



Principal: Ms K Laurie NPQSL
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HILLSGROVE PRIMARY SCHOOL BEHAVIOUR AND PHYSICAL INTERVENTION POLICY

Reviewed	Agreed by Governors	Review date
November 2023		September 2024
Signed	<i>K. Laurie</i>	

*We want pupils at Hillsgrove to be confident in having the **skills and knowledge** they need to thrive in the world beyond school. We want all pupils to share our high **aspirations** for themselves and to develop a **love of learning** for life.*

The curriculum at Amadeus Primary Academies Trust

Amadeus Primary Academies Trust is committed to providing high quality learning experiences enabling our children to become confident, articulate, independent, life-long learners ready for the challenges of a society that is fluid and ever evolving. The location of our schools, on the borders of London and Kent, allow our pupils to access the variety and richness this valuable resource provides.

Ambition

Through our curriculum we set out to ensure that all children, regardless of starting points achieve their full potential. Our language rich curriculum allows children to build on their learning progressively acquiring the knowledge and skills needed for the next stage in their education.

Persistence

The APAT curriculum facilitates our children to become resilient, self-challenging, curious learners.

Adaptability

Our holistic approach begins with key knowledge and skills of the National Curriculum and EYF5 framework which is thoughtfully adapted and built upon to meet the needs of all our children ready for the next stage in their learning journey.

Thoughtfulness

Our mindful approach to the delivery of the curriculum reflects the uniqueness of each of our schools, communities and the pupils within. We nurture the wellbeing of the individual to promote a culture of kindness, respect and empathy in line with our own schools and the British Values to become a well-rounded member of society.



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Our vision:

Through our school values: Ambition, Persistence, Adaptability and Thoughtfulness, we support children to develop a positive image of themselves and to know that their contributions and achievements will be recognised and appreciated so all children feel valued.

Our school culture develops responsibility, resilience, reasoning skills, an ability to reflect and resourcefulness and is supported by the values of ambition, persistence, adaptability and thoughtfulness. This leads to a positive attitude to learning and pride in achievement in a safe environment. We encourage children to have a sense of self-worth and self-discipline and acceptance of responsibility for their own actions, learning the importance of being forgiven and forgiving others.

Excellent behaviour leads to high standards of interaction between adults and children. We reward academic achievement and good behaviour and use sanctions for unacceptable, inappropriate behaviour. We ensure that expectations are clear and that there is fairness and consistency in our actions.

We have excellent collaboration with parents and the wider community to enable us to provide the best possible social, academic and cultural development for our learners. Our staff are highly skilled and we provide co-operation, support and advice to all adults dealing with behaviour or discipline issues.

All stakeholders are committed to the behaviour policy and there is consistency in its application from all members of the school community. Our behaviour mission is encapsulated in the relationship between adult and child and the relentless investment into the quality of this based on identifying and promoting self-esteem, self-worth and high expectations. This is first and foremost, brought about by the adults every day.

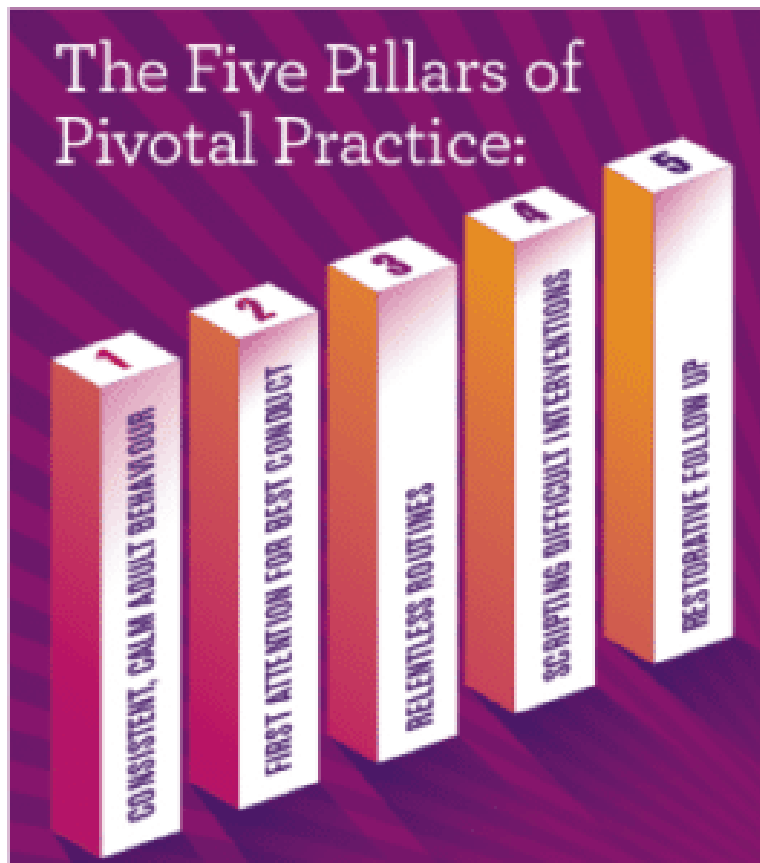
Aims of the policy:

