Anker Valley Primary Academy

Behaviour and Relationship Policy

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The school's approach to behaviour

This policy has been created as a result of consultation with parents, staff, and children from across the trust, setting out clear expectations for our children, staff, parents, and local community. It is underpinned by Department for Education advice, the Education Endowment Foundation, 5 key principles that good behaviour permeates through a school community, exemplified by:

- All our people knowing and understanding every child and their influences.
- Positive learning behaviours are taught alongside managing challenging behaviour.
- Consistent, effective classroom management strategies support good classroom behaviour.
- Simple approaches are part of regular routine and expectations.
- Personalised approaches meet the needs of vulnerable children who display more challenging behaviour (or difficulties in regulating their emotions)

Rationale

The policy is based on **Five Golden Values and Virtues**, which exemplify the positive behaviour that we always expect at Anker Valley Primary. These virtues will apply not only in the classroom, but also at PE (Physical Education) times, playtimes, assembly, in fact at any time in school. The behaviour in our academy should reflect our values. As a school we are committed to equal opportunities. This policy links very strongly with our Anti-Bullying Policy.

Our school ethos is one of praise and reward, where children, parents and staff are treated with respect and where everyone is given every opportunity to *Aspire to Excellence; enabling all to become good citizens, able to lead good lives as well as become successful.* We also acknowledge that as humans, every one of us will make mistakes through life. We therefore teach our pupils the skills needed to reflect, repair, and reintegrate when mistakes are made.

As a growing school community, we recognise that this policy will need to evolve to meet the needs of the children over time and as partnerships with parents and children are strengthened

Responsibilities

All children, parents/carers and staff are responsible for ensuring this policy is followed, consistently modelled, and fairly applied across the school. The Headteacher, Senior Leadership Team (including governors) monitor the effectiveness of the policy, promote a high standard of behaviour through their own modelling of exemplary conduct and through supporting all people in the implementation of this policy and management of behaviour around the school.

All staff have a responsibility to provide a high-quality learning environments which nurtures a positive ethos and atmosphere for all children within learning and teaching and the school itself, fostering curiosity and capitalising on unique talents.

All children will follow our Golden Values and Virtues. If children display behaviours which fall below the expectations, we acknowledge this as an area for development which we will support to

the same high standard as we would towards all learning. All staff in school will remind children of the virtues regularly and they will be displayed in classrooms and throughout the school; The curriculum will promote positive learning behaviours and there will be a clear expectation that these will be modelled and taught by staff during all points of the school day and beyond.

Behaviour Expectations at Anker Valley
Anker Valley 5 Golden Values and Virtues



Respect: We will listen to and show respect to ALL in school.



Kindness: We will have kind hands, kind feet and kind words to all.



Courtesy: We will walk sensibly and quietly around school showing politeness to others.



Determination: We will be determined to be the best learners and the best friends we can be.



Care: We will care for our classroom, our school, and our local community.

Classroom management strategies and the teaching of positive behaviour

The children are reminded of our school expectations daily and whilst we expect all pupils to show a high standard of behaviour, we recognise that it is important to value and appreciate positive behaviour. These are the key character virtues that we want all the children in Anker Valley Primary to demonstrate through a positive attitude with all their learning.

Approach

Anker Valley parents, staff and children will strengthen an ethos of respect and safety where all members of the school community feel valued and considered. During learning and teaching staff will seek opportunities to model regulation of emotions, suggest coping strategies, maximise opportunities to develop social and emotional skills needed e.g., during playtimes, lunchtimes or learning times. Every classroom will have a Calm Corner where there will be provision to support

a child to recognise and manage their emotions (books, calming strategies, fidget toys or worry monsters). On arrival to school, staff will ensure that every child is welcomed in a positive, personalised manner. Where a child is experiencing difficulty, from the earliest onset, they will be encouraged to independently self- direct or through teacher suggestions consider spending some time in the Calm Corner. This will not be directed as a punishment or sanction. The Golden Values Virtues are the thread that frames the approach. Children will know the virtues, be able to express their understanding and demonstration of the values and virtues will result in praise, star of the week and headteacher awards and a sense of personal accomplishment; valued by all in Friday assemblies and as an ongoing expectation.

