

Behaviour & Exclusions Policy

Date approved: 2 July 2025

Review cycle: Annual

Party responsible: Student Committee

Linked Policies: Attendance Policy, Child-on-Child Abuse and Sexual Violence Policy, Preventing and Tackling Bullying Policy, Safeguarding Policy, E-safety Policy, Uniform Policy, Drug and Substance Abuse Policy, Rewards & Recognition Policy

Contents

- Behaviour Policy
- Policy on Behaviour Outside School
- Exclusion Policy (including Managed Transfers)

The Headteacher is responsible for the development of the Behaviour Policy in consultation with the governors, staff, students and parents.

The ethos of the school is based on relationships and respect which engenders an atmosphere of care and co-operation amongst students and staff. This respect is extended to the wider environment including the grounds, gardens and any animals held in care of the school.

Our aim is to promote a warm, friendly and safe environment for students, staff, volunteers and visitors and we celebrate the ways in which members of the school community respect one another, with particular regard to the vulnerable.

The expectations we uphold in the school are:

- The views of all members of the school community are equally valid if they are expressed appropriately.
- The school community is committed to ensuring equality of opportunity for all students, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.
- All members of the school community take pride in their work.
- All students wear their uniform as an ambassador for the school; all staff wear clothing which presents a professional image.
- Everyone should arrive at school and to lessons punctually and fully prepared for the lesson.
- Everyone should be considerate and respectful.
- Everyone attending, working in and visiting the school are made to feel welcome.

- When on school visits or when travelling to and from school, we behave as we would in school, with courtesy to others.
- All members of the school community conduct themselves in a calm and orderly manner when moving around the school.
- The physical environment is cared for and respected at all times.
- All property of others is always respected.
- Smoking or vaping is not permitted on the school site or by any student wearing the school uniform.
- Substances and items which are illegal, harmful or unsuitable are not allowed.
- Students are only allowed to use mobile phones on school grounds or on school trips with permission from school staff (in accordance with the E-safety Policy).
- Through staff training, development and monitoring we will ensure a consistent approach to the application of the behaviour policy.

The Behaviour & Exclusion Policy is published on the school website.

BEHAVIOUR POLICY

Behaviour Expectations – The Swanage School Way

Entering lessons students are expected to:

Entering lessons includes behaviour in corridors, during transition, i-desk areas, outside the sports hall.

- Walk calmly and with purpose to their next lesson.
- Line up outside the teaching space quietly and respectfully.
- Enter under teacher direction, calmly and respectfully.
- Stand behind chairs quietly and respectfully, get out equipment and planner, await teacher instructions and start the lesson activities as directed.

In lessons students are expected to:

In lesson includes behaviour in classrooms, sports hall, drama studio, sports field and any other learning environment on or offsite.

- Follow teacher instructions, first time every time..
- Respect the teacher as the expert in the room.
- Seek help or ask questions when appropriate by raising their hand.
- Refrain from shouting, calling out or in any way distracting the learning of others.
- Sit according to the seating plan.
- Refrain from consuming any food or drink apart from water (if appropriate).
- Ensure that toilet visits are not taking during lesson time unless a student has a toilet pass.
- Work to the very best of their ability showing focus and diligence.
- Be an active, positive participant in the lesson.
- Respect the point of view of others and challenge with kindness.

At social times students are expected to:

Social times includes behaviours before morning crew, breaktime and lunchtime.

- Remain on the school grounds in designated areas.
- Maintain appropriate physical contact (inappropriate contact includes but is not limited to, playfighting, kissing, cuddling).
- Only use equipment e.g., footballs with permission of the school.
- Engage in emotionally and physically healthy activities.
- Respect the school grounds by putting all litter in the bins.
- Follow lunchtime routine expectations including no metal cutlery and crockery outside, returning plates to designated areas and demonstrating good table manners.
- Inform staff of any negative or suspicious behaviour.

- Chromebooks are not be used at social time inside or outside, unless directed or part of a RES activity.

Outside of school students are expected to:

- Represent the school and not bring the school into disrepute.
- Wear uniform correctly.
- Engage positively and safely with members of the public.
- Stay safe and keep others safe especially when crossing the road or using bikes or scooters.
- Inform staff of any negative or suspicious behaviour.

Behaviour out of school includes behaviour of students whilst in uniform and on any trip organised by the school and can include any behaviour exhibited by the student.

Uniform and equipment expectations:

Students must wear the correct school uniform and school shoes, and the school's sports kit, as set out in the Uniform Guide and Uniform Policy. These documents also contain the school's dress code guidelines, which must be adhered to (including guidance on hair, nails, make-up, jewellery and piercings).

Banned Items

- Chewing gum
- Energy drinks and Caffeinated Fizzy Drinks (Coke/Pepsi etc.)
- Aerosols
- Foods containing nuts or seeds
- Computer consoles handheld or otherwise

Banned Items for which the School may search

- Nicotine Products
- Vapes, vape juice (whether nicotine based or not)
- Prohibited Items

Prohibited items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks

- Pornographic images (electronic or otherwise)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Rewards and Recognition

We strongly believe that students should be rewarded and recognised for their positive behaviour and upholding the core values of TSS

- We will follow the guidance in the school's Rewards and Recognition policy
- Crew Points recorded by teachers on Arbor with a description as to why they were awarded
- Crew Points are accumulated and used for other rewards, such as participation in 'rewards days' or crew prizes
- Rewards vary depending on the age group of the student, some examples are:
 - Postcards home to student and parents
 - Headteacher's awards
 - Rewards assemblies
 - Canteen Based Rewards
 - Celebration of learning awards
 - End of Term Reward Assemblies

Consequences

In lesson consequences

If a student's behaviour does not meet the school's expectations in a lesson (as outlined above), the teacher will follow a three-step process as outlined in the flow chart at Appendix A.

