

Behaviour and Anti-Bullying Policy

(Learning and Working Together)

Committee ownership for this policy	Curriculum and Achievement Committee
Must be approved by FGB:	N
Required by: 1 / 2 <ul style="list-style-type: none"> Where 1 is indicated, the requirement is statutory Where 2 is indicated, the requirement is recommended 	2
Frequency of review:	Annually
Date last reviewed:	February 2019
Date of next review:	February 2020
Display on website:	Yes
Purpose:	To support all stakeholders in understanding why positive behaviours are valued and how we manage behaviour which falls short of the standards we expect. The policy also outlines how we communicate with parents and other stakeholders.
Consultation:	Staff and Governors
Links with other policies:	SEND Information Report Equalities Policy Health & Safety

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AIMS

At the heart of our policy is the promotion of positive behaviour. We believe that positive behaviour results from addressing the areas highlighted by our vision:

- Engaging children through stimulating experiences from our curriculum
- Giving children space to be happy and safe inside and outside of the classroom
- Valuing backgrounds and working with families early and responding to concerns

The whole school community has agreed to the following six Golden Rules:

1. Be kind and helpful
2. Be gentle
3. Look after property
4. Listen to people and show respect
5. Work hard
6. Be honest

The Golden Rules are displayed in all classrooms and learning spaces and should be used as a visual reminder to children of the behaviour expected. If inappropriate behaviour occurs, the Golden Rules are used as a discussion point between staff and pupils to reinforce positive behaviour. There exists a clear, staged approach to sanctions, but we seek to emphasize restoration rather than punishment.

At the beginning of the school year each class teacher may set out some class rules which are personal to those children and that class. These class rules will support the positive ethos and high expectations set within Kew Riverside Primary School.

Parents will be made aware of the rights, responsibilities and duties of the children, parents, teachers and the school at the beginning of each school year (see Home School Agreement).

POSITIVE REINFORCEMENT

We aim to promote a safe and predictable learning environment in which expectations and boundaries are clear and consistent and adults and children have positive relationships. Staff should identify and reward positive behaviour as much as possible and praise should always be genuine and meaningful.

Reward Systems:

- House points
- Positive encouragement, smile, well done, thumbs up etc
- Attendance and Punctuality certificates
- Sending Class mascots home each week (key stage dependent)
- Stickers (sometimes specific to the action, eg tidying up)
- Lunchtime lottery tickets
- Class rewards (eg Marbles in the Jar; Learning Points; 'banked' time)
- Praise in assembly
- Sent to Head Teacher for praise
- Postcard sent home

Guidance for Praise and Reward:

- Always look for the positive
- Praise positive behaviour
- Reward effort as well as achievement
- Use a calm tone of voice
- Be consistent in all relationships with children
- Set high expectations – be firm but fair and give and receive respect
- Be sensitive to the needs of all pupils and set appropriate tasks
- Model positive language amongst pupils and staff
- Provide feedback and praise
- Be sensitive to the need of reporting back to parents – remember to tell them about the positive as well as the negative

UNACCEPTABLE BEHAVIOURS

In any school, however positive and consistent, there will be times when it becomes necessary to address incidents of unacceptable behaviour. At Kew Riverside, we have developed a system of age-appropriate interventions and sanctions which are used alongside restorative techniques. If the Golden Rules are broken there are clear procedures in place which are followed consistently. We believe our staff know their children best and must apply this policy in a responsive manner to meet the needs of their children. Sanctions always depend on the age and maturity of the child and whether the child has any identified special educational needs that might affect their ability to manage their own behaviour (see below).

Bullying

Bullying is defined as any behaviour, or perceived behaviour, often repeated over a period of time, by an individual or group that is deliberately intended to hurt, intimidate, frighten, harm or exclude.

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist, sexist or otherwise hurtful remarks)
- indirect (spreading rumours, excluding someone from social groups and cyber-bullying)
- social (isolation and rejection from peer groups)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils and parents must be encouraged to report bullying in schools. Bullying can have destructive effects on children's lives causing physical and psychological harm. It can produce feelings of powerlessness, isolation, undermine self-esteem and cause victims to blame themselves.

School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

However, to be able to effectively deal with bullying, it is important to identify what is not bullying. **Bullying is the recurring and deliberate abuse of power.** For an incident to be considered bullying, the aggressor must want to hurt someone and the victim must perceive the incident as a deliberate act of abuse.

Some cases of poor behaviour, particular one-off incidents, are not bullying. Defining them as such can be problematic, because it may escalate conflict. It is also important for victims of poor behaviour to understand bullying so that when things seem hurtful, they do not assume bullying has occurred. The way to overcome bullying is often different from the way to overcome other hurtful acts.

For example, not liking someone, not being invited to a birthday party, accidental physical contact, physical contact during sports or other play, being bossy or argumentative, telling a mean joke, or even aggressive behaviour, may well not be bullying if it is not done consciously, targetedly nor repeatedly. All these behaviours above are unpleasant and certainly need to be addressed, but may not be treated as bullying.

Serious Behaviour Incidents

The following behaviour incidents would be identified as 'serious':

- Violence towards another child or adult with intent to harm
- Verbal aggression with intent to harm
- Where a child poses a risk to their own safety or that of others
- Any abuse on the basis of any protected characteristic (eg. race, gender, etc)
- Bullying (including online bullying)
- Sexually inappropriate behaviour (including 'sexting')

