



Behaviour Policy

Approved by Governing Body – September 2024

To be reviewed September 2026

Rationale

At King Edward Primary School, we want children to grow and learn in a calm and caring atmosphere where they have the security of knowing that they are respected and valued as individuals. By a consistent approach to behaviour, throughout the school, children are made aware of what is expected of them, both in their work and in their attitudes to each other. This, in turn, allows effective teaching and learning to take place.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To provide carefully planned activities that are interesting and stimulating.
- For all members of the school community to follow the same standards of behaviour so that adults are setting a good example to the children.
- To encourage consistency of approach to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To take pride in the school and feel that their contributions are valued.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled, or not. Thus, the school has a central role in the children's personal, social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals by making their own good choices.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of each and every individual child.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning environment contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation, disaffection and low self-esteem which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise will be used to encourage good behaviour as well as good work. Constructive criticism should be a private matter between teacher and child to avoid resentment.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms and individual lessons should be organised to develop independence and personal initiative. Materials and resources should be arranged to aid accessibility and reduce uncertainty, loss of learning time and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom and school should provide a welcoming environment.

Rules and Procedures

Rules and procedures should be kept to a necessary minimum and designed to make clear to the children how they can achieve positive and acceptable standards of behaviour.

Classroom rules and procedures will be developed with the children at the beginning of the school year during our PSHE lessons and should:

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole;
- be signed by all in the class and be prominently displayed.

Rewards

We are working towards our pupils being intrinsically motivated to behave. We encourage children in other ways and our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour should be as high as for work working on a basis of 5:1.

Within classes, teachers have their own method of rewarding good behaviour through the use of stickers, stamps, team points, merit points, table of the week, notes home to parents/carers etc. Class teachers will regularly review methods used and adapt according to the needs in the class.

The following rewards are presented weekly during assembly:-

- Certificates awarded for collection of merit points (Bronze, Silver, Gold etc).
- When children receive all five of our school values certificates in a year a prize is awarded;
- Children are acknowledged in Assembly for high attendance in a term or the year, and a certificate and prize are awarded.

Additionally at certain points of the year, individual awards are presented, e.g. following attendance at a sports event, during Reading Weeks, swimming success etc.

Unacceptable Behaviours

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended; show they can keep to school rules; or make other suitable reparation. If a relationship breaks down between child and child or adult and child the school will ensure that restorative conversations take place to ensure any relationships are repaired.

However, there may be some children whose behaviour causes particular concern, or a child's behaviour may fall into a particular category. In these instances they will normally be disciplined by a sanction.

Categories include:

- disrupting other children's learning; violent behaviour or hurting others;
- deliberate offensive language (including racial abuse and derogatory language); deliberate rudeness;
- name calling; vandalism;
- disregard for school rules and procedure; theft;
- bullying;
- sexual harassment;
- drug related behaviour; carrying a weapon

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the safety and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features:-

- It should be the behaviour rather than the person that is sanctioned.
- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as they breed resentment.
- The sanction should not be out of proportion to the offence.

Sanctions and strategies range from

- expressions of disapproval;
- withdrawal of privileges
- Loss of some or all of break / lunchtime*;
- notes to parents / a meeting may be arranged. As part of this, we work in partnership to decide on the best way forward;
- referral to the Phase Leader, then Key Stage Leader, then Behaviour Lead, then Deputy Head then the Head teacher;
- Use of daily report cards and sheets to monitor behaviour;
- Monthly meetings with senior staff to discuss children where behaviour is a concern, with the aim of early intervention and quick referrals;
- Referral to Family Support Worker;
- 'Team around the Child' meetings and completion of an Early Help Assessment (where appropriate), facilitating referral to CAMHS and Outreach services such as BOSS led by the Behaviour Lead / Family Support Worker (FSW);
- Development of Behaviour Support Plans and Pastoral Support Plans in consultation with parents and the Behaviour Lead;
- Ultimately and in the last resort, use of internal and external exclusion (following the LA guidelines);
- To encourage children to solve problems through non-violent means, loss of break times follows automatically if there is any fighting.

*Loss of break time.

If a child is causing low-level disruption, they will be reminded of appropriate behaviour choices.

If they continue to make poor behaviour choices, their name will be written on a whiteboard located on the teacher's desk. They will be reminded that if they make good behaviour choices their name will be removed from the whiteboard.