Behaviour System

1. **If children are not displaying the expected behaviours or values**, they will be reminded of the expectations of being Ready, Respectful and Responsible (a look, a verbal reminder, a walk-by).
2. **If the behaviour happens again during the same lesson**, the child will be expected to think about and reflect on their emotions in the Calm Corner. All staff will use the narrative: *"I need 3 minutes; you need 3 minutes and then we will talk about it."* A conversation with an adult following our four restorative questions:
    - What happened?
    - What were you thinking or feeling?
    - Who has been affected?
    - What needs to happen to put it right?

   will follow the use of the Calm Corner, allowing time for reflection, emotional regulation, and discussion of any inappropriate behaviour.
3. **If inappropriate behaviour persists**, children may be asked to use the Calm Corner in a neighbouring classroom. Some children may need repeated reflection time and will be encouraged to do so in order to manage their emotions and co-regulate with an adult, according to their individual needs. *Where a child has a sensory need, a sensory break will be used as an alternative to the Calm Corner.*
4. **If, after all of the above steps, the behaviour persists within the same lesson**, the Assistant Headteacher will be called upon to have a follow-up restorative conversation. If the behaviour continues, the Headteacher will become involved and discussions with parents/carers may take place.
5. **Where appropriate, a restorative consequence may be applied** to support reflection, repair harm and reinforce expectations. Consequences will always be proportionate, reasonable and linked to the behaviour. Examples may include:
    - Completing a restorative conversation or reflection sheet.
    - Offering a verbal or written apology.
    - Repairing, replacing or helping to tidy any damaged or affected resources.
    - Missing a small part of breaktime or lunchtime to reflect, restore relationships, complete missed learning, or discuss strategies for future success.
    - Spending time with a trusted adult to practise expected behaviours or social skills.
    - Making amends to those affected by the behaviour.
6. **Children start afresh once the behaviour has been repaired, restored and they are ready to learn.** We believe that every day is a new opportunity to make positive choices, and children are supported to move forward successfully.

All incidents will be recorded on Arbor to establish patterns, trends, and further steps. The Senior Leaders and SENDCo will support the school by monitoring behaviour (Arbor). Monitoring the use of support will be ongoing and evidenced on Edukey.

Responding to serious behaviour and individual needs

- Any child-on-child inappropriate behaviour will be resolved with the support of an adult by using our restorative and reflective approach that discusses the impact on the victim as well as the perpetrator. Contact with parents (of victim and perpetrator) by the DSL or DDSL may also be required. Any additional whole class follow up will be considered e.g., circle time, whole class discussions or assembly.
- Where inappropriate behaviour is deemed unsafe (to the child or others) the behaviour system outlined above will not be appropriate. Instead, children's individual Positive Behvaiour Plans will be used. A meeting with parents will be arranged with the class teacher to consider next steps e.g., external support service involvement e.g., Malachi or Early Help, Play therapy, etc.
- Every behaviour is demonstrating an unmet need therefore support will be sought from the SENDCO / Trust Inclusion Lead if necessary.
- When appropriate the headteacher will be the first point of call.

Exclusion is avoided where possible and utilised only as a last resort when other agreed strategies have been unsuccessful. The only exception to this is when a child has put themselves and other pupils at risk. The decision to exclude a pupil will be taken only in response to serious or persistent breaches of the school's Behaviour and Relationship Policy and if allowing the pupil to remain in school would seriously harm the education or welfare of others. All exclusions will be addressed on an individual basis with the Headteacher. A meeting will take place between the Headteacher, Executive Headteacher and Parents. The relevant authorities in the LA will also be contacted following the SCC Procedure. The school follows the DfE Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022

House Points and Pupil Support Systems

At Anker Valley, in EYFS (Early Years Foundation Stage) Key Stage 1 and Key Stage 2, we use house points for children to earn points for demonstrating the **Golden Values and Virtues** and for a positive attitude towards their learning. Children collect points over the week. The points can be given out by all adults in school and teachers can choose the number of points children can achieve for certain behaviours. At the end of each half term, the house points are collated and the house team with the highest number of points receives a reward.