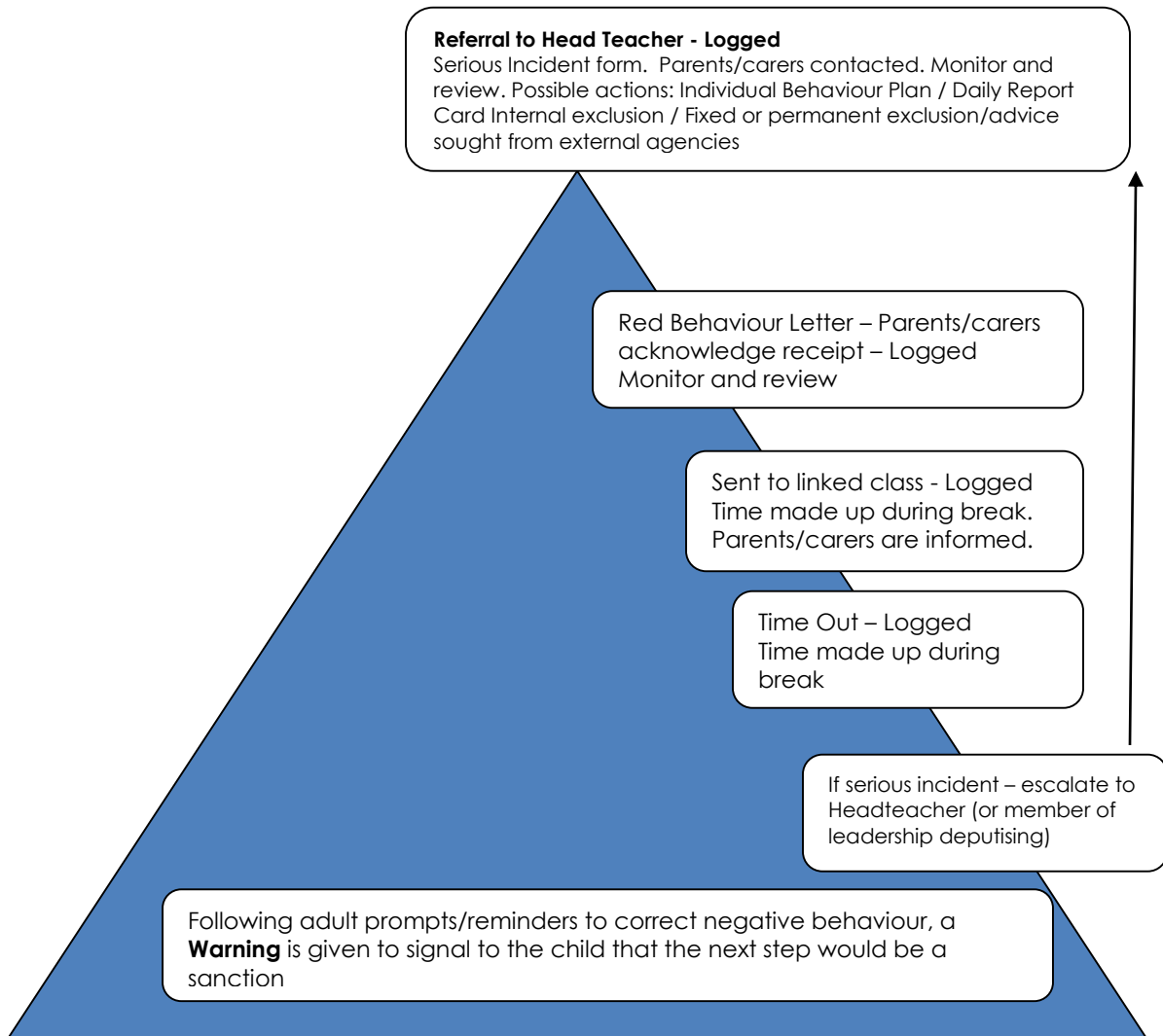
- Malicious damage to school property
- Leaving or attempting to leave the school without permission
- If a child has needed to be physically restrained

RESPONDING TO UNACCEPTABLE BEHAVIOURS

General Guidance on Managing Unacceptable Behaviour:

- Be consistent
- Comment on the behaviour and not the child
- Give private rather than public reprimands as far as possible
- Take time to repair and rebuild
- Monitor behaviour patterns and keep careful records
- Follow agreed procedures
- Don't take poor behaviour personally
- Only discuss sanctions with the relevant child and their parents/carers
- Ask for help if necessary

Staged interventions and sanctions:



In Key Stage 1 and 2, interventions begin when a child has been provided with an opportunity to correct their behaviour and chooses not to do so. Staff will reinforce the school's golden rules and state the behaviour they want to see, giving the child an opportunity to change their behaviour for the better. If a child continues to break a golden rule or show unacceptable behaviour they will be moved onto the warning system, shown below. The procedure is progressive and children through the levels if they do not change their behaviour.

In Reception, a constructive approach to behaviour management is used which recognises the age and needs of individual children and their development. This approach is in line with the Early Years Curriculum which places an emphasis on children learning to manage their feelings and behaviours through problem-solving and developing a sense of empathy.

There are some children throughout the school with identified special educational needs that may have their own individualised behaviour plan that has been devised with the Inclusion Manager, class teacher, parents and external professionals.

Each day is a new day and children are given a fresh start.

Warning:

The child has been asked to refrain from a particular behaviour and has refused to comply and so they receive a warning.

Time Out:

The 'Time Out' provides the child with reflection time to consider their actions; this may be at a different table or an area just outside the classroom. Time Outs will then result in the loss of free time (playtime or lunchtime) equivalent to that lost in class due to their actions. Class teachers will be responsible for implementing this. Times will vary according to age range but should be no more than 15 minutes. The class 'Time Out' area will be clear. This can happen at break time or lunchtime. If the incident happens late in the day, the child misses the next morning's break. Any incidents will be recorded in the school's behaviour Log. For younger children 'Time-in' is also used where children spend time away from the class environment to reflect on their behaviour.

Sent to linked class:

The child is sent to their link classroom for a session where they will complete set activities provided by their own class teacher. Times will vary according to age range but are likely to be no more than 30 minutes. These incidents will be recorded in the *Pupil Asset* Behaviour Log. The class teacher will inform parents/carers by telephone or at the door at home time, that their child has missed a session due to unacceptable behaviour.

Red Behaviour Letter:

If a child returns from a 'Time-Out' in their link classroom and they then receive a further warning, they are then issued with a red behaviour letter by the head teacher. The parent/carer must acknowledge receipt of the letter the next school day and agree to the sanctions issued. Red Letters are recorded in the school's Behaviour Log.

There is an expectation that a child will receive no more than 2 red letters per half term - if they do, a meeting between parents /carers and the head teacher may result (see flow chart) and it may result in an additional sanction.

Break and Lunchtimes:

Sanctions used to address unacceptable behaviour in the playground, after having given a child verbal reminders as necessary, are as follows:

- The child is given a 'yellow card' and is asked to sit out on the bench for five minutes
- If the behaviour continues (or the child has already had a yellow card during the same breaktime), the child is given a 'red card' and is asked to sit out on the bench for 10 minutes. The incident is logged and the class teacher informed.
- If the behaviour continues following a red card, the child is referred to a member of the Leadership team, who will inform parents/carers

Responding to Serious Behavioural Incidents

Any serious behaviour incident is firstly investigated by the class teacher or adult dealing with the incident and then referred directly to the Head Teacher (or in their absence, the person in charge from the Leadership Team that day).