If the child continues with low-level disruption, they will lose a period of their break, which will be marked as a tally by the teacher. Y1 & 2 = 1 minute per tally mark. Y3 & 4 = 3 minutes per tally mark. Y5 & 6 = 5 minutes per tally mark. Again, children will be given the opportunity to earn their break time back by making appropriate behaviour choices.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice outside agencies will be sought where appropriate, including Outreach support from the BOSS Behaviour Team.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Behaviour Lead and Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Where there are on-going Behaviour Issues, the following Six Stage Behaviour Process will be initiated.

| Stages | Consequences |
|----------------|--|
| Stage 1 | Child to be removed from class and spend one session in another class. Class teacher to speak to parents |
| Stage 2 | Children to be put on a monitoring sheet to earn reward time – show to a member of SLT at lunchtime / end of day. Class Teacher to speak with Parents to inform. |
| Stage 3 | Child to be removed from class and spend ½ a day in another class. Meet with Parents to discuss and explain what needs to be improved. |
| Stage 4 | Child to be removed from class and spend one full day in another class. Child unable to participate in after school clubs Child unable to represent school in sport / music events Child unable to go on School Trips Child unable to attend Breakfast Club Letter to be sent to parents to attend a meeting and a Behaviour Contract to be put into place. |
| Stage 5 | Child to be placed in another class or in another area of school for one week. Work set by the teacher but completed away from the class. Child unable to go outside at playtimes or lunchtimes. Child unable to participate in after school clubs. Child unable to represent school in sport / music events Child unable to go on School Trips Child unable to go to Breakfast Club Lunch eaten with member of Staff. Letter to be sent to Parents warning that continued misbehaviour will lead to a Fixed-Term Exclusion. |
| Stage 6 | Fixed Term Exclusion Meeting to Complete Behaviour / Pastoral Support Plan with Behaviour lead. Discussion with parent to decide if there is any support needed by the family. If it is deemed that support is required, complete an Early Help Assessment with FSW. |

| | |
|--|---|
| | <p>On return: Child unable to go outside at playtimes or lunchtimes. Child unable to participate in after school clubs. Child unable to represent school in sport / music. Child unable to go on School Trips Child unable to attend Breakfast Club</p> <p>Lunch eaten with member of Staff in behaviour / isolation room.</p> |
|--|---|

At Stage 4 and above, the Stage at which they are recorded will be reduced by one level following two weeks without incident.

Records of Behaviour

Class teachers will record any serious or on-going behaviour incidents on the C-POMs online monitoring system. This is automatically forwarded to the Safeguarding /Behaviour Lead, Deputy Head, Family Support Worker and Head Teacher; Phase Leaders will also be informed. These incidents are chronologically stored on the C-POMs system.

These records will be analysed regularly by the behaviour lead and senior staff in order to monitor the types of behavioural incidents; decide whether any specific teaching / reminders or further action need to be taken and that the school’s behaviour policy is effective. Information from this will be fed into the termly evaluation of Behaviour and Safety by the SLT.

Positive Handling

Positive handling is when an adult uses some force to prevent a child from moving or to move a child. Use of positive handling is not common. The vast majority of children go through their whole school careers without the need for positive handling.

Schools have a duty of care to all their children DfE guidance on using reasonable force states that this means that positive handling can be used to:

- Prevent a child from hurting themselves
- Prevent a child from disrupting a school event, trip or visit
- Prevent a child from running away
- Prevent a child from damaging property
- Prevent a child from causing disorder

Any positive handling must be **reasonable** and **proportionate** and **necessary**.

Despite schools having the legal powers to use force in this way, school will always endeavour to de-escalate situations and only use force when no other option is appropriate.

The decision whether or not to physically intervene is down to the professional judgement of the staff member(s) concerned and depends on the individual circumstances (eg the severity of impact if immediate action is not taken).

Lawful use of these powers is a defence to any legal action.

Schools do not require parental consent to use positive handling. However, whenever positive handling is used, the parents will be informed. Also, where a child is believed to be at high risk of needing positive handling, a plan will be written in case positive handling is needed. This will be written in partnership with parents.

The power to physically intervene applies to any member of our school staff. Not all staff are trained but if, for example, on a school trip, a child was about to put themselves in physical harm, it may be in the child’s best interests to physically intervene (eg prevent a young child running into the road). The

Headteacher will ensure that the number of staff who have Team Teach training reflects the level of need in our school.