Before any formal behaviour warnings are given to a student, teachers are expected to have:

- Pre-empted predictable behaviours in their planning and delivery.
- A full understanding of the students' needs that may impact on their behaviour, especially those students with special educational needs or an EHCP.
- Adapted their teaching – planning and delivery – to meet the needs of all students.
- Made behaviour expectations clear to all students.
- Followed the classroom routines for starting a lesson.
- Use the "Soft Skills" and "Affective Statements (BINR)" approach to deescalate and maintain positive focus

We aim to identify behaviour that is not correct, avoid escalation and be clear about how to move forwards:

- Behaviour / Impact / Need / Request

Behaviours that lead to a teacher giving a formal, verbal warning include any behaviours that do not meet the in-class expectations stated above.

Some behaviours, which are more serious, will lead straight to removal from a lesson and referral to the Director of Learning responsible for that subject.

These behaviours include, but are not limited to:

- Refusal to follow instructions

- Persistent disruption to learning
- Any form of abusive language (including swearing directly or indirectly)
- Any threatening behaviour
- Any form of discriminative language, intended or unintended, including homophobic and racist language.
- Throwing an object with intent to harm another
- Any inappropriate physical contact

Detentions

Students will be entered for a same day lunchtime (1300 – 1325) detention by their teacher for:

- Missing or poor Curriculum Support Activities (homework)
- Lateness (To lesson or Registration)
- Missing equipment
- Missing or poor classwork
- Poor uniform
- Removal (referral) from a lesson

The teacher will stick a detention sticker in their planner and enter them for the detention on Arbor.

Homework detentions are run and managed by the teacher who set the homework, detentions for more serious behaviour are run centrally by SLT.

During this time, the member of staff who set the detention is required to come and meet the students and it is at this time that conversations are held, unfinished work is completed, and uniform expectations re-established.

Detention data is monitored every two weeks and students are referred to Pastoral Leads as a behaviour escalation if the session referrals do not decrease over time.

The school has an afterschool detention session (1520 – 1620) available should the lunchtime detentions prove unworkable or ineffective. These will be set by a member of the leadership team if the circumstances are appropriate.

Progress Sheets

If a student has **three or more** negative behaviour entries on Arbor in a week or they are returning from a suspension, their **Crew Leader** will issue them with a **RED** Progress Sheet and this will be logged on Arbor.

The Progress Sheet will have three targets, agreed by the Crew Leader and student collaboratively. These targets should be specific to the behaviours seen in the logs and not be too generic to be meaningless.

If the student receives all ticks on their sheet, they will have two days on a RED sheet, two days on an AMBER sheet and two days on a GREEN sheet. They will then have completed their Progress Sheet.

The student is responsible for their report and for giving it to their subject teachers. Their teachers will tick or cross each target in each lesson and comment as appropriate. Students on progress sheets need to see their **Crew Leaders** every break, lunch and after school with their sheet.

- If a student has one or more crosses in periods 1-2, they will sit in the atrium for breaktime.
- If a student has one or more crosses in periods 3-4, they will sit in the atrium for lunchtime.
- More than one cross in a day, failure to get the sheet signed, or loss of the sheet, will result in the student failing that day and remaining on that colour for an extra day.

If a student is consistently failing their report, the Crew Leader will inform their Pastoral Lead and next steps will be agreed.

See Appendix B.

Out of lesson consequences

If a student's behaviour does not meet the school's expectations at social times or outside of school (as outlined above), the member of staff witnessing the behaviour will follow this procedure:

- Inform the student of the negative behaviour they have seen and ensure the student has recognised the behaviour and how they should have behaved. The member of staff will log this interaction on Arbor.
- For more serious incidents, the member of staff informs the pastoral lead for that phase who will conduct an investigation.
- Members of staff will aim to address behaviours 1:1 with a student. They will not raise their voice at a student or address their behaviour in front of a group unless they have a concern for student safety.

RES (Restorative Activities)

The Headteacher, Deputy Headteacher, Pastoral Leads and Directors of Learning can allocate RES activities, following an incident or a referral from a lesson. These are activities designed to ensure that, once completed by a student, that the negative behaviours do not reoccur.

RES activities are allocated on a case-by-case basis, taking the following factors into consideration:

- Knowledge of the student and their needs
- Knowledge of the incident and the student's behaviours
- Practicality, including the availability of staff to facilitate the activity.

All staff can be involved in facilitating RES activities, which include:

- Restorative activities – a meeting, a letter or a presentation
- Community service activities – litter picking, lunch clear up, helping clear and pack the tables
- SEND support activities – social times or interventions in the Hub
- Social and emotional support activities – walk and talks. ELSA.
- Education activities – reading, an online course, peer mentoring, supporting younger years.
- Safeguarding activities – chat with the DSL or Pastoral Lead

Parental Contact

Parents will be informed of any consequences that a student receives for contravening the behaviour policy. Parents will be notified via Arbor of any detentions set and parents will be informed via email or phone call at the earliest opportunity by the member of staff who decided the consequence.