The class teacher or adult dealing with the incident will record the details on a Serious Incident Report. The Head Teacher (or person in charge that day) should be informed as soon as possible and, in the case of a head injury, the school's Health & Safety Policy will be complied with and the parents of the child will be informed straight away by telephone. Parents/carers of both victim(s) and perpetrator(s) will be informed (without disclosing the other parties by name).

Sanctions will be put in place as deemed necessary by the Head Teacher. The details of sanctions are not shared with victims or victim's parents (as this would be deemed a disclosure of information).

The following disciplinary steps may be taken:

- Removal from the playground for set periods of time
- Removal from the classroom for set periods of time
- Exclusion from school trips or activities
- Fixed-term exclusion

- Permanent exclusion

Responding to Bullying

Sometimes, there needs to be a clear separation of what is bullying and what is normal childhood 'falling-out' (see p.6). We track behaviour incidents over time between children to ensure we make the correct decisions on 'next steps'.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and escalated to the Head Teacher or person in charge that day
- The Head Teacher or person in charge will interview all concerned and keep a log
- Class teachers and other relevant staff will be informed and asked to be vigilant both in and out of the classroom
- A monitoring period will be established and parents will be kept informed with a clear time frame agreed to review progress.

Pupils who have been bullied will be supported by:

- being offered the opportunity to discuss the experience with a member of staff of their choice
- regular check-ins and support from a key staff member during the agreed monitoring period
- engaging in restorative techniques – *see Behavioural Support section below*

Pupils who have bullied will be supported in changing their behaviour by:

- discussing their behaviour with a key member of staff
- agreeing a plan of action to target a change to the behaviour, with regular review
- engaging in restorative techniques – *see Behavioural Support section below*

Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when there is a risk of likely injury to the child concerned or others and/or likely significant damage to property and that at all times it must be the minimal force necessary. Calming and defusing behaviour management strategies will always be used first to de-escalate a violent or aggressive incident. Staff who are likely to need to use physical intervention will be appropriately trained in **Team-Teach positive handling techniques**.

If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. Physical interventions will normally form part of a child's individual behaviour or special educational needs support plan. Any instance of physical intervention will be documented on the school's behaviour log and will be communicated with parents.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Power to Search

In addition to the general power to use physical intervention described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.
(3 Section 550ZB(5) of the Education Act 1996)

(Use of reasonable force - Advice for headteachers, staff and governing bodies, July 2014 (DFE-00295-2013))

Temporary, permanent and lunch time exclusions

The headteacher will refer to statutory guidance on factors that should be taken into account before taking the decision to exclude.

You may refer to this documentation at:

<https://www.gov.uk/government/publications/school-exclusion>

A number of options are available to Head Teachers/teachers in charge in response to a serious breach of behaviour policy:

a) **restorative justice**, enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.

b) **mediation**, through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g. a pupil and a teacher, or two pupils;

c) **internal exclusion** can be used to defuse a situation(s) that occur in school that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.

d) **managed move** to another school to enable the pupil to have a fresh start in a new school. We may ask another Head Teacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.

In extreme cases a fixed-term exclusions may be triggered by particularly abusive violent or damaging behaviour. In most cases it is expected that an IEP and a social inclusion programme, including pastoral support, will be tried out before such action is contemplated.

The length of a fixed-term exclusion will depend on the severity of the behaviour. If repeated exclusions prove necessary a permanent exclusion may need to be considered. From September 2007 any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.

When a child returns from a fixed-term exclusion, a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Head Teacher.

As per the DfE directive*, where an exclusion does not take a pupil's total number of excluded days above five per term, the governing body must consider any parental representations but does not have the power to overturn the Head Teacher's decision (see Annex A)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf

Timing of exclusions – on site and off-site

Fixed term or permanent exclusion from school premises has immediate effect. The discretion of when this timing commences lies with the Head Teacher.

The parent or carer of the child will be contacted to collect the child immediately, whether this is from the school premises or from another off-site venue.

Where the parent or carer is unable or unwilling to collect the child at short notice, the child will be excluded internally until the end of the school day.

In the case of off-site venues the parent must make suitable timely arrangements for the child to be collected at the end of the activity or of the school day, whichever is earlier.

Where a child is scheduled to attend wraparound care (before or after school hours), the responsibility for arranging timely collection of the child resides with the provider. If the provision of wraparound care takes place on school premises, the Head Teacher reserves the right to request internal exclusion of the child until collected by a parent or carer.

In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of the school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff)
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

BEHAVIOURAL SUPPORT

The school aims to foster a safe and secure learning environment in which children feel confident to communicate with trusted members of staff. Many children will have times in their school lives when they need behavioural support and in many cases a behaviour incident is used as an opportunity for learning. Individual pupil needs should be identified as early as possible. The teacher will discuss any concerns with parents/carers and use this information to help identify any necessary provision – i.e. the way the child will be supported and helped to improve his or her behaviour.

Restorative techniques

At Kew Riverside we use restorative justice-style techniques to help rebuild peer-to-peer relationships. The restorative process involves bringing together all the children involved and discussing together how to make amends. Particular attention is paid to meeting the needs of the 'victim(s)' and providing them with a clear voice.

Key features of restorative approaches include:

Relationships – building and developing positive relationships

Respect – listening to others' opinions and learning to value them

Responsibility – taking responsibility for one's own actions

Repair - discussing how to repair harm

Other strategies can also be implemented and have proved to be effective:

- A daily individual report card
- Individual reward system
- Managed playtimes
- A behaviour contract
- Weekly/Daily reports and/or meetings with parents
- 'Feelings' books
- Social skills groups
- Support from the in-school Children's Mentor
- Access to play therapy
- Access to local authority nurture groups
- Referral to external agencies for targeted support

The above strategies can be used with any child needing behaviour support, not only those with special educational needs.

In addition, the school provides opportunities throughout the curriculum, but particularly through PSHE lessons, class circle times and weekly whole school assemblies to help all children understand and respond to issues including:

- Bullying (including cyber-bullying)
- Positive relationships
- Self-esteem
- Assertiveness
- Empathy

RECORDING AND MONITORING

Behaviour incidents and staged interventions/sanctions are recorded electronically in the behaviour log which staff have access to. In the playground, incidents of 'yellow' and 'red' card behaviours are logged in a file and any 'red cards' are passed on to the relevant class teacher. Entries are monitored regularly by the Leadership Team and any concerns or worrying behaviour patterns are addressed through meetings with the class teacher, child and/or parents and carers and further interventions as necessary.