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To focus on the positive behaviour and learning of pupils.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.



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Research and Strategy



Pillars of Pivotal Practice

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

1. Meet and Greet
2. Class Dojos
3. Collective Behaviour Reward Chart
4. Always Thursday
5. Clear conversations



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1. Meet and Greet

At Hillsgrove Primary School, the teacher positively greets each learner at the start of every day. We do this to make our pupils feel welcome, and our staff do this on the main gates to school, modelling the expectation for all. Adults smile, use an appropriate verbal greeting. This extends throughout the school day.

2. Class Dojos

Children will be rewarded Dojo points based on the 5 R's of learning.

- Responsibility
- Resourcefulness
- Resilience
- Reflective
- Reasoning

As well as for 100% Attendance and Thoughtfulness

3. Collective Behaviour Reward Chart

Children will work collectively as a class to earn 20 Dojo points and earn a class reward. The children can choose to have:

- Extra playtime
- Golden Time
- Non-uniform Day

4. Always Thursday

Every Thursday, adults choose an 'Always Child' from their class. This is the pupil who has followed the rules all week and have gone above and beyond with their behaviour. They receive a certificate from their teacher which will be handed out during achievement assembly. At the end of term, an 'All half term child' will be chosen to meet with a member of SLT/MLT for a treat.

5. Clear conversations

Praise should always be as specific, targeted, public and as sincere as you can make it. This is what gives it power.

- Reprimand should be calm, private conversations or re-directions that only the child who it is intended for can hear.
- Speak to children calmly, with the greatest of respect, and be positive.
- We never shout, express negativity, or use sarcasm and derogatory tones.



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Actions and Sanctions within the classroom



Incident	Action:
<p>The child reaches a number 1, 2 or 3.</p> <p>Low level disruption Lack of effort Unkind/disrespectful comments to others</p>	<p>Class Teacher to speak to the child and follow the number system:</p> <ol style="list-style-type: none"> 1. warning in class 2. 5 minute time out within the classroom 3. Go to a different classroom for 10 minutes <p>*the class teacher taking in the child does not need to know why they have been sent or speak to the child. This is to ensure minimal disruption to both lessons*</p> <p>Further actions that might be necessary:</p> <p>Some/all of playtime missed to complete work that was not completed in class due to inappropriate behaviour.</p> <p>Some/all of playtime missed to complete work that was not completed with the appropriate amount of effort in class.</p> <p>Some/all of playtime missed due to unkind/disrespectful behaviour towards others.</p>



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<p>Incident The child has reached a number 3 at least three times in one week.</p> <p>The child reaches their first number 4 of the year.</p> <p>A child can receive a number 4 if: They have already reached a number 3 that day They have purposefully hurt someone Swearing</p>	<p>Action: Phase Leader to speak to the child and decide if one or more of the following consequences is needed:</p> <p>The child's first number 4 is recorded in the Behaviour File but parents are not immediately contacted.</p> <p>Time off the playground The child to spend a time-out lesson (with work provided by the class teacher) in Phase Leader classroom. The child reports to the Phase Leader for the next two working days so she can assess if they are making an effort to improve their behaviour.</p>
<p>Incident The child has a consecutive week of reaching number 3 (at least 2 more times) & has not shown an improvement in behaviour since speaking with the Phase Leader.</p> <p>The child has reached a number 4 (that is not their first of the year).</p>	<p>Action Assistant Principal to speak to child and decide if one or more of the following consequences is needed:</p> <p>Behaviour sheet is completed by child and sent home for parents to read and sign. The child is assigned to work in another class (with work provided by the class teacher) for an afternoon or morning. Prolonged time off playground. Daily reporting to Phase Leader for 1 or 2 weeks. Parents contacted</p>
<p>Incident The child has been referred to the Assistant Principal more than twice in a half term.</p> <p>The child has been involved in an incident that affects the safeguarding of another child or staff member. If Principal or SLT is unavailable, speak to Deputy Safeguard Lead.</p>	<p>Action Principal or other member of SLT to speak to the child and decide on a course of action.</p>



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Actions and Sanctions in the playground.

Rough play on the playground (this does not include hitting, kicking, punching, restraining another child, spitting).

- The child will be given a verbal reminder of the rules and will then be sent to continue to play.
- If the rough play continues, the child will be sent to the red line (time out) for 5 minutes.

Punching, Kicking, Restraining another child, scratching, spitting (one or more children as the victim and one or more children as the perpetrator) on the playground.

1. The child will be immediately removed from the playground.
2. Once all of the facts have been gathered, the parents will be informed at the earliest opportunity.
3. The child will miss the next playtime.

Name calling on the playground (not including bullying, racist, homophobic, disablist comments).

1. Restorative justice with the victim to explain how the words used affected the victim.
2. If this reoccurs, the child is removed from the playground and once all of the facts have been gathered, the parents will be informed at the earliest opportunity.
3. Child to miss the next playtime.

Bullying (see Appendix 1)

Where a child has been consistently name calling or physically intimidating or hurting another child.

1. The child will be removed from the classroom.
2. Statements will be taken from the victim and any witnesses as evidence.
3. Both sets of parents will be informed of the bullying at the earliest opportunity.
4. The child (perpetrator) will be internally suspended for 2 days.
5. The child will need to produce an age-appropriate apology preferably in writing where possible.
6. The teacher will hold a reintegration meeting with the child to remind them of the rules, values and expectations.
7. If there is a repeat offence, then the child will be externally suspended for 2 days.
8. If there is another repeat offence, the child is at risk of permanent exclusion.



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Child on child abuse (see 'Child on child abuse policy' for details)

1. Gather the facts
2. Consider the intent
3. Decide on next course of action and links to other agencies
4. Inform Parents

The outcome of the investigation will follow local threshold guidance in line with the 'Child on child Abuse Policy'.

Bringing in banned items

This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with their class teacher or Phase Leader.

Items that should not be brought to school include:

- chewing gum and sweets (including lollipops)
- fizzy drinks including high energy drinks
- glass bottles including perfume bottles
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- unnecessary money
- expensive items
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment

If a child brings in a banned substance:

1. The item will be confiscated and the child will be removed from the playground or classroom.
2. Parents will be informed and met with at the earliest opportunity.
3. Restorative justice so that the children can learn from their experience.
4. If the item is not illegal, the child will miss a playtime
5. If the item is illegal, police will be informed and the child will be externally suspended for 2 days, followed by a reintegration meeting.
6. Depending on the severity, this could lead to the process of permanent suspension.



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Racist, homophobic, disablist abuse.

Where appropriate and with parent support, a restorative approach will be used to educate the perpetrator and to give the victim the opportunity to explain how it made them feel.

With repeat incidents, the course of action will be:

1. The child will be immediately removed from the classroom or playground and sent to a member of the school leadership team.
2. Parents will be informed at the earliest opportunity once it has been investigated.
3. The child will then be externally suspended for 1 day.
4. If it is repeated, the child will then be externally suspended for 2 days.
5. If it is repeated, the child will then be externally suspended for 3 days.
6. If it is repeated, the child will then be externally suspended for 4 days.
7. If it is repeated, the child will then be externally suspended for 5 days.
8. The school will then seek to permanently exclude the child.

Where this behaviour is severe and puts other children at extreme risk this may altered and stage 8 may come earlier.

Bringing in a weapon

1. Child immediately removed from the classroom or playground.
2. Parents to collect from the school and meet with the school leadership team and the police.
3. 3 day external suspension
4. Reintegration meeting with the school leadership team, the Designated Safeguarding Lead and possibly, the Welfare Officer from Bexley Borough.
5. The school will then seek to permanently exclude the child.

Refusing to comply with adult instructions putting themselves and/or others at risk of harm.

1. Strategies used to try to engage the child, for example, using an adult who is new to the situation to reinforce the rules.
2. Parents to collect from the school premises.
3. The child will then be externally suspended for 1 day.
4. If it is repeated, the child will then be externally suspended for 2 days.
5. If it is repeated, the child will then be externally suspended for 3 days.
6. If it is repeated, the child will then be externally suspended for 4 days.
7. If it is repeated, the child will then be externally suspended for 5 days.
8. The school will then seek to permanently exclude the child.



SUSPENSIONS AND EXCLUSIONS

A note on off-rolling

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 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

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 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:



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- 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

Definitions

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'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

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.

Roles and responsibilities

4.1 The Principal

Deciding whether to suspend or exclude

Only the Principal, or Acting Principal, 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 Principal 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 Principal 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
- Children with SEND needs that are part of the mainstream school will be expected to follow the Behaviour Policy but their needs will be taken into consideration.



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- 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 Principal 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 Principal 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.

Where possible, the Principal will seek advice from the Inclusion Officer and/or Trust Leadership Team before making the decision.

Informing parents

If a pupil is at risk of suspension or exclusion the Principal 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 Principal 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 Principal 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:



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- 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 Principal 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.

Informing the governing board and Trust Leadership Team

The Principal will, without delay, notify the governing board and TLT 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 Principal 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 (TLT)

The Principal will notify the TLT and LGB 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 Principal 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 Principal will inform **the social worker** as early as possible



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- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Principal will inform **the 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 Principal 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.

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

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



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During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Principal will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Principal 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.

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 or off-site direction and welcoming the pupil back to school
- Daily contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support
- 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.

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.



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Appeals

If parents apply for an independent review within the legal timeframe, the Trust Leadership Team 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 Teaching and Learning Committee 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 Principal 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 Principals during this time
- Principals/Headteachers or individuals who have been a Principal/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 Trust Leadership Team of the excluding school
- Are the Principal/Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Trust, or the governing board, of the excluding school (unless they are employed as a Principal/headteacher at another school)
- Have, or at any time have had, any connection with the Trust Leadership Team, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality



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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



Appendix 1

Definitions:

Bullying

There is no legal definition of bullying.

However, Hillsgrove Primary School define it as behaviour that is:

- Several Times On Purpose- STOP
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, disability, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- verbal
- Silent- excluding, ignoring

Racial discrimination

Any discrimination against any individual on the basis of their skin colour, or racial or ethnic origin. Individuals can discriminate by refusing to do business with, socialize with, or share resources with people of a certain group. This includes name calling and alienation due to race.

Homophobic Bullying

Homophobic bullying can be through name calling, spreading rumours, cyberbullying, physical or sexual and emotional abuse.



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Disability discrimination

Any discrimination, including name calling that directly relates to a disability.

Discrimination by association – When a pupil is treated unfairly on the basis of another person's protected characteristic. For example, it is discriminatory for a child to be the subject of abuse because one of their parents is disabled.

PLEASE BE AWARE THAT ALL FORMS OF DISCRIMINATION ARE TAKEN AS SERIOUSLY AS ANOTHER.

Child on child abuse (see Child on child Abuse Policy for more detail)

This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised, including intimidation, between children/young people both on and offline. This includes certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously.