



MILL LANE

**BEHAVIOUR POLICY
Incorporating Anti-Bullying and Exclusions**

**Adopted by the Governors of
Teignmouth Community School
on 5 May 2022**

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Amendment Record

VERSION	DATE	AMENDED BY	NATURE OF CHANGE	DATE OF NEXT REVIEW
1	March 2021	Malcolm Douglas and Annabelle Thomas	Policy update	
2	December 2021	Luke Marchant	Policy update	
3	April 2022	Luke Marchant	Policy Update	As required and no later than April 2026

Aims

Teignmouth Community School, Mill Lane is a primary school with a nursery. It caters for children from 2 - 11 years old and is a part of the Osprey Learning Trust. This is a whole school policy with expectations and rewards related to the age and stage of the pupils.

The behaviour policy at Teignmouth Community School is a statement of our commitment and dedication to ensuring that every pupil has the right to learn and thrive in a safe and stimulating environment. At Teignmouth Community School, we believe that good behaviour is key to a good education. The school environment plays a central role in the social and emotional aspects of a young person's development, as well academic learning and development. Pupils are encouraged to show high levels of engagement, courtesy and cooperation in and out of lessons in order to ensure that a positive and healthy ethos is created throughout the whole school. All members of the school community have the responsibility to model and promote the high standards of behaviour we expect of our children and are expected to help maintain an atmosphere conducive to learning.

The **Stay on Green behaviour** aims to provide the foundation for pupils to flourish, based on our 6 core behaviours which we refer to daily and are embedded throughout our curriculum. The behaviours are split into two categories:

Behaviours for Life:

- Respect
- Responsibility
- Honesty

Behaviours for Learning:

- Resilience
- Independence
- Curiosity

The aim is to ensure all members of the school community demonstrate these at all times, including on their journey to and from school, to promote positive behaviours consistently and fairly so that all children can thrive in a safe and stimulating school environment. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

REQUIREMENTS

Everyone is responsible for implementing the behaviour policy consistently and fairly. In the world around them, children experience a variety of behaviours, both good and bad. All adults within the school community have a responsibility to help, support and guide children in order to develop the child's ability to make informed choices about their behaviour independently. By modelling the behaviours we expect of pupils, we are setting a good example; this is invaluable for children at all ages and something we ask parents/carers and school staff to remember at all times.

1. Stay on Green

The aim of the Stay on Green behaviour is to promote positive behaviour. All behaviour should be measured against the aims as displayed on our 'Stay on Green' behaviour posters (Appendix 1).

At the beginning of each year, the poster agreement will be shared and promoted in classes and assemblies and then revisited termly, and as appropriate. The poster will be displayed in each classroom and referred to regularly. Children's names will be displayed on the poster and moved accordingly.

We will always remain positive and professional even in the most challenging of circumstances. We will discuss the behaviour NOT the person. The school supports a nurturing / attachment aware approach to supporting behaviour and development.

Careful consideration will be given to class groups, curriculum organisation and use of support staff in promoting positive behaviour.

Teaching staff will strive to plan engaging learning experiences suitable for the needs of the pupils within their class.

Pupils who behave well will be recognised with rewards. These will be in a variety of formats. The whole school systems for promoting positive behaviour are through the House Point system which encourages individual, house team and whole school positive behaviour.

2. Recognition and rewards

The House System – Every member of our school community belongs to a house. Pupils are attached to a house and will stay in it right through their time at Mill Lane. New pupils will be allocated houses as part of their induction. All pupils will be able to earn 'house points' which will be recorded in their own classrooms via Class Charts. House points will be awarded for attendance, correct uniform (including P.E. and outdoor learning kit), and demonstrating our green behaviours as indicated on the house point tariff poster (Appendix 2). All members of staff can award house points to individuals. House points are tallied on Class Charts during the course of the week and totalled on a Friday ready for the House points assembly the following week.