When an inappropriate behaviour occurs it can be logged instantly by type and by sanction given. Notes can also be recorded to explain more about the context, victims, injuries, etc. This allows us to track for patterns and intervene early where there may be bullying.

Parents/carers are contacted according to the guidelines outlined above.

Serious Incidents

Serious behaviour incidents are discussed at Leadership meetings and reported to Governors via the Head Teacher's termly written report.

Any serious incidents involving racist abuse are reported directly to the Local Authority on a termly basis.

BEYOND THE SCHOOL GATE

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

The school is committed to ensuring pupils act as positive ambassadors for the school. We expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from the school
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil of the school
- Deemed to pose a threat to another pupil or member of the public at any time
- Behaving in a manner that could adversely affect the reputation of the school

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion.

The Headteacher or Leadership Team may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

REVIEW

Staff and Governors will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

APPENDICES

a) Model Exclusion letter 1

From the head teacher notifying the parent, of a fixed period exclusion of 5 school days or fewer in one term

b) Notification of Exclusion Form

c) Model Exclusion letter 2

From head teacher notifying the parent of a fixed period exclusion when the total period of exclusion is more than 5 and up to and including 15 school days in total in one term

d) Model Exclusion letter 3 (Permanent)

From Head Teacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of more than 15 school days in total in one term (paragraph 103b).

e) Model Exclusion letter 4

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion (paragraph 115).

f) Model Exclusion letter 5

From the clerk to the Independent Appeal Panel notifying parent (or pupil if aged 18 or over) of the outcome of the appeal.

Annex A

EXCLUSION FROM SCHOOL - INFORMATION PAMPHLET FOR PARENTS/CARERS

Annex B

TRIPS AND VISITS BEHAVIOUR CONTRACT

Annex C

BEHAVIOUR POLICY FLOWCHART

Annex D

RACIST AND OTHER SERIOUS BEHAVIOURAL INCIDENT RECORD FORM

Annex E

PLAYGROUND RED CARD RECORD SLIP

Model exclusion letter 1

From the head teacher notifying the parent of a fixed period exclusion of 5 school days or fewer in one term

Dear *[parent/carer's name]*

I am writing to inform you of my decision to exclude *[child's name]* for a fixed period of *[period of exclusion]*. This means that **[child's name]** will not be allowed in school for this period. The exclusion **[begins/began]** on *[date]* and ends on *[date]*.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude *[child's name]* has not been taken lightly. *[Child's name]* has been excluded for this fixed period because *[provide detailed reason for the exclusion. This should include what happened in sufficient detail, when and where it happened, and the impact of the behaviour on others. It should also include any steps that have been taken to try and avoid the exclusion and include details of occasions when previous warnings about the pupil's behaviour were given]*.

You have a duty to ensure that your child is not present in a public place during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[name of child]** to be completed on the days specified in the previous paragraph **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body [or management committee]. If you wish to make representations please contact *[name of contact]* on/at *[contact details: address, telephone number, email]*, as soon as possible. Whilst the governing body [or management committee] has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has and you think discrimination has occurred, you have the right to appeal and/or make a claim to the First-tier Tribunal (for special education needs and disability under the Equality Act 2010) or the County Court (for other forms of discrimination). A claim of discrimination made under these routes should be made within six months of the date on which the discrimination is alleged to have taken place. The following is the link to guidance on making a claim of discrimination to the First-Tier Tribunal:

<http://www.justice.gov.uk/tribunals/send/appeals>

Making a claim would not affect your right to make representations to the governing body.

You also have the right to see a copy of *[name of child]*'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of *[name of child]*'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following are relevant sources of information and advice about exclusion from school:

- The statutory guidance on the use of exclusion from school can be viewed at:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

- **Civil Legal Advice**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **0345 345 4345** or at www.childrenslegalcentre.com
- **Communities Empowerment Network**, which can provide advice and support if your child is experiencing problems at school, particularly with exclusion. They can be contacted on **0207 733 0297** or at www.cenlive.org
- You may wish to contact **Adrian Bannister, Exclusions & Reintegration Officer for Achieving for Children** who can provide advice. He can be contacted by telephoning 0208 547 5253 or by emailing adrian.bannister@achievingforchildren.org.uk.
- I have also enclosed an information sheet about exclusion from school which you may find useful.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You **[and your child or pupil's name]** are invited to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

[Name of child]'s exclusion expires on *[date]* and we expect *[name of child]* to be back in school on *[date]* at *[time]*.

Yours sincerely

[Name]

Head Teacher

NOTIFICATION OF EXCLUSION FORM

**To be completed for every exclusion and returned, with a copy of the exclusion letter,
to:**

Adrian Bannister, Lead Exclusions & Reintegration Officer

1. Name of School _____
2. Surname of Pupil _____ 3. First Name _____
4. Male/Female _____ 5. Date of Birth _____ 6. NC Year Gp _____
7. Start date of exclusion: ___/___/___ End date of exclusion: ___/___/___
8. Number of school days for this exclusion _____
9. SEN Code of Practice Stage (circle/highlight/tick):
 - No Additional Needs
 - Additional SEN Support
 - Statement or Education, Health & Care Plan (EHC)
10. Is this pupil undergoing a statutory assessment? YES/NO
11. Is this pupil 'looked after'/in public care (e.g. in foster care)? YES/NO
12. Is this pupil entitled to Free School Meals? YES/NO
13. **ETHNIC GROUP** (please tick one) 14. **AREA OF NEED** (please tick one if on SEN CoP)

White – British	
White – Irish	
Any Other White Background	
Traveller of Irish Heritage	
Gypsy/Roma	
White & Black Caribbean	
White & Black African	
White & Asian	
Any Other Mixed Background	
Indian	
Pakistani	
Bangladeshi	
Any Other Asian Background	
Black - Caribbean	

1. Cognition & Learning Needs	
Early Learning Skills	
Literacy	
Numeracy	
Think & Problem Solving	
2. Social, Emotional and Mental Health Needs	
Anxiety Management	
Social Skills	
Attention & Motivation	
Behaviour Management	
3. Communication & Interaction Needs	
Expressive Language Skills	

Black - African	
Any Other Black Background	
Chinese	
Any Other Ethnic Group (Including Korean)	
Refused	
Information Not Yet Obtained	

Receptive Language Skills	
Social Communication	
4. Sensory and Physical/Medical	
Fine & Gross Motor Skills	
Materials & Access	
Pupil Independence	
Compensatory Skills	

This information will be processed electronically and used for data analysis purposes.

