
- shaking a pupil
- lifting a pupil off the ground to intimidate him/her
- forcing a pupil's arm up behind his/her back
- holding a pupil's face down on the ground
- any action leading to actual injury to the pupil

In a potentially violent situation, an individual member of staff alone should not attempt physical intervention before adequate assistance has been obtained unless it is obviously essential to intervene. The number of staff involved should be the minimum necessary to restrain the child while minimising injury to all parties.

In situations where there is a high and immediate risk of death or serious injury, all members of staff would be considered to be justified in taking any necessary action.

A member of staff who is physically attacked must use the appropriate means available for self-defence; this will be a matter for personal judgment. If it is possible, the member of staff should remove themselves from the immediate vicinity, or from the attacker, without putting at risk the other pupils or adults.

Staff must ensure that they avoid touching or restraining a pupil in a way that could be considered as sexually inappropriate conduct. Please see the Child Protection and Safeguarding Policy which can be found on the school website.

Where any incident has occurred in which physical control/restraint has been used, this must be reported to the Headteacher and then recorded formally in writing. A proforma for this is available from the Headteacher. Both the member of staff and if possible, the pupil should agree to the account recorded and it **should be shared with parents as soon as possible**. It should also be recorded on CPOMS.

For individual pupils considered to be at a high risk of requiring restrictive physical interventions, a 'Positive Handling Plan' will need to be put in place. This will be written in consultation with the pupil, parents, teacher and the Headteacher. It will set out the techniques that should be used and those that should not normally be used. If appropriate, it will take account of the pupil's Statement of SEND/EHC Plan. It will also include potential risks, options for responding to these challenges including techniques for de-escalation and advice for staff on how to respond when behaviour becomes dangerous.

A risk assessment will be produced in cases where a 'Positive Handling Plan' is in place.

The Education and Inspections Act (2006) also gives power to staff to make personal searches when it is suspected that pupils may be carrying dangerous implements/weapons.

5. Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves.

The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Our school recognises the role that all members of their communities have in creating an environment and a culture in which bullying is not tolerated.

The Academy's policy on bullying is in line with the Local Authority guidance

'Tackling Bullying Guidance' which can be found at
http://www.darlington.gov.uk/media/1031873/Tackling-Bullying_February_16_-_V2-.pdf

Please also refer to the school's 'Anti-Bullying', Child Protection and Safeguarding and Special Educational Needs Policies which can be found on the school's website.

Useful documents about bullying can be found on the government website www.gov.uk:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf

Definitions of bullying:

Bullying can be defined as deliberately hurtful behaviour that is often repeated over time and which makes it difficult for those being bullied to defend themselves. It is the wilful, conscious desire to hurt, threaten or frighten someone else by someone who has power over the victim. This power may be due to: - a greater physical strength - greater numbers - a 'superior' position or role in the community.

It is acknowledged that bullying can be:

- pupil-pupil
- staff-pupil
- staff-staff
- pupil-staff
- parent-staff
- staff-parent

It can be:

- physical
- verbal
- social
- psychological/emotional
- online

It can include:

- verbal abuse, such as name calling and gossiping
- non-verbal abuse, such as hand signs or text messages
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, religious, sexual or homophobic bullying
- physical assaults such as hitting and pushing
- making silent, hoax or abusive calls

Online or cyberbullying

(NSPCC) Cyber or Online Bullying: 'Cyberbullying' or 'Online bullying' can be defined as any form of bullying which takes place online or through smartphones and tablets.

Cyber bullying is rife on the internet and most young people will experience it or see it at some time. Cyber bullying can happen 24 hours a day, 7 days a week and it can go viral very fast. Types of cyberbullying

There are many ways of bullying someone online and for some it can take shape in more ways than one. Some of the types of cyber bullying are:

Harassment - This is the act of sending offensive, rude, and insulting messages and being abusive. Nasty or humiliating comments on posts, photos and in chat rooms.

Being explicitly offensive on gaming sites.

Denigration – This is when someone may send information about another person that is fake, damaging and untrue.

Sharing photos of someone for the purpose to ridicule, spreading fake rumours and gossip. This can be on any site online or on apps. We even hear about people altering photos of others and posting in online for the purpose of bullying.

Flaming – This is when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.

Impersonation – This is when someone will hack into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material to/about others. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.

Outing and Trickery – This is when someone may share personal information about another or trick someone into revealing secrets and forward it to others. They may also do this with private images and videos too.

Cyber Stalking – This is the act of repeatedly sending messages that include threats of harm, harassment, intimidating messages, or engaging in other online activities that make a person afraid for his or her safety. The actions may be illegal too depending on what they are doing.

Exclusion – This is when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement. This is also a form of social bullying and a very common.

Both staff and pupils can be victims of cyberbullying.