At an appropriate time, soon after the incident, a child who has needed positive handling will have opportunity to discuss their actions and their feelings about the event with a member of staff. The discussion is a chance to check on the child's wellbeing and to help them to reflect on the event. There will also be a full debrief with staff.

Written records of all incidents of positive handling will be made on the day, or as soon as is reasonably practicable, using CPOMS software and tagged as 'Positive Handling Intervention'. This will include:

- Reason(s) for use of positive handling
- Member(s) of staff using positive handling
- Names of any adults (and children or classes) who witnessed the positive handling
- Description and approximate duration of positive handling used
- Location(s) of incident
- When/how parents were informed
- Any reflection and consequences for the child (this is important to help reduce the use of positive handling over time). Also, any post-incident reflection with staff (eg 'J seemed to calm quicker once in the Library then when we previously moved children out of the class)

Out of school

If a member of staff witnesses a pupil displaying non-criminal behaviour or bullying anywhere off the school premises which could have repercussions for the orderly running of the school, or poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school, then this should be reported to the Headteacher who will decide upon the appropriate course of action.

Harassment

Harassment is any unwanted conduct, which violates a child's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them on any grounds. Any forms of harassment will not be tolerated.

Sexual violence and sexual harassment – Taking an “It could happen here” approach

Sexual harassment means unwanted conduct of a sexual nature – sexual comments, jokes or taunting, physical behaviour like interfering with clothes or online harassment such as sexting. Sexual violence includes sexual assault (intentional sexual touching). Victims are encouraged to report issues, no matter how small they feel they are and that they will be supported and listened to. The terms alleged perpetrator and perpetrator are used alongside the victim whilst any incident is being investigated. A case-by-case approach is taken, although no level of sexual violence or harassment is tolerated at King Edward Primary School. A specific category is set up on CPOMS for reporting any incidents, which will then be followed up, by senior leaders and/or DSL. Any incident will involve a follow up investigation, with witnesses if applicable. The sanction for the perpetrator will depend on the seriousness of the incident and will follow the school behaviour policy's sanctions. In addition, there may be case for internal pastoral teaching, or referral to early help/involvement of social services or the police depending on the severity of the situation. The victim must also receive support, including apologies and any follow up pastoral support that may be needed.

In the school's curriculum, we follow the RSHE and PSHE curriculum for teaching children to respect each other's space and learning about appropriate behaviours. We also take part in campaigns such as

the NSPCC Stay Safe Campaign. As part of the safeguarding training for staff, all staff undertake training linked to understanding sexual violence and harassment.

Accusation against a Member of Staff

Any allegation made by a pupil against a member of staff will be taken seriously and will be dealt with in a fair and consistent manner to all concerned.

If a pupil makes a malicious accusation against a member of staff, the Governors of the school, in consultation with the Headteacher, will consider the appropriate disciplinary action that will be taken against such pupil.

Power to Search

The school has the power to use confiscation as a disciplinary sanction. This includes seizure, retention, and disposal of certain items. Confiscation will be applied in a reasonable manner. Property may be confiscated to maintain an environment conducive to learning, and one, which safeguards the rights of other pupils to be educated. Staff can search pupils with their consent for any item, which is banned by school rules. Headteacher and any member of staff authorised by the Headteacher can search a pupil or their possessions without their consent where there is reasonable grounds to suspect that the pupil has weapons, alcohol, illegal drugs or a stolen item. If such a search takes place, the search of the pupil will be undertaken by a member of staff of the same sex as the pupil, and will be witnessed by another member of staff (who does not have to be of the same sex). Any search of a pupil's possessions will be carried out by two members of staff. Schools are not required to inform parents before carrying out a search of a pupil or their possessions or to seek their consent.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a pupil is giving cause for concern, it is important that all those working with the pupil in school are aware of those concerns, and of the steps, which are being taken in response. It may be suitable for a "problem solving circle" method to be deployed with staff members.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which

parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Exclusions

Contact Points

The school follows DfE guidance - *Exclusion from maintained schools, academies and pupil referral units in England* and Local Authority templates/guidance issued when considering and enforcing exclusions.

If the possibility of a permanent exclusion occurs at this school, the Headteacher will immediately inform the Chair of Governors and the Local Authority.