The house points children collect contribute towards a number of rewards. These rewards can be obtained individually, or as part of a wider group. These rewards are detailed below:

- **House Point Badges** - Throughout the school year, children can also work towards individual badges. Once they hit a target number of points, they will receive the following badges:
 - Bronze Award – 250 house points

- Silver Award – 500 house points
 - Gold Award – 1000 house
- .
- **Sports Day Cup** – Children will represent their house during sports day, earning points for their performances. The winning house will be presented with the sports day cup.
 - **Rewards Afternoons** – At the start of each term, a whole school target will be set. If children achieve this target, then they will receive a rewards afternoon.

Other recognition alongside the House Points

Learning Certificates – Certificates are presented during phase assemblies each week for pupils nominated by their teacher and/or teaching assistant. There are three certificates: an outstanding learner award, which is given for a child's particular achievement within their learning; a green behaviour award, which is given for demonstrating a particular stay on green behaviour and a writer of the week. Class teachers are to keep a record of which pupils have received the certificates. Certificates go home to parents/carers.

Attendance - Classes are also rewarded for their attendance and punctuality. Each week, the class with the highest attendance receive a certificate to be displayed outside the classroom. Each term, pupils with 100% attendance receive individual certificates and receive an invite to attend an event to celebrate and reward outstanding attendance.

Green Cards – if a pupil demonstrates a particular green behaviour well during a school day, they may receive a Green Card. This is a mini-certificate, with the reason for that child's achievement detailed on the back.

Stickers- In KS1, stickers with the names of the Green Behaviours are awarded.

3. Sanctions and behaviour management

Unacceptable behaviour

Examples of unacceptable behaviour are (but not limited to):

- Disruptive behaviour in class (e.g. calling out, distracting others),
- Time wasting,
- Ignoring instructions,
- Rudeness towards others (e.g. name calling, answering back),
- Offensive language,
- Property Damage,

Consequences

Consequences may be imposed for unacceptable behaviour when the pupil is:

- In lessons
- At break and lunchtimes
- Taking part in any school-organised / school-related activity,
- Travelling to or from school,
- Wearing school uniform,
- Identifiable as a pupil at the school.

Children may also be subject to consequences whether or not the above apply when:

- There may be repercussions for the orderly running of the school,
- A threat is posed to another pupil or member of the public (e.g. online bullying),
- The reputation of the school could be adversely affected.

Where unacceptable behaviour is displayed by individuals or groups, all staff have a duty to follow the consequences in a consistent way, using their professional judgement and ensuring sanctions are reasonable, proportionate, fair, rational and lawful.

Classroom consequences

1. **Positive reminder and reinforcement.** The teacher/TA to give a verbal reminder to the pupil of the correct behaviour required but does not enter into discussion or argument. Stay on green poster referred to for visual reminder also, with pupil's name being moved accordingly.
2. **Positive change.** The teacher/TA will support the pupil in making a positive change within the classroom. This may take the form of a positive conversation to find out the reason for the displayed behaviour so that the child can be best supported. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.
3. **Reflection – move in class.** The teacher/TA will ask the child to move within the classroom to help support any distraction that may be causing the behaviour. This may be a move away from a particular pupil to a designated area within the classroom. Upon a positive change, the child will be invited to return to their

place. Incidents are recorded on Class Charts by the class teacher who then informs parents/carer at the end of the day. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.

4. **Reflection – move to buddy class.** The teacher/TA will escort the child to their buddy class for a reflection time (time will depend on the age of the pupil – 3 minutes N/R, 5 minutes 1/2 and 10 minutes 3/4/5/6). It is the class teacher/TA's responsibility to collect the child. Incident recorded on Class Charts by class teacher who informs parents/carer at the end of the day. Green poster referred to for visual reminder also, with pupil's name being moved accordingly.
5. **Referral – school leader.** If consequences 1-4 happen again, then the child will be referred to a member of the school leadership team and potentially isolated for an extended period out of class. It will be the class teacher's responsibility to provide the work and to also 'check in' with the pupil before the end of the day. The incident will be recorded on Class Charts by the class teacher. School leader to inform parents/carer at the end of the day.

If a pupil refuses to comply with consequences 1-4, then the incident may be escalated instantly to 'Referral – school leader'.

During a period of reflection within the classroom, it is not anticipated that a child will miss any learning. However, in the event that learning is missed due to a 'reflection time', it is expected that the child will complete the task at another time. This will be at a break time or lunchtime, supervised by the class teacher or TA, or at home with parents.

Break and lunch time consequences

1. **Positive reminder and reinforcement.** The member of staff on duty will give the pupil a positive reminder of the correct behaviour expected.
2. **Positive change.** The member of staff on duty will support the pupil in making a positive change. This may be directing or modelling more appropriate games/play.
3. **Reflection.** The member of staff on duty will direct the child to miss 5 minutes of their play. The child will stay with the member of staff for the duration of this time. Incident recorded on Class Charts.
4. **Referral.** The child will miss the remainder of their play time. They will be taken to a school leader for this. Incident recorded on Class Charts.

If a child persists with unwanted behaviour for an extended period of time, the following strategies may be employed:

- **Initial Meeting** – this will be organised by the class teacher, who may ask for a member of the leadership team to attend, in order to discuss the behaviour and agree a positive plan for moving forward. This may take the form of the following:
- **Individual Reward System** – this may be needed to help individual pupils who need something extra to help support their behaviour needs. This may take the form of small step rewards towards an end target.
- **Time in Kingfisher's (nurture provision)** – this may be needed to help support individuals with more complex needs. We recognise that for some pupils with more complex needs, alternative support to help with behaviour and responsibility

might be needed. The Kingfisher provision is aimed to support those with more complex emotional and social needs who require other strategies to help modify and manage behaviour.

- **Supported Social Times** – this may be needed to help support individuals who are struggling to manage their behaviour during break/lunch times. A timetable may be put together outlining the activities the pupil can engage in during break/lunch time.
- **Report Card** – The parents/guardian, class teacher and pupil will identify three key areas which the child should focus on for improvement. These will then be checked in each lesson and marked on a report card. The report card will be shared between home and school to allow the parents/guardian to be informed daily of the pupil's behaviour.

5. Serious Incidents and suspensions

Examples of serious incidents are (but not limited to):

- theft
- physical assault with intent
- defiance / refusal to comply with consequences
- bullying / intimidation (including racial harassment or via text and social media)
- deliberate damage to property
- the use of obscene and offensive language
- spitting at another child or adult
- bringing inappropriate items into the school (offensive weapons, stolen items etc)
- setting off the fire alarm

Fixed Term Suspensions - Continued unacceptable behaviour, intentional disregard for school rules or a serious incident (as detailed above) may result in a fixed term suspension. In this instance, a meeting will be called. The class teacher will plan the work for the duration of the suspension and this will be passed onto parents/carers. The behaviour of a pupil outside school can be considered grounds for a suspension.

During the fixed term suspension, a meeting will be held with a member of the leadership team, the class teacher and the parents/carer. This will be in order to discuss a strategy for reintegrating the pupil and helping to manage future behaviour.

The school will give due consideration to any safeguarding concerns and whether continuous disruptive behaviour might be the result of unmet educational or other needs. They may also consult with other agencies during the process to gain advice about, or support for, the individual or family.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period suspension does not have to be for a continuous period.

A fixed-period suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted

as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent suspension may be issued to begin immediately after the end of the fixed period.

The head teacher may withdraw a suspension that has not been reviewed by the governing board.

The head teacher will notify the governing board and the local authority of:

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

Only the head teacher, or acting headteacher, of a school can suspend a pupil and this must be on disciplinary grounds. The head teacher must also notify the local authority and governing board once per term of any other suspensions not already notified. Notifications must include the reason(s) for the suspension and the duration of any fixed-period suspension.

The school follows the latest DfE guidance regarding exclusions from schools for both suspension and permanent exclusions to ensure that pupils are treated fairly and not discriminated against. The application of this policy will be dependent upon this guidance which can be found at <https://www.gov.uk/government/publications/school-exclusion>

Permanent Exclusions - A decision to permanently exclude a pupil may be made in response to a serious breach or persistent breaches of the school's behaviour policy or where it would seriously harm the pupil's own or others education. It will only be used as a last resort and the decision will be lawful, reasonable and fair. For more information see Exclusions Policy in Appendix 4 and the DfE guidance as mentioned above.

6. Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages the green behaviours and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Training

Our staff have received training on managing behaviour in line with the behaviour policy and behaviour management also forms part of their continuing professional development.

8. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and local governing body every three years.

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (SENCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)

- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, it is based on:

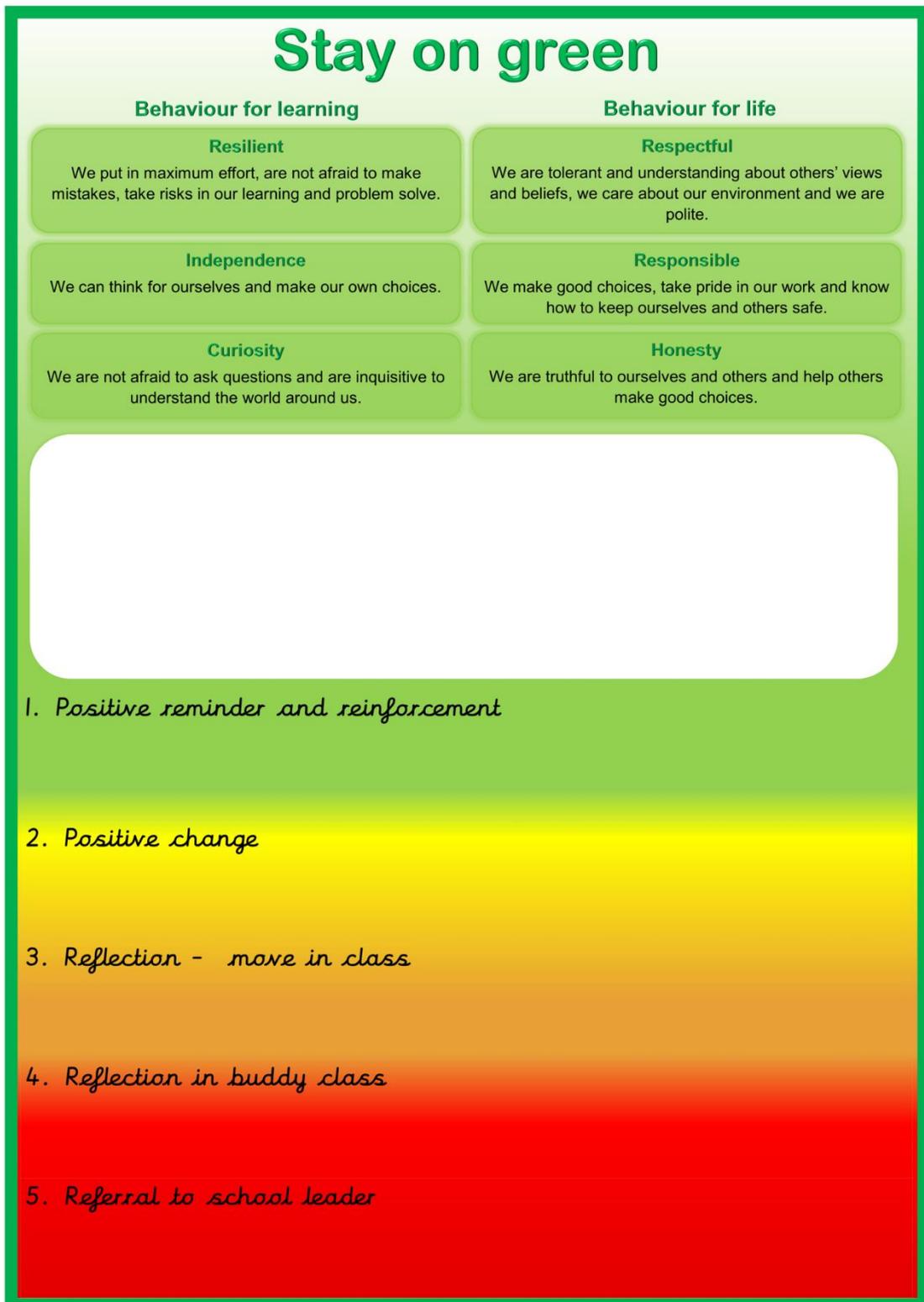
- Special educational needs and disability (SEND) code of practice.
- Schedule 1 of the Education (Independent School Standards) Regulations 2014: paragraph 7 outlines a school's duty to safeguard and promote the welfare of children; paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [Exclusion from maintained schools, academies and pupil referral units in England, September 2017](#)

11. Links with other policies

This behaviour policy is linked to the following policies:

- Mobile Phone Policy
- Uniform Policy
- Use of Reasonable Force Policy
- Child Protection and Safeguarding Policy (Trust)

Appendix 1 – Stay on Green Behaviour Poster



The poster is titled "Stay on green" in large green font. It is divided into two columns: "Behaviour for learning" and "Behaviour for life". Each column contains three green boxes with specific traits and descriptions. Below these is a large white rounded rectangle. At the bottom, a list of five consequences is written in cursive, with a color gradient from green to red.

Stay on green

Behaviour for learning	Behaviour for life
Resilient We put in maximum effort, are not afraid to make mistakes, take risks in our learning and problem solve.	Respectful We are tolerant and understanding about others' views and beliefs, we care about our environment and we are polite.
Independence We can think for ourselves and make our own choices.	Responsible We make good choices, take pride in our work and know how to keep ourselves and others safe.
Curiosity We are not afraid to ask questions and are inquisitive to understand the world around us.	Honesty We are truthful to ourselves and others and help others make good choices.

1. *Positive reminder and reinforcement*

2. *Positive change*

3. *Reflection - move in class*

4. *Reflection in buddy class*

5. *Referral to school leader*

Appendix 2 – House Point Tariff

Class teachers and teaching assistants will award a house point on Class Charts for the following:

Attendance Being on time and ready to learn at registration.	1
Uniform Having and wearing the correct uniform (including PE and outdoor learning kit)	1
Home Learning Completing and bringing in home learning on time.	1
Reading Record Having their reading record/AR book in school.	1
Resilience Putting in effort, taking risks in learning and problem solving.	1
Independence Thinking for themselves, making their own choices and completing learning on their own.	1
Curiosity Asking relevant questions and being inquisitive in their learning.	1
Respect Caring for the school environment, others' views and beliefs and using good manners.	1
Responsibility Making good choices, taking pride in their work and keeping themselves and others safe	1
Honesty Telling the truth to others and themselves and helping others to make good choices.	1

Appendix 3 – Anti-bullying strategy

Definition of bullying

The anti-bullying alliance defines bullying as thus:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

How pupils, parents and staff can report incidents of bullying

Pupils and their parents are strongly encouraged to report incidents of bullying at the earliest opportunity. Concerns, allegations and incidents can be reported to any member of staff who has a duty to pass these on. However, the first point of contact for a pupil should be their teacher or a member of the leadership team.

How the school investigates allegations of bullying

All allegations of bullying are taken seriously. Normally, any incident report or allegation will be referred to the class teacher and a member of the Senior Leadership team (SLT) will also be informed. The investigating member of staff will speak to the victim/reporter in the first incident, taking written evidence and seeking permission before then investigating and reporting back to the person who raised the concern

Sanctions and procedures will be followed in line with the behavior policy. Every incident is judged on its own merits and our school recognises that young people will fall out and will sometimes be unpleasant to each other, particularly when social pressure is at work. Sometimes there will be serious incidents that are judged not to be bullying. We undertake to treat students fairly whilst supporting all to thrive.

How the school supports pupils who have been bullied

Our staff are a well-trained and caring team, who are committed to working with all individuals within our care. This may take the form of direct work with the teacher, or further intervention should it be deemed applicable.

Whole-school proactive strategies to prevent bullying

Our behavior policy promotes proactive teaching of respectful and responsible behaviours. Children learn explicitly about bullying as part of our PSHE curriculum, and within anti-bullying week. Cyber-bullying and ways to stay safe online are also covered in our computing curriculum. Our school culture is rooted in a sense of community and our green behaviours of respect, responsibility, independence, honesty, curiosity and resilience.

How the school trains staff and governors in preventing and handling bullying

Anti-bullying is a fundamental strand of our safeguarding policy and part of our culture and ethos. Staff are kept aware of updates and training is provided when needed. All new staff and governors are expected to read this policy and this topic is a key part of new staff/governor induction.

APPENDIX 4 Exclusions Policy

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

2. The decision to exclude

Only the Headteacher or Acting Headteacher, can exclude a pupil from school. A permanent exclusion will only be taken as a last resort. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling 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 are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to permanently 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 exclude a pupil, either permanently or as a suspension, the Headteacher or Acting Headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the incident(s) were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

3. Definition

For the purposes of exclusions, the school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

4. Roles and responsibilities

4.1 The Headteacher

The Headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the suspension/ PEX
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the 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 meet to consider the reinstatement of a pupil, parents have a right to attend a meeting, be represented at the meeting (at their own expense) and to bring a friend
- The Headteacher will also notify parents by the end of the afternoon session on the day their child is suspended/ excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. 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 when notifying parents of an exclusion:

- 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 required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided 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 an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

The Headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay. For all other exclusions, the Headteacher will notify the governing board and LA once a term.

4.2 The governing board

Responsibilities regarding exclusions are delegated to a committee consisting of a governing board of at least three governors. The governing board has a duty to consider the reinstatement of an excluded pupil (see section 6 of the DfE statutory guidance). Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months. For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion. Provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

4.3 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

5. Considering the reinstatement of a pupil

The governing board will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

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

If requested to do so by parents, the governing board will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the governing board will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the governing board will consider the exclusion and decide whether or not to reinstate the pupil. The governing board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the governing board will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

- Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.
- The governing board will notify, in writing, the Headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent the governing board decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint a SEN expert to attend the review

- 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 a 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 exclusion has occurred as a result of 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. A 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. An independent review

If parents apply for an independent review, the Osprey Trust 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 board of its decision to not reinstate a pupil. 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 governors' category and 2 members will come from the Headteacher category.
- 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
- 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 or director of the trust or local governing board of TCS
- Are the Headteacher from TCS, or have held this position in the last 5 years
- Are an employee of the trust or the governing board of TCS (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the Osprey Trust, TCS, the 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)

A clerk will be appointed to the panel. The independent panel will decide one 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 when the decision is judged to be flawed)

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

7. School registers

A pupil's name will be removed from the school admissions register if 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or if 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, the governing board will wait until that review has concluded before removing a pupil's name from the register.

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.

8. Returning from a suspension

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. The following measures will be implemented when a pupil returns from a fixed-term exclusion:

- A reintegration meeting will take place and a behaviour action plan agreed
- Further support and monitoring
- Time in the nurture provision and putting a pupil 'on report' will be considered
- A part-time timetable and alternative provision will be considered
- The offer of Early Help may be made where appropriate

9. Monitoring arrangements

The behaviour leader monitors the number of suspensions every term and reports back to the Headteacher and SLT. Behaviour incidents data, including suspensions and permanent exclusions is shared with the local governing body and the Osprey Trust each half-term. TCS also liaises with the local authority to ensure suitable full-time education and support for excluded pupils and pupils who are at risk of further exclusions.