

Loyola Preparatory School Behaviour Policy

(including 'Suspension & Permanent Exclusion policy')



***Ad Majorem Dei Gloriam
To the Greater Glory of God***

Approved by: Full Governing Body

Last reviewed on: September 2025

Next review due by: September 2026

This policy applies to all pupils at Loyola Preparatory School including those in the Early Years Foundation Stage. It should be read alongside the Anti-Bullying Policy, Suspension & Permanent Exclusion Policy, School Regulations, SEND and Equality Policy.

1.1 Aims

Our school Behaviour Policy aims to set out the detail of how behaviour is managed at Loyola Preparatory school, including procedures and systems for rewards and consequences. It is designed to encourage positive and acceptable behaviour and ensure **all** staff deal effectively with unacceptable behaviour. We aim to train all staff robustly in behaviour management to make sure that they collectively embody our school culture, by consistently managing behaviour (positive and negative) through upholding the schools' behaviour policy at all times, and responding to behaviour consistently and fairly (we prefer to refer to 'consequences' rather than 'sanctions' but both may be used).

Grounded in Catholic Social Teaching, our behaviour policy aims to recognise:

- **Human Dignity (inc. dignity for workers)** – Honour the God-given worth of each person through respect, kindness, and fairness.
- **Creation/Common Good** – Create a safe and nurturing community where learning, friendship, and wellbeing can flourish.
- **Solidarity & Peace** – Encourage children to support and stand alongside one another, especially the vulnerable or excluded.
- **Option for the Poor and Vulnerable** – Provide additional care and support to pupils who face challenges in behaviour or learning.
- **Rights and Responsibilities** – Teach children that with their rights come responsibilities to themselves, others, and God's creation.

1.2 Expectations

We expect all members of our school community to demonstrate Catholic social teaching values by:

- Treating every person with **respect and kindness**, recognising their dignity.
- Speak and act in ways that build up the **common good**.
- Show **solidarity** by including others, rejecting bullying, and offering friendship to those in need.
- Care for property, resources, and the environment as an expression of **stewardship of creation**.
- Take responsibility for their actions, always seeking reconciliation when relationships are harmed.

Under no circumstances should corporal punishment be used or threatened in the school or EYFS. This is illegal in all circumstances.

2. Legislation and guidance

This policy complies with the following:

Guidance from the Department for Education (DfE):

- Behaviour and discipline in schools
- Use of reasonable force in schools
- The Equality Act 2010: advice for schools

Statutory guidance from the DfE

- Special educational needs and disability (SEND) code of practice 2014
- Supporting pupils with medical conditions at school

3. Ethos and values

Good behaviour and discipline are essential to creating a successful teaching and learning environment in which all pupils feel safe, secure and ready to learn. Our mission statement, 'To the Greater Glory of God' drives the principles of all our school policies including behaviour; recognising that children may not always make positive, pro-social behaviour choices, but these moments can be used as a tool for learning, personal growth and development not just for their self but for others too.

At Loyola we believe it is crucial to implement a **positive behaviour management strategy** and recognise the essential impact this has on our boys' development.

Building a Culture of CST & Gospel Values - Our behaviour policy is not simply about rules and sanctions but about forming children in the ways of Christ. Through daily prayer, reflection, and celebration, we nurture a community where love, respect, and forgiveness guide our words and actions.

In our school community, each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. We frequently and regularly stress the importance of honesty, trust, fairness, self-discipline, mutual respect and self-esteem. We endeavour to encourage and praise good behaviour and help children to realise that this is the standard expectation. We expect **all** members of staff to take collective and individual responsibility in implementing our school behaviour policy.

**Loyola recognises its legal duties under the Equality Act 2010, Education Act 2011 including all sections relating to children with Special Educational Needs.*

4. Behaviour Management Principles

A Whole School Consistent Approach

In order to live by our school vision, ethos and mission statement, Loyola aims to provide a whole school consistent approach when managing behaviour:

- Adopt a consistent approach to positive behaviour management, making boundaries of acceptable behaviour clear and prioritising safety,
- Treat all children fairly, equitably and with unconditional positive regard,
- Provide children with the opportunity to reflect on and improve their behaviour choices and how these affect other people,

- Celebrate and recognise good behaviour and relationships, promoting the core values and faith of our school,
- Ensure poor behaviour choices are dealt with effectively to prevent or minimise reoccurrence and enhance learning through positive behaviour,
- Ensure that children understand that bullying and discrimination will not be tolerated in school and learn to understand and control their feelings,
- Generate mutual respect amongst all members of the school community including parents/carers to ensure there is no unfair treatment on any grounds including cultures, ethnic origin, religion, age, sexual orientation, gender and disability,
- Recognise that behaviour can be another form of communication and seek to identify, understand and support any individual needs which are not being met.