Introduction

A decision to exclude a pupil will be taken on disciplinary grounds. A decision to exclude is a serious step and, in most cases, will be the last resort after a range of measures have been tried to improve the pupil's behaviour. In our School a range of strategies are in place to address the unacceptable behaviour, which may lead to exclusion. If we have a pupil at risk of exclusion, other agencies and provision would be explored and involved in order to meet their individual needs. If other agencies are involved our School will continue to be responsible for the pupil throughout the involvement.

When considering exclusion, the School will ensure that they do not discriminate against any pupil on the grounds of race, disability, gender, religion/belief or sexual orientation or age. The School will also take into account any SEN the child may have. The decision to exclude a child with an EHCP will be considered very carefully before any decision is made.

Alternatives to exclusion

A number of different alternatives are available to the Headteacher in response to a serious breach of behaviour policy:

a. Restorative Approach

This 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. All professionals involved in the process will be thoroughly involved. Restorative justice can only work with the consent of all parties. Restorative justice is not a suitable response for all discipline issues, e.g. in situations where the wrongdoer denies responsibility or has no remorse, is unable to accept responsibility, or the offence is such that meeting the victim would be unwise or unhelpful. Instead of focusing on the disciplinary issue, restorative approaches allow what has occurred to be viewed from the negative impact it has had on others, with the emphasis being placed on feelings, and with the goal being reconciliation and repair.

b. Mediation

This is carried out through a third party usually a trained mediator who mediates between the victim and the offender e.g. a pupil and teacher, or two pupils.

c. Internal Seclusion (Internal Exclusion)

This can be used to diffuse situations that occur in School that requires a pupil to be removed from class, but may not require removal from the School premises. The seclusion 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. This would not take place for extended periods of time.

d. Managed Move

This is a move to another School in order for the pupil to have a fresh start in a new School. The Headteacher may ask another Headteacher to admit the pupil. This would only be done with the full knowledge and cooperation 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.

There are two types of exclusion:

Fixed Period Exclusion (Suspension) – where a pupil is excluded for a fixed number of days and is given a date for return. Fixed period exclusions can be for up to 45 days in a School year. Fixed Period Exclusions will be used where the unacceptable behaviour is not serious enough to warrant a Permanent Exclusion, and where lesser sanctions have already been tried but are no longer considered appropriate. Fixed Period Exclusions will be for the shortest time necessary, bearing in mind the longer the exclusion, the more difficult it may be for the pupil to reintegrate into School afterwards. A pupil can be excluded for one or more fixed periods which when added together do not exceed a total of 45 School days in any School year. A pupil's exclusion record should be passed to the new School if a pupil transfers.

Permanent Exclusion – when the Headteacher deems it appropriate for the pupil not to return to the School. The decision to exclude a pupil permanently is a serious one and one that will only be taken where basic facts have been proved on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. There are exceptions to this detailed later herein.

In exceptional circumstances, Fixed Period Exclusions may be converted into a Permanent Exclusion if circumstances warrant such action.

Action Points

Power to exclude

Only the Headteacher (or acting Headteacher) can exclude a pupil from School.

Decision to exclude

Exclusion will not be decided in the heat of the moment unless there is an immediate risk to the safety of others in the School or the pupil concerned. A decision to exclude will be taken only in response to serious breaches of the School's discipline policy and only after a range of alternative strategies to resolve issues have been tried and proven to have failed, and if allowing the pupil to remain in School would be seriously detrimental to the education or welfare of other pupils, or the pupil themselves.

Any exclusion must be: lawful, rational, reasonable, fair and proportionate.

A pupil can be excluded as a result of persistent disruptive/defiant misbehaviour including bullying (including racist or homophobic bullying).

The behaviour of pupils outside school can be considered as grounds for exclusion.

The Headteacher may withdraw an exclusion that has not been reviewed by the Governing Body.

There will be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

1. Serious actual or threatened violence against another pupil or a member of staff
2. Sexual abuse or assault
3. Possessing, supplying or using an illegal drug on School premises

4. Carrying an offensive weapon

In making a decision on whether or not to exclude for a drug-related offence, the Headteacher will have regard to the School's published policy on drugs and drug related incidents.

Consideration will be given by the School on whether or not to inform the police where a criminal offence has taken place, and whether to inform other outside agencies as appropriate.

Pupils, whose behaviour at lunchtime is disruptive, may be excluded from the premises for the lunch time period but this would be judged a fixed term exclusion. A lunchtime exclusion is counted as one half day exclusion.

Before reaching a decision, the Headteacher will: -

1. Ensure that a thorough investigation takes place.
2. Consider all the relevant facts and firm evidence to support the allegations made and take into account the School's policy on Equality and Diversity, Race Equality and the Equality Act 2010. If there is doubt that the pupil actually did what is alleged, the Headteacher will not exclude.
3. Allow and encourage the pupil to give their version of events.
4. Check whether an incident appeared to be provoked e.g. by bullying, racial or sexual harassment.
5. If necessary, consult others, being careful not to involve anyone who may later take part in the statutory review of their decision, e.g. member of the Discipline Committee.
6. Keep a written record of actions taken (and copies of written records made by other members of staff), including any interview with the pupil concerned. Witness statements must be dated and should be signed, wherever possible.

The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may exclude the pupil.

Although the Headteacher must protect the interests of the School, he must also balance those interests against the interests of the pupil. A decision to exclude must only be taken if there is really no other alternative and allowing the pupil to remain would be detrimental to other pupils and would impact on the School in a highly negative way.

The school follows DfE guidance - *Exclusion from maintained schools, academies and pupil referral units in England* and Local Authority templates/guidance issued when considering and enforcing exclusions.

Exclusion is not appropriate for: -

- Minor incidents such as failure to do homework.
- Poor academic performance.

- Lateness or truancy.
- Pregnancy.
- Breaching School uniform policy, including jewellery or hairstyle.
- Punishing pupils for the behaviour of Parents/Carers.
- Protecting victims by sending them home.

Unofficial Exclusions

If the Headteacher is satisfied that, on the balance of probabilities, a pupil has committed a disciplinary offence, and the pupil is being removed from the School site for that reason, formal exclusion is the only legal method of removal. Informal or unofficial exclusions are illegal regardless of whether they are done with the agreement of parents and carers.

Exceptional Circumstances

There may be exceptional circumstances in which the Headteacher needs to remove pupils from the School site when exclusion would be illegal. An example would be where a pupil is accused of committing a serious criminal offence, which took place outside the Headteacher's jurisdiction, and/or there is insufficient evidence to warrant exclusion. The Headteacher would be unable to exclude a pupil in this situation. However, there may be compelling reasons for removing a pupil from the School premises pending the outcome of a police investigation. In such circumstances, a Headteacher can authorize leave of absence for a fixed period, with the parents/carers agreement, or arrangements may be made for the pupil to be educated elsewhere (without parental consent if deemed necessary, although parents/carers would be notified). The School would still remain responsible for the pupil. Such arrangements would not amount to a formal exclusion from the School and would be kept under periodic review. The School will be responsible for providing a full programme of education for the duration of the leave of absence.

Removal of Pupils on Medical Grounds

The Headteacher may send a pupil home after consultation with that pupil's parents/carers and a health professional (e.g. a School nurse) where, because of a diagnosed illness (e.g. a notifiable disease) he or she poses an immediate and serious risk to the health and safety of other pupils and staff. This is not exclusion and should be for the shortest possible time. Remote education will be set up immediately where appropriate.

Education Off-site

The Headteacher has the power to direct a pupil off-site for education to improve his/her behaviour. A pupil can also transfer to another school – see section on 'Managed Move' herein.

Behaviour Outside School

Pupils' behaviour outside School on School business, e.g. School trips, away sports fixtures, is subject to the School's behaviour policy. Unacceptable behaviour in such circumstances should be dealt with as if it had taken place in School. For behaviour outside School, but not on School business, a Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the Headteacher. Pupils' behaviour in the immediate vicinity of the School, or on a journey to or from School, can be grounds for exclusion.

Children in the care of the Local Authority

If a pupil who is in the care of the Local Authority is excluded, anyone who is legally defined as a parent will have the right to make representations and to appeal.

Notification

Parents/Carers will be notified immediately of a pupil's exclusion, ideally by telephone.

The telephone call will be followed by a letter within one School day.

An exclusion will normally begin on the next School day.