Star Learner Awards

Celebration Assemblies are held weekly and two children from each class are chosen to have a star award for that week (Star of the week, Headteacher Award based - on the academy and trust values and virtues and Lunchtime Award). Parents are notified the Wednesday of that week if their child is due to receive a certificate and this will be celebrated during Celebration Assemblies that take place every Friday morning; parents, carers and grandparents are invited to attend and children can take home their certificate.

Headteacher Awards

Children can also gain rewards from the Headteacher. Class teachers can choose children to visit the Headteacher for positive attitudes to learning and children will be sent a postcard home in recognition.

Role of the Parent / Carer

We expect parents and carers partnerships to support their child 's learning, and to cooperate with the academy. We try to build a supportive dialogue between the home and the academy, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the academy is required to escalate within the Behaviour System, we expect parents and carers to support the actions of the academy.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and if they feel necessary, the academy governors. In these circumstances parents and carers should make reference to /and utilise the academy's Complaints Policy (Available from the academy office or website).

Parents can support by:

- Recognising that an effective behaviour and relationship policy requires close partnership between parents, staff, and children.
- Discussing the rules with their child, emphasising their support of them, and assisting, when possible, with their enforcement
- Attending Parents' evenings/open days, parents' functions and by developing informal contacts with academy
- Knowing that learning and teaching cannot take place without the firm foundations of strong relationships and clear expectations of behaviour.
- Sharing relevant information with staff about situations at home which may contribute to behaviour issues.
- Remembering that staff deal with behaviour issues patiently and positively.
- Discussing any concerns regarding their child with the class teacher as soon as they become aware of them, ensuring that any issues can be dealt with immediately.
- Being open to suggestions or tackling challenging pupil behaviour through appropriate external support agencies advice.

Role of the Local Governing Committee

The governing committee has the responsibility of establishing general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the leaders in adhering to these guidelines including legal duties as set out under the Equality Act 2021, and alongside Safeguarding processes and supporting pupils with special educational needs.

The assistant headteacher and headteacher, keep a record of any child who is suspended for a fixed-term, or who is permanently excluded. All exclusions are reported to governors. It is the

responsibility of the governing committee to monitor the rate of exclusions, and to ensure that the academy policy is administered fairly and consistently.

The governing committee will pay particular attention to matters of racial equality; it will seek to ensure that the academy abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide for Academies,' and that no child is treated unfairly because of race or ethnic background.

Pupils Conduct Outside of Academy Gates

We expect our pupils to maintain their code of conduct when outside the academy gates. We agree as an academy that teachers retain the highest expectations of behaviour from pupils including:

- Taking part in any academy organised or academy related activity
- Travelling to and from academy
- Wearing academy uniform

In some other way identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that.

- Could have repercussions for the orderly running of the academy.
- Poses a threat to another pupil or member of the public with regards to safety
- Could adversely affect the reputation of the academy.

In all cases of challenging behaviour, the teacher can only discipline the pupil on academy grounds or elsewhere when the pupil is under the lawful control of the staff member.

Role of all staff

All staff in our academy have high expectations of the children with regards to behaviour, and they strive to ensure that all children learn to the best of their ability. The class teacher and teaching assistant have the responsibility to treat each child fairly. All staff also have a responsibility to treat all children in the academy as individuals, with respect and understanding and to apply consequences fairly, consistently, proportionately, and reasonably taking account of SEN (Special Educational Needs), disability, and the needs of vulnerable children, and offering support as appropriate. If a child displays inappropriate behaviour (at a level where behaviour is unsafe or disrupts the education of others) in class, the class teacher keeps a record of all such incidents on Arbor but recognises that some pupils require a more sensitive and differentiated approach. However, if inappropriate behaviour continues, the class teacher seeks help and advice from their team leader, the Senior Leader, SENDCO with lead responsibility for behaviour or the Headteacher. If necessary, the class teacher works alongside our inclusion leader and liaises with external agencies to support and guide the progress of each child following the academy Behaviour System.

Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure the consistent implementation of this policy through the school.
- Ensure the Executive Headteacher is kept up to date with behaviour incidents.
- Report to governors on the effectiveness of this policy.

- Maintain a record of incidents of inappropriate behaviour.
- Ensure the health, safety and well-being of all staff and children in the school.
- Issue fixed term and/or permanent exclusions to individual children.
- Ensure that the behaviour policy does not unintentionally discriminate against certain groups and through keeping a record of behaviour incidents, analyse patterns and trends to ensure that a particular group is not more affected by the policy than other groups.

Assessing and managing risks for children who present challenging behaviours.

The term 'risk' refers to any circumstances which could lead to adverse outcomes for the child or others. Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice. A risk assessment will be carried out by the class teacher and SENDCO. Risk reduction options will be considered such as:

- Situations that may trigger challenging behaviour
- Preventative strategies
- De-escalation strategies that are most likely to work
- What is likely to trigger a violent reaction

Specific strategies and techniques agreed by staff and parents which will be used, if necessary, will result in an agreed Behaviour Management Plan and/or risk management strategy being created.

Once agreed the Behaviour Management Plan and Risk Management Strategy will be shared with all those responsible for implementing or monitoring the impact of the plan:

- The child
- His/her parents
- School staff
- Other professionals are involved with the child.

The Behaviour Management Plan alongside a Risk Management Strategy will be agreed by parents and evaluated half termly. Risk assessments will also be carried out when circumstances of staff change and put them at risk when working with the child presenting challenging behaviours, e.g., pregnancy, injury, illness etc.

When challenging behaviour is being displayed, we will always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' Safeguarding and Child Protection Policy. Staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multiagency assessment is necessary

Power to Use Reasonable Force and Restrictive Interventions

- All members of school staff have a legal power to use reasonable force under Section 93 of the Education and Inspections Act 2006. The school recognises that restrictive interventions, including the use of reasonable force, should only be used, when necessary, proportionate and lawful. Staff will receive appropriate training, guidance and support in behaviour management, de-escalation strategies, safeguarding and, where appropriate, the safe use of restrictive interventions.

- The school is committed to creating a safe environment and will seek to minimise the use of restrictive interventions through effective behaviour support, positive relationships, risk assessment, early intervention and de-escalation strategies. Restrictive interventions will only be used when other strategies have been ineffective or are judged likely to be ineffective in preventing harm.
- Reasonable force may be used to control or restrain a pupil. This can range from guiding a pupil away from danger to more restrictive physical interventions in situations where there is an immediate risk of harm. Staff must use no more force than is reasonable and proportionate in the circumstances.

Control can include passive physical contact, such as standing between pupils, blocking a pupil's path, or using verbal and non-verbal direction alongside physical presence. It can also include active physical contact, such as leading a pupil by the arm where necessary and appropriate.

Restraint involves the use of force to restrict a pupil's movement against their will. It may be necessary in situations where a pupil is at immediate risk of causing injury to themselves or others, or of causing serious damage to property.

- Staff should always seek to avoid causing injury and should use the least restrictive intervention necessary. The use of force must never be used as a punishment and should only be employed for the minimum time necessary to achieve a legitimate aim.
- Schools may use reasonable force to:
- prevent a pupil from hurting themselves or others;
- prevent serious disruption where there is a risk of harm;
- stop a fight or other violent incident;
- prevent a pupil from leaving a classroom or other area where doing so would place them or others at risk;
- remove a pupil from a situation where their behaviour presents a risk to safety;
- prevent serious damage to property; and
- maintain the safe and orderly running of the school where other strategies have been ineffective.
- The Headteacher and authorised members of staff may also use reasonable force, where lawful and necessary, when conducting a search permitted under current legislation.
- The school recognises its duties under the Equality Act 2010 and will make reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND). Individual pupil needs, known triggers, communication needs and risk assessments will be carefully considered when determining any behaviour support or intervention strategy.

Recording and Reporting

- Any significant incident involving the use of force must be recorded promptly, accurately and in accordance with school procedures. Records should include details of the incident, the circumstances leading to the intervention, the intervention used, those involved, any injuries sustained, and any follow-up actions required.
- The school will report and record incidents involving the use of force in accordance with statutory guidance and Trust procedures. Parents or carers will normally be

informed of significant incidents involving the use of force as soon as reasonably practicable.

- Following any incident involving a restrictive intervention, consideration will be given to pupil and staff welfare, any necessary debrief, review of risk assessments, and whether additional support, training or amendments to behaviour plans are required.

Other Physical Contact with Pupils

- Staff should be aware of the distinction between appropriate everyday physical contact and the use of force. Appropriate physical contact may be necessary to provide comfort, reassurance, support, guidance, first aid, or to enable participation in curriculum activities. Such contact must always be appropriate to the pupil's age, needs and circumstances and must never be intrusive or unnecessary.
- Examples of appropriate physical contact include:
- comforting or reassuring a distressed pupil;
- congratulating or praising a pupil;
- providing physical guidance during PE, sport, music or practical activities where appropriate;
- administering first aid;
- supporting a young child when moving safely around the school environment; and
    - supporting pupils with medical, physical, sensory or personal care needs in accordance with agreed plans and procedures.

Behaviour management for pupils with identifiable behaviour difficulties

Children who may have identifiable behaviour difficulties such as those associated with Autistic Spectrum Condition (ASC) or any undiagnosed but identified behaviour difficulties will be treated in ways advised by specialists in this field. Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive, and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs, may require extra help.

- help in adjusting to school expectations and routines.
- help in acquiring the skills of positive interaction with peers and adults.
- specialised behavioural and cognitive approaches.
- re-channelling or re-focusing to diminish repetitive and self-injurious behaviours.
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour.
- provision of a safe and supportive environment.

When a concern is raised about a pupil showing behaviour difficulties, before calling in an outside specialist we will complete an agreed observation period to ascertain if the behaviours have a pattern to them. Staff are encouraged to use 'ABC chart.' In this way it may be possible to identify potential triggers of any inappropriate behaviour we can put steps into place to either avoid those triggers or slowly desensitise the pupil to those things.

Similarly, if consequences have been identified that are inadvertently rewarding the pupil's behaviour, then a determined effort will be made to change this consequence.

All staff agree to adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff should work in partnership with those who know the child to:

- Find out why the child behaves as he/she does.
- Understand the factors that influence a child's behaviour.
- Identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical intervention is rare.

Our SENDCO will help staff with strategies to use that will help regulate behaviour in some learners with extra needs. Examples are using picture cues to signal the sequence of the daily routine, sticker charts with a choice of rewards, a clock/ sand timer to signal the time remaining in a lesson etc. We also liaise with a range of services to promote behaviour strategies for children with identifiable behaviour difficulties as well as behaviour units or areas set aside for behaviour interventions with the appropriately qualified staff to support.

Any child with identifiable or specific problems will be dealt with on a case-by-case basis and advice sought from the individual's LA (Local Authority) advisory/psychology/ Trust SENDCO Forum/CAMHS service and Trust Well-being Lead.

Strategies such as those described above are used in the first instance. If a child's behaviour deteriorates so that he/she is a danger to him/herself or others, it may be necessary to use restrictive physical interventions such as holding his hands to prevent him/her hurting him/herself or others. The Use of Force Guidance (DfE, 2013) states that 'All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.' These interventions would be emergency measures or interventions if all other routes have been exhausted.
They may be used in the following circumstances:

- If the potential outcomes of not intervening were sufficiently serious to the child him/herself, another child, or a member of staff to justify considering the use of force.
- The chances of achieving the desired result by other means had already been attempted.
- The risk involved in using force outweighed the risk of using it.
- The scale and nature of any physical intervention would be proportionate to the behaviour of the individual and the nature of harm he/she may cause. The judgement about the scale and nature of the intervention has to be made at the time of the incident, but the type of incident will be discussed previously, and all members of the team will ensure a consistency of approach in order not to confuse the children.

The minimum necessary force will be used at all times and wherever possible the child will be warned in advance that force will be used. Whenever practicable, before physically intervening a staff member will attempt to resolve the situation by other means. Parents and other agencies involved with the child are consulted and informed on an ongoing basis about the child's

behaviours and any specific strategies/ plans, which have been devised for their child, are discussed, and agreed.

Reporting and recording incidents of inappropriate behaviour

Staff have agreed to keep a record of any such incidents (Arbor or My Concern if behaviour raises safeguarding concerns) with a brief description and the trigger if known. This record should include name of the pupil(s) involved and date and consequence or how it has been dealt with. These records will automatically be shared with the Headteacher. Documentary evidence will help reflect on consistency and effectiveness of behaviour management throughout school. It also helps identify any individual behaviour patterns and helps to monitor consistency of approaches.

Documents that are kept regarding inappropriate behaviour include:

- Records of bullying, child on child abuse, homophobic or racial incidents
- Records of pupils being removed from lessons.
- Behaviour analysis.

Any serious incident, which involves the use of restrictive physical intervention, will be recorded on an incident form, and kept in the child's personal Arbor and Teams file. This report should be uploaded by the member of staff involved in the incident. Records of serious incidents should include the following information:

- the name(s) of the staff and service users/pupil(s) involved.
- the reason for using the restrictive physical intervention employed.
- The type and duration of the restrictive physical intervention
- Whether the service user / pupil or anyone else experienced injury or distress and, if they did, the action that was taken. When a child is sent to the Headteacher on account of inappropriate behaviour, a record is kept. We also keep a record of any serious incidents that occur at break or lunch time.

Malicious, false, or unsubstantiated accusations made by pupils against a member of staff

If pupils are found to have made malicious, false, or unsubstantiated accusations against school staff, the Headteacher will consider whether any further disciplinary action is required. Additional safeguarding and mental wellbeing concerns will be addressed if applicable and concerns escalated to the Executive Headteacher.

Managing pupil transition

As pupils move from Anker Valley arrangements will be made to manage the transition seamlessly between year groups, key stages, and school settings. Effective transition will be promoted through excellent communication between staff and children, staff and parents and staff with other staff; comprehensive systems and processes for transition and clear systems for reporting essential information. Where pupils have additional needs, they will be offered timely support.

Anti-bullying Protocol

Schools and the law: By law, schools must have policies in place that include measures to prevent all forms of bullying among pupils.

Anti-Discrimination Law

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment, and victimisation within the school. This applies to all schools in England.

School Reporting of Bullying

School staff will deal with bullying in different ways, depending on how serious the bullying is and in accordance with their Behaviour and Anti-Bullying Policy.
School leaders might deal with it in school, for example by disciplining bullies, or they might report it to the police or social services if the severity of bullying is beyond normal school experiences.
Any discipline must take account of special educational needs or disabilities that the pupils involved may have.

What is the definition of bullying?

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile telephone devises or online (for example email, social networks, and instant messenger)
-

In addition:

- Bullying is when one or more pupils systematically and repeatedly target another pupil over a **sustained period**.
- Bullying can be physical, verbal, or emotional, on-line (through technological devices), or face to face.
- Bullying is wrong and damages individual children. At Anker Valley Primary Academy, we therefore do all we can to prevent it, by fostering a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

At Anker Valley Primary Academy, there is a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regards to the eradication of bullying in our school.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.
- doesn't want to go on the school / public bus.
- begs to be driven to school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- begins to truant.
- becomes withdrawn anxious, or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in schoolwork.
- comes home with clothes torn or damaged property.
- has possessions which " go missing."
- asks for money or starts stealing money.
- has dinner or other monies continually "lost."
- has unexplained cuts or bruises.
- comes home starving (money / lunch has been stolen.)
- becomes aggressive, disruptive, or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what's wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

We promote a variety of ways to minimise bullying throughout the school year.
These include: -

- Anti Bullying Week
- Character Virtue lessons
- PSHE Curriculum

- Assemblies
- Well-Being Weeks
- E Safety lessons and week

The Role of Governors

- The Local Governing Committee and the Fierté Trust Board support the Headteacher in all endeavours to eliminate bullying from Anker Valley Primary. The Local Governing Committee and the Fierté Academy Trust will not make any allowances for bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately and in line with policy.
- The Local Governing Committee monitors incidents of bullying that do occur and review the effectiveness of this policy regularly. The Governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school antibullying strategies.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to investigate the matter. The Local Governing Committee must respond in writing within ten days to any request from a parent to investigate incidents of bullying.
- In all cases the governing Committee notifies the Headteacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the Local Governing Committee.