PRINCIPAL REASON FOR EXCLUSION (please tick one box only)

1. Physical assault against pupil: (includes)	
• Fighting	
• Violent behaviour	
• Wounding	
• Obstruction & jostling	
2. Physical assault against adult: (includes)	
• Violent behaviour	
• Wounding	
• Obstruction & jostling	
3. Verbal abuse/threatening behaviour against pupil (includes)	
• Threatened violence	
• Aggressive behaviour	
• Swearing	
• Homophobic abuse and harassment	
• Verbal intimidation	
• Carrying on offensive weapon	
4. Verbal abuse/threatening behaviour against adult (includes)	
• Threatened violence	
• Aggressive behaviour	
• Swearing	
• Homophobic abuse and harassment	
• Verbal intimidation	
• Carrying on offensive weapon	
5. Bullying (includes):	
• Verbal	
• Physical	
• Homophobic bullying	
• Racial bullying	
6. Racist Abuse (includes):	
• Racist taunting and harassment	
• Derogatory racist statements	
• Swearing that can be attributed to racist characteristics	
• Racist swearing	
• Racist graffiti	
7. Sexual misconduct (includes):	
• Sexual abuse	
• Sexual assault	
• Sexual harassment	

• Lewd behaviour	
• Sexual bullying	
• Sexual graffiti	
8. Drug and alcohol related (includes):	
• Possession of illegal drugs	
• Inappropriate use of prescribed drugs	
• Drug dealing	
• Smoking	
• Alcohol abuse	
• Substance misuse	
9. Damage (includes):	
• Vandalism	
• Arson	
• Graffiti	
10. Theft (includes):	
• Stealing school property	
• Stealing personal property (pupil or adult)	
• Stealing from local shops on a school outing	
• Selling and dealing in stolen property	
11. Persistent Disruptive Behaviour (includes):	
• Challenging behaviour	
• Disobedience	
• Persistent violation of school rules	
12. Other	

Model exclusion letter 2

From the head teacher notifying the parent of a fixed period exclusion when the total period of exclusion is more than 5 and up to and including 15 school days in total in one term

Dear *[parent/carer's name]*

I am writing to inform you of my decision to exclude *[child's name]* for a fixed period of *[specify period]*. This means that *[child's name]* will not be allowed in school for this period. The exclusion **[begins/began]** on *[date]* and ends on *[date]*.

I realise that this exclusion may well be upsetting for you and your family but the decision to exclude *[child's name]* has not been taken lightly. *[Child's name]* has been excluded for this fixed period because *[provide detailed reason for the exclusion. This should include what happened in sufficient detail, when and where it happened, and the impact of the behaviour on others. It should also include any steps that have been taken to try and avoid the exclusion and include details of occasions when previous warnings about the pupil's behaviour were given]*.

We will set work for **[name of child]** to be completed during the first five school days of this exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking **[detail the arrangements for this]**.

You have a duty to ensure that your child is not found in a public place during the first five school days of this exclusion i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

[Paragraph for use if the individual exclusion is for more than five days. If you are unable to supply information on the alternative arrangements now it must be provided in a follow up letter without delay and no later than 48 hours before the provision is due to start].

From the sixth school day of **[pupil name]**'s exclusion **[specify date]** until the expiry of the exclusion **[specify date]** we will provide suitable full-time education. On **[specify date]** **[child's name]** should attend at **[give the name and address of the alternative provider]** at **[specify the time – this may not be identical to the start time of the home school]** and report to **[staff member's name]** **[insert her details of travel arrangements if applicable]**.

You have the right to request a meeting of the governing body [or management committee] to whom you may make representations and my decision to exclude can be

reviewed. As the period of exclusion exceeds more than five school days in one term the governing body [or management committee] must meet if you request it to do so. The latest date by which the governing body must meet, if you request a meeting, is *[insert date — no later than 50 school days from the date the governing body is notified of this exclusion]*. If you do wish to make representations to the governing body [or management committee] and wish to be accompanied by a friend or representative, please contact *[name of contact]* on/at *[contact details - address, telephone number, email]*, as soon as possible.

[Pupil's name] is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform *[contact]* if it would be helpful for you to have an interpreter present at the meeting.

If you consider that the exclusion relates to a disability your child has and you think discrimination has occurred, you have the right to appeal and/or make a claim to the First-tier Tribunal (for disability discrimination) under the Equality Act 2010 or the County Court (for other forms of discrimination). A claim of discrimination made under these routes should be made within six months of the date on which the discrimination is alleged to have taken place. The following is the link to guidance on making a claim of discrimination to the First-Tier Tribunal:

<http://www.justice.gov.uk/tribunals/send/appeals>

Making a claim would not affect your right to make representations to the governing body.

You also have the right to see and have a copy of *[name of child]*'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of *[name of child]*'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following are relevant sources of information and advice about exclusion from school:

- The statutory guidance on the use of exclusion from school can be viewed at: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>
- **Civil Legal Advice**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **0345 345 4345** or at www.childrenslegalcentre.com
- **Communities Empowerment Network**, which can provide advice and support if your child is experiencing problems at school, particularly with exclusion. They can be contacted on **0207 733 0297** or at www.cenlive.org

You may wish to contact **Adrian Bannister, Exclusions & Reintegration Officer for Achieving for Children** who can provide advice. He can be contacted by telephoning 0208 547 5253 or by emailing adrian.bannister@achievingforchildren.org.uk.

- I have also enclosed an information sheet about exclusion from school which you may find useful.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

[Name of child]'s exclusion expires on [date] and we expect [name of child] to be back in school on [date] at [time].

Yours sincerely
[Name]

Model exclusion letter 3

From Head Teacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of more than 15 school days in total in one term (paragraph 103b).

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

[for pupils of compulsory school age — next 3 paragraphs]

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of exclusion or specify dates]**, unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

We will set work for **[Child's Name]** during the **[first five school days or specify dates]** of his/her exclusion **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual exclusion is for more than 5 days]

From the **[6th school day of the pupil's exclusion] [specify date]** until the expiry of his exclusion we **[For PRUs the local authority — set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. **[Set out the arrangements if known at the time of writing, e.g.]** On **[date]** he should attend **[give name and address of the alternative provider]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider]** **[if not known say that the arrangements for suitable full time education will be notified shortly by a further letter].**

[School and PRU] As the length of the exclusion is more than 15 school days in total in one term the governing body/management committee must meet to consider the exclusion. At the review meeting you may make representations to the governing

body/management committee if you wish. The latest date on which the governing body/management committee can meet is **[date here — no later than 15 school days from the date the governing body is notified]**.