The letter notifying a fixed period exclusion or a permanent exclusion will explain: -

- For a fixed period exclusion, the precise period of exclusion.
- For a permanent exclusion, the fact that it is a permanent exclusion.
- The reasons for the exclusion.
- The parent/carers right to make representations about the exclusion to the Governing Body.
- The person who the parents/carers should contact if they wish to make such representations. (Clerk to the Governors)
- Advise the parents/carers of the days on which they will be responsible for ensuring that the pupil is not found in a public place without justification. (During the initial period of up to five School days of any exclusion, the parents must ensure that the pupil is not present in a public place during normal School hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. Failure to comply with this requirement is an offence and, in accordance with the Governing Body's adoption of Penalty Notices, the parent may incur a £50 penalty notice.)

The letter will also include:

- The arrangements for enabling the pupil to continue their education, including setting and marking the pupil's work. It is the Parents'/Carers' responsibility to ensure that work sent home is completed and returned.
- What could be done to help the pupil address the problems that have caused the exclusion and how the School and parents/carers will work together towards these aims.
- If the exclusion is for a fixed period, the length of the exclusion and the date and time the pupil should return to School.
- The Parents'/Carers' right to see the pupil's School record.
- The latest date the Parents/Carers can put a written statement to the Discipline Committee.

- If the exclusion is permanent, the date the permanent exclusion takes effect and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident.
- In the case of fixed term and permanent exclusion, details of suitable full-time education which will be available from the sixth day of exclusion (or earlier).
- The latest date by which the Pupil Discipline Committee must meet to consider the circumstances in which the pupil was excluded, in the case of exclusions of more than five days in one term or where the parent has requested such a meeting or the exclusion will result in a pupil missing a public examination.
- The date of the reintegration interview.
- The name and telephone number of a contact at the LA who can provide advice on the exclusions process and the telephone number of the Advisory Centre for Education helpline (02077049822).

All correspondence will be in plain English, and avoid unnecessary jargon. Exclusion cases will be treated in the strictest confidence.

Within five school days, the Headteacher will inform the Governing Body and the LA. If the exclusion is permanent, or if it is for more than five days, or has resulted in the pupil being excluded for a total of more than five days in any one term, or will deny a pupil the chance to take a public examination, then the Governing Body's Pupil Discipline Committee and the LA will be informed. The LA and the Governing Body will also be informed of all exclusions totalling 15 or fewer school days in any one term.

The School, working closely with the LA and appropriate outside agencies e.g. BOSS will plan the educational arrangements to best support the pupil's reintegration at the end of the exclusion. This will include a reintegration meeting with the parents to discuss arrangements to support the pupil.

The school follows DfE guidance - *Exclusion from maintained schools, academies and pupil referral units in England* and Local Authority templates/guidance issued when considering and enforcing exclusions.

- **Provision of suitable full-time education to excluded pupils**

The School must provide suitable full-time education to excluded pupils from the sixth School day of any fixed term exclusion. If the exclusion is permanent, then this responsibility is that of the LA. The School or LA may, if they wish, provide education earlier than day six.

The School may use a range of different types of provision for excluded pupils, e.g. facilities at other Schools in the area, pupil referral units (in conjunction with LA), and, with appropriate supervision, ICT provision.

- **Extension of Exclusion**

If the Headteacher extends a fixed period exclusion or, exceptionally, converts a fixed period exclusion into a permanent exclusion, a further letter will be sent to the Parents/Carers explaining the reasons and making the points as listed above. When an exclusion is extended, there is a new right for Parents/Carers to state their case to the Discipline Committee.

- **At the end of a Fixed Term Exclusion**

At the end of a Fixed Term Exclusion period, a reintegration meeting will be arranged with the parents/carers to discuss arrangements to support the pupil – although if parents do not attend, this is not a reason to extend the exclusion period.

A Parenting Contract may be suggested that places a focus on the action the LA and School can take to increase support to parents. (Further details about Parenting Contracts is given below.)

- **Reintegration Interview**

A reintegration interview will be arranged by the Headteacher following the expiry of any fixed term exclusion, and must take place during the period beginning with the first School day to which the exclusion relates and ending with the fifteenth School day following the day on which the pupil returns to School. The pupil should normally attend all or part of the interview, which will be conducted by the Headteacher. The purpose is to assist the reintegration of the pupil and promote the improvement of the pupil's behaviour. It provides an opportunity to emphasise the importance of parents working with the School to take joint responsibility for their pupil's behaviour; discuss how behaviour problems can be addressed, explore wider issues and any other circumstances that may be affecting the pupil's behaviour, reach agreement on how the pupil's education should continue, how best they can be reintegrated, what measures can be put in place to prevent further unacceptable behaviour and create a useful forum to consider with parents the possibility of a parenting contract.