The Role of the Headteacher

- It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.
- In the first instance, the class teacher is responsible for the implementation of the school anti-bullying strategy. He/she will take note of any isolated cases of name calling or physical or verbal incidents against any particular child. If it becomes apparent that a child is becoming systematically and repeatedly targeted, then the Headteacher will be informed. The Headteacher will then note any other incidents that may take place between the child and his/her peers. If a child is being bullied over a period of time, then the Headteacher will inform the parents of the children concerned following the school behaviour policy in line with this.
- The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at Anker Valley Primary Academy. The Headteacher draws the attention of children to this fact at suitable moments, for example, if an incident occurs, the Headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and reflection on ethical behaviour and consequences of actions. This links to the values of the academy, Behaviour and

Relationship Policy and Equality Policy where children recognise, respect, and celebrate diversity.

- The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying on a regular basis.
- The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school family, bullying is far less likely to be part of their behaviour.
- The Headteacher reports to the Executive Headteacher and Local Governing Committee about the effectiveness of the Anti-Bullying Policy termly through the Headteacher's report.

The Role of the Teacher and Support Staff

- All the staff at Anker Valley Primary Academy take all forms of bullying seriously and seek to prevent it from taking place.
- Teachers keep a record of all incidents that happen in their class (on My Concern) and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied.
- When any bullying is taking place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher will be informed. The child's parents will be invited to the school to discuss the situation. In more extreme cases, for example, where these initial discussions have proven ineffective, the Headteacher may contact external support agencies, such as the social services.
- All members of staff routinely attend training, which equips them to identify bullying and to follow School policy and procedures regarding behaviour management.
- Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practice the restraint required to avoid lapsing into bullying behaviour. Circle time, class rewards and Family assemblies are used to praise, reward, and celebrate the success of all children, and thus to help create a positive atmosphere.
- The Headteacher has a record of an incidents/complaints of bullying including cyber bullying on Arbor. This record is updated as and when complaints occur. Any incidents are communicated to the Local Governing Committee and Trust Board on a termly basis.

The Role of Parents

- Parents have opportunities to engage with staff about how we deal with 'bullying 'and increase their awareness through discussion.
- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the Fierte Multi Academy Trust Complaints Policy.
- Parents have a responsibility to support the school's Behaviour and Relationships policy, actively encouraging their child to be a positive member of the school.
- Parents can also complete a form where their concerns can be highlighted (see Parent/Carer Record of concern related to a suspected bullying Incident form below - Appendix 1)

The Role of Pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know, including school leaders and trusted members of staff.
- Pupils are invited to tell us their views about a range of school issues, including bullying, pupil questionnaires, and pupil conferencing, and through the Pupil Leadership Team.
- Our Pupil Leadership Team, Play Leaders, ensures that the pupil voice regarding keeping safe/ bullying is heard on a regular basis through monitoring activities. (Collaborative Monitoring, Strategic Peer Reviews, or Surveys).

Bullying outside of school

The Headteacher has the legal power to make sure pupils behave outside of school premises (state schools only). This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.

School staff can also choose to report bullying to the police or the local authority.

Where to get further help or advice

There are lots of organisations that provide support and advice if you are worried about bullying:

- Anti-Bullying Alliance
- Bullying UK
- Childline
- The Diana Award
- Internet Matters
- Kidscape

- The UK Safer Internet Centre
- UK Council for Child Internet Safety (UKCCIS)

Suspension, Exclusion and Offsite Provision

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

Terminology

Suspension is 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.

A decision to suspend or exclude a pupil will be taken in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of others. Before deciding whether to suspend or exclude a pupil, the headteacher will:

• Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked. Allow the pupil to give their version of events. Consider whether the pupil has special educational needs (SEND) and if reasonable adaptations have been made to support the child.

• Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker or is a looked After Child (LAC).

• Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Headteacher will consider the views of the pupil, considering 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.

Informing parents

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

The parents will also be provided with the following information in writing, without delay:
- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made. Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:
- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason.
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

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

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Returning from a suspension

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.
• 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.
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 or parent 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.

Informing the governing board

The Headteacher will, without delay, notify the governing board of:
• Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
• Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term.
• Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam.