If you wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible.

You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SEND). The address to which appeals should be sent is SEND, First Tier Tribunal Mowden Hall, Staindrop Road, Darlington DL3 9DN, Telephone 0980 241 255. Making a claim would not affect your right to make representations to the governing body/management committee.

[mandatory for all exclusions of primary-aged pupils and those of more than 5 days of secondary-aged pupils]

You **[and your child or name of pupil]** are invited to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**.

If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see and have a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may want to contact **[Name]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state maintained schools. They offer information and

support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808. **[Insert reference to source of local independent advice if known.]**

The details of your child's fixed period exclusion will be passed on to Education and Inclusion Services, as is the case with all fixed period exclusions. In the event of your child being excluded for 3 or more days in a school year (either at once, or in total), you may be contacted by Education and Inclusion Services regarding the Common Assessment Framework. This is an assessment intended to establish whether your child has any additional needs that may be affecting their performance at school, and to respond to these needs should they exist. The assessment is entirely voluntary and should be viewed as support. If you would like to be contacted regarding the assessment please inform the school at your child's reintegration meeting. The assessment would be carried out by a member of the Education and Inclusion Services or the Family Support Service.

[Name of Child]'s exclusion expires on **[date]** and we expect **[Name of Child]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Head Teacher

Model exclusion letter 4

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion (paragraph 115).

Dear **[Parent's name]**

The meeting of the governing body/management committee at **[school]** on **[date]** considered the decision by **[Head Teacher/teacher in charge]** to permanently exclude your son/daughter **[name of pupil]**. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold **[name of pupil]**'s exclusion.

The reasons for the governing body/management committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at.]**

You have the right to appeal against this decision. If you wish to appeal, please notify **[name of the clerk to the appeal panel]** of your wish to appeal. You must set out the reasons for your appeal in writing, and if appropriate may also include reference to any disability discrimination claim you may wish to make, and send this notice of appeal to **[address]** by no later than **[specify the latest date — the 15th school day after receipt of this letter]**.

If you have not lodged an appeal by [repeat latest date], you will lose your right to appeal. Please advise if you have a disability or special needs which would affect your ability to attend the hearing. Also, please inform **[name of the clerk to the appeal panel]** if it would be helpful for you to have an interpreter present at the hearing.

Your appeal will be heard by an Independent Appeal Panel, which can also hear disability discrimination claims. A three-member panel will comprise one serving, or recently retired (within the last five years), Head Teacher, one serving, or recently serving, experienced governor/ management committee members and one lay member who will be the Chairman. **[Use the following if there is a possibility that a five-member panel may sit: A five-member panel will comprise two serving, or recently retired (within the last 5 years), Head Teachers, two serving, or recently serving, experienced governors / management committee members and one lay member who will be the Chairman.]**

The appeal panel will rehear all the facts of the case — if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn the hearing until a later date.

In determining your appeal the panel can make one of three decisions: they may uphold your child's exclusion; they may direct your child's reinstatement in school, either immediately or by a particular date; or they may decide that the exclusion should not have taken place, but that reinstatement in the school is not in the best interests of all concerned.

I would advise you of the following sources of advice: **[repeat details from the original exclusion letter, i.e. a named LA officer and the Advisory Centre for Education and any local sources of independent advice]**.

The details of your child's fixed period exclusion will be passed on to Education and Inclusion Services, as is the case with all fixed period exclusions. In the event of your child being excluded for 3 or more days in a school year (either at once, or in total), you may be contacted by Education and Inclusion Services regarding the Common Assessment Framework. This is an assessment intended to establish whether your child has any additional needs that may be affecting their performance at school, and to respond to these needs should they exist. The assessment is entirely voluntary and should be viewed as support. If you would like to be contacted regarding the assessment please inform the school at your child's reintegration meeting. The assessment would be carried out by a member of the Education and Inclusion Services or the Family Support Service.

The arrangements currently being made for **[pupil's name]**'s education will continue. **[Specify details here]**.

Yours sincerely

[name]

Clerk to the Governing Body (or clerk to the Management Committee in case of a PRU)

Model exclusion letter 5

From the clerk to the Independent Appeal Panel notifying parent (or pupil if aged 18 or over) of the outcome of the appeal.

Dear **[Parent's name]**

Following the hearing of your appeal by the Independent Appeal Panel constituted by **[Name]** Authority on **[date]** at **[location]** against the decision of the governing body of **[Name]** School/the teacher in charge **[Name]** of **[Name]** Pupil Referral Unit not to reinstate **[Child's Name]**, I am writing to advise you of the panel's decision.

After careful consideration of your representations both oral and written and those of the **[School/PRU]** and **[Name]** LA **[and of others if applicable, for example any victim]** and in the light of the available evidence, the panel has decided:

Either

(i) to uphold the exclusion;

or

(ii) to direct **[pupil's name]**'s reinstatement in **[name of school/PRU]** with effect from **[date and time]**. **[Pupil's name]** should report to **[name of staff member]** at that time;

or

(iii) that it is not practical to direct **[pupil's name]**'s reinstatement **[here give reasons, for example because this is an exceptional case where reinstatement would not be in the pupil's best interests or those of the whole school/PRU community]** although otherwise reinstatement would have been appropriate. Your child's school record will show that the permanent exclusion was overturned on appeal even though reinstatement was not directed.

[Give reasons in as much detail as possible for the panel's decision: the decision may be challenged by judicial review; or be the subject of a complaint of maladministration to the Local Government Ombudsman]

The panel's decision is binding on you, the governing body and the Head Teacher of **[Name]** School/the teacher in charge of **[Name]** PRU and **[Name]** Local Authority.

For decisions (i) and (iii) above: The alternative arrangements put in place for **[pupil's name]**'s full-time education will continue for the time being; but **[LA officer's name]** will/may be in touch with you to discuss future provision.

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If you think that the appeal panel's decision was unlawful or not a decision which a reasonable panel could have reached and you wish to challenge it, the only way of doing so is to apply to the High Court

for a judicial review. This must be done as soon as possible and in any event within three months of the date of the panel's decision. You can complain to the Local Government Ombudsman about maladministration by the appeal panel, but not about its decision.