If a student is showing a pattern of negative behaviour then the teacher, crew leader, Pastoral Lead, Director of Learning or other member of staff will request a parental meeting to discuss concerns and decide next steps.

All agreements and outcomes will be recorded on Arbor.

Behaviour monitoring

The Director of Learning will monitor behaviour within their subject areas and within lessons to identify behaviour “hot-spots” and to inform teacher professional development and/or specific interventions for students in particular lessons.

Pastoral Leads will monitor student behaviour entries on Arbor for students in their phase and use crew meetings to ensure incidents are resolved and Progress Sheets are assigned when needed. They will also lead professional development with the Crew Leaders in their phase to ensure they have the skills and resources to manage behaviour in their crews and effectively communicate with parents.

The behaviour strategy is linked to other aspects of the school including the Uniform code and Attendance Policy.

The monitoring of the strategy is managed electronically as part of the Management Information System (Arbor) so that it can be accessed by staff across the school.

Use of reasonable force

Teachers have the right to use force in certain circumstances. This is largely up to the professional to determine, but in general force should only be used when a student is putting themselves or others at danger and is always the case of last resort.

Reasonable adjustments for disabled children and children with special educational needs and/or disabilities (SEND).

Parental consent is not required to use force on a student.

If force is used on a child, then this must be logged as a behaviour incident in the school's MIS (Arbor) and parents informed.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control students or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. [Section 93, Education and Inspections Act 2006].

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. Schools can use reasonable force to:

- Remove disruptive students from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom, school building or school grounds where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restrain a student at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

Power to search students without consent.

The headteacher and authorised staff may conduct a search for 'prohibited items' and 'banned items for which the school may search' as listed in this policy

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the 'prohibited items' as listed in this policy

Force cannot be used to search for items banned under the school rules (as listed in this policy)

Physical contact with students

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. However, consideration must be given to ensure the student does not in any way feel uncomfortable with the contact. Examples of where touching a student might be proper or necessary:

- Preventing an accident or harm
- When comforting a distressed student
- When a student is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

Bullying, abuse and threatening behaviour

Bullying of any type is not acceptable, nor is physical assault, verbal abuse or threatening behaviour towards other students, staff or visitors. Abuse relating to race, sexual orientation, gender reassignment and disability will not be tolerated (this list gives examples and is not exhaustive).

Please also refer to the 'Preventing and Tackling Bullying Policy'.