5. Behaviour Management Guidelines

- At Loyola we believe there is a shared responsibility between staff, parents and pupils for the promotion of good behaviour.
- Children are praised for doing the right thing at every opportunity, using, where appropriate, language related to our mission statement 'To the Greater Glory of God'.
- Children (from the end of Reception upwards) will belong to a named 'House' within the school, named after an English Martyr to reflect the history and faith of belonging a Catholic school. Children will learn the about their Martyr and what they represented.
- Points will be awarded at every opportunity where a child is 'caught being good', and can be used by all members of staff.
- Points will be collated in class and these will be celebrated weekly in a Celebration Assembly, when points will be transferred to the central house point display board. If a house has the most house points in a term, they will receive a non-uniform day for the whole house before the end of term.
- Golden book certificates are used to celebrate achievements of children, both for academic achievements and positive behaviour too.
- Praise is used specifically to reinforce expected behaviour.
- All adults model positive and appropriate behaviour at all times.
- All rules must be seen to be fair and applied consistently yet with a degree of flexibility to allow for individual circumstances. All rules are justified in terms of being required to ensure safety, well-being or learning.
- Expectations are phrased positively e.g. "walk slowly" rather than "don't run".
- Staff use a quiet and calm manner when dealing with children.
- Rewards/Consequences for school expectations are clear, appropriate, fair and relevant and take into account individual circumstances, e.g. any additional needs a pupil may have.
- Discipline should respect children's dignity. Therefore, consequences at Loyola do not humiliate but allow the child to learn from their mistakes.
- Children are given time to reflect and discuss their behaviour.
- Parents/Carers are involved at the earliest opportunity where a child's behaviour is causing concern and staff work closely with them to aim to bring about improvement in their behaviour, this may include but is not exclusive to a personal behaviour plan for the individual.

6. Roles and responsibilities

6.1 Governing Body

The governing board is responsible for ensuring the effectiveness of the school behaviour policy and hold the Headteacher accountable for its implementation and application.

6.2 Headteacher and School Leaders

The Headteacher and School Leaders are responsible for reviewing the school's behaviour policy. They will:

- Ensure that the school environment encourages positive behaviour.
- Support staff to deal effectively with poor behaviour choices and take actions where necessary.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently.
- Ensure successful record keeping (CPOMS - Child Protection Online Monitoring System) of behavioural incidents, both positive and negative that are happening across the school.
- Analyse behaviour data regularly to help promote an inclusive learning environment and prevent further incidents occurring.

6.3 All staff

Staff responsibilities are:

- To treat all children fairly and with respect.
- To promote children's self-esteem and help them to develop their full potential.
- To provide a challenging, accessible and interesting curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and consequences consistently, using the praise and reward systems in place.
- To build positive relationships with children.
- To model positive behaviour and relationships.
- To try to form a good relationship with parents so that children can see the key adults in their lives share a common aim.
- To recognise that each child is an individual and be aware of their individual needs, creating individual behaviour plans to ensure additional support, when appropriate.
- To teach children the rules and conventions of social interaction and provide opportunities for discussion and reflection on their behaviour and relationships.

6.4 Parents/Carers

Parents/carer responsibilities are:

- To ensure they have a clear understanding of this policy.
- To make children aware of appropriate behaviour in the school and support the implementation of this policy.
- To encourage independence and self-discipline.
- To try to foster good relationships with the school.
- To know the school rules and expectations.

6.5 Pupils

Pupil responsibilities are:

- To contribute to discussions at the start of the year when establishing class rules, e.g. for class charters.
- To celebrate the achievements of others.
- To follow school rules and the class charter (when used) to the best of their ability.
- To treat other people, resources and their environment with respect.
- To follow instructions from adults within the school, questioning politely if they do not understand them or believe them to be unfair.

7. Expectations and procedures

7.1 Rules/Non-Negotiables

Loyola Preparatory School operates the following principles and non-negotiables for acceptable behaviour around the school and outside school during school time:

- We listen and communicate politely, showing good manners.
- We are kind, helpful and understanding towards other people.
- We always try our best.
- We are respectful to each other, our resources and our environment.
- We behave appropriately in lessons so that teachers can teach effectively and all members of the class can learn and make progress.
- We act courteously and responsibly towards all members of the school.
- We move around the school and play areas with care and consideration for the buildings and outside environment.
- We use the toilets properly, not as a play area, and keep them in good condition.
- We keep the floors clear and tidy, so they are safe places to walk.
- We treat all additional learning rooms as a classroom, and act safely during PE and gym lessons.

7.2 Teaching Appropriate Behaviour

At Loyola we recognise that children come from a range of backgrounds and family circumstances where different rules and expectations apply. We have a responsibility to teach children:

- what the expectations are in school and why.
- to understand their responsibilities towards others in the school community to ensure everyone is safe and able to learn.
- how to modify their behaviour to suit different contexts.
- how to recognise and control their emotions in order to modify their behaviour.

We teach this through:

- Our school mission statement; 'To the Greater Glory of God' supported by our Jesuit values.
- PSHE curriculum (Jigsaw)/responsive PSHE lessons, circle time and assemblies etc.
- Weekly focus on living our lives in line with Gospel values and CST whilst reinforcing how these can be applied in daily life.
- Zones of Regulation (in classes when required).
- Small group and 1:1 intervention as required, e.g. social groups, conflict resolution etc.

7.3 Loyola's '7 positive learning behaviours'

Children have agreed these rules with their teachers and we continue to promote these behaviours in class through our '7 positive learning behaviours' which can be seen on posters around the school:

1. **Show me** you are ready to come into the classroom.
2. **Show me** that you are ready for learning.
3. **Show me** that you are listening
4. **Show me** that you are following instructions the first time, every time
5. **Show me** that it is your turn to speak
6. For group work: **Show me** that you are listening to each other
7. At the end of the lesson: **Show me** that you are ready to leave the room.

7.4 Rewards

Positive behaviour choices will be rewarded with:

- Praise and encouragement.
- Reinforcement from SLT (visits to HT, DHT & behaviour lead for verbal praise and sometimes stickers/postcards).
- Lunchtime Champions (Afternoon Tea or Breakfast with the HT and/or DT, behaviour lead).
- Personalised age appropriate class teacher rewards; golden time, class dojos/monster points, stickers, reward cards etc.
- Golden books/certificates.
- House team points (non-uniform day for winning house end of each term).
- Courtesy cup (one for EYFS / KS1 and one for KS2 for a pupil upholding the Loyola Values – this is presented on a half termly basis)
- Prizes/Academy evening.
- Scholarship/s (end of PP2).
- Head Boy, Deputy Head Boy and the Prefect System (end of Year 5/Year 6).
- 'Going for Gold' Behaviour Wall charts.
- Personalised rewards used in line with individual behaviour support plans.

In addition to the above and in line with CST, rewards will also celebrate actions that promote community, kindness, and growth:

- **Verbal Praise** – Acknowledging positive choices that reflect CST values.
- **Golden Books / House Points / Merits / Monster or Dojo points** – For teamwork, respect, and acts of service.
- **Golden Time / Special class Privileges** – As a way of recognising sustained effort and responsibility.
- **Stickers/Certificates / Assemblies** – Celebrating children who embody Catholic values such as compassion, forgiveness, and justice.

Rewards are not only for individual achievement but also for contributions to the **common good**.

Golden Books - Pupils throughout the school (Reception – Rudiments) can be awarded a ‘golden book’ for academic work, effort or good behaviour. They can also be given at the discretion of a teacher for participating in events outside of school such as singing or sporting events. If a child receives 3 golden books a certificate is awarded at the next school assembly.

Every 3 golden books receives a certificate some badges (9 = a bronze star, 15 = a silver star, 21 = a gold star and 30 = Headteacher’s Award). The system starts again at the beginning of each term. At the end of the year, there is a prize & trophy for the boy who achieves the most golden books over the year.