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

Informing the local authority (LA)
The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:
• The reason(s) for the suspension or permanent exclusion.
• The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
• For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the senior leader will also, without delay, inform the pupil's 'home authority' of the exclusion and Page 10 of 36 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 senior leader will inform the social worker as early as possible. A pupil who is a looked-after child (LAC) is at risk of suspension or exclusion, the senior leader will inform the VSH as early as possible. This is to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:
• They have decided to suspend or permanently exclude the pupil.
• The reason(s) for the decision.
• The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
• The suspension or permanent exclusion affects the pupil's 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 considered.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing board.
Where there is a cancellation:
• The parents, governing board and LA will be notified without delay.
• Where relevant, any social worker and VSH will be notified without delay.
• Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation.
• As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
• The pupil will be allowed back in school

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

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil.

If the pupil has a special educational need or disability, the senior leaders 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.

The Governing Committee

Responsibilities regarding exclusions are delegated to a governing board committee. The committee has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a permanently excluded pupil.

The governing board will challenge and evaluate the data on the school's use of suspension, exclusion, offsite 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.

The local authority (LA)

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

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

Considering the reinstatement of a pupil

The governing board committee will consider and decide on the reinstatement of a permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:
- The exclusion is permanent.
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or would result in a pupil missing a public exam or National Curriculum test.

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

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

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the subcommittee of the governing board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:
- Parents, (and, where requested, a representative or friend)
- The headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

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

The governing board can either:

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

In reaching a decision, the governing board will consider:
• Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair. • Whether the headteacher followed their legal duties.
• The welfare and safeguarding of the pupil and their peers.
• Any evidence that was presented to the governing board.
• They will decide whether or not a fact is true 'on the balance of probabilities'.

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

The governing board will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:
• The parents, or the pupil, if they are 18 or older
• The headteacher
• The pupil's social worker, if they have one
• The VSH, if the pupil is looked after
• The local authority
• The pupil's home authority, if it differs from the school's
• Where an exclusion is permanent and the governing board has decided not to reinstate the pupil, the notification of decision will also include the following:
• The fact that it is a permanent exclusion.
• Notice of parents' right to ask for the decision to be reviewed by an independent review panel.
• The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents).
• The name and address to which an application for a review and any written evidence should be submitted.
• That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion.
• That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the academy trust to appoint an SEN expert to advise the review panel.
• Details of the role of the SEN expert and that there would be no cost to parents for this appointment.
• That parents must make clear if they wish for an SEN expert to be appointed in any application for a review.
• That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
• That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal

(special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination.
• Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

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

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

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category, and 2 members will come from the headteacher category.

At all times during the review process there must be the required representation on the panel. A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.

Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time Headteachers or individuals who have been a headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:
• Are a member of the academy trust of the excluding school
• Are the Executive headteacher and Head of School of the excluding school, or have held this position in the last 5 years
• Are an employee of the academy trust, or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
• Have, or at any time have had, any connection with the academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
• Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

School registers

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

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

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

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register. Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA.
The return will include:
• The pupil's full name.
• The full name and address of any parent with whom the pupil normally resides.
• At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency.
• The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion).
• Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school.
• Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house.

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

Examples of behaviour that warrant suspension or exclusion are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a pupil
- Verbal abuse/threatening behaviour against an adult
- Continual and systematic bullying of a child –this does not include children falling out with each other.
- Intentional racist abuse

- Sexual misconduct
- Drug and alcohol related.
- Damage or theft
- Persistent disruptive behaviour

A reintegration process will be implemented for child and staff based on repair and connection following any exclusion. Reintegration discussions may incorporate restorative principles to support accountability, repair relationships and facilitate a successful return to school.

The academy is committed to developing a restorative culture which promotes positive relationships, personal responsibility and belonging. This approach will continue to develop through staff training, implementation and regular policy review.

Appendix 1

Parent/Carer Record of concern related to a suspected bullying Incident

Date(s) of Incident(s):
Name of child:
Class:
Name of parent/carer:

Brief summary of Concern (include details of any related incidents)

Action Requested:

This form is to be returned to Mr Wilkinson, Headteacher

E-mail: office@ankervalley.org