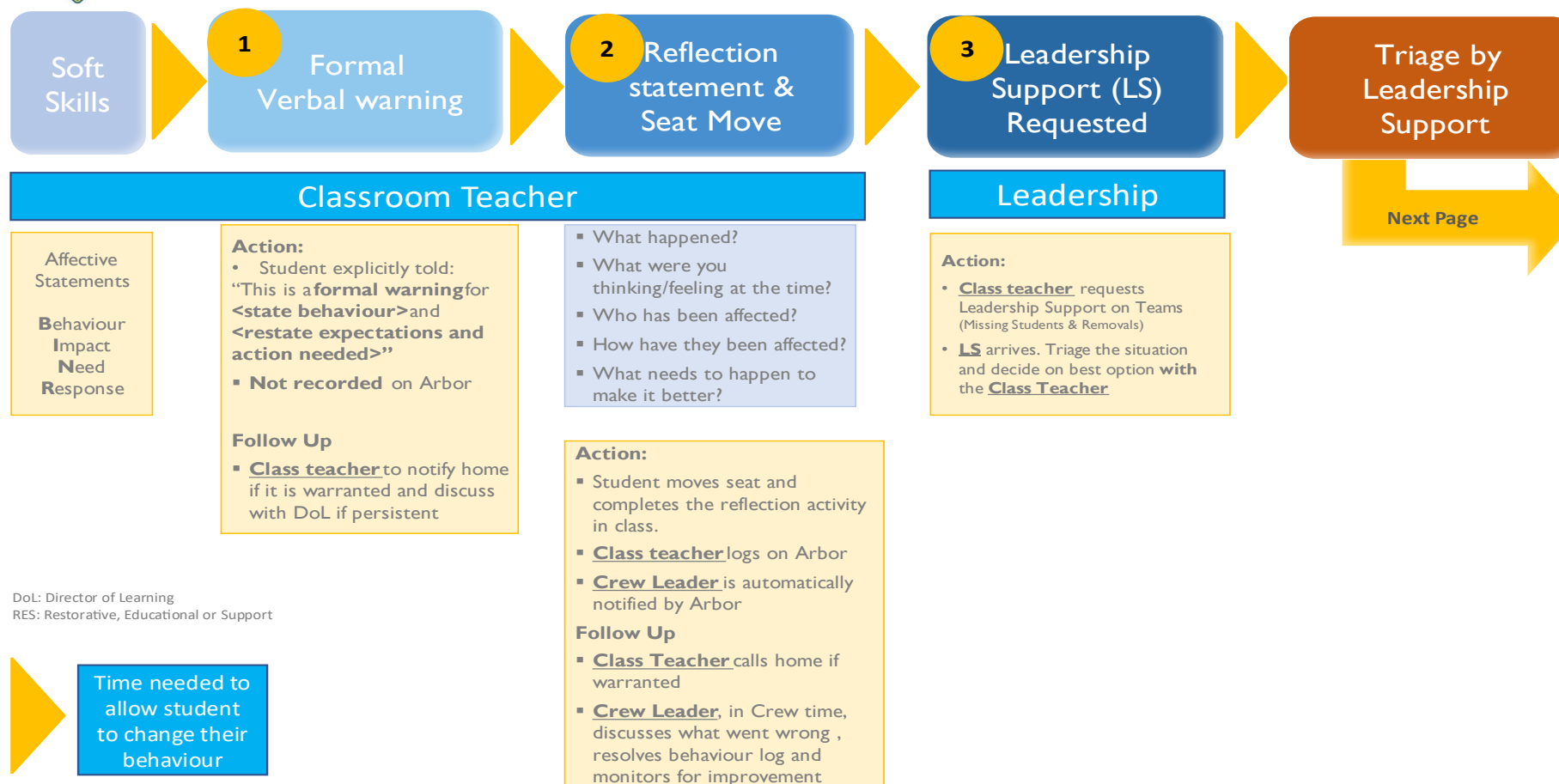
Policy on Behaviour Outside School

Behaviour that is considered to be unacceptable is dealt with as if it had taken place in school, with consequences adapted to be appropriate for the out of school environment.

In all cases we will refer to the relevant guidance when making decisions about our response to behaviour outside of school (such as KCSIE)