- **Parenting Contracts**

If the School or the LA considers that parental influence could be brought to bear in improving the behaviour of a pupil, a parenting contract may be offered. It may help parents take responsibility for their child and strengthen their ability to do so. A parenting contract is a written voluntary agreement between the School Governing Body or the LA and the parent, under which the parent agrees to comply with certain requirements and the School or LA agrees to provide or help the parents to access the support they need. A parent cannot be compelled to enter into a Parenting Contract.

If the exclusion is not the first period for misbehaviour and parents are unwilling to engage to bring about improvements, then the LA may consider applying to the courts for a Parenting Order.

- **Documentation**

The documentation listed below will be sent to the Pupil Services Section at LA: -

- Form EP/EXC1 – Notification to LA of fixed period exclusions (together with copy of letter to Parents/Carers).
- Form EP/EXC3 – Notification of Permanent Exclusion (together with copy of letter to Parents/Carers).

- **Support Agencies**

Where a pupil's behaviour is giving cause for concern and there has been a risk of exclusion, one or more of the support agencies will be involved and the School may set up a Pastoral Support Plan. If the fixed exclusion is for 6 days or more, a Re-Integration Plan may be required. This will be done with the knowledge of the Parents/Carers.

Disruptive behaviour can be an indication of unmet needs. Where we have concerns about a pupil's behaviour we will try to identify whether there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, we will give consideration to a multi-agency assessment that goes beyond the pupil's educational needs. We may consider initiating a Team Around the Child (TAC) or other appropriate support services.

Working with the support of identified agencies, it may be agreed that a referral to a Pupil Referral Unit may be appropriate.

- **Pupils with Special Educational Needs**

If the pupil is on the School's Special Needs List, they may have an Individual Education Plan (IEP) and/or a Pastoral Support Plan. If an issue of concern is behaviour, then targets on the IEP will address this. The Headteacher will utilize every means to maintain the placement of pupils with special educational needs, including seeking the advice of the LA and other professional advice as appropriate. Where this process has been exhausted, the School will liaise with the LA. The Headteacher will make every effort to avoid excluding a pupil part way through an assessment process. Every effort will also be made to avoid excluding a pupil with an Education, Health and Care Plan.

- **Trial Admissions**

The Headteacher will not admit pupils on a trial basis or refuse admissions on the grounds that the pupil may disrupt the education of other pupils. If the pupil is seriously disruptive, the proper procedures will be followed as for any other pupil.

- **'Voluntary' Withdrawal**

Pressure on Parents/Carers to secure a 'voluntary' withdrawal of a pupil is not acceptable, and the proper procedures will be followed.

- **Removal of Pupils from School in exceptional circumstances**

When the Headteacher has removed a pupil from the school under section 29 (3) of the Education Act, that removal will be for the shortest time possible, and the school will be responsible for providing a full time programme of education.

- **Independent Review Panels**

Parents/Carers have no right of appeal against a fixed period exclusion that has been upheld by the Governors' Disciplinary Committee.

In the case of permanent exclusions, Parents/Carers have a right to appeal to an Independent Review Panel. The Panel is convened by the Legal Office (01522 552579) and consists of three members who are independent of the LA, the School and its Governors.

The Panel may:

- a) Uphold the decision to permanently exclude the pupil;
- b) Recommend that the Governing Body reconsider its decision;
- c) Direct the Governing Body to consider readmitting the pupil.

A direction to consider readmitting will be limited to circumstances where a panel decides that the School has acted illegally, irrationally or where there are significant flaws in procedure. The decision reached by the Review Panel (a, b, or c above) will be binding on the School.

Where a parent alleges discrimination (under the Equality Act 2010) in respect of a fixed period or permanent exclusion, they will be able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

- **Continued Education**

If the Independent Review Panel upholds the permanent exclusions, arrangements will need to be made for the continued education of the pupil. The LA will be informed and a Named Officer will contact the Parents/Carers to discuss a new educational placement for the pupil.

In exceptional circumstances, where the Review Panel does not uphold the exclusion decision, but considers that it is not in the best interests of all concerned for the pupil to return to the same School, then a Named Officer will contact the Parents/Carers regarding suitable educational placement.