A copy of this letter will be added to **[pupil's name]**'s school record for future reference.

Yours sincerely

[Name]

Clerk to the Independent Appeal Panel



EXCLUSION FROM SCHOOL

INFORMATION PAMPHLET FOR PARENTS/CARERS

What is an exclusion?

This is a disciplinary measure which the head teacher of a school can use to deal with incidents of poor behaviour. There are two types of exclusion:

- Fixed period – a pupil can be excluded for one or more fixed periods which, when aggregated, do not exceed a total of 45 school days in any one school year and a date is given for a return to school.
- Permanent – this is where the school feel that the incident(s) was so serious that the pupil should not return to school.
- An indefinite exclusion is not lawful, nor can a pupil be sent home “to cool off”.

Who has the power to exclude a pupil?

Only the Head Teacher, or designated senior teacher in the head's absence, has the right to exclude a pupil.

What can a pupil be excluded for?

Each school has a behaviour policy/code of conduct. Where a pupil's behaviour consistently falls below what is expected then it is reasonable to expect the head teacher to consider a fixed period exclusion. Such behaviour could include:

- Persistent disruption of lessons
- Serious bullying
- Verbal or physical abuse of staff
- Theft

If behaviour problems persist, or a serious 'one off' incident occurs, then the Head Teacher may consider a permanent exclusion. This may be for:

- Serious actual or threatened violence
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

How will I be notified if my child is excluded?

The school will try and contact you immediately by telephone. The Head Teacher will also write to you to fully explain his/her decision that will include what your child has done to warrant being excluded.

What happens to my child's education whilst excluded?

If the exclusion is for 5 school days or fewer, work will be provided for your child to complete at home. You may have to collect the package of work from the school.

If the exclusion is for more than 5 school days then the school will arrange full-time education from the sixth day of the exclusion. This might be at an alternative venue than your child's school.

Who is responsible for my child during a fixed period exclusion?

During the first 5 days on an exclusion, the parent is responsible for the whereabouts and wellbeing of their child. The law states that an excluded pupil should not be in a public place during school hours on any day when excluded without 'reasonable justification'. If your child is found in such circumstances then you will be liable to a fixed penalty notice fine of £100.

What is ‘reasonable justification’?

A medical emergency could be considered as reasonable justification for your child being in a public place during school hours whilst excluded. Going to the shops to buy food or clothes, for example, would likely not be reasonable justification.

What if I feel the exclusion was undeserved?

You have the right to make representations about the exclusion, which is to put your views, to the governing body whose job it is to review certain exclusions.

What if I feel the exclusion relates to my child’s disability and that discrimination has occurred?

You can apply to the First-tier Tribunal (Special Educational Needs and Disability) to hear cases of alleged disability discrimination

<http://www.justice.gov.uk/tribunals/send/appeals/ddc>

Phone: 01325 392760

Email: SENDISTQUERIES@hmcts.gsi.gov.u

In addition you can apply to a County Court to hear other cases of discrimination under the Equality Act 2010.

How do I make representations?

You should write to the Clerk to the Governing Body, ideally within 5 days of being notified of the exclusion setting out your views about the exclusion.

- If an exclusion is for less than 5 school days, the governing body must consider any representations that are made about an exclusion.
- For any exclusion between 6 and 15 school days the governing body must hold a meeting if you request one. This must take place within 50 school days of receiving notice of the exclusion.
- For an exclusion of more than 15 school days (singular or cumulative in a term), or a permanent exclusion, the governing body must meet to consider the decision of the head teacher regardless of whether the parent wishes to make representations. This must take place within 15 school days of receiving notice of the exclusion.

Where the governing body does meet you will be invited to attend.

What will happen at the governing body meeting?

The meeting (which may be called a Discipline Committee hearing) will normally involve 3 governors who have had no role in the initial decision to exclude your child. They will hear your views and decide whether to uphold the head teacher's decision to exclude.

The meeting will also include the head teacher and possibly another member of staff who was closely involved in the incident(s) which led up to the exclusion. You may wish to bring, or send, a friend or representative to help give your views.

The meeting will be as informal as possible.

The head teacher will be invited to describe the events leading up to the exclusion and explain why the sanction was considered necessary. In the case of a permanent exclusion, why a lesser sanction was not considered sufficient. You and the governors will then be able to ask questions.

You will then be invited to put your views. The governors and head teacher may want to ask you questions based on what you say.

At the end of the meeting the governors will consider their decision in private. The governors may decide to:

- Uphold the head teacher's decision to exclude (for a fixed period or permanently)
- Direct the reinstatement of the pupil (in the case of longer fixed term or permanent exclusions)

In the case of short period exclusions the pupil will likely be back in school before the meeting takes place. In such cases a note from the meeting will be placed on the pupil's file.

You will be notified of the decision in writing.

What happens if the governors uphold a permanent exclusion?

The Clerk to the governors will advise you in writing of the reasons for the decision and your right of appeal to an independent review panel and enclose a form for doing so. Any appeal must be submitted within 15 school days of receiving the governors' notification.

If you decide not to appeal against the decision, then someone from 'Achieving for Children' will discuss with you the alternative options available for your child's continuing education.

Independent Review Panel

The Local Authority or, (in the case of an academy school) the Academy Trust, is responsible for setting up the Panel. You will be advised of the date and location of the meeting and invited to attend with a friend or representative.

The appeal panel will consist of 3 or 5 members, none of whom will have had any prior involvement with the exclusion or your child's school. At least one member must be a lay person, that is, someone who has not worked in school in a paid capacity, although they may have been a school governor.

Specialist advice

You have the right to request the presence of a Special Educational Needs (SEN) expert at the review, regardless of whether the school recognises that your child has SEN. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion and does not include making an assessment of your child's SEN. There is no cost to you for this service.

After the Hearing

The Clerk to the Review Panel will write to you within 2 school days with the outcome of the appeal. The Panel may decide:

- to uphold an exclusion;
- to *recommend* that the governing body reconsiders its decision, taking account of the findings of the panel; or
- to quash the decision and *direct* the governing body to reconsider the case.

What happens if a recommendation is made to reconsider the decision, or the decision is quashed by the IRP? The governors must reconvene within 10 school days of notification in order to reconsider the exclusion. The Governing Body must then notify the parties of the reconsidered decision and reasons for it “without delay”.

What happens if the Governing Body does not offer to reinstate your child? There is no further right of appeal. If you believe procedural flaws have occurred you can ask the Local Government Ombudsman to invest (in the case of a maintained school). For academy schools you would need to contact the Secretary of State for Education.

Can an exclusion be “removed” from a pupil’s file? If an exclusion is a matter of fact, i.e. it has happened, then details of an exclusion may not lawfully be deleted from the pupil’s school file. However, the decision from any subsequent hearing can be added to the file.

Where can I obtain further advice about an exclusion matter? You can speak to the Exclusions & Reintegration Officer in ‘Achieving for Children’ on 020 8547 5253 or email Adrian.bannister@achievingforchildren.org.uk

The following are independent sources of advice and information for parents/carers:

- Communities Empowerment Network
 - 020 7733 0297
 - <http://www.cenlive.org/>
- Coram Children's Legal Centre
 - 0300 330 5485
 - <http://childlawadvice.org.uk/information-pages/school-exclusion/>

You can also view the guidance provided to schools on the use of exclusion by the Department for Education:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Annex B



Trips and Visits Behaviour Contract

Name: _____ Class: _____

Trip: _____

From (date): _____ To (date): _____

Good behaviour is a critical part of a trip or visit taking place, and something that we, as a school, take very seriously. Kew Riverside Primary School has a zero tolerance of bad behaviour, as outlined in our Behaviour Policy.

We therefore require the assurance of the parent/carer and the student that they will adhere to the following:

1. to behave sensibly and considerably at all times
2. to follow and respect the decisions and instructions made by staff
3. to abide by the Golden Rules, even outside school premises
4. to understand that the school cannot accept responsibility for the security of personal possessions, including mobile phones and money.

It is in the interest of your child's health and safety that the above code of conduct is respected. In the event of a serious behaviour incident before the trip taking place your child may forego their right to participate on the trip or visit which may result in forfeiting any monies paid.

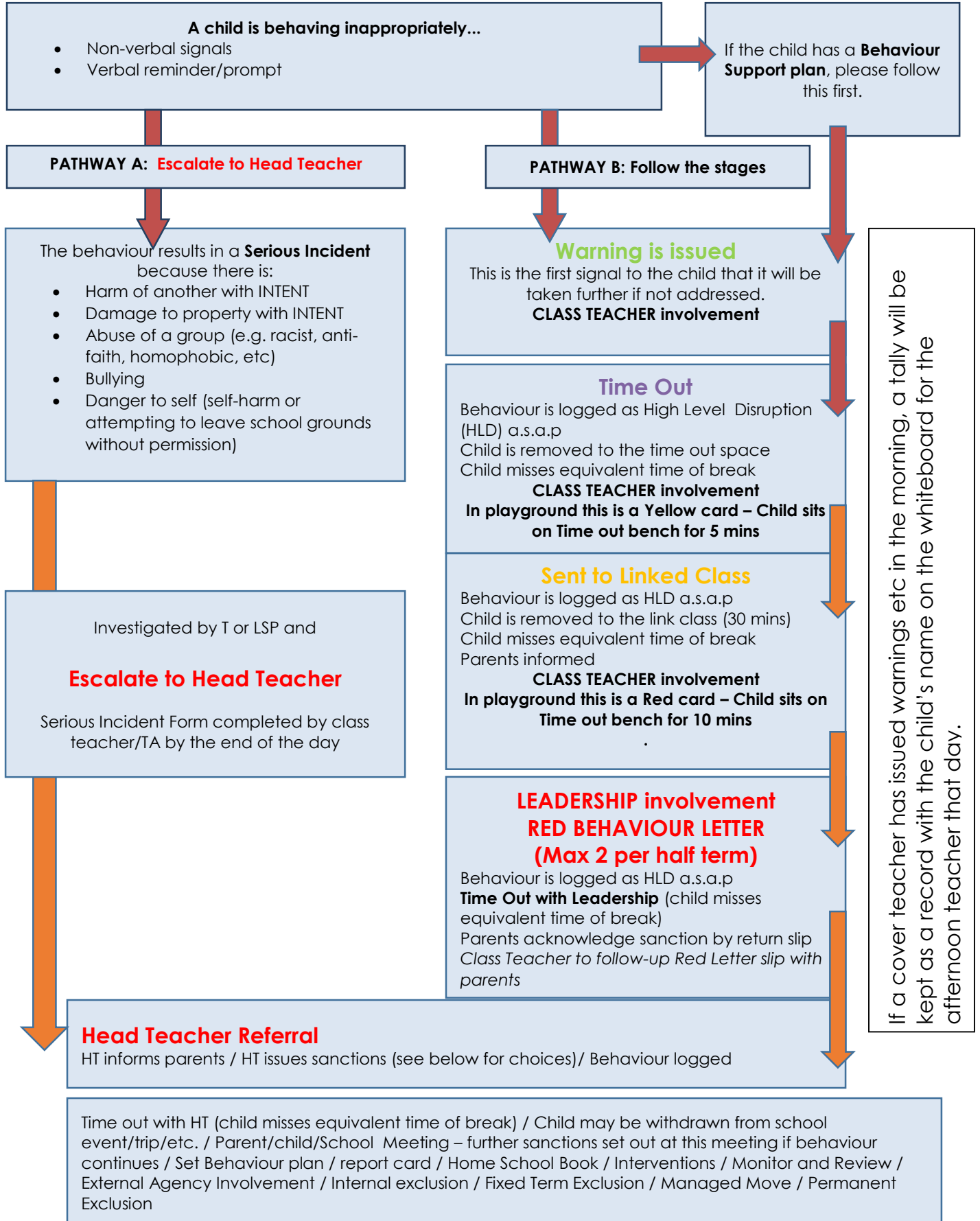
In the event of a serious behaviour incident on the trip or visit it is possible that we may need to send your child home or implement other appropriate sanctions. In these circumstances the parent/carer will be wholly responsible for any financial implications.

In signing this contract you are agreeing that your child fully understands and respects the conditions and expectations stated above.

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Annex C - Flowchart



NOTE

- Do not discuss the sanction with any other child/parent
- If a child's behaviour is not communicated and is missed, explain carefully to the child why they are receiving their sanction at a later time. If we need to carry over a sanction, we will.

Annex D

Annex D Playground Red Card record slip

RED CARD		
NAME:	CLASS:	ADULT:
DATE:	TIME:	LOCATION:
What happened? (incl. brief description of antecedents)		
First Aid? Not necessary/Yes - administered by.....		