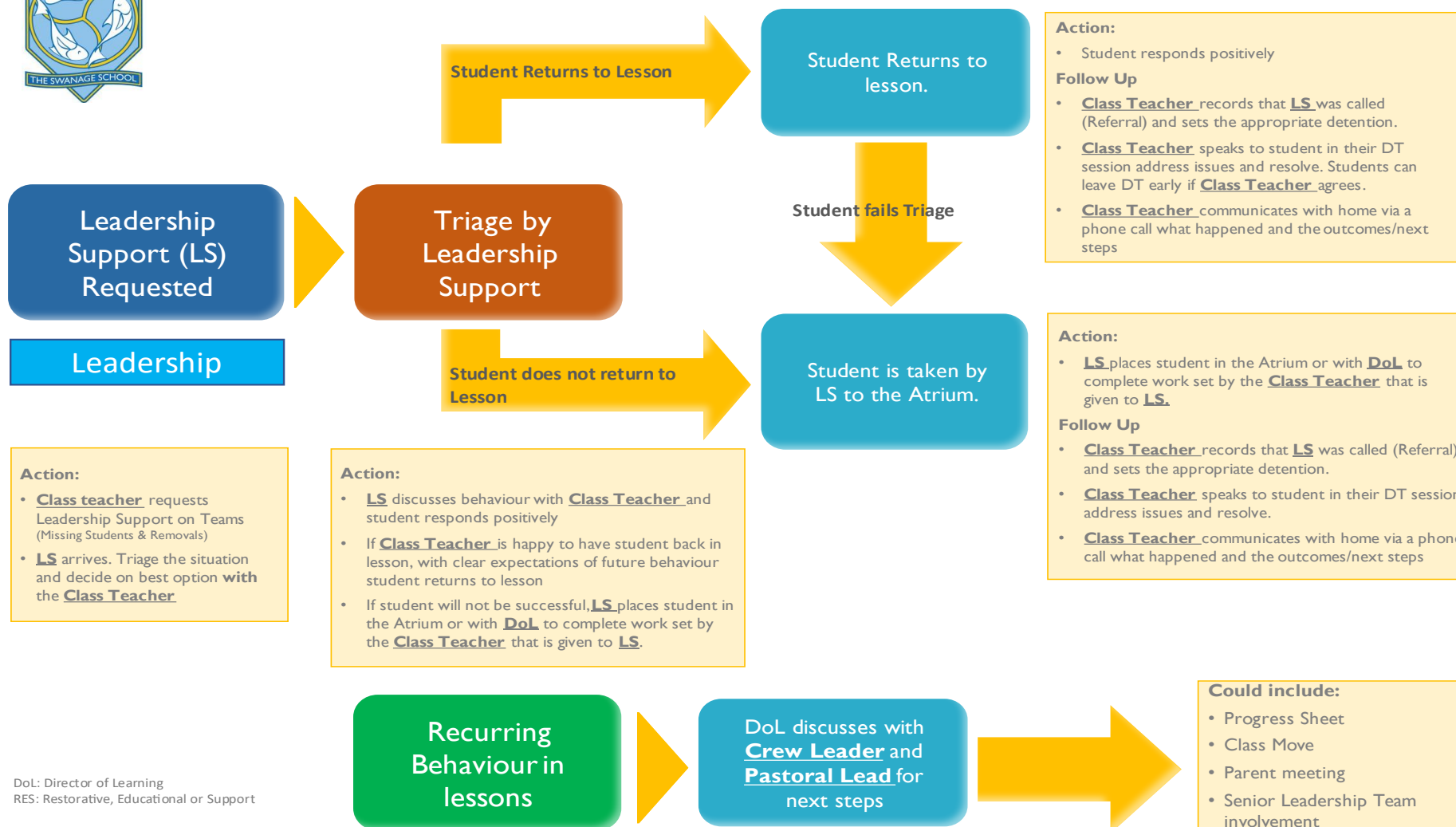


CLASSROOM BEHAVIOUR - ESCALATION PROCESS





CLASSROOM BEHAVIOUR - ESCALATION PROCESS



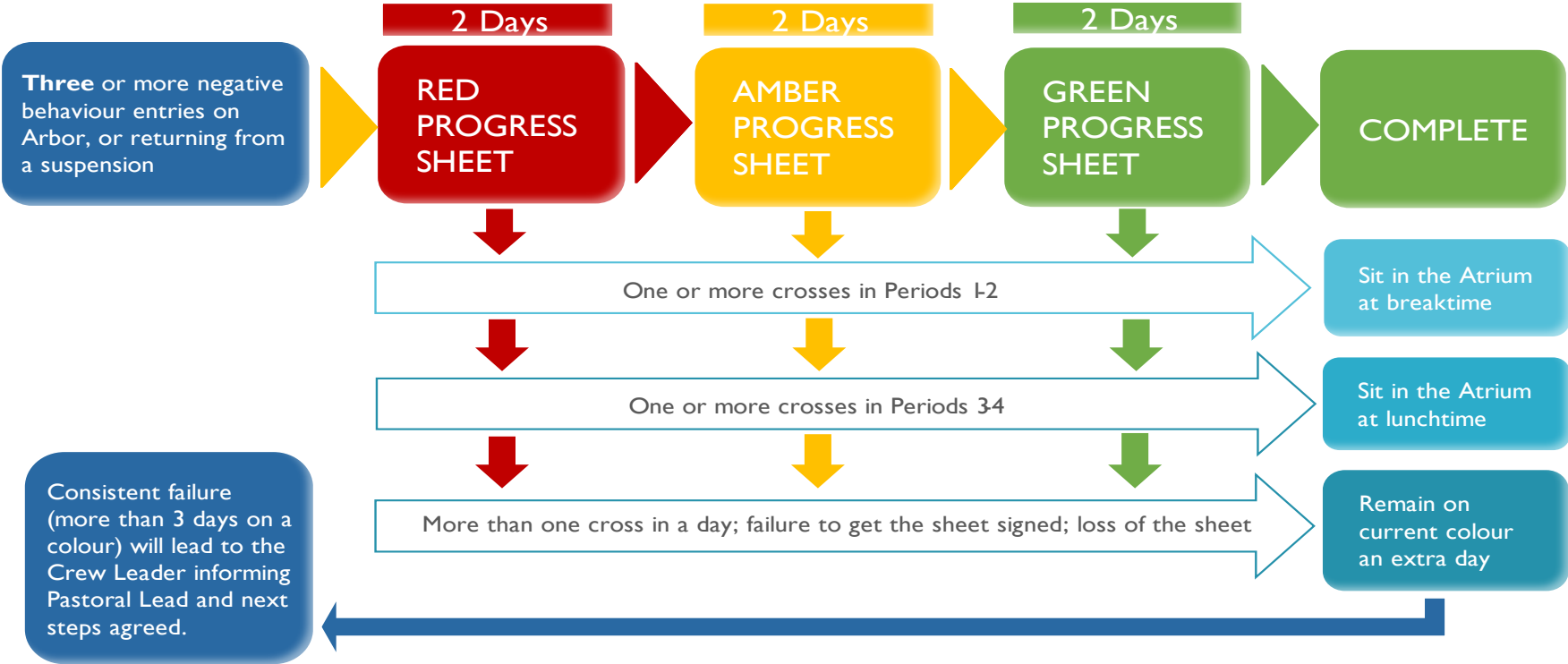
DoL: Director of Learning
RES: Restorative, Educational or Support



PROGRESS SHEET | IMPLEMENTATION

The aim of the Progress Sheet is to support students whose standards have dropped and shown some negative behaviours. The targets are specific and aim to make students succeed

3 targets agreed between Crew Leader and student and logged on Arbor
Student gives Progress Sheet to each subject teacher who ticks or crosses each target.
Student sees Crew Leader every break, lunch and after school.



EXCLUSIONS POLICY

SUSPENSIONS, PERMANENT EXCLUSIONS AND MANAGED MOVES

Underlying Principles

The Swanage School is an inclusive school committed to equal opportunity for all. It is felt that suspension (an exclusion for a fixed period) and permanent exclusion of students from the school, are damaging to both the student and the whole school community. Consequently, a student will only be excluded when other strategies have not been effective over time in dealing with persistent breaches of the behaviour expected, or when there has been a single, clear and serious breach of discipline, and where allowing the student to remain in the school would seriously harm the education or welfare of the student or others in the school.

The school follows the legislation referring to exclusions as stated in the 2007 Education Act and 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (August 2024) guidance issued by the Department for Education.

This aspect of the policy has been compiled to provide a clear framework to enable the effective handling of student suspension and permanent exclusions and to inform all stakeholders of the procedures.

Guidelines

Students can be suspended or excluded for their behaviour outside of school, as well as inside school. A student can be excluded if:

- The student has committed a serious breach or persistent breaches of the school's behaviour policy.
- The student is accused of a serious criminal offence.
- The student has been involved with dangerous weapons, sexual abuse, actual or threatened violence, carrying an offensive weapon, or illegal drugs.
- The student repeatedly disobeys academic instructions.
- For medical reasons, the student's presence in the school represents a serious risk to the health and safety of students and staff (see DfE guidance "Health protection in schools and other childcare facilities).

