





St Augustine's Catholic High School and Sixth Form

Behaviour Policy

Approved		Date
Chair, Academy Representatives		03.12.19
Principal G T O'Connor		02.03.20
Committee Meeting:	Pupil Welfare	27.11.19
Full Board Meeting:	Ratification	03.12.19
Cycle of Review: 3 years		
Next Review Date: November 2022		



ST AUGUSTINE'S CATHOLIC HIGH SCHOOL AND SIXTH FORM

DEVELOPING THE WHOLE PERSON

Behaviour Policy

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.'

Matthew 5:16

Our behaviour policy and values are inspired by Jesus Christ and based upon the Gospel values. We are a Catholic school for all and believe that by nurturing a deeper appreciation of the Gospel values in each student, they will go on to be caring, responsible and well-rounded adults who can make a positive impact in the world.

Key Principles

1. The Academy Representatives believe that, in order to support the school's mission to achieve excellence in learning and teaching, good behaviour in all aspects of school life is necessary. It therefore seeks to create a safe, caring and respectful learning environment in the school by:
 - Promoting good behaviour;
 - Promoting self-esteem, self-discipline, an expectation of co-operation between staff and students and positive relationships based on mutual respect;
 - Ensuring fairness of treatment for all;
 - Encouraging consistency of response to both positive and negative behaviour;
 - Promoting early intervention;
 - Providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.

SEND

2. The Academy Representatives believe that it is crucial to the mission of the Church to ensure that all students are called to live out the Golden Rule of 'treating others as you would want to be treated.' It is the duty of all staff to ensure that students with SEND are supported to meet the expectations outlined in this policy and that their individual needs are considered. The [special educational needs and disability \(SEND\) code of practice](#) acts as a guideline to ensure this duty is carried out.

Roles and Responsibilities

3. The Academy Representatives will establish, in consultation with the Principal, staff and parents/carers, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the school's expectations about student behaviour are clear. Academy Representatives will support the school in maintaining high standards of behaviour.

The Principal will have overall responsibility for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to designated members of the School's Leadership Team.

Support for staff faced with challenging behaviour is also an important responsibility of the Principal and members of the school's Leadership Team.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the School Leadership Team, for implementing the agreed policy and procedures consistently.

The Academy Representatives, Principal and staff will ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment, along with misuse of illegal substances are reported.

Procedures

4. The Procedures arising from this policy will be developed by the Principal and Senior Leadership Team in consultation with staff and students (through the student council). The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the responsibility of every member of the school towards the whole community.

One of the ways to encourage good behaviour is to ensure everyone involved in the school has clear expectations; students, parents/carers and school staff. This is why all parties are requested to sign an agreement upon starting the school. The student Home School Agreement sets out the values, virtues and principles of the school and demonstrates commitment to collaborative working to support and maintain excellent behaviour and attendance (see Appendix A).

The school has identified examples of unacceptable behaviour such as that which includes name calling, threatening language or behaviour, intimidation, incitement, physical abuse, disruptive behaviour in the classroom, incidents of defiance, fighting, damage to or theft of property belonging to another, damage to school property, bullying (including all forms), harassment and all forms of prejudice-related behaviours.

The school will implement a range of strategies to address inappropriate behaviour by students, including:

- Issuing negative points through Class Charts
- Talking and reflecting 1 to 1
- Verbal reprimand
- Time out
- Detention (break, lunch, after school)
- Referral to Head of Year, Assistant Principal, Head of School
- Instituting student searches where appropriate
- Withdrawal of school privileges
- Community Service
- Meetings with parents / carers
- Staged reports to Form Tutor, Head of Year, Assistant Principal
- Referral to external agencies
- Behaviour modification programmes
- Adapted Timetable

- Fixed term exclusions
- Referral to Academy Representatives
- Referral to Managed Move Panel
- Alternative provision
- Permanent Exclusion

Rewards

5. A school ethos of positive relationships, high expectations and encouragement is central to the promotion of good behaviour. Rewards are one way of achieving such behaviour. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the systems of rewards is an emphasis on praise both informal and formal to individuals and groups. In addition, our online system of offering praise, letters and postcards to parents and carers, reference to praise in the parental newsletter are ways the school recognizes the achievements of the pupils.

Our Online method of recording positive behaviours can be found through a student and parental app called ClassCharts and has a direct connection to the Gospel Values promoted within the school. We reward our students for demonstrating the key values we wish them to carry through into society and live as one of God's children (see Appendix B).