Further information about this form of bullying can be found at:

https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/keeping-children-safe/

http://www.bullying.co.uk/cyberbullying/how-to-stay-safe-online/

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Bullying around race, religion and culture 'The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status' (DSCF, 2009) More information can be found at:

https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/racial-bullying/

http://www.bullying.co.uk/advice-for-parents/what-to-do-about-racist-bullying/

Preventing and responding to bullying behaviour:

The Academy acknowledges the impact that bullying can have both on the victim and the perpetrator and all staff recognise their responsibility to take action to prevent bullying through: - acknowledging that bullying occurs and supporting all members of the school community in recognising 'bullying' behaviour, identifying it as unacceptable - being positive role models and working to ensure that the school presents a safe and secure environment for all members of the school community.

This will include:

- rewarding positive behaviour and delivering a curriculum which is balanced and promotes difference
- working with the school community to develop their understanding of the consequences of bullying for the victim, the bully and the whole school family
- ensuring that all members of the school community are aware of the support mechanisms in place and how to get help

All adults within the Academy will take bullying very seriously. Any cases of bullying should be reported to the Headteacher promptly. The Headteacher will support the relevant staff, parents and children in planning and monitoring appropriate action.

This will include:

1. A full investigation in which evidence will be gathered from both the 'bully' and the 'victim', relevant staff and parents.
2. Discussions with the 'victim' and the 'bully' separately and then, if possible, together. This may then be followed up with self-esteem work for both parties. The scale of

sanctions to deal with behaviour considered to be 'bullying' will be case-specific and at the discretion of the Headteacher.

www.childline.org.uk provides information and support for children and young people.

Other Useful Contacts:

KIDSCAPE www.kidscape.org.uk

NSPCC www.nspcc.org.uk

Family Lives www.familylives.org.uk

Anti - bullying Alliance www.anti-bullyingalliance.org.uk

Bullying Online *This website provides an e-mail advice service for children and young people as well as online help and information, for schools as well as pupils. www.bullying.co.uk

6. Training

- The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
- Regular workshops for children with the NSPCC, Show Racism the Red Card.
- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- All staff will also receive training on the common symptoms of SEMH problems, what is and isn't cause for concern, and what to do if they think they have spotted a developing problem.
- Teachers and support staff will receive regular and ongoing training as part of their development.
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7. Monitoring and review

This policy will be reviewed by the headteacher on an annual basis, who will make any necessary changes and communicate these to all members of staff. The next scheduled review date for this policy is **October 2027**

8. Links to other policies

- Child protection and safeguarding
- Child on child abuse
- Mental Health and Wellbeing

- Anti-Bullying
- SEND
- Sexual Harassment and violence between children
- Exclusion (See Appendix 1)

Appendix 1 - Exclusions

This section is written in line with the statutory guidance document 'Exclusion from maintained schools, academies and pupil referral units in England' (DfE, January 2015)

In the event of a serious incident or where a child deliberately threatens harm or physically assaults another child or a member of staff, then they may become subject to formal exclusion procedures.

For our schools, these are:

1. Fixed term suspension. Initially, this will be for 1 day, after which the child will return to school, attend an interview with the Headteacher and – if one isn't already in place – a 'Behaviour Plan will be drawn up. (If a Plan is in place, this will be updated accordingly). The child will be carefully reintegrated into normal classroom practice.

If the behaviour persists, this will escalate to 2 days suspension, then 3 and so on up to 5 days. Work will be set by school to be completed during the suspension.

If the decision is taken to impose a fixed term suspension, the Headteacher will immediately notify parents of the period of the suspension and the reasons for it. This will be discussed in the first instance and then confirmed in writing. Parents will also be notified of the arrangements for reintegration.

Where a suspended pupil is of compulsory school age, the Headteacher will also notify parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. Parents who fail to comply with this duty without reasonable justification commit an offence and may be given a fixed penalty notice or prosecuted.

2. Where there are escalating fixed-term suspensions, or when a 5 day fixed term suspension is likely, an immediate Review meeting will be convened to discuss options regarding alternative provision to better meet the needs of the child and the other children in school. Professionals, parents and the child will all be involved in this meeting.

3. If a fixed term suspension of more than five days is required, then the school and governing body must arrange for suitable full-time education from the sixth day. (This is also true if a child has received consecutive fixed term suspensions accumulating to fifteen days).

4. If the school no longer feels that they can meet the behavioural needs of the pupil, then a permanent exclusion may be necessary. This will be a last resort. This decision will be taken by the Headteacher with the support of the Academy Council and MAT.

Parents may appeal this decision. The Headteacher and Academy Council may consider reviewing the decision to permanently exclude if there is substantial evidence that the behaviour policy has not been fully implemented or if it can be proven that there is insufficient evidence for permanent exclusion.

Where parents dispute the decision not to reinstate a permanently excluded pupil, they can ask for it to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed term or permanent exclusion, parents can also make a claim to the First Tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

- The Chair of the Academy Council and the CEO will be immediately informed of any fixed term suspensions – but not the details.

The full Academy Council will be informed of:

- A permanent exclusion but not the details to avoid any prejudice if an appeal is forthcoming.
- Suspensions which would result in a child being excluded for more than five school days in a term
- Suspensions which would result in the child missing a public examination or National Curriculum test.
- For all other suspensions, the Headteacher must notify the local authority and Academy Council once a term.