



ALLFARTHING SCHOOL

BEHAVIOUR POLICY

Reviewed: Autumn 2021

Next Full Review: Autumn 2022

Person Responsible: Deputy Headteacher



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Allfarthing Values

Allfarthing is a school where:

- Everyone feels included and respected
- Expectations are high with pride in our achievements and those of others
- Health and happiness are nurtured
- A love of learning is encouraged as we are always striving to improve

What do these values mean in practice for Allfarthing children?

The **key qualities and behaviours** we develop in Allfarthing children will not only create a happy school with good relationships and effective learning but will prepare them for adult life.

These are:

- Enthusiasm
- Respect
- Courtesy
- Honesty
- Responsibility
- Consideration
- Perseverance
- Bravery

Class and School Charters

Pupils and teachers negotiate and agree a classroom charter expressed in terms of rights and actions. These are then clearly displayed and referred to on a regular basis.

When teaching children how to behave appropriately it is vital that:

- they are given clear expectations of good behaviour
- they are praised explicitly for good behaviour
- there is a clear system of sanctions for instances of poor behaviour
- there is mutual support and collaboration between home and school and that the policy is clear to all parents, staff and children

Involvement of all Staff

All members of staff are expected to take responsibility for the childrens' behaviour.

All school staff and visitors are expected to model behaviour by:

- praising children for doing the right thing
- listening positively to pupils' views and show respect for their opinions;
- giving clear reasons for the use of sanctions (blanket sanctions are **not** used)
- encouraging and showing children the correct way to behave rather than shushing, shouting or nagging
- avoiding put-downs and sarcasm;
- acting as role models in demonstrating the above qualities towards each other (see staff handbook)

All teaching staff are responsible for managing the behaviour of children in their class.

Concerns

If there is a persistent problem please seek advice from your phase leader. They will then discuss with you what action should be taken and may decide to refer the matter to the Inclusion leader, AH, DH or HT.

Staff should also be mindful of any emerging patterns – revealed through, for example, emotional literacy tracking – in relation to ethnicity, gender, SEN etc. and take appropriate action to avoid bias.

Rewards and Sanctions

A Positive Approach

The purpose of rewards and sanctions is to improve behaviour. Records will be kept of rewards and sanctions so that the impact on behaviour improvement can be evaluated.

Consistency

It is vital that all members of staff are consistent in their approach to the children and parents. We do not believe that a school should have a rigid scale of punishments covering every conceivable offence. The sanction should be proportionate.

Flexibility is essential when dealing with children's behaviour. It may well be that a child is encountering difficulty at home and may behave in an atypical manner. Teachers will use their judgement in these circumstances.

Differentiating Behaviour Management

As stