

Burwell Village College Primary School

Positive Behaviour Policy including Exclusion Guidance

1 Aims and expectations

- 1.1 The purpose of our school is to provide an environment which enables children to learn. 'Behaviour' can often be seen solely as 'behaviour problems' where children are disruptive and aggressive whilst at school. However in terms of this policy 'behaviour' must also be regarded as the children's actions and inactions which affect their learning outside and inside the classroom. We promote an understanding of and positive attitude towards children's behaviour and learning. This policy considers both aspects of behaviour. All schools experience some behaviour problems and if neglected or dealt with in an inappropriate manner these escalate and the education in the school will suffer.
- 1.2 This policy outlines the management of behaviour at our school. It reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body.
- 1.3 The implementation of this policy is the responsibility of the Head Teacher and all members of staff.
- 1.4 The Aim of this policy is to create a learning, caring and welcoming family atmosphere with pupils who have the skills to be:
- Respectful of self, others & property
 - Polite
 - Independent & Hardworking
 - Accept responsibility for their own actions, inactions and learning.

2 Preventative, Supportive and Corrective Discipline

- 2.1 The emphasis will be positive action (recognition and reward) rather than negative action (punishment) and will be dealt with constructively by any member of staff. Three kinds of discipline will be needed to implement this positive approach: **Preventative, Supportive & Corrective**.

2.2 Preventative Discipline

- Clear rules made with the children – whole school ('Golden Rules' See Appendix C), classroom and playground codes which consider both learning & behaviour.
- Clear expectations that pupils are at school to learn. Clear Learning Objectives during the lesson and clear instructions about how they should be learning and working i.e. listening carefully and trying their best in all activities, who they sit next to, what they should do if they are stuck or have finished the task.
- Attractive classrooms and general surroundings.
- Well planned seating, access to equipment, clear labelling, and room to move around the room.
- Plenty of equipment.
- Careful planning and delivery for the mixture of abilities.
- Setting aside an area for 'time-out' or opportunity to calm down (classroom carpet, library)
- Use of Individual Behaviour Plans (IBP) and Social Skills groups.
- Playground Assistants / Buddies: Year 6 pupils trained to help and play with other pupils.
- Playground zoned into specific play areas.
- Use of behaviour targets as appropriate e.g. suggestions for being a good listener.
- "My Special Day" times where class teacher and class celebrate the positive points about each pupil in turn, during the year.
- At Phase and Teaching Assistant staff meetings specific "named children" are discussed to keep all staff informed of behaviour patterns and specific needs.

2.3 Supportive Discipline

Staff praise and encourage children whenever possible and children are encouraged to praise and congratulate each other. We praise pupils for their behaviour, work, achievement and effort both for things in and out of school. The following are examples of how we praise pupils:

- By marking work with positive written or verbal comments, stickers and stamps.
- Pupils work and behaviour is praised in private and in public in class and in assembly.
- During Key Stage assembly pupils' work, achievement and efforts are praised & rewarded
- In Key Stage 1: Pupils collect merits for work & effort or behaviour. Once 10 are collected it is exchanged for a Head Teacher's Award.

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- In Key Stage 2: Class Dojo (behaviour app) is used to reward positive behaviours. Dojo's can also be removed for negative behaviours. The rewards & behaviours are agreed with the class so they can take ownership of what will be rewarded and what will be deemed as inappropriate behaviour.
- Each year during their class assembly a child is awarded the Achievement Cup for endeavour & hard work.
- Staff speak to parents regarding the pupil's work.
- Being sent pupils to the Head Teacher to show good work.
- Using Class circle time and lesson plenary.
- It is vital that staff re-establish a positive relationship after correcting a child. Staff will endeavour to find ways to support the learning and behaviour of the child by talking to them, setting personal targets or rewards and encouraging them to ask for help.
- Use of the curriculum especially P.S.H.E. R.E. and Citizenship to promote the understanding or rules, cooperation, respect etc.
- Cloakroom cup
- Middy Supervisors reward system including stickers.

2.4 Corrective Discipline (Sanctions)

- There will be clear expectation that pupils are expected to behave at school – any good behaviour will be praised but any inappropriate behaviour will be challenged. To ignore bad behaviour is to condone it.
- In the first instance staff use positive praise of another pupil to emphasise that someone else isn't doing as they should. i.e. "Well done X for... listening so well.....sitting quietly.....putting their hand up
- It will be recognised that all incidents will be treated on an individual basis taking into account the personal circumstances of the child and the context of the situation. Different circumstances and contexts could include age, maturity, home circumstances, risk factor of the child to others and themselves, level of intent, number of previous incidents and level of contrition. If an incident involves several children staff will endeavour to be fair and consider all opinions. Corrective discipline may be required in behaviour related or work related situations.
- **The school generally follows the 3 Intervention approach** where pupils are told that their actions are inappropriate, why they are inappropriate and given a positive example of what they should be doing or could do next time. (although depending upon the severity it may be possible to move straight to the sanctions. See Appendix 2 for examples)

The **first** intervention will be supportive, along the following lines:

Behaviour Related Incident	Work related Incident (Non getting on with work)
<ul style="list-style-type: none"> • <i>What did you do?</i> • <i>Why did you do it?</i> • <i>How did it make 'x' feel?</i> • <i>What should you be doing?</i> • <i>What will you do next time?</i> • <i>I really expected you to</i> • <i>At this school we</i> • <i>I think you should</i> • <i>What do you think you will do next?</i> 	<ul style="list-style-type: none"> • <i>Do you understand what you have to do?</i> • <i>Do you understand the task?</i> • <i>I really expected you to ...</i> • <i>Do you need any help?</i> • <i>What are you going to do now?</i> • <i>What will you do if you get stuck?</i> • <i>I think you should...</i> • <i>I'll help you</i>

Pupils will be expected to consider what they have done and speak with an adult about what has happened. The school expects pupils to tell the truth, not walk away, face the adult, not answer back, take turns to speak and accept the offer of help.

After the intervention and the offering of advice the pupil will then be expected to get on with their work or play and have the opportunity to put into practice what they should be doing. If pupils do not know what they should be doing or are 'stuck' with their work this intervention will allow further teacher / TA support.

There will be a **second** reminder, which follows the pattern of the first with a warning that if they are spoken to again then a particular sanction will follow.

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On the **third** occasion, it will be deemed that the pupil hasn't taken the opportunity to amend their actions and corrective sanctions will be required and these may include:

Sanctions at playtimes, lunchtimes, before or after school:

- **Time out:** They may be removed from the situation / game to spend time alone or to calm down, sitting at the bench for a period of about 5 to 10 minutes. Then approached again.
- **Sent In:** If the behaviour warrants it pupils may also be sent in to see a member of staff. They may be given the "Time to Think" (Appendix A) sheet.
- After playtime & lunchtime the staff on duty / Lunchtime Staff will report incidents to the class teacher.
- **Loss of Playtime:** Pupils may also have the sanction which removes them from the playground for a predetermined period of time (1 playtime to several days). During this time they may be expected complete a writing frame ('Time to Think' sheet Appendix A) which considers their past, present and future actions and this again may be shared with parents and/or a letter of apology written.
- Pupils who miss further playtimes may have to sit and do nothing or they may be invited to complete any unfinished work or read. Lines are not usually given.
- If poor behaviour persists pupils may lose privileges or ultimately not allowed to school events / activities.

Sanctions during lessons where learning has been interrupted:

If a pupil chooses not to work, then on the second occasion the pupil will be told what the sanction will be if they continue. On the third occasion the teacher will reprimand the pupil by using a phrase similar to, 'You have chosen not to work so...'

- **In Class:** The pupil may be expected to finish the task within the room or immediate area and this usually involves being seated on another table or on a table on their own.
- **Another Class:** If required the pupil may be escorted by an adult child with work in another class, for blocks of time e.g. until the end of the session. The class teacher will phone / send a note to the receiving teacher.
- **Neutral Ground or Head Teacher:** If a pupil's behaviour continues to be disruptive or threatening in class, the pupil may also be isolated from the rest of the class until s/he calms down, and is in a position to work sensibly again with others. Any pupil removed should always be supervised by a TA or sent to the Head Teacher.
- **Finishing work:** Pupils may be asked to complete their work at other times and in other places during the school day. This includes sending the pupils to Lunchtime Club which is led by a member of the School Leadership Team. In such circumstances children would not be deprived of their lunch or toilet break. Work may also be sent home to finish. They might also be expected to complete a writing frame ('Time to Think' Appendix A) which considers their past, present and future actions and this again may be shared with parents. and/or write a letter of apology.
- The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the pupil from taking part for the rest of that session.
- If a pupil threatens, hurts or bullies another pupil, the class teacher or supervising adult records the incident and the child is punished using sanctions outlined above. If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the Anti-bullying policy for strategies to support children who are victims of bullying or bully other children.
- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. (Please see 'Policy for Physical Intervention With Pupils')
- In cases of severe or persistent anti-social behaviour or disruptive attitude towards learning, parents will be informed and an **Individual Behaviour Plan** (IBP) may be implemented to promote their good behaviour. If the pupil's behaviour is likely to cause harm to themselves or others an **Individual Risk Reduction Plan** may be necessary to minimise the risks associated with a pupils behaviours, identifying their triggers and the school's response.

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- Disruptive pupils may eventually lose privileges, loss of playtimes, have time out of their classroom, work away from their peers or class, not allowed to school events / activities and ultimately exclusion (fixed or permanent)
- We will consult the County Exclusion Policy should there be the need for exclusion.

3 The role of the class teacher in partnership with Teaching Assistants

- 3.1 It is the responsibility of the class teacher in partnership with TA's to ensure that the school rules are enforced in their class, reinforced throughout the school, and that their class behaves in a responsible manner throughout the day.
- 3.2 The class teachers and TA's have high expectations of the children in terms of their behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teachers and TA's treat each child fairly and enforce the classroom code consistently.
- 3.4 If a child misbehaves repeatedly in class, the class teacher coordinates a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the deputy head and / or the head teacher.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the school nurse, Primary Support Service or the LEA behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may use a 'home – school communication book' to record events and their outcomes and to liaise with parents. Confidentiality for all parties must be observed at all times. Parents of a victim cannot expect the names or information about any other pupils involved to be disclosed in any communication from the school. On occasions, under direction from the teacher, a TA may be asked to feed back directly to parents.

4 The role of the Head Teacher

- 4.1 It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The head teacher keeps records of all reported serious incidents of misbehaviour in the Behaviour Book. Serious incidents may be defined as "behaviour which is not accepted" (Appendix B)
- 4.4 The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified and the situation has been discussed with LEA officers and/or support agencies and following county guidelines.

5 The role of parents

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus and home-school agreement and expect the parents to abide by and support the school in achieving them. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Teachers take responsibility for speaking directly to parents. If this is not possible then they are contacted by phone or written message.

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5.3 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If the parents have any concern about the way that their child has been treated, they should initially contact the class teacher then the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

6.2 The head teacher has the day-to-day authority to implement the school behaviour and discipline policy.

7 Fixed-term and permanent exclusions (See appendix E for Local Authority information & guidance)

7.1 Only the head teacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

7.2 If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

7.3 The head teacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions.

7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

7.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

7.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

7.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

8 Monitoring

8.1 The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. When necessary the class teacher records repeated classroom incidents. The head teacher records serious incidents reported to him/her on account of bad behaviour. The supervisors always report incidents of antisocial behaviour and other problems to the class teacher.

8.3 The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

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9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix B

Behaviour which is not accepted:

Where pupils will require sanctions immediately, the class teacher and / or head and / or parents informed. Sanctions may include Exclusion (lunchtime, fixed or permanent)

- Wilful and deliberate actions to hurt themselves or others: Hitting, kicking, punching, biting, throwing objects (chairs)
- Threats to do the above
- Racially motivated abuse (including race, religion or culture)
- Abuse relating to gender or sexuality
- Abuse relating to body size, weight, hair, glasses etc
- Abuse relating to ability, disability or Special Educational Needs or home circumstance (i.e. child in care)
- Swearing at another person
- Stealing
- Destroying property / vandalism
- Disruption of learning of whole class (screaming, tantrum etc)
- Leaving the room or control of the teacher
- Leaving the school premises or care of the teacher on a school trip
- Lies – relating to the above

Behaviour which in their own right may not require immediate sanctions, but which will be challenged:

- Answering back
- Swearing to themselves
- Not doing as asked: not stopping, not coming, deliberately walking away or ignoring an adult
- Wilful silence
- No eye contact – we do generally expect eye contact, but for some children (Autistic Spectrum Disorder) this may be difficult.
- Calling out / not putting hand up or following usual classroom practice.
- Dropping litter
- Not letting others play
- Teasing, gossiping
- Temper tantrums
- Pushing in lines
- Pushing through doors
- Running in school
- Not saying “Please” or “Thank you”
- Inappropriate chatting in class (there is a difference between talk (related to work) and chat)
- Disturbing the people around them
- Not getting on with work
- Refusing to complete work
- Refusing to join in activity
- Sulking
- Defacing their own or others work
- Not listening in class
- Walking around the room
- Fiddling with objects, if the objects become the focus of attention instead of listening
- Lies – relating to the above

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Appendix c:

Time to Think Sheet (reverse)

Your child was involved in an incident today which disrupted their own or the learning of others or disrupted the good order of the school. This **'Time to Think'** sheet uses questions from the Restorative Approach which allows your child the opportunity to:

- calm down
- reflect upon their actions
- think about the consequences and impact of their actions
- It also gives them an opportunity to explore what they should have done and what they will do should it ever happen again.

Having completed this sheet, it formed the basis of a conversation with the children involved. As a school we are looking for all those involved to take responsibility for their actions, have learnt something from the incident and make suitable changes to their behaviour.

We know that pupils often avoid telling their parents about such incidents but we believe that it is important to keep you fully informed about their life at school. In this way pupils can not avoid the consequence of their actions and it means we can work together to solve behaviour issues and make Burwell a safer and happier school.

What should you do?

We would like you to discuss the incident with your child and then sign and return the form to school.

Please be aware that other pupils may have been involved in the incident and they might have been asked to complete their own form. What is important to remember is that pupils must learn to take responsibility for their own actions and not look for excuses or blame other people.

When appropriate the pupil will have to complete the school sanction (loss of playtimes, completing work etc). Whilst at home you can decide upon your own sanctions but we do ask that pupils write letters of apology to each of those involved.

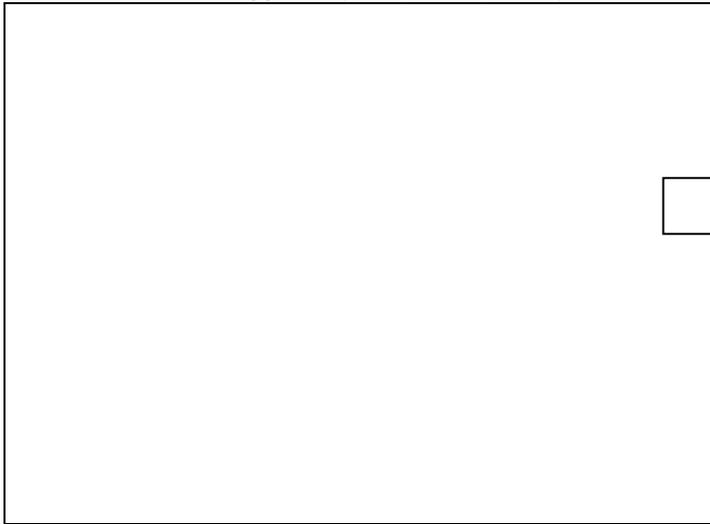
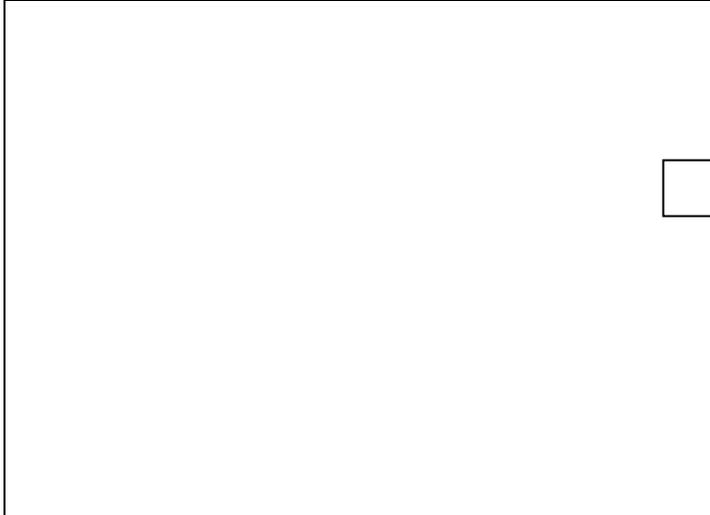
Thank you for your support. If you have any comments please do not hesitate to speak to the class teacher.

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Time To Think Sheet

Name:	
Year:	KS1 Class:
Date:	

Please draw what happened (Who, Where, What)

What do **you** need to **do** to **make things right**?

Class Teacher:	
Head Teacher:	
Sanction at school:	
Parent:	
Sanction at home:	

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Thank you for your support. If you have any comments please do not hesitate to speak to the class teacher.

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Time to Think Sheet

Name:	
Year:	KS2 Class:
Date:	

What? <i>(What happened?)</i>	
What were you thinking at the time?	How were you feeling at the time?
How are you feeling now ?	Who was affected?
How were they affected?	What do you think you need to do now to make things right ?
Class Teacher:	
Head Teacher:	
Sanction at school:	
Parent:	
Sanction at home:	

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Appendix D:

Golden Rules

We are calm & gentle We do not rush or hurt others

We are kind, polite & helpful We do not hurt anybody's feelings

We work hard and join in We do not waste time & are not afraid to try

We look after property We do not waste or damage things

We listen to each other We do not interrupt

We are honest We do not cover up the truth

If we all work together this will be the best school in the

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Appendix E: Exclusion Guidance for Parents

Exclusion information is available from **Cambridgeshire Local Authority website:**

http://www4.cambridgeshire.gov.uk/info/20059/schools_and_learning/325/education_your_rights_and_responsibilities/9

Exclusions

This section deals with the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- 1) The first is to ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- 2) The second is to realise the aim of using Positive behaviour, rewards and appropriate sanctions reducing the need to use exclusion as a sanction.

The decision to exclude a student will be taken in the following circumstances:-

- In response to a serious breach of the School's Behaviour Policy;
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role). Where exclusions are considered school follows the latest **Cambridgeshire Local**

Authority Exclusion Guidance:

http://www4.cambridgeshire.gov.uk/learntogether/downloads/file/717/revised_exclusion_guidance

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour. This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination. All exclusions are reported to the Chair of Governors and form part of the Head Teacher's termly report to governors.

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The Governors review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LEA as directed in the letter.

A return to School meeting will be held following the expiry of the fixed term exclusion and this will involve the pupil, parents a member of the Senior Management Team and other staff where appropriate.

During the course of a fixed term exclusion where the student is to be at home, parents are advised that the student is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a student permanently is a serious one and the school follows the Local Authority Guidance. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - 1) Serious actual or threatened violence against another student or a member of staff.
 - 2) Sexual abuse or assault.
 - 3) Supplying an illegal drug.
 - 4) Carrying an offensive weapon. *Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*
 - 5) Arson.

The School will consider police involvement for any of the above offences.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of the School.

General factors the School considers before making a decision to exclude:

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Pupil Behaviour Policy, Equal Opportunity and Race Equality Policies.
- Allow the 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.
- If the Head is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction, the Head will consider

- the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- the effect that the student remaining in the School would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Pupil Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the

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student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion are included in the Pupil Behaviour Policy. The School works closely with the Local Authority and other primary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Students' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures is subject to the School's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

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The following information is taken from Cambridgeshire Local Authority website:

http://www4.cambridgeshire.gov.uk/info/20059/schools_and_learning/325/education_your_rights_and_responsibilities/9

Behaviour and exclusions

Good behaviour at school is vital for children to learn well. Children who fail to attend school regularly or who persistently misbehave are more likely to:

- leave school with few, if any, qualifications
- be at risk of becoming involved in criminal activity
- have difficulty holding down a job
- experience social and other problems later in life.

For this reason schools should have a behaviour policy which is regularly updated and which is available to pupils, staff and parents.

Exclusions

An exclusion happens when a headteacher decides that your child is not allowed to attend school either at lunchtime, for a fixed period or permanently, in response to a breach of the school behaviour policy.

During the exclusion your child must not come on to the school premises at any time, including breaks, lunchtimes and after school, and will not be able to use school transport for that period if s/he is entitled to it.

Only the headteacher, or teacher in charge of a Pupil Referral Unit (or, the acting headteacher) can exclude a pupil.

- View the [exclusion guidance](#).

Different types of exclusion

There are three types of exclusion.

Lunchtime exclusions are normally used when a child's behaviour is unacceptable in the playground. Parents/carers must take responsibility for their child for the lunch break and return him/her for the start of afternoon school. It is expected that these exclusions will be used for short periods. If a child is asked by the school to go home at lunchtimes this must be treated as a half day fixed period exclusion for each lunchtime, even when the child returns to school in the afternoon.

Fixed period exclusions last for a specific number of days. The number of days and when your child should return to school will be made clear by the headteacher. These are normally used for more serious incidents or where a child's behaviour is unacceptable in the classroom. They can be used for a maximum of 45 days in any one school year.

Permanent exclusion is the decision to permanently exclude a pupil and should be taken only:

- in response to serious breaches of the school's behaviour policy;
- and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusions should always be a last resort.

There will be exceptional circumstances where the headteacher/teacher in charge judge it is appropriate to permanently exclude a child for a first or one off offence.

Unofficial, informal or illegal exclusions

Unofficial, informal or illegal exclusions have no legal status and should not be used. If a child or young person is sent home to cool down or because they cannot cope and it is not a fixed period or permanent exclusion, it is unofficial and not legal. If a pupil is sent home due to their behaviour it has to be either a fixed term or permanent exclusion, there are no other options.

For further information please contact the County Council's Inclusion Manager or SENDIASS, formerly Parent Partnership, who can provide you with impartial advice and information about the process. Details of each of these are available at the bottom of the web page.

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What to do if told your child has been excluded

- Discuss what happened in detail with your child.
- You can ask to see the school's behaviour policy.

You may want to contact the school to discuss the reasons for exclusion. In most cases, the headteacher and senior staff will use the period of exclusion to plan for the successful reintegration of your child, including areas where you may be able to help.

On the first day back after an exclusion, the school will normally hold a re-integration meeting, which you should try to attend if possible. However, the headteacher must allow your child to start back at school once the exclusion has finished, even if you are unable to, or do not want to attend the meeting.

Notification of a child's exclusion

Whenever a headteacher/teacher in charge excludes a pupil, the parent (or pupil if aged 18) must be notified immediately, ideally by telephone followed up by a letter.

When the parent must be notified in writing depends on when the pupil is excluded.

- Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of the day.
- Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.
- Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

When a pupil is sent home for disciplinary reasons for part of a school day, some headteachers have viewed this as a 'cooling off' period, and have not taken action to exclude the pupil formally. There is no basis in law for this, informal or unofficial exclusion are illegal regardless of whether they have the agreement of parents or carers.

Education during an exclusion

The headteacher must make arrangements for work to be sent home in the first five days of any exclusion. It is the parent's responsibility to ensure that work sent home is completed and returned to school so it can be marked. From the sixth continuous day of any exclusion, alternative suitable full time education must be provided. If your child is fixed term excluded this will be provided by the school. If your child is permanently excluded this will be provided by the Council for primary school pupils and by the school for secondary school pupils.

Your responsibilities as a parent or carer during the period of exclusion

During the first five days of an exclusion you are responsible for ensuring that your child is not found in a public place during normal school hours without reasonable justification. If you fail to do this you can be issued with a fixed penalty notice for £50.

If your child's exclusion is for six days or more you are responsible for ensuring from the sixth day, once education is provided, by either the school (or the Council in the case of a permanent exclusion), that your child attends this education.

Re-admission interviews

Schools may hold a re-admission interview with you following a fixed period exclusion. It may be appropriate for your child to attend all or part of the interview. At least one of the child's parents is expected to attend the meeting. However, a fixed period exclusion must not be extended if such an interview cannot be arranged in time or the parents do not attend.

Parents' rights around exclusion

The parent is the focal point of all the legislation relating to exclusion until a pupil reaches the age of 18. In the very small number of cases where it is necessary to exclude a pupil aged over 18, the school will correspond with the pupil direct.

You must be informed of an exclusion as soon as possible, and this will normally be by telephone.

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Within one day, the headteacher must inform you in writing that your child has been excluded, the type of exclusion and the reasons for it. The headteacher's letter will tell you that you have the right to make representations to the Discipline Committee of the Governing Body about the decision to exclude your child.

How you do this will depend on the length of the exclusion:

- if the exclusion is for 5 days or less then you have a right to make written representation
- if the exclusion is for between 6 - 15 days (inclusive) you have a right to ask to meet with the Discipline Committee
- if the exclusion is for a period in excess of 15 days, or permanent, then the Clerk to the Committee will write to you inviting you to a meeting of the Discipline Committee

The clerk will make arrangements for the governors to meet.

The timescales for this meeting are set down in the government regulations as follows:

- if the exclusion is for 15 days or less and you made written representations or asked to meet the Committee, then the meeting will be held between the 6th and 50th day following the start of the exclusion
- if the exclusion is a period in excess of 15 days or permanent, then the meeting will be held between the 6th and 15th day following the start of the exclusion.

Before the meeting you will receive a copy of any report and related documents that are provided to the Discipline Committee. These can be translated for parents/carers whose first language is not English. You may also send a written statement or other evidence for the Committee to consider, and the clerk will advise you when to do this.

Please contact the County Inclusion Manager for further information about this process on 01480 376 302.

Discipline Committees

The Discipline Committee is made up of three or five governors who have been appointed by the full governing body to consider cases of exclusion.

The headteacher will attend to present the case for exclusion together with other appropriate school staff invited by the headteacher to give evidence.

The clerk will attend to take notes of the meeting and to record the decision of the governors.

If the circumstances surrounding the case are complex, a representative of the Council may attend and may give procedural advice. The Council is rarely represented at Discipline Committees to consider fixed period exclusion but a senior officer will always attend if the exclusion is permanent.

The parent/carer may attend for exclusions in excess of 5 days, and may be accompanied by a friend/supporter or be legally represented.