7.5 ‘Going for Gold’ Behaviour Wall charts

At Loyola we follow a 7-point ladder system for outlining expectations and management of behaviour called ‘Going for Gold’. In every classroom from Years 1 - 6 (and Reception when they are ready), you will see a behaviour chart on the wall. The school environment plays a central role in the children’s social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. In school we work towards our mission to help display standards of behaviour that are based on the principles of honesty, respect, consideration, and responsibility. All children will start the day ‘afresh’ with their name placed in the ‘Good job!’ box and can move up and down the chart depending on their behaviour throughout the day.

- All pupils have a name tag on the chart.
- All pupils start on gold ‘good job’ every day.
- If pupils make positive individual choices about their behaviour or effort the teacher, TA or child (if directed to) moves the name tag up or down (this generally moves incrementally by 1 step).
- If pupils make negative individual choices the teacher, TA or child (if instructed to) moves the child’s name down the chart 1 space. If they continue with these choices, the teacher, TA or child (if instructed to) moves continues to move the name down the behaviour chart by one space. This acts as a clear indicator to the child that they will need to consider their behaviour, and make positive changes to get back to gold.
- If children are successful in reaching the top of the gold chart (‘Excellent’) they will be awarded by their class teacher with a reward/s mentioned previously.

**All children that reach all the way to top/bottom of the chart will be recorded on CPOMs (Electronic school system for recording safeguarding, wellbeing and pastoral issues) under the Positive Behaviour related log category.*

Using Praise to Influence Behaviour

When used at the appropriate time and for the appropriate reasons, praise can make a significant difference to enhancing children’s behaviour. Equally, overuse of praise can result in children not responding effectively. Our teachers and staff know their class the best and their professional judgment to ensure children’s names are moved up fairly and all the boys receive the correct level of praise for their thoughts, actions and learning.

Ways children can move up the chart:

Upholding the school mission statement and Jesuit values	Keeping the school and class rules
Being polite	Moving around the school sensibly
Continued good behaviour	Being kind or considerate
Meeting a target	Listening well
Completing learning to the best of their ability	Lining up sensibly
Remaining on task	Setting a good example
Being helpful	Showing improvement
Upholding CST values	Demonstrating a positive attitude

Strategies to help children 'Stay on Gold'

It is important that children recognise that they can play an important role in supporting themselves to 'Stay on Gold.' Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of Positive Behaviour Management and redirection strategies used to support with behaviour;

- Positive Feedback- Acknowledge/Approve/Affirm:
- Welcome each and EVERY child at the start of EVERY day.
- Get to know ALL your children (their strengths and areas of difficulty).
- Comment on 'little things' e.g. how did your football club go last night? I like your new hair cut etc.
- Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips, the "look".
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil.
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.

- Clear Expectations- e.g. “When we go back in to the classroom after break, do go straight to your desk and start. Where/ What- “Where should you be?” (In my seat) What should you be doing? (my work).
- Choices- “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- Broken Record- Calmly repeat the request or expectation or consequence; avoid being drawn into an argument, stay neutral.
- Individual Behaviour plans.
- Private Reprimand- a quiet word rather than a public confrontation.
- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”

EYFS

In the Kindergarten and Reception classes, behaviour management is much more immediate than the approaches that follow for pupils in the rest of the school. Learning how to behave in different situations is part of our provision for children’s personal, social and emotional development, and continues throughout the EYFS.

Inappropriate behaviour in the EYFS is approached in the first instance by children entering a brief discussion with an adult. Good behaviour is modelled and practiced. Any exceptional inappropriate behaviour will result in a verbal behaviour reflection with the class teacher or phase leader, and/or discussion with parents and possibly with our SENCO, as it may be a ‘symptom’ of another difficulty. In extreme circumstances, it may initiate Safeguarding or Child Protection procedures.

Behaviour management and its effectiveness in the EYFS is monitored by class teacher, Phase Leader, SENCO & SLT, and staff support one another with strategies for managing the behaviour of our youngest children.

Unacceptable behaviour - Moving Down the Chart (Silver & Bronze) Consequences

In-class Consequences

- Teachers/staff use least intrusive skills to redirect behaviour. If a child’s nametag is moved down the behaviour chart, a clear reason is given to the child for doing so, and an explanation is also given on what the child can do to change this decision. At least two warnings (silver) or redirections will always be provided for the boys before ‘time out’ is used.
- Teachers/staff constantly support pupils to make the right choices so that they can move their nametag to gold, and beyond.