During termly awards assemblies, students are recognised for the number of ClassCharts points they have accumulated throughout the term, their commitment to attendance and their commitment to the Catholic life of the school.

Sanctions

6. Sanctions are needed to respond to inappropriate behaviour and as a school we believe that we have the responsibility to teach our students core values and create polite, intelligent and responsible members of society. The school prides itself on its high expectations terms of appearance, attendance, attitude to learning and conduct around all aspects of the school.

A range of sanctions are clearly defined in the procedures and their use will be characterized by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

While sanctions are appropriate, the school will ensure it gives appropriate support to individual students who may be at risk of disaffection or exclusion, including but not limited to:

- Learning support through progress leaders
- Mentoring
- Individual education plans
- Alternative and appropriate curriculum and resources
- Adapted teaching strategies
- Study support
- Anger management support

Restorative Justice

7. In addition to appropriate sanctions, the school operates a supportive approach to Restorative Justice in line with Gospel values. While a sanction may be required, the ability to reflect and communicate to find a positive way forward is an essential part of developing each and every one of us. Restorative practice can involve both a proactive approach to preventing harm and conflict and activities to repair relationships where conflicts have already arisen.

Where the latter is required, a restorative meeting is held. The purpose is to support and encourage the recognition that all activities impact others and that people are responsible for the choices they make and can be held accountable for them. It enables students to reflect on how they interact with each other and consider how best to prevent harm and conflict (see Appendix C).

Investigating Incidents

8. The school will investigate, as appropriate, reported incidents of student misbehaviour both inside and outside of the school where it will impact on the safety and welfare of all students.

The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

The school will complete investigations within a reasonable timescale and not normally exceeding 5 working days and ensure that appropriate feedback is provided to relevant persons together with recommendations for action.

A copy of all investigations undertaken will be held on record until such time as the student leaves the school.

Excluding a Student

9. The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

Relevant information is shared with members of staff and the Academy Representatives on a general and individual basis to better inform decision making, and to assist in meeting the educational needs of all students at the school.

Under law, the Principal, Academy Representatives, Local Authority and Independent appeal panel must have regard to the relevant DFE guidance when deciding:

- Whether to exclude a student or (where applicable) to uphold an exclusion
- The period of the exclusion
- Whether to direct the principal to reinstate an excluded student (where applicable)

The school's response to challenging and disruptive behaviour will be made in context of the behaviour policy, and will encompass a range of strategies with exclusion as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Only the Principal or Head of School or, in his/her absence a member of the Senior Leadership Team acting with his or her authority, can exclude a student from school. A decision to exclude will be taken only:

- In response to serious breaches of the school's behaviour policy; and
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school

The decision to exclude is a matter of judgement for the Principal or Head of School, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the Principal or Head of School will:

- i. Ensure a thorough investigation has been carried out
- ii. Consider all of the evidence available to support the allegations, taking into account of the school's behaviour and equal opportunities policies and, where applicable the Race Relations Act as amended and the Disability Discrimination Act as amended
- iii. Allow and encourage the student to give their version of events
- iv. Check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment
- v. When appropriate, consult others, but not anyone who may later have a role in reviewing the Principal's decision, for example a member of the Academy Representatives.

Permanent exclusions will normally only be used as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, the Principal or Head of School might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another student or member of staff
- Sexual misconduct
- Possession / Use / Supply of an illegal drug or drug paraphernalia
- Carrying an offensive weapon

In the case of fixed-term exclusions, the Principal or Head of School may exclude a student for up to 45 days in any one school year. These can take the form of whole or part days from school or even through lunchtimes where behaviour is disruptive and not acceptable within the school site.

Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents or carers.

The relevant regulations do not state a minimum length of exclusion. If students are sent home in response to a breach of discipline, even for short periods of time, this must be formally recorded as an exclusion.

Procedures Following a Permanent Exclusion

In the case of a permanent exclusion, the student remains on the roll of the school until any appeal is determined, or until the time limit for the parents to lodge an appeal has expired without an appeal being brought, or the parent has told the local authority in writing that no appeal is to be brought.

Once a permanent exclusion has been upheld by the Academy Representatives, the local authority has a duty to assess the student's needs and how to meet them and is responsible for ensuring that full time education is provided, either at another school or, where necessary, making use of a pupil referral unit or other alternative provision.

The Principal or Head of School will inform the parent / carer of the period of the exclusion and the reasons for it. The parent / carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent / carer refuses to comply with the terms of an exclusion, the school may notify social services or the Police if, in the Principal or Head of School's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Within one school day, the Principal or Head of School must inform the Academy Representatives and the local authority of:

- Permanent exclusions
- Exclusions which would result in the student being excluded for more than five school days in any one term
- Exclusions which would result in the student missing a public examination

See Appendix D for Exclusions Policy.