The responsibility of the Discipline Committee is to look at the evidence and to come to a view about whether the headteacher's decision was fair and reasonable in the circumstances, taking account of:

- any support provided by the school to avoid exclusion
- whether the exclusion was fair relative to seriousness of the offence
- whether there are any mitigating factors

If the Discipline Committee does not agree with the headteacher, the governors must direct reinstatement - in other words, instruct the headteacher to allow your child to return to school. However it has no power to do this if the exclusion is for 5 days or less.

The clerk will write to you and the letter will be stapled to the letter of exclusion on your child's file, thus nullifying its effect, but the letter of exclusion cannot be removed from the file.

If the Discipline Committee does agree with the headteacher, the clerk will write to you confirming the decision.

An excluded pupil under the age of 18 should be allowed and encouraged to attend the hearing and speak on his or her own behalf, if he or she wishes to do so, subject to their age and understanding.

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For further information about the discipline committee please contact the County Inclusion Manager on 01480 376 302 or [Coram Children's Legal Centre](#) on 0300 330 5485. Your statement, together with the headteacher's report, and any other written statements or letters will be circulated before the meeting to everybody who will be attending.

At the meeting, the Chair of the Committee will introduce everybody and invite the headteacher to outline the reasons for excluding your child. You will be able to ask questions of the Headteacher and of other witnesses. After that, you (and your child, if s/he attends the meeting) will be able to put your case, and then you may be asked questions.

The local authority representative, if present, may also make a statement giving the local authority's view of the appropriateness of the exclusion.

When the Discipline Committee has heard all the information, the headteacher will be asked to sum up, and after that you will be invited to sum up, giving you the last word in the proceedings. All parties are then asked to withdraw to allow the Committee to discuss the exclusion and make its decision in private.

The Discipline Committee's decision

The clerk to the Discipline Committee will write to you to advise you of the decision. This will happen as soon as possible, but the letter will be posted out no later than the following working day.

The Discipline Committee may inform you immediately following the meeting but in most schools the decision is notified first in writing. You may ask to wait or be notified later that day by telephone, but the decision about how to inform you, rests with the Committee.

In the case of a permanent exclusion, a fixed period exclusion of more than 5 days, or any exclusion where the pupil loses the opportunity to take a public examination, the letter will state whether your child should be reinstated to the school. If the Committee agrees that your child should be reinstated, you will be told the date on which s/he can return to school. No conditions may be attached to this decision.

Independent review

If a permanent exclusion is upheld by the Governors, and if you feel that this decision was unfair, you may request that it should be reviewed by an Independent Panel.

If you believe your child's special educational needs may have been a factor in their exclusion you may also request that a Special Needs Expert should attend the Panel.

For more information please contact the County Inclusion Manager on 01480 376 302.

If your child remains permanently excluded

A local authority exclusions officer will contact you at the end of the process to discuss what should happen next. In most cases this will involve a move to a new school to enable your child to make a fresh start, although some older children make better progress in alternative provision. The important thing is that your views, and those of your child, will be taken into account at each stage.

Who does this information apply to?

This information applies to pupils in all schools (including nursery classes and Pupil Referral Units) maintained by the local authority, and all Academies, but not to independent schools or sixth form colleges.

How we can help

Experienced officers of the local authority will be prepared to discuss matters with you in confidence, although parents should be aware that the local authority is not in a position to tell schools what to do, nor can it overrule the decisions made by a headteacher.

You can contact Carol Way, County Inclusion Manager, on 01480 376 302 or email carol.way@cambridgeshire.gov.uk. Alternatively, our SEND Specialist Services may be able to help:

- Huntingdonshire - 01480 373 470
- South Cambs and Cambridge - 01223 728 311
- East Cambs and Fenland - 01353 612 802

If your child has special educational needs or disabilities, the [Special Educational Needs and Disability Information, Advice and Support Service](#) (SENDIASS) provided by the Parent Partnership Service can be contacted on 01223 699 214 or Bob Wilson on robert.wilson@Cambridgeshire.gov.uk.

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