The following colours are consequences:

Silver First Warning - This provides the opportunity for a pupil to start making the right choices so they can move back to the gold. Staff look for opportunities to move pupils back to gold.

Silver Second Warning - This provides the opportunity for a pupil to start making the right choices so they can move back to the gold. Staff look for opportunities to move pupils back to first warning and then gold.

Bronze Time Out - Time out in an adjacent classroom for up to 10 minutes. Pupils will move to a quiet reflection area (this could be on the carpet/separate area in the class). On successful completion of the reflection time the pupil moves back to silver second warning. If the child does not complete the reflection time successfully the child is moved to the next level on the behaviour chart, ‘sent out and lose privilege’.

Bronze Sent Out and Lose Privilege (recorded on CPOMS) – It is preferred that the vast majority of behaviour consequences will be dealt with in class. It is only in exceptional cases that the following will need to be used, these are not in any particular order and decisions will be made based on the level of incident/behaviour as well as in agreement with a senior member of staff:

- **Behaviour reflection time/loss of privilege** - Child to miss their play, lunch or a personal privilege e.g. sports fixture and **must complete an age appropriate reflection sheet**. During wet play, child will sit with teacher/TA not partaking in play.
- **Senior Leadership Team/Behaviour Lead Involvement** - Pupils may be referred to the Senior Leadership Team, phase leader or behaviour lead to reflect on their behaviour. **This will be dependent on which member of staff is available.* Using a restorative approach they will verbally discuss what has happened and the child will be supported in trying to reset their behaviour so they are able to return back to class with a positive attitude.
- **Phone call or letter home** - Parents/carers are informed of the situation (usually at the end of day collection or after school), and will discuss the steps required for improvement in behaviour and potential further consequence if there is no improvement in behaviour.
- **Parent/Carer meeting with class teacher and possibly SLT depending on type of incident/number of 'Bronze Sent Out and Lose Privilege' incidents throughout the course of a term /year.**

Further consequences may include implementing further loss of privilege specific to that child, e.g. not playing for the school sports team, going on a school trip etc. as well as reviewing and developing pupil targets or developing an Individual Behaviour Plan.

**All 'Sent Out and Lose Privilege' incidents are recorded on CPOMs (Electronic school system for recording safeguarding, wellbeing and pastoral issues) under the Negative Behaviour related log category.*

In extreme cases, and when we have exhausted all of the above strategies a discussion by SLT will happen to decide if an internal exclusion, suspension or permanent exclusion may be necessary, this will always be a last resort (see additional information below).

7.6 Additional consequences/sanctions/'loss of privileges'.

- De-Merits (removal of "points").
- Home / School Link Books.
- Lunchtime/Break time reflection.
- Missing a sporting fixture/match for school team.
- Not attending school trip or whole class enrichment type activity.
- 'Loss of privileges' - for example a whole class consequence of not being allowed to play football at lunchtime.

In addition to the above, consequences will also be guided by CST, in particular; **justice, reconciliation, and forgiveness**, not humiliation or exclusion:

- **Reminder** – Gently reminding the child of their dignity and responsibilities.
- **Reflection Time** – Providing space to consider choices and their impact on others.
- **Restorative Conversation** – Encouraging pupils to apologise, forgive, and make amends.
- **Loss of Privileges** – Applied fairly and proportionately, helping children learn responsibility.

- **Support Plans** – For pupils who struggle, drawing on CST’s call to support the vulnerable through mentoring, pastoral care, or tailored strategies.

Permanent exclusion is a last resort, only when the safety of the community (the **common good**) is at risk, and always accompanied by pastoral support.

7.7. Searching, Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to help us safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The headteacher and authorised staff (Safeguarding team) have a statutory power to search a pupil or their possessions if they have reasonable grounds to suspect that the pupil may have a prohibited item or have stolen something from another pupil. Under common law, school staff have the power to search a pupil for any item if the pupil agrees. However, a member of staff must gain authorisation from a member of the safeguarding team. The member of staff would always ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. A second member of staff would also be present.

A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children’s social care services. See our school **Child Protection & Safeguarding policy for further information.**

7.8 Suspensions/Exclusions

Behaviour that affects the welfare or education of a child or others may result in an Internal Exclusion, Suspension or Permanent Exclusion from Loyola Preparatory School (see ‘suspension and permanent exclusion policy’ and appendix F below).