Procedure for Suspensions and Permanent Exclusions

In applying the procedure, the Headteacher, administrative staff and governors will follow DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)'.

The permanent exclusion of a student is an extreme measure and is only administered by the Headteacher or in the absence of the Headteacher whoever is acting for her/him. The Law of the United Kingdom allows a Headteacher to suspend a student for one or more fixed periods up to a maximum of 45 school days in any one school year, or permanently.

Exclusions, whether fixed-term suspensions (usually 1-5 days but could be longer) or permanent, may be used where a student has displayed unacceptable conduct which infringes that which is deemed to be acceptable in school. A student will be excluded immediately if there is an immediate threat to the safety of others in the school.

Suspensions (Fixed-term exclusions)

It is expected that most exclusions will be of a short (1-5 days), fixed-term nature. These are known as suspensions, formerly referred to as 'fixed term exclusions'. A suspension can also be for part of the school day. During a suspension of up to five days the school will take reasonable steps to set work for the student and arrange for it to be marked. This can include utilising online platforms. From, and including the sixth day of the exclusion, the Swanage School will arrange full time education for the student.

A suspension may not be extended or 'converted' to a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension period may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension. In such cases a new notice must be issued to parents/carers.

When behaviours are deemed to hit the threshold of a suspension there is a clear process involved led by a member of the school leadership team. In such circumstances, an investigation will take place and all relevant parties will be informed at the earliest convenience. An indicative but non-exhaustive list of such actions which could lead to an investigation would be:

- Being verbally abusive to a member of staff
- Bringing illegal substances, prohibited or banned items into school
- Bringing a weapon or tool into school which could be used to injure another person (including BB guns etc)
- The use of racist, sexist, homophobic or transphobic language
- Persistent levels of defiance, disruption to learning or aggressive behaviour
- Persistent bullying
- A physical assault on another student or a member of staff
- Behaviour which may bring the reputation of the school into disrepute
- Intentionally setting off the school fire alarm
- Any behaviour designed to extort possessions or funds from others
- A significant breach of health and safety
- Any behaviour which discriminates against the nine characteristics protected under the Equalities Act
- Child-on-child abuse (as set out in the linked policy)

Once the investigation is complete, the senior member of staff will liaise with the Headteacher and other parties, such as: Pastoral Lead, Designated Safeguarding Lead, SENDCo, Social Workers, Virtual School and Crew leader. A decision will then be taken on appropriate and proportionate sanction/s which could include:

- A RES (Restorative activity)
- Referral to internal/external support such as counselling or anger management
- A fixed term suspension
- A turnaround placement at a learning centre
- A managed move to a different school
- A permanent exclusion

Permanent exclusions

A decision to exclude a student permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the student to remain in the school would seriously harm the education or welfare of the student or others such as staff or students in the school.

Prior to a permanent exclusion a thorough investigation will take place and, in the case of exclusion on the basis of persistent breaches of the behaviour policy it must be clearly shown that a range of strategies have been tried without sufficient success.

In the case of a single serious breach of discipline the Headteacher may decide to exclude a student without having tried a range of strategies.

In all cases where permanent exclusion is a possibility a member of the senior leadership team discusses the matter with the Dorset Council Inclusion Officer.

When a student is permanently excluded, the local authority must arrange suitable full-time education to begin no later than the sixth school day. The School will take reasonable steps to set and mark work during the first five school days of the exclusion.

Any student who is permanently excluded will not be removed from the school register until after any requested review has been completed, or the deadline for requesting a review of the decision to exclude has passed without a request being made.

In every case, all the evidence is carefully assessed and collated. Records are kept of all exclusion proceedings. A student is allowed and encouraged to give her/his account of events. Staff investigate the causes of the incident fully. All exclusions are treated in the strictest confidence on a 'need to know' basis.

Managed Moves

One possible response to serious breaches of the school's behaviour policy (including breaches which are serious enough meet the guidelines for permanent exclusion) is a managed move to another school to enable the student to have a fresh start in a new school. It enables a student to transfer directly to an alternative school. This should only be done with the full knowledge and co-operation of all the parties involved, including the student, parents/carer, and the Local Authority, and in circumstances where it is in the best interests of the student concerned.

Whenever a managed move is being considered, the Headteacher must contact the Dorset Council Inclusion Officer and work with them to follow the Dorset Council protocol on Managed Moves. This protocol is available here: https://www.dorsetcouncil.gov.uk/w/in-year-fair-access-and-managed-moves?p_l_back_url=%2Fsearch%3Fq%3Dmanaged%2Bmove

Involvement of the student's parents or carers in an exclusion

In the event of any exclusion being carried out the student's parents are notified immediately by telephone where possible and then by letter.

The school will write to the parents notifying them of the reason for the suspension (and its duration) or permanent exclusion and any right to make representations to the governing body. Parents will also be informed of their duties during the first five days of the exclusion. (The parents are obliged to ensure that the student is not present in public during normal school hours without reasonable justification. Failure to comply with this may lead to the parents being prosecuted).