Developing Capacity

10. Training

The Academy Representatives will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Use of force in school

The school will, in very rare and extreme circumstances, have to physically restrain pupils in order to keep them or those around them safe. This will be done in accordance with Use of reasonable force published by The Department for Education. This document can be found at:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

11. Interrelationship with other School Policies

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly behaviour procedures, equal opportunities, special educational needs, mobile phone, e-safety and anti-bullying, has been established.

12. The school will work positively with external agencies and will seek appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. The school will ensure effective early identification and integration of services to meet the needs of children and families, including:
- Behaviour support services
 - Education and welfare service
 - Educational Psychologist
 - Health services, including Child and Adolescent Mental Health Services (CAMHS)
 - Children's services
 - West Mercia Women's Aid
 - YMCA
 - Touchstones bereavement support
 - Community Police support

Review

13. The Principal and Senior Leadership Team, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will ensure that Academy Representatives are informed at the Student Welfare Committee Meetings and when necessary at the Full Board of the Academy Representatives meetings.
14. The Academy Representatives will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal, staff, trade unions and parents/carers.
15. The outcome of the review will be communicated to relevant stakeholders.

Appendix A: Home School Agreement

	Parents/Carers We will:	Student I will:	School We will:
Being Ready to Learn	send our child to school in full school uniform with the equipment they need.	wear full school uniform and bring the right equipment.	insist that school uniform is worn correctly and inform students of what is needed for lessons.
Attendance and punctuality	ensure our daughter/ son attends school punctually and inform the school promptly of any absence.	arrive punctually to registration and all lessons.	insist on good attendance and punctuality.
Classwork and home learning	take an interest in her/his work, to ensure that all deadlines are met and that the planner is regularly checked.	listen to, and co-operate with, teachers to work hard and to complete all work set to the best of my ability meeting all deadlines.	teach effective lessons and prepare appropriate work that is regularly assessed both in the classroom and as home learning.
Behaviour for learning	encourage her/him to have a positive attitude and high standards of behaviour at all times.	behave well in lessons and around school, contributing to a positive learning environment.	encourage and reward high standards of behaviour at all times, ensuring a positive learning environment.
Pastoral support	inform the school if there are any special circumstances likely to affect her/his learning.	let an adult know if I have any concerns or problems affecting my work.	listen to any concerns and respond quickly.
Links with school	attend parents' evenings, read letters and reply if necessary and support the school if sanctions are set.	take home all letters, and accept and complete sanctions, if they are given.	report regularly on the student's progress and inform parents/carers of any concerns.
Extra-curricular activities	support events the students and teachers are involved in, where possible.	find out what opportunities are open to me and make the most of them.	inform parents of events the school is involved in.
Online	encourage your child to use the internet and social media in a safe, appropriate, and positive way, and act as a role model for this behaviour	use the internet and social media in a safe, appropriate, and positive way, and not take part in any form of 'cyber bullying'	educate students on the consequences of cyberbullying and how to stay safe on line. We will listen and respond to concerns the students have

Appendix B: Class Charts

						
Serving or Helping in Mass: Purity and Holiness (2)	Contributions to form Collective Worship: Purity and Holiness (2)	Working with Someone New: Tolerance and Peace (2)	Stopping a Fight or Argument: Tolerance and Peace (2)	Sixth Form: Service and Sacrifice	Good work: Faithfulness and Integrity (1)	Good Uniform: Faithfulness and Integrity (1)
						
Met Daily Report Target: Faithfulness and Integrity (1)	General: Faithfulness and Integrity (1)	Charity: Service and Sacrifice (1)	Leadership: Service and Sacrifice (2)	Good progress: Faithfulness and Integrity	HOD/ HOY Award: Service and Sacrifice (2)	Punctual to school: Faithfulness and Integrity (2)
						
Excellent Effort: Faithfulness and Integrity (3)	Perseverance: Faithfulness and Integrity (3)	Kindness: Dignity and Compassion (3)	Star Student: Service and Sacrifice (5)	Principal Award: Service and Sacrifice (5)	Above and Beyond: Service and Sacrifice (5)	Good Homework: Faithfulness and Integrity (1)
						
Weekly Attendance: Faithfulness and Integrity (1)	Contributions to Catholic Life: Purity and Holiness (2)	Attending Aim Higher Sessions: Faithfulness and Integrity (3)	Catch me card: Faithfulness and Integrity (5)	Reflect progress in Accelerated Reader and Lexia: Faithfulness and Integrity (5)	Drop Everything and Read: Faithfulness and Integrity (2)	Defending someone else: Truth and Justice (1)
						
Helping a friend or peer: Dignity and Compassion (1)	Helping their teacher: Dignity and Compassion (1)	Leading collective worship on a human rights issue: Dignity and Compassion (1)	Reading in mass: Purity and Holiness (1)	Saying sorry or accepting an apology: Forgiveness and Mercy (1)	Showing consideration to others: Humility and Gentleness (1)	Telling the truth: Truth and Justice (1)
						
Contributions to Form Mass: Purity and Holiness (2)	Giving second chances: Forgiveness and Mercy (2)	Managing your Temper: Tolerance and Peace (2)	Not leaving anyone out of a Task: Truth and Justice (2)	Overseeing the form Catholic Life booklet: Purity and Holiness (2)	Showing Care for Someone Else: Forgiveness and Mercy (2)	Standing up for a Cause: Truth and Justice (2)

Appendix C: Restorative Justice Approach to Behaviour Management

Gospel Value	As a result:
Dignity and compassion	My words/actions did not show care and consideration towards others I did not respect our school environment
Truth and justice	I chose to be dishonest in which impacted myself / others I decided to judge someone else and try to punish them
Forgiveness and mercy	I chose not to forgive someone who I disagreed with. I sought revenge rather than turning the other cheek
Purity and Holiness	I gave more importance to how I look than how I should act. I showed disregard for the purity of my own/another person's body I used inappropriate sexual language I showed disrespect to others religious beliefs in my words/actions I disrespected the right of others to worship and pray in our school.
Service and sacrifice	I did not help others/refused to follow an instruction from staff I did not sacrifice my time to support myself / others I showed disrespect for the service and sacrifice that others have made
Faithfulness and integrity	I failed to stick to my behaviour targets I could not be trusted to work independently I consistently did not complete my classwork/homework
Humility and gentleness	I put my own importance before that of others. I showed an arrogant attitude to others I acted violently to a situation I acted violently to another person with my words
Tolerance and Peace	I showed intolerance towards another person/group of people by using discriminatory or derogatory language I chose to treat another person unfairly because of their race/gender/sexual orientation/faith I chose conflict over peace

What have you thought since?

How did the incident make other people feel?

To reconcile, I need to do the following

Appendix D: Exclusions Policy

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. Legislation and Statutory Guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

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

Section 52 of the Education Act 2002, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at 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](#)

3. The Decision to Exclude

Only the Principal, or acting Principal, can exclude a pupil from school. A permanent exclusion will 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 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 for a fixed period, the Principal will:

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

4. Definition

For the purposes of exclusions, 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.

5. Roles and Responsibilities

5.1 The Principal

Informing Parents

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

- The reason(s) for the exclusion
- The length of a fixed-term exclusion 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

Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend. The Principal will also notify parents by the end of the afternoon session on the day their child is 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.

Informing the Governing Board and Local Authority

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

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) 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 Principal 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 Principal will notify the governing board and LA once a term.

5.2 The Governing Board

The governing board has a duty to consider the reinstatement of an excluded pupil. 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.

5.3 The Local Authority

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

6. 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 fixed-term exclusion 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

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 Chair of Governors 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 Principal 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 Chair of Governors will notify, in writing, the Principal, parents and the LA of its decision, along with reasons for its decision, without delay. Where an exclusion is permanent, the Chair of Governors 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 Governors to appoint an 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 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 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

7. An Independent Review

If parents apply for an independent review, the LA 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 Chair of Governors 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 Principal 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 Principals during this time. Principals or individuals who have been a Principal within the last 5 years

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

- Are a member of the Governors or governing board of the excluding school
- Are the Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the MAC or the governing board, of the excluding school (unless they are employed as a Principal at another school)
- Have, or at any time have had, any connection with the MAC school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially
- Have not had the required training within the last 2 years (see Appendix E 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.

8. 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
- 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.

9. Returning from a Fixed-Term Exclusion

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

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal isolation

10. Monitoring Arrangements

The Head of Pastoral monitors the number of exclusions every term and reports back to the Principal. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

11. Links with other Policies

This exclusions policy is linked to:

- Behaviour policy
- SEN policy and information report

Appendix E: Independent Review Panel Training

The LA or Academy Trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, 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 Principals, 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