Internal exclusions can be given by any member of the senior leadership team and behaviour lead (on discussion with SLT). An 'Internal exclusion' is when a pupil is excluded within the school for disciplinary reasons. This may include being removed from their class to a separate room or area within the school. Behaviour warranting an internal exclusion could include but is not limited to:

- 3 or more reflections (bottom of behaviour chart ‘Sent out/Loss of privileges) over a half term.
- Repetition of discriminatory language, actions or behaviours.
- Physical aggression – or threat of physical aggression to pupils or staff.
- Offensive language or gestures.
- Intentional damage of school property.
- Theft.
- Any act outside of school that could lead the school to disrepute such as physical assault, theft, mis-use of social media.

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

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

A suspension or permanent exclusion are sometimes a necessary part of our behaviour management system, where pupil behaviour cannot be amended or remedied by pastoral processes, or consequences within the school.

7.8 Deciding whether to suspend or exclude

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

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

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the pupil to give their version of events.
- Consider whether the pupil has special educational needs (SEN).
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC)).
- Consider whether all alternative solutions have been explored, such as internal suspension, off-site direction or managed moves.

The Head Teacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

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

Informing parents - If a pupil is at risk of suspension or exclusion the Head Teacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour. If the Head Teacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

- The reason(s) for the suspension or permanent exclusion.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this.
- How any representations should be made.

- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend.
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request.

The Behavioural Policy of Loyola Preparatory School is drawn up with due consideration of the non-statutory 'Behaviour in Schools Advice for headteachers and school staff' (Feb' 2024). Loyola recognises its duties in line with KCSIE and under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities. The reasonable adjustments enacted to meet their needs are as stated in the Special Educational Needs and Disability Policies of the school.

Loyola’s 7 Signs ‘You are ready to learn’

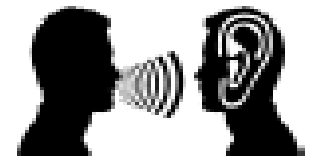
1. **Show me** you are ready to come into the classroom.



2. **Show me** that you are ready for learning.



3. **Show me** that you are listening.



4. **Show me** that you are following instructions the first time, every time.



5. **Show me** that it is your turn to speak.



6. For group work: **Show me** that you are listening to each other.



7. At the end of the lesson: **Show me** that you are ready to leave the room.



Appendix B – Behaviour Wall charts



Appendix C – KS1 Reflection Form

KS1 Behaviour Reflection Form



LOYOLA
Preparatory School
Ad Majorem Dei Gloriam

Name: _____

Class: _____

Date: _____

Behaviour category: _____

This is what I did:

It was wrong because:

This is how I felt:



Sad



Tired



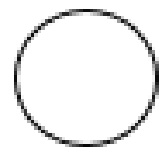
Confused



Happy



Cross



.....

Next time I will:

I apologised for my actions:

Yes

No

Name/Signed (adult supervising reflection): _____

Staff comments/follow up actions/link to CST values: _____

Appendix D – KS2 Reflection Form

(Front)

KS2 Behaviour Reflection Sheet



Name: _____
Reflection Date: _____
Adult leading reflection: _____
Behaviour category: _____

How do you think the other student(s) involved felt at the time?

Explain what happened, that led up to you being here today. Describe your *thoughts* and reasons for your actions.

How do you think the member of staff felt at the time?

Your behaviour has not upheld our school values. Please think about this and consider what impact your actions may have had on others. Comment:

(Back)

Making things right for yourself and others

If you were in the same situation again, what would you do differently?

What can you do to put things right?

Staff comments/follow up actions:

