



St Mary's School & College

(part of The Talking Trust)

Promoting Positive Behaviour Policy

Last Reviewed: June2020

Next Review: June 2021

Lead Member of staff	Acting Principal
Introduction	<p>'Behaviour Management' is not a discrete, separate element of school life. All we do say and plan to do, as well as what we do not do, contributes to the whole ethos of our school. We need to strive towards achieving shared beliefs and values about behaviour and in so doing we need to reflect on our own. This approach will enhance the quality of relationships within our school and the wider community. It will help to prepare children for life in modern Britain and in making a positive contribution to society.</p> <p>Shared values</p> <ul style="list-style-type: none"> • We believe that pupils and students have the right to be able to learn and teachers to teach. • We believe that pupils and students who feel valued and cared about and those who experience success in learning tend to behave appropriately. • We believe that when pupils and students are treated consistently they are more able to distinguish between undesirable and desirable behaviour. • We believe that if we develop an atmosphere of mutual respect in our classrooms then pupil and student behaviour will be more positive. • We believe that if we offer an exciting and challenging curriculum, that both reflects the special needs of individuals and also allows pupils and students to become engaged in their own learning, then behaviour will be more positive. <p>In all learning environments the following are implicit:</p> <ul style="list-style-type: none"> • All pupils and students are entitled to a broad, balanced, relevant and differentiated curriculum delivered in the most accessible way possible. • The development of positive self-esteem through opportunities for success. • The development of a close and supportive partnership with parents/carers • The safeguarding and promotion of the welfare and resilience of pupils and students is of paramount importance. • That pupils and students can contribute meaningfully to the decision making process. • That pupils and students within KS4 and KS5 in particular need to have a wide range of relevant options to choose from, so they can demonstrate through gaining qualifications what they have learned, enjoy doing and can do and to support them in preparing for life beyond school. <p>Within our residential setting:</p> <ul style="list-style-type: none"> • We treat our residential provision as our pupils' and students' homes while they are living with us.

- Our expectations of managing behaviours are consistent with school policy in order to provide continuity and clarity to all pupils and students;
- However, our application of this policy will take into account the setting being different to that of the school: our key principle is to keep everyone safe
- We treat pupils and students with understanding, dignity, kindness and respect. We build, protect and preserve positive relationships between each pupil/student and the adults caring for them. We understand each pupil's/student's behaviour to allow their needs, aspirations experiences and strengths to be recognised and their quality of life to be enhanced. We involve pupils/students and relevant others, wherever practical in behaviour management. We support each pupil and student to balance safety from injury (harm) with making appropriate choices. We make sure the child's rights are upheld.
- Any consequences used to address poor behaviour will usually be restorative in nature, to help pupils and students recognise the impact of their behaviour on themselves, other pupils/students, the staff caring for them and the wider community. In some cases, it will be important for pupils and students to make reparation in some form to anyone hurt by their behaviour. Equally within our residential setting, staff understand the system for rewarding and celebrating positive behaviour and recognising where pupils and students have managed situations well.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on:

- The special educational needs and disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils/students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils'/students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils'/students' property

Related Guidance

	<ul style="list-style-type: none"> • Positive environments where children can flourish, Ofsted, 2018. <p>Links with other policies</p> <p>This behaviour policy is linked to the following policies:</p> <ul style="list-style-type: none"> • Exclusions policy • Safeguarding policy • Anti-bullying Policy • Positive Handling Policy
<p>The Aim of this policy</p>	<p>This policy aims to:</p> <ul style="list-style-type: none"> • Provide a consistent approach to behaviour management • Define what we consider to be unacceptable behaviour, including bullying • Outline the expectations we have of pupil/student behaviour and how we manage this • Describe the roles and responsibilities of different people in the school community with regards to behaviour management • Outline our system of rewards and consequences for pupils and students to respect the rights of others creating a positive learning environment.
<p>Procedures and Practices</p>	<p>Common Preventative strategies</p> <p>Research shows that effective teachers and support staff minimise the opportunities for disruption by relying more on preventative strategies rather than relying on a set of reactive responses to behaviours. We aim to minimise opportunities for disruption by:</p> <ul style="list-style-type: none"> • Planning meaningful and challenging lessons that meet the needs of all pupils and students. • Explaining learning objectives and expectations. • Making connections with previous work and providing appropriate feedback. • Providing appropriate resources and equipment. • Having well established and consistent approaches for behaviour. • Creating positive relationships with pupils/students and a supportive climate in the classroom and around the schools. • Teaching strategies to pupils and students to deal with anger and frustration. • Providing opportunities for circle time, mediation and social skills interventions • Ensuring pupils and students are supervised at all times whilst also allowing pupils and students to develop independence • Rewarding and celebrating positive attitudes and behaviours. • Encouraging respectful behaviours towards others and the school environment. • Improving self-esteem and encouraging self-worth on an individual basis.

- Encouraging healthy nutritional habits e.g. eating breakfast and drinking water and getting plenty of sleep at night.
- Ensuring all staff within the school work together to promote positive behaviour.
- By providing constant visual and regular verbal reminders of expectations for standards of behaviour, we aim to support pupils and students to make good choices regarding behaviour.
- By providing on-going support to help pupils and students understand the importance of such qualities as good communication and social skills, respect, empathy, kindness and trust we aim to improve the relationships pupils and students develop with each other and the staff and develop self-awareness

Definitions:

Bullying and Cyber Bullying

Bullying can be defined as ***“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”*** (The Anti-Bullying Alliance (ABA) and its members have adopted a shared definition of bullying based on research from across the world over the last 30 years)

There are four key elements to this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying can include:

Type of bullying	Examples of behaviours
Emotional	Being unfriendly, excluding, isolating others, tormenting, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion
Physical	Hitting, kicking, pushing, poking,
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, exposure to inappropriate films etc.
Verbal	Name-calling, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sharing photos, sending nasty text messages, social exclusion

There is a separate policy on Anti-bullying

As in every school, from time to time, there will be instances when bullying occurs, although we also know that there is a difference between repeated and systematic acts of bullying with the intent to cause harm or distress and one-off incidents of anti-social behaviour. Staff must ensure that when incidents are seen or reported, they are dealt with as effectively and promptly as possible. As much time as is necessary is spent with the victim and the bully as both are seen as in need of support.

Different strategies are applied depending on individual needs, the nature of the offence and its frequency. Every effort is made to make the pupil/ student who is displaying bullying behaviours realise the effects of their action.

PSHE lessons, tutor times, Citizenship, and social skills groups take up issues such as name-calling, being a good friend and social skills.

Anti-Bullying Week occurs annually and a whole school focus is given to anti- bullying themes and activities.

Pupils and students are reminded that they can report concerns to any member of staff and that this can be done confidentially if necessary. Other telephone help lines are publicised. Pupils and students are encouraged to report any concerns about cyber bullying to both their parents and the school, even when incidents may have occurred out of school hours and away from school premises. The school will actively support all the pupils/ students involved and their parents in understanding and implementing strategies for safety and protection, and gaining an understanding of their online life and behaviour, in preparation for adulthood.

It should be noted that many pupils/ students with ASD or pupils/ students who fall into categories that make them vulnerable to underachievement, often perceive themselves as victims, or are often particularly affected by the behaviour of others. This means that a significant proportion of our pupils/students will worry about their safety and the behaviour of others, both at home and at school. This anxiety may be a 'default' emotion felt by them. Whilst supporting and helping these pupils/ students deal with their emotions, we must also work to promote their independence and personal development by explaining clearly the differences between anti- social acts, bullying and other forms of behaviour they may encounter in school and outside. See also Anti-Bullying Policy.

Expectations

Staff will have high expectations of both behaviour and work. The school provides a safe and secure environment where effective teaching and learning can take place. Staff are role models for the pupils and students, and need to offer a high standard of

commitment, communication and consistency in managing behaviour. Staff give clear unambiguous instructions and directions so that pupils and students have a good understanding of the classroom rules and the warning systems. It is important that all staff are consistent with their use of rules; otherwise, some pupils/ students may manipulate or misunderstand situations. It is important that all staff regularly remind themselves of our systems, in whichever area or key stage of the school or college they mainly work in.

Parents/Carers Involvement

We maintain regular contact with parents through meetings, email, phone or home school communication books.

Supporting Positive Behaviour

All staff within the school will follow the same behaviour rules and procedures to ensure continuity. However, we are aware of the range of complex needs experienced by our pupils and students; professional judgement will be exercised so that consistency is applied but that the individual needs and abilities of the pupil/ student are taken into account. If a pupil/ student has dyspraxia, they may be more likely to bump into other people; if they have receptive language difficulties, they may not process instructions or warnings without additional reminders or support. Pupils /students with autism may behave negatively as a response to difficulties with communication or social understanding. In these cases, it may be discriminatory to apply consequences and the context and learning level of the pupil/ student must be considered. This is also true when considering the relative maturity of pupils/ students in terms of age- related expectations. There will be additional expectations for safe behaviours in specific rooms / lessons e.g. Science, Food Technology, and P.E. These will be explained to pupils and students and will be visually displayed in the relevant areas wherever appropriate.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This is based on a principle that lessons and activities will be well planned to meet the needs of pupils and students, offer stimulation, challenge, and respond to pupils'/ students' individual needs, creating an engaging and challenging learning environment.

They will:

- Create and maintain a stimulating environment that encourages pupils and students to be engaged
- Display the agreed signs to communicate the behaviour system
- Develop a positive relationship with pupils and students, which may include:
 - Greeting pupils and students in the morning/at the start of lessons
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting positive behaviours
- Concluding the day positively and starting the next day afresh
- Positively managing any low-level disruption
- Using positive reinforcement

The environment in which a pupil/ student works can be instrumental in influencing their behaviour. Considerations are given to such factors as to the décor, display and the quality of the equipment. Classroom arrangements can support the working ethos by placement and separation of pupils/ students using furniture etc. Staff need to carefully consider the layout of teaching areas, the type of displays required and the accessibility of equipment to support independence and communication. Displays should be well presented, relevant, linked to current learning and well maintained there are display guidelines available for staff to use. The school will endeavour to maintain all areas to a high standard. Damage, vandalism and graffiti (accidental or otherwise) should be reported to the Site Manager immediately. A contribution to repair costs may be requested of parents or from a pupil's/student's learning credit account. In deciding the layout of a classroom and the displays within, due consideration should be given to the individual special needs of the pupils and students. Pupils and student will be encouraged to value their environment and look after their surroundings. Where behaviour guidance is displayed for pupils and students with autism or communication difficulties, symbols help to support understanding of the guidance.

Rewards and Consequences

At St Mary's School and College we implement a range of clear, appropriate rewards and consequences that are fully understood and embedded across the organisation. Both rewards and consequences are delivered in a consistent, fair and timely manner.

Rewards

St Mary's School and College aims to promote high standards of behaviour, self-management and learning through positive encouragement and rewards. Pupils and students are rewarded for excellence according to their ability and participation in school life.

- Positive verbal feedback for work achieved and positive behaviours
- Positive written feedback for work achieved and positive behaviours
- Behaviour and Learning Credits Achievement certificates (e.g. star of the week) given out at weekly celebration assembly
- Postcards home from individual members of staff
- Classroom display boards of excellent work and achievements
- Praise letter from the Acting Principal for termly attitude to learning and behaviour
- Acting Principal's worker of the week and invitation to eat at the weekly SLT lunch table

Consequences will be proportionate and fair. Consequences follow the principles below:

- Pupils and students will be provided with space and opportunity to change behaviour.
- It will be made clear to the pupil/ student why the consequences are being applied.
- It will be made clear what changes in behaviour are required to avoid future consequences.
- The consequences will be in proportion to the behaviour.
- Consequences will not constitute a withdrawal of treatment.

Consequences include:

- A verbal warning following the traffic light system
- Additional support from immediate staff team
- Detention
- Loss of privileges – for instance the loss of a responsibility or not being able to participate in an event/activity
- Reparation
- Regular “on report” for behaviour monitoring.
- Targeted intervention from a member of staff
- Referral for support to external agencies
- Internal exclusion
- Fixed term or permanent exclusion.

Behaviours causing ongoing concern / pupil/student experiencing crisis

When a pupil/student demonstrates persistent unacceptable behaviours, a member of staff will coordinate a multi-disciplinary focus meeting. Parents will be informed of the focus meeting and invited to attend and/or contribute their views in advance. The views of the pupil/student will also be sought prior to the meeting. The meeting will be recorded using the focus meeting template (see Appendix 4). Additionally, an Emotional and Behaviour Support Plan (EBSP) will be created (see appendix 5)

Staff should always consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the St Mary's safeguarding policy.

Physical Intervention (see also Positive Handling Policy)

During incidents of challenging behaviour, it may be necessary, for the safety of that pupil/student or other pupils/students and adults, for a physical intervention to be used. Physical interventions are not used as sanctions or punishments.

St Mary's School and College uses the Team-Teach approach; a recognised programme of training which promotes de-escalation, diversion and diffusion to prevent pupils and students injuring themselves or others, or damaging property and to maintain good order and discipline. Physical intervention strategies are used only

when de-escalation strategies being used are exhausted. Each incident of physical intervention follows the principle of minimum force, least intrusive and least restrictive for the shortest amount of time. Immediately following an incident, which required physical intervention, parent/carers of the pupil/student are informed by a senior member of staff and the antecedent, behaviour and consequences are discussed.

All staff are given training and refresher courses at regular intervals. All parents, carers and pupils/ students are informed of the promoting positive behaviour policy including the use of physical intervention at admissions meeting.

Individual pupils/students whose behaviours are more likely to require physical intervention will be identified and an EBSP developed to include preferred strategies and holds.

Protocol for searching screening and confiscation:

As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's/student's property as long as is reasonable in the circumstances. Searching and screening pupils/students is conducted in line with the DfE's latest guidance on searching, screening and confiscation. (see appendix 7)

Malicious allegations

Where a pupil/student makes an accusation against a member of staff and that accusation is shown to have been malicious, appropriate steps will be taken to manage this behaviour. This may include the involvement of parents and the police, depending on the circumstances. Please refer to our safeguarding policy for more information on responding to allegations of abuse.

Exclusions (see also Exclusion policy)

Exclusions are used only in exceptional circumstances. Exclusion is not seen as a sanction in its own right and will only be used if there are appropriate reasons for doing so. Each situation will be managed on a case by case basis taking into account the circumstances and the needs of the pupil/student involved. Legally only the Acting Principal can make the decision to exclude a pupil/student from school. Therefore, it is important that a verbal report be given to senior managers as quickly as possible following an incident. This must be followed by a written report using the appropriate recording system. This evidence may be needed in order to complete a formal accident/incident report. It is also used to report the incident to the parents or carers, who have a right to be made aware of all the facts, and may wish to make an appeal to the Governors about the exclusion. Parents and carers are informed of the length of the exclusion and the incident that led to the serious action. They are also invited to come to school on the pupil's/student's return. This is intended to emphasise to the parents/carers the seriousness of the matter and to ensure all parties are working together to support positive behaviour at school. The Acting Principal or a senior manager always chairs the return meeting. The aim of this meeting is to prepare a way for the pupil/student to return to lessons. A contract, which includes support

	<p>offered, may be signed by the pupil/student and a copy given to the parents/carers.</p> <p>Permanent Exclusions Very occasionally, the Executive Headteacher / CEO and Governors of the school consider it necessary to permanently exclude a pupil/student. We will endeavour to comply with statutory regulations and policy in these circumstances.</p>
<p>Persons with particular responsibilities</p>	<p>Roles and responsibilities</p> <p>The Governing Board The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1) The governing board and CEO will also review this behaviour policy in conjunction with the Acting Principal and monitor the policy's effectiveness, holding the Acting Principal to account for its implementation.</p> <p>The Acting Principal The Acting Principal is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The Acting Principal will also approve this policy.</p> <p>The Acting Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.</p> <p>Staff Staff are responsible for:</p> <ul style="list-style-type: none"> • Implementing the behaviour policy consistently • Modelling positive behaviour • Providing a personalised approach to the specific behavioural needs of particular pupils and students • Recording behaviour incidents <p>The senior leadership team will support staff in responding to behaviour incidents.</p> <p>Parents Parents are expected to:</p> <ul style="list-style-type: none"> • Support their child in adhering to the pupil/student code of conduct • Inform the school of any changes in circumstances that may affect their child's behaviour • Discuss any behavioural concerns with the class teacher promptly

Monitoring and Evaluation	<p>This behaviour policy will be reviewed by the Acting Principal, CEO and full governing board every year. At each review, the policy will be approved by the Acting Principal and CEO.</p> <p>The written statement of behaviour principles (appendix1)) will be reviewed and approved by the full governing board every year</p>
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Appendices/Standard Operating Procedures (SOPs)

Appendix 1 - Written Statement of Behaviour Principles

Appendix 2 - School Rules

Appendix 3 - Rewards and Consequences

Appendix 4 - Focus meeting template and guidelines

Appendix 5 - Emotional and Behaviour Support Plan (EBSP)

Appendix 6 - Behaviour report template

Appendix 7 - Confiscation, screening and searching protocol

Appendix 8 - Exclusion Policy

This policy is published:

✓ St Mary's website

Appendix 1: written statement of behaviour principles

- Every pupil and student has the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils and students are free from any form of discrimination
- Staff and volunteers must set an excellent example to pupils and students at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- Reasonable force will only be used as a last resort and never as a sanction
- All pupils and students will be supported to take responsibility for their actions
- Working in partnership between home, school and our residential provision will help to support pupils' and students' learning and development, including their learning about managing their behaviour, feelings and emotions.

Appendix 2 School Rules

Our school rules are positively stated, telling the pupils and students what is expected of them, are consistently applied by all staff and reflect our British values of respect, tolerance and the rule of law.

St Mary's School and College Rules

- Use positive and kind language
- Be kind and helpful to others
- Walk safely around school
- No bullying
- Respect others

The school rules have been reviewed by the school council June 2020

Appendix 3 Rewards and Consequences

Rewards and Consequences

Rewards

Rewards have a motivational role in helping pupils and students to realise good behaviour is valued.

Behaviour and Learning Credits

The behaviour and learning credits reward system enables us to identify a clear difference between learning and behaviour in education and engagement and behaviour in residential (where the pupil/student is a residential pupil/student). This data can be scrutinised to celebrate successes and provide support where needed. Each pupil and student will begin each lesson with the chance to earn two credits: one credit for behaviour, and one credit for learning. Residential pupils/students will have the chance to earn two credits each day; one credit for engagement and one credit for behaviour during teatime/evening activities. Additional learning or behaviour credits can be awarded to pupils and students at the discretion of staff for examples of outstanding effort with learning, behaviour or engagement including during lunch and break times.

Behaviour and Learning credits will be recorded by staff. The behaviour and learning credits have a monetary value of 1p and at the end of every week; the pupils and students can spend their credits and convert them to a prize or bank their credits and save them towards a prize of higher value. prizes will rise in value for 100, 200, 300, 400 and 500 learning credits

Celebration assembly

Every Friday there is a whole school celebration assembly, in which certificates and prizes for learning credits and stars of the week/Acting Principal's worker of the week are awarded.

Star of the week

Each class team and residential house is invited to nominate a pupil/student for star of the week certificate to be presented at celebration assembly on a Friday. Pupils and students will be nominated for their outstanding achievements in work, behaviours and/or engagement in learning. There is usually one nomination per class/residential house. Each nomination is recorded on iSams / SIMS.

Acting Principal's worker of the week

Each week all staff nominate in Thursday's staff briefing, which pupil/student should be Acting Principal's worker of the week. The pupils/students are nominated because of improved behaviour, engagement in learning, positive interactions with peers and staff over a sustained period. The pupil/student is invited to have lunch at the weekly SLT lunch table and receive a certificate for 500 credits

Consequences

Consequences are only effective if they are applied in a clear, timely and consistent manner.

Traffic light warning system

The traffic light warning system includes coloured cards to represent first and second warnings prior to the issue of the final red card. Alongside a verbal warning a visual coloured card should also be given. Staff will be encouraged to carry a set of cards at all times and to show the pupil/student the relevant card at the time of giving the warning.

Green Card 1st verbal warning “think”

Yellow Card 2nd verbal warning, “this is a warning, you need to....”

Red Card detention is issued

Guidelines for dealing with behaviour that challenges:

- **Step 1 address** Calmly address the pupil/student and their behaviours and attempt to establish what the issue is
- **Step 2 diffuse and deescalate** Attempt to diffuse and deescalate the situation without criticism or, judgement
- **Step 3 remind pupil/student of options** Should the behaviour that challenges continue remind the pupil/student of their options (calm down, return to task, time out) and remind them they can earn two credits
- **Step 4 green card** If the behaviour that challenges continue show the pupil/student the green, “think” card and calmly give them a firm warning. Remind the pupil/student that should the behaviour continue they will have received a yellow warning card
- **Step 5 yellow card** If the behaviour that challenges continues show the pupil/student the yellow warning card and tell them this is their second warning. Remind the pupil/student calmly and firmly that should the behaviours continue they would be issued with a red card, which will result in a detention in line with our behaviour system
- **Step 6 red card** If the behaviour that challenges continues show, the pupil/student the red card and tell them they will be in a detention.

Instant red cards may be issued for serious behaviours

Red card detention procedures

When pupils/students are observed by staff to be displaying behaviours that challenge and the process of warnings has been followed with no success in stopping the behaviours a red card will be issued.

- When a pupil/student is issued with a red card this will usually equate to 15 minutes detention or loss of privilege during residential time. The member of staff issuing the detention will need to complete a detention slip and share with administration staff who will write in the detention book held in reception. When the detention is completed this will be recorded in the book
- If a red card is issued in lesson time, it is possible that work related tasks could be completed within the detention. staff will be responsible for ensuring appropriate activities are provided. The pupil/student should be able to

complete the task with minimal support. it may be appropriate to use an apology letter template for a red card issued at break or lunch time

- If the red card is issued during the first part of the day, the detention will be completed at break time
- If the detention is issued at break time or between break and lunchtime the detention will be for the first 15 minutes of the lunchtime activities session
- If a red card is issued during lunch the detention will happen during that lunch time if there is sufficient time
- If the red card is issued during the afternoon session the detention will normally be carried over to the following breaktime
- If the red card is issued in residential time the detention/loss of privilege will happen during the evening
- Once the 15-minute detention is finished the consequence has finished
- If a second red card is issued during the day (for two separate situations), a second detention will be necessary. If a pupil/student reacts badly to receiving a red card this should normally be seen as part of the same incident – it is not good practice to issue a quick succession of red cards because of the way the pupil/student has responded to the initial red card. If both red cards are received during the afternoon session, then an afterschool detention will be given. If a pupil/student has been issued with three red cards in one day, and after school detention will be given. Staff will inform the parents/carers and the taxi company and a detention will be recorded on iSams / SIMS.
- Instant red cards will result in an after school detention. The pupil's/student's parents/carers will be informed. Instant red cards or after school detention will also result in the pupil/student being placed on tutor report or higher starting the following day. It will be reviewed after five consecutive days.
- On virtually all occasions, parents/carers are supportive of a detention occurring on the same day as the incident. However, if there is good reason for their child not to remain after school (e.g. a medical appointment) then an after school detention can be delayed by 24 hours; however, the decision to issue a detention cannot be challenged as this remains a school decision.
- We understand that very young pupils/students and those pupils/students with limited communication skills/complex needs require a high level of support to manage and adapt their behaviour. These pupils/students are introduced to rules, structure and routine in a highly visual and supportive environment where a focus is appropriately placed on identifying and celebrating positive behaviour. The Behaviour Policy will be implemented by staff using their professional knowledge of the pupil/student.

Reports

Tutor report

Pupils/students are placed on tutor report after receiving 2 red cards in a week or to act as a monitoring system. The tutor will meet with the pupil/student during registration to discuss the pupil's/student's targets for the day. The tutor and pupil/student will review the report at the end of each day. If the pupil/student achieves mostly 3, 4 and 5 grades and no red cards for a period of 5 days then the report process is complete.

SLT Report

Pupils/students move on to SLT report if they have been on tutor report and received an after school detention. The member of SLT will see the pupil/student each registration to discuss targets and review at the end of each day. If the pupil/student achieves mostly 3, 4 and 5 grades and no red cards for a period of 5 days then the report process is complete.

Acting Principal Report

Pupils/students move on to Acting Principal Report If they have been on SLT report and received an afterschool detention. A pupil/student who has been excluded from school will return from the exclusion on Acting Principal Report.

Appendix 4 Focus Meeting Template and Guidelines

Name of Pupil/Student:	
Date of Meeting:	
Date of Previous Meeting:	
Attendees (and apologies):	

What is going well for the pupil/student? Note the successes and strengths	
What has changed for the pupil/student? Home, St Mary's School and College, Medication	
What are people's concerns about the pupil/student? Think of specifics; when, where, who etc., what are the behaviours communicating to us?	
What works well with the pupil/student? What strategies work to prevent, distract, deescalate the behaviours?	
Parents' perspective (information they wish to be shared at the meeting)	
Pupil's/student's perspective/comments on their behaviour	
Action (including who will feedback to pupil/student and parents, who will update my plan and risk assessment outstanding actions from previous meeting)	Staff member responsible, by when

Date of next Meeting:	
Recorded by:	

Notes circulated to Parents, Attendees, Pupil/Student folder (M drive)

Focus Meeting Guidelines

What is a Focus Meeting?

When there are significant concerns or issues about a pupil/student. A Focus Meeting should be called to ensure that the multi-disciplinary team around the pupil/student have a consistent and structured plan in place to respond to the concern.

Any member of staff can ask a Focus meeting to be convened.

Responsibilities of the Chair

1. To ensure all those involved with the pupil/student are represented and invited.
2. To facilitate a meeting as soon as possible following concerns being raised
3. To prepare the agenda ensure that all relevant information is available.
4. To ensure that the pupil/student and parent views are sought ahead of the meeting to inform actions.
5. To manage the meeting and ensure that it is focused and timely
6. To ensure that there is an action plan at the end of the meeting, with SMART targets and timescales
7. To ensure that everyone knows and understands their responsibilities, and is aware of the timescale for completion
8. To set a review meeting date
9. To monitor the action plan and ensure that all actions are completed within the timescale
10. To ensure that notes of the meeting are taken, written up and distributed to all relevant parties, including parents

The focus meeting template should be used to record the meeting

All sections should be completed.

Section 1

1. What is going well?

This section looks at positive things, and at strategies that are working well in some or all areas. This needs to be taken into account when planning new or adapted strategies.

2. What are the behaviours causing concerns? What are the triggers to these behaviours? Are there any specific situations where the behaviours occur?

In this section, there needs to be a description of each individual behaviour, with a view as to whether the behaviour is self-directed, directed at staff or other pupils/students, in school, in care or at home. The meeting needs to reflect on the triggers and antecedents of the behaviour, whether there is evidence that the behaviour is triggered by specific single events, and as such is reactive, or whether it is a reaction to a set of events and builds through a number of stages. Identifying these antecedents can inform planning of strategies to recognise and prevent behaviours escalating.

3. What is not going well?

Identify where things are not going well for the pupil/student. Look at staffing in all situations, consistency of staffing and approach, and reflect where behaviour

has become more difficult to manage. Strategies that have become less effective, or stopped working altogether need to be detailed in this section.

4. What has changed for the pupil/student?

Make a list of events and circumstances looking at whether these are temporary, permanent and or life changing circumstances. Reflect on how this maybe influencing behaviour.

5. Parent Perspective

Parent's views should usually be sought before the meeting

6. Pupil/Student Perspective and comments

Prior to the meeting, the Chair will need to get an appropriate staff member to explain to the pupil/student the reason for the focus meeting and discuss their perspective to feedback to the meeting.

Question to include are:

- Do you understand the purpose of the meeting?
- How do you feel about it?
- Do you have ideas how you can do things differently?
- Do you want to speak to anybody about this?

7. Strategies - Do the current strategies address the behaviour? Can they be adapted or are new strategies needed.

Look at the current strategies and decide whether they can be adapted to address the behaviour or whether new strategies need to be devised. Take into account that all new strategies will need to be consistently applied in all departments so must be practical and achievable in all areas. Consideration must be given as to how new strategies are communicated to all members of staff.

Action Plan

At the end of the meeting, there should be a SMART action plan. Actions must be:

S – Specific

M – Measurable

A – Achievable

R – Realistic

T – Time bonded

Each action needs to be detailed, with the individual responsible for that action named, and a completion date. The Chair is responsible for ensuring that all action points are completed within the timeframe set.

Monitoring process

The Chair of the meeting will detail a plan of how the actions will be monitored. This will involve setting a follow up review meeting, and a plan of how information is to be shared amongst the group and gathered for dissemination to the wider staff. It will also identify who needs to know the outcomes from the review meeting.

Notes from the meeting need to be written up and distributed to all relevant parties, saved on the M drive.

Appendix 5: Emotional and Behaviour Support Plan (EBSP)

Name:		(Please insert photo of pupil/student)
Date of Birth:		
Class:		
Residential House:		

Behaviour/s of Concern Review Bar for Academic Year (insert)		
Term 1/2	Term 3/4	Term 5/6

Key:

- Red = Behaviour/s of concern still present
- Amber = Behaviour/s of concern improving
- Green = Behaviour/s of concern no longer present

-
-
-
-

What you need to know about me:
My difficult situations/triggers:
My views of my EBSP:

Proactive strategies to help me stay happy and calm	Early warning signs that I am becoming anxious or aroused
	Strategies
Signs that I am anxious or aroused	Signs that I am beginning to calm and feel relaxed
	Strategies
	Provide me with an opportunity to reflect & repair things and relationships that may have been broken by my behaviours

Appendix 6: Behaviour report log

Staff and pupil/student to rate every session and add up daily scores.

1. Low
/unacceptable
2. Below
expectation/concern
3. Acceptable
4. Good and
improving
5. Excellent

- Detail wanted behaviours

	Engagement	Behaviour	Comments
	Rate 1 - 5	Rate 1 -5	
Residential time AM			
Lesson 1			
Lesson 2			
Break			
Lesson 3			
Lunch			
Lesson 4			
Lesson 5			
Lesson 6			
Residential time PM			

Appendix 7: Searching, screening and confiscation protocol

As part of the general power to discipline, members of staff are permitted to confiscate, retain or dispose of a pupil's/student's property as long as is reasonable in the circumstances. Searching and screening pupils/students is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

These include prohibited items such as knives, alcohol, drugs, pornography etc.

On rare occasions, it may be necessary to search a pupil's/student's possessions.

- Pupils'/students' belongings are only to be searched where failure to do so might put at risk the welfare of the pupil/student or others.
- The reasons for the search should be explained to the pupil/student concerned.
- Any search must be documented, recording the date, time and reason for the search, if anything was found, who was present (this needs to be carried out by two members of staff, where possible this will include the pupil/student).
- All those present should sign such records, including, where possible, the pupil/student.
- The pupil's/student's parents will be informed.

Confiscation

Any prohibited items found in pupils'/student's possession will be confiscated. These items will not be returned to pupils/students. They may be returned to parents or disposed of appropriately. We will also confiscate any item, which is harmful or detrimental to school discipline. These items will be returned to pupils and students after discussion with senior leaders and parents, if appropriate.

St Mary's School & College

(part of The Talking Trust)

Exclusion Policy

Last Reviewed: Summer 2020

Next Review: Summer 2023



Lead Member of staff	Title: Acting Principal
Introduction	We believe that although very rare, there are occasions where excluding a pupil/student may be the most appropriate course of action. For this reason, our approach to exclusion is set out in this policy. Exclusion of any kind can only be authorised by the Acting Principal. There will always be objective evidence that informs any decision to exclude
The Aim of this policy	Our school aims to ensure that: <ul style="list-style-type: none"> • The exclusions process is applied fairly and consistently • The exclusions process is understood by governors, staff, parents and carers and other stakeholders.
Procedures and Practices	<p><u>The decision to exclude</u></p> <p>Only the Acting Principal, can exclude a pupil/student from school. A decision to permanently exclude will be taken as a last resort. The Acting Principal will seek advice from the CEO during any consideration of all fixed term or permanent exclusions.</p> <p>We are committed to following all statutory exclusions procedures.</p> <p>A decision to exclude a pupil/student will be taken only:</p> <ul style="list-style-type: none"> • In response to serious or persistent breaches of the school's behaviour policy, and • If allowing the pupil/student to remain in school would seriously harm the education or welfare of others <p>Before deciding whether to exclude a pupil/student, either permanently or for a fixed period, the Acting Principal will:</p> <ul style="list-style-type: none"> • Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked or there were circumstances that would be reasonable to take into account. • Allow the pupil/student to give their version of events • Consider how the pupil's/student's special educational needs (SEN) impact on their ability to manage their own behaviour and how their cognitive ability and / or social and communication impairments are accounted for, so as to ensure that all pupils and students are treated fairly and without prejudice. <p><u>Fixed Term Exclusion</u></p> <p>As exclusions are rare at St Mary's School and College, the Governing Body will convene a Disciplinary Panel as and when required to hear exclusion appeals, for exclusions of more than 5 days' duration and where requested to do so.</p> <ul style="list-style-type: none"> ▪ Most exclusions are of a short, fixed term nature. The DfE regulations allow the Acting Principal to exclude a pupil/student for

	<p>one or more fixed periods not exceeding forty-five school days in any school year</p> <ul style="list-style-type: none"> ▪ The Governors have arrangements to review any permanent exclusions from the school and all fixed term exclusions that would lead a pupil/student to be excluded for over fifteen days or missing a public examination. ▪ A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve the Acting Principal (or in their absence another senior member of staff), the parents and the pupil/student. <p><u>Permanent Exclusion</u></p> <p>The decision to exclude a pupil/student permanently is only taken as a last resort. Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil/student concerned. Before deciding to exclude a pupil/student permanently the Acting Principal will:</p> <ul style="list-style-type: none"> ▪ Ensure adequate investigations have been carried out ▪ Consider all the evidence available ▪ Allow the pupil/student to give her/his version of events ▪ Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment ▪ Consider the pupil's/student's special educational needs. <p>In considering permanent exclusion, the following will be considered:</p> <ul style="list-style-type: none"> ▪ The gravity of the incident, or series of incidents and whether it constitutes a serious breach of the school's behaviour policy ▪ The effect that the pupil/student remaining in school would have on the education and welfare of other pupils/students and staff.
<p>Persons with particular responsibilities</p>	<p>Acting Principal</p> <p>Informing parents/carers</p> <p>The Acting Principal will immediately provide the following information, in writing, to the parents/carers of an excluded pupil/student:</p> <ul style="list-style-type: none"> • The reason(s) for the exclusion • The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent • Information about parents' right to make representations about the exclusion to the governing board and how the pupil/student may be involved in this. Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil/student, and that parents/carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend <p>The Acting Principal will also notify parents that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good</p>

reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

Informing the governing board and local authority

The Acting Principal will immediately notify the governing board and the home local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil/student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil/student missing a public examination

For all other exclusions, the Acting Principal will notify the governing body and LA once a term.

Governors

The governing board has a duty to consider the reinstatement of an excluded pupil/student.

The Governors must consider any representations made by parents even if the fixed term exclusion is five days or less in any one term. Governors cannot direct the Acting Principal to reinstate the pupil/student if the fixed term exclusion is five days or less in one term.

On receiving notice of an exclusion from the Acting Principal, the Governors' Disciplinary Panel:

- a) must, in the case of a fixed-period exclusion of more than five, but not more than 15 school days in one term (which does not bring the pupil's/student's total number of days of exclusion to more than 15 in one term), convene a meeting between the 6th and the 50th school day after receiving notice of the exclusion, to consider the exclusion, but only if the parent (student aged 18 or over) requests such a meeting
- b) must, in the case of a permanent exclusion, or a fixed-period exclusion of more than 15 school days in one term (or which brings the pupil's/student's total number of days of exclusion to more than 15 in one term) convene a meeting between the 6th and the 15th school day after the date of receipt of notice to consider the exclusion (model letters 3 and 4). If a pupil's/student's total number of days of fixed-period exclusion exceeds 15 school days in one term, any subsequent fixed-period exclusion(s) of the pupil/student in the same term would again trigger the Governors' Disciplinary Panel's duty to consider the circumstances of the exclusion
- c) must invite the parent (or the student if aged 18 or over) and Acting Principal to the meeting at a time and place convenient to all parties (but in compliance with the relevant statutory time limits);
- d) should ask for any written statements (including witness statements) in advance of the meeting

	<p>e) should circulate, at least five days in advance of the Governors' Disciplinary committee meeting, any written statements (including witness statements) and a list of those who will be present at the meeting to all parties, including the pupil/student if it is known that they are to attend the meeting</p> <p>The Governors' Disciplinary Panel's role is to review exclusions imposed by the Acting Principal who alone has the power to exclude. It follows that the Governors' Disciplinary Panel cannot increase the exclusion, for example by extending the period of a fixed-period exclusion or by imposing a permanent exclusion in substitution for a fixed-period exclusion. The Governors' Disciplinary Panel can uphold an exclusion; or direct the pupil's/student's reinstatement, either immediately or by a particular date. If the Governors' Disciplinary Panel cannot direct reinstatement because the period of exclusion has expired and the pupil/student has returned to school, they can place a copy of their findings on his or her school record.</p> <p>Within 14 days of receipt of a request, the governing board will provide the secretary of state with information about any exclusions in the last 12 months.</p> <p>For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil/student. This provision will begin no later than the sixth day of the exclusion.</p> <p>Provision does not have to be arranged for pupils/students in the final year of compulsory education who do not have any further public examinations to sit.</p> <p>Local Authorities</p> <p>For permanent exclusions, a LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.</p>
Monitoring and Evaluation	Acting Principal CEO / Executive Headteacher Governing Body
Additional statutory guidance	<p>This policy is based on statutory guidance from the Department for Education and on legislation which outlines schools' powers to exclude pupils and students:</p> <ul style="list-style-type: none"> • Section 52 of the Education Act 2002, as amended by the Education Act 2011 • The School Discipline (CYP Exclusions and Reviews) (England) Regulations 2012 • Sections 64-68 of the School Standards and Framework Act 1998 <p>In addition, the policy is based on:</p> <ul style="list-style-type: none"> • Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils and students • Section 579 of the Education Act 1996, which defines 'school day' • The Education (Provision of Full-Time Education for Excluded CYPs) (England) Regulations 2007, as amended by The Education

	<p>(Provision of Full-Time Education for Excluded CYPs) (England) (Amendment) Regulations 2014</p> <p>Useful links:</p> <p>Ofsted: http://www.ofsted.gov.uk DfE: http://www.education.gov.uk</p> <p>Exclusion from maintained schools, academies and CYP referral units (PRUs) in England</p>
Definitions	<p>For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.</p>

Appendices/Standard Operating Procedures (SOPs)

Appendix 8a – Model Letter 1 – Notifying a parent/carer of a fixed term exclusion of five days or less in one term

Appendix 8b – Model Letter 2 – Notifying a parent/carer of a fixed term exclusion of more than five days and up to and including fifteen days in one term

Appendix 8c – Model Letter 3 – Notifying a parent/carer of a fixed term exclusion of more than fifteen days in one term

Appendix 8d – Model Letter 4 – Notifying a parent/carer of a permanent exclusion

Appendix 8e – Model Letter 5 – Notifying a parent/carer of the decision of the Governors’ Disciplinary Panel to uphold an exclusion or reinstate the pupil/student

This policy is published:

- St Mary’s website

APPENDIX 8a - Model Letter 1

From Acting Principal notifying parent of a fixed-period exclusion of five school days or fewer in one term, and where a public examination is not missed (paragraph 101).

Dear **[Parent's/Carer's Name]**

I am writing to inform you of my decision to exclude **[Pupil/Student Name]** for a fixed period of **[specify period]**. This means that he/she 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 **[Pupil/Student Name]** has not been taken lightly. **[Pupil/Student Name]** has been excluded for this fixed period because **[reason for exclusion]**.

[For Pupil/Student of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours 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 **[Pupil/Student Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.

If you believe this to be unfair, you have the right to make representations about this decision to the Governors' Disciplinary Panel. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the Governors' Disciplinary Panel has no power to direct reinstatement, they must consider any representations you make.

You and **[Pupil/Student name]** are requested 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. **The purpose of the reintegration interview is to discuss how best your [Pupil/Student name] return to school can be managed.**

You may wish to contact your caseworker at the Local Authority, who can provide advice.

[Pupil/Student name]'s exclusion expires on **[date]** and we expect **[Pupil/Student name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Acting Principal

APPENDIX 8b - Model Letter 2

From Acting Principal notifying parent(s)/carer(s) of a pupil or student's fixed period exclusion of more than five school days (up to and including 15 school days) in a term (paragraph 103a).

Dear **[Parent's/Carer's name]**

I am writing to inform you of my decision to exclude **[Pupil/Student Name]** for a fixed period of **[specify period]**. This means that **[Pupil/Student Name]** will not be allowed in school for this period. The exclusion start date is **[date]** and the end date is **[date]**. Your Child or Young Person should return to school on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude **[Pupil/student]** has not been taken lightly. **[Pupil/student]** has been excluded for this fixed period because **[specify reasons for exclusion]**.
[for pupil/student of compulsory school age - next three paragraphs]

You have a duty to ensure that your child or young person is not present in a public place in school hours during the first five school days **[or specify dates if exclusion is for fewer than five days]** of this exclusion, that is on **[specify dates]**. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child or young person is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **[Pupil/student Name]** during the **[first five or specify other number as appropriate]** school days of his **[or 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 you believe this to be unfair you have the right to request a meeting of the Governors' Disciplinary Panel to whom you may make representations, and my decision to exclude can be reviewed. As the period of this exclusion is more than five school days in a term the Governors' Disciplinary Panel must meet if you request it to do so. The latest date by which the Governors' Disciplinary Panel must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the Governors' Disciplinary Panel were notified of this exclusion]**. If you do wish to make representations to the Governors' Disciplinary Panel, 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. 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 and **[Pupil/student name]** are requested 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 or young person 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 or young person return to school can be managed.

Yours sincerely
[Name]
Acting Principal

APPENDIX 8c - Model Letter 3

From Acting Principal notifying parent of a fixed-period exclusion of more than 15 school days in total in one term (paragraph 103b).

Dear **[Parent's/Carer's Name]**

I am writing to inform you of my decision to exclude **[Pupil/student name]** for a fixed period of **[specify period]**. This means that **[Pupil/student 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 **[Pupil/student name]** has not been taken lightly. **[Pupil/student name]** has been excluded for this fixed period because **[reason for exclusion]**.

We will set work for **[Pupil/student 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.

As the length of the exclusion is more than 15 school days in total in one term the Governors' Disciplinary Panel must meet to consider the exclusion. At the review meeting you may make representations to the Governors' Disciplinary Panel if you wish. The latest date on which the Governors' Discipline can meet is **[date here — no later than 15 school days from the date the Governors' Disciplinary Panel is notified]**. If you believe this to be unfair you can make representations to the Governors' Disciplinary Panel 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 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.

[Mandatory for all exclusions of primary-aged CYP and those of more than five days of secondary-aged CYP]

You and **[Pupil/student name]** 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 or Young Person 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 or Young Person return to school can be managed.

[Pupil/student name]'s exclusion expires on **[date]** and we expect **[Pupil/Student name]** to be back in school on **[date]** at **[time]**.

Yours sincerely
[Name]
Acting Principal

APPENDIX 8d - Model Letter 4

From the Acting Principal notifying the parent(s) of that learner's permanent exclusion (paragraph 103b).

Dear **[Parent's/Carer's Name]**

I regret to inform you of my decision to permanently exclude **[Pupil/student name]** with effect from **[date]**. This means that **[Pupil/student name]** will not be allowed in this school unless he/she is reinstated by the Governors' discipline committee.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Pupil/student name]** has not been taken lightly. **[Pupil/student name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

As this is a permanent exclusion the Governors' Disciplinary Panel must meet to consider it. At the review meeting you may make representations to the Governors' Disciplinary Panel if you believe this to be unfair and ask them to reinstate your Child or Young Person in school. The Governors' discipline committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion. The latest date by which the Governors' Disciplinary Panel must meet is **[specify the date — the fifteenth school day after the date on which the Governors' Disciplinary was notified of the exclusion]**. If you wish to make representations to the Governors' Disciplinary Panel 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 of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

Yours sincerely
[Name]
Acting Principal

APPENDIX 8e - Model Letter 5

From the Governing body / Governors' Disciplinary Panel to parent/carer upholding a permanent exclusion (paragraph 115).

Dear **[Parent's/Carer's name]**

The meeting of the Governors' Disciplinary Panel at **[school]** on **[date]** considered the decision by **[Acting Principal]** to permanently exclude your son/daughter **[Pupil/student name]**. The Governors' Disciplinary Panel, after carefully considering the representations made and all the available evidence, has decided to uphold **[Pupil/student name]**'s exclusion.

The reasons for the Governors' Disciplinary Panel's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at.]**

Yours sincerely
[Name]
Governing Body