The Headteacher will arrange a reintegration interview with the parents of the excluded student for any exclusion. The student is expected to be present for all or part of the interview. A Parenting Contract may be offered to help the parents take responsibility for their child.

Informing the governing body of exclusions and managed moves

The Headteacher must, without delay, notify the governing body (Chair of Governors) and local authority of:

- A permanent exclusion (including where a suspension is followed by a decision to permanently exclude the student).
- Exclusions which would result in the student being excluded for a total of more than five school days (or more than ten lunchtimes) in a term.
- Any other fixed term exclusions which are required to be reported to the local authority.
- Exclusions which would result in the student missing a public examination or national curriculum test.

A summary of all exclusions will be reported to the full governing body and local authority once a term. Notifications include the reasons for the exclusion, who was involved in the decision discussion and the duration of any fixed-period exclusions (suspensions).

Any permanent managed transfers will be reported to the full governing body once a term. Notifications must include the reasons for the managed transfer.

Informing the local authority, social workers and VSHs of exclusions and managed moves

The Headteacher must, without delay, notify the local authority, any social workers and, if the student is a looked after child, the VSH (Virtual School Head), of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the student lives outside the local authority in which the school is located, the Headteacher must also advise the student's 'home authority' of the exclusion, and the reason/s for it, without delay.

A representative of the local authority (usually the Inclusions Officer) and, if the student has one, the social worker and VSH, must be informed when a governing board meeting is taking place and may attend should they wish to do so, with the use of remote access if required.

Cancelling exclusions

The Headteacher can cancel any suspension or permanent exclusion that has already begun, or has not yet begun, but this can only happen when the governing board has not yet met to consider whether the student should be reinstated. Where an exclusion is cancelled the Headteacher must notify the parents, the governing board, the Local Authority and, if applicable, the student's social worker and/or VSH. The notification must also provide the reason for the cancellation;

If the Headteacher cancels the exclusion the governing board's duty to consider reinstatement ceases and there is no requirement to hold a meeting to consider reinstatement.

Parents will be offered the opportunity to meet the Headteacher to discuss the circumstances that led to the exclusion being cancelled.

The student will be allowed back into school without delay.

Any days spent out of school prior the cancellation will count towards the maximum of 45 school days permitted in any academic year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days.

Reviewing / challenging decisions to exclude

The governing board has a duty to consider parents' representations about an exclusion and in some circumstances must meet to review the exclusion regardless of a request from parents. The requirements on the governing board depends on a number of factors (see diagram in Appendix C). The method for requesting a review is written in the formal letter of exclusion.

- For suspensions of 5 school days or less in a term, parents can ask the governing body to consider their views and should do so within three weeks of the exclusion letter being received, however the governing board cannot direct reinstatement and in these circumstances and is not required to arrange a meeting with parents.
- Where a student has been excluded for more than 5 school days in a term but less than 16 school days, parents may write with representations and should do so within three weeks of the exclusion letter being received, and in this case the governing board must consider within 50 school days of receiving the notice of exclusion whether the student should be reinstated.
- In the following circumstances a governing board review is triggered and parents will be invited by the Clerk to Governors to submit representations and attend a meeting of the Governors' Student Exclusion Review Panel which will meet within 15 school days of receiving notification of the exclusion (a lunchtime exclusion counts as ½ school day in determining whether a governing body meeting is triggered):
 - When the exclusion is permanent.
 - When a suspension (fixed term exclusion) brings the student's total number of school days of exclusion to more than 15 in a term (this includes suspensions that total 15.5 days).
 - When a suspension or permanent exclusion would result in a student missing a public examination or national curriculum test (in this case reasonable steps must be taken by the Panel to meet before the date of the examination).

The timescale for the panel may be extended, and the practical arrangements for the panel may be modified in accordance with government guidelines issued from time to time.

The Chair of Governors and Clerk to Governors will be informed within one school day of any exclusions meeting the above criteria, and convene a panel. The School will provide a copy of the letter sent to parents.

The Governors' Student Exclusion Review Panel

The following parties will be invited to a meeting of the Governors' Student Exclusion Review Panel:

- The Headteacher or his/her representative.

- The parents/carers of the excluded student (who may be accompanied by a friend or representative).
- The excluded student (whose attendance is optional and subject to parental consent and who may be accompanied by a friend or representative).
- The Local Authority Inclusions Officer (invitation optional).
- The student's social worker if they have one.
- The VSH (Virtual School Head) if the student is a looked after child.

The Panel will endeavour to have relevant written evidence and information circulated to all parties in advance of the meeting.

The panel will make a decision to either uphold the decision to exclude (decline to reinstate) or change the decision to exclude (either temporarily or permanently).

Panel meetings are conducted in accordance with best practice advice provided by the Local Authority Inclusions Officer and in accordance with the DfE guide 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement' (August 2024).

Independent Review Panel

If the decision to permanently exclude is upheld by the Governors' Student Exclusion Review Panel, the parent/ carer may appeal to an independent review panel. The Academy Trust (Education Swanage Ltd) subscribes to a third-party exclusions appeal services and information on how to request an independent review is provided to parents/carers when notified of the Governors' Student Exclusion Review Panel decision. The parent or carer have the right to meet with the independent panel as set out in the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' guidance.

Challenging a managed move

There is no statutory right to appeal a managed move. However, parents can ask the Governors' Student Exclusion Review Panel to consider their views on whether the school has followed the procedures set out in this Behaviour and Exclusions policy in arranging a permanent managed move. This must be done within three weeks of receiving written notification of the decision to arrange a managed move.

Monitoring, evaluation and review

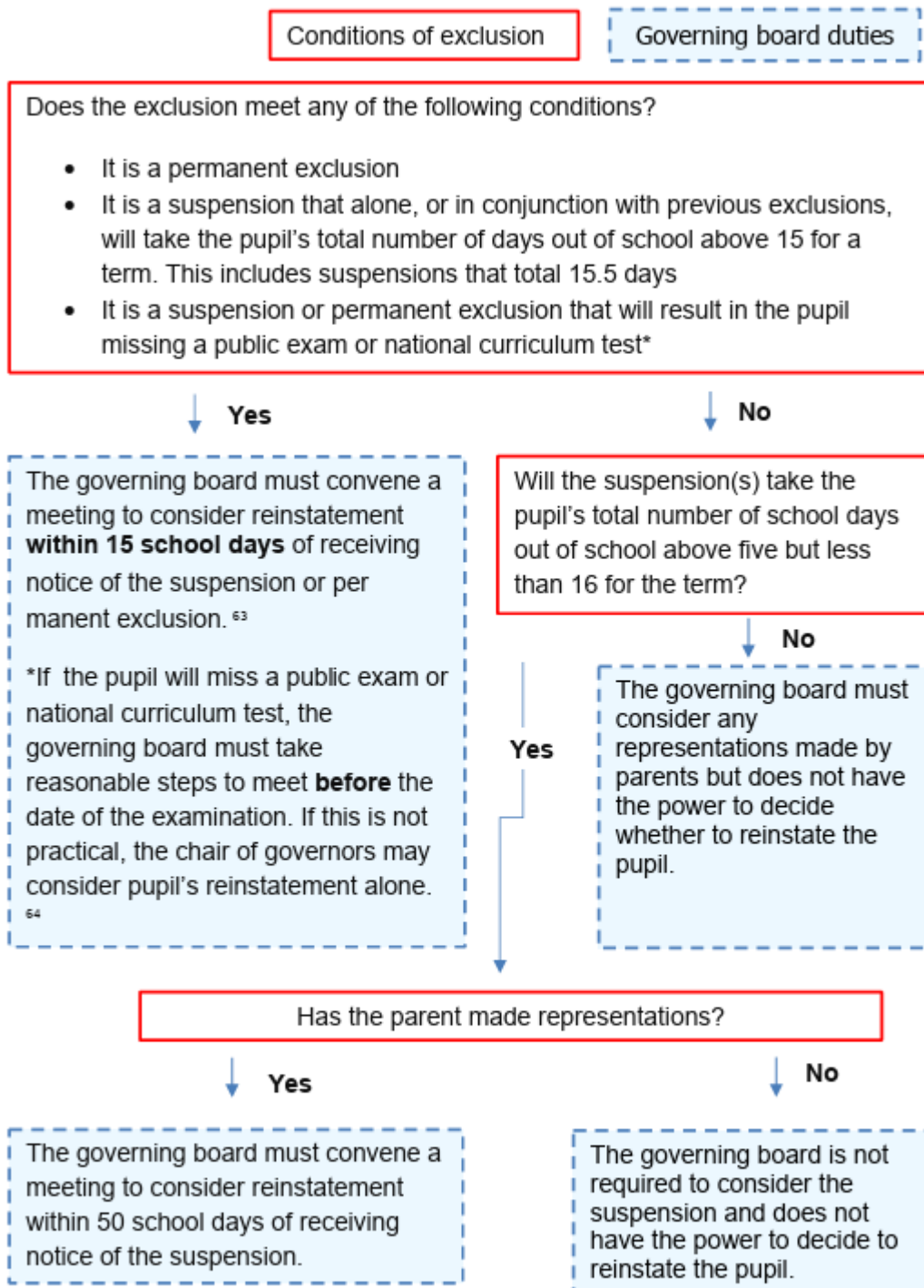
The effectiveness of this policy is monitored both day to day and more strategically.

- Ongoing monitoring:
 - Monitoring and review of behaviour incidents logged on the Management Information System. Both in terms of effectiveness of the recording system (i.e. are incidents logged?) and in terms of the number and frequency of incidents (i.e. are standards of expected behaviour being met?).
 - Analysis of the patterns of poor behaviour (i.e. is it a few key individuals? A specific group? etc.)
 - Use behaviour incident records to determine if the culture of the school, combined with rewards and sanctions work to minimise poor behaviour (i.e. is poor behaviour repeated?).

- Informal student feedback about behaviour and the extent to which the reality of school lives up to the goals of the school.
 - Daily and weekly monitoring and analysis of attendance records. (i.e. what is the impact of the policy on poor attenders?)
- Strategic:
- Formal evaluation of behaviour records and report to governing body.
 - Annual student questionnaire.
 - Annual parent questionnaire.
 - The Governors will monitor the numbers of and reasons for exclusions and managed transfers.

The governing body will review this policy every year and assess its implementation and effectiveness.

A summary of the governing board's duties to consider reinstatement⁶²



⁶² Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶³ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶⁴ The ability for a chair to review in the case of public exams refers only to maintained schools.