Appendix E – Assessing levels of behaviour incident form

<p style="text-align: center;">Low level</p> <p style="text-align: center;"><i>(examples of but not limited to '1st & 2nd Silver warnings' on behaviour chart)</i></p>	<p style="text-align: center;">Moderate level</p> <p style="text-align: center;"><i>(examples of but not limited to 'Bronze Time out' on behaviour chart)</i></p>	<p style="text-align: center;">Serious level</p> <p style="text-align: center;"><i>(examples of but not limited to 'Bronze Sent out & loss of privilege' on behaviour chart)</i></p>
Fidgeting	Constantly shouting out	Serious assault Vandalism e.g. damage to school property
Dropping Litter	Poor effort	Physical / verbal threats made to staff
Disturbing others during learning (noise level)	Continually Distracting others	Physical / verbal threats made to peers
Unprepared for learning	Continually unprepared for learning	Violent outbursts verbal or physical
Unable to keep on task	Non uniform/ jewellery	Leaving school without permission
Leaving seats without permission	Stealing	Fighting
Unkind remarks/ Bad language (one off)	Not listening to adults	Continual refusal to cooperate with class expectations
Time wasting	Threatening/ aggressive behaviour(one off)	
Telling lies (one off)	Refusal to cooperate (one off)	
Running in corridors	Telling lies (persistent)	
Pushing in line	Fighting (one off)	
Borrowing without permission		
Not tidying up after learning		
Swinging on chairs		
Continually sharpening pencils		

Appendix F – CST classroom posters linked to behaviour policy



DIGNITY

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COMMUNITY & PARTICIPATION

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CREATION

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SOLIDARITY & PEACE

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OPTION FOR THE POOR

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DIGNITY OF WORKERS

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CST class points

Demonstrating the CST principles at school

Dignity

- ✔ Treat everyone with kindness and respect.
- ✔ Use polite words and good manners.
- ✔ Celebrate each other's achievements.

Community and Participation

- ✔ Work together as a team.
- ✔ Join in class discussions and activities.
- ✔ Help classmates when they're stuck.

Creation

- ✔ Care for our classroom and playground.
- ✔ Recycle and tidy up properly.
- ✔ Use resources carefully, without wasting.

Solidarity and Peace

- ✔ Be a peacemaker – solve problems calmly.
- ✔ Include others in games and groups.
- ✔ Stand up for classmates if they feel left out.

Option for the Poor

- ✔ Support charity collections (e.g. CAFOD club).
- ✔ Share fairly with others.
- ✔ Be generous and think of those in need.

Dignity of Workers

- ✔ Try your best in all subjects.
- ✔ Take pride in your work.
- ✔ Appreciate and thank staff who help us.

Appendix G – Suspensions and permanent exclusion policy

1. Aims

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

Our school aims to:

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

A note on off-rolling

Our school is aware that off-rolling is unlawful. Off-rolling is defined as:

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

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

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

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

3. Definitions

Internal exclusions - when a pupil is excluded within the school for disciplinary reasons. This may include being removed from their class to a separate room or area within the school.

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

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

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

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

4. Roles and responsibilities

4.1 The headteacher

Deciding whether to suspend or exclude

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

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

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

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

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

Informing parents

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

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

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

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made

- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

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

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

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

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

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

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

Informing the governing board

The headteacher will, without delay, notify the governing board of:

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

The headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

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

The notification will include:

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

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

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

If a:

- Pupil with a social worker is at risk of suspension or permanent exclusion, the headteacher will inform the social worker as early as possible
- Pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the headteacher will inform the relevant people i.e. social worker / VSH as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

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

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

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

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

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. The school uses the online platform, Planbook where work will be set. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

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

4.2 The governing board

Considering suspensions and permanent exclusions

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

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

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

Monitoring and analysing suspensions and exclusions data

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

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

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

5. Considering the reinstatement of a pupil

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

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

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

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, they will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.

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

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)

- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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

The governing board can either:

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

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

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

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

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

- The parents, or the pupil, if they are 18 or older
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

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

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents apply for an independent review within the legal timeframe, the school will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing body of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

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

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

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

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

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

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

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

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

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

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

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

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

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

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

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

This notification will include:

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

7. School registers

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

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

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

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

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

Making a return to the LA

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

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

- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

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

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

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

Maintaining regular contact during the suspension and welcoming the pupil back to school

- Daily contact in school with a designated pastoral member of staff
- Mentoring by a trusted adult
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2 Reintegration meetings

The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

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

9. Remote access to meetings

Parents/carers can request that a governing board meeting, or independent review panel be held remotely. If the parents/carers do not express a preference, the meeting will be held in person.

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

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

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

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

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

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

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

10. Monitoring arrangements

The school will collect data on the following:

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

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

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

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

11. Links with other policies

This exclusions policy is linked to our:

- Behaviour policy
- SEN policy
- Equality policy

Appendix 1: independent review panel training

All members of an independent review panel and clerks must have received training within the 2 years prior to the date of the review.

Training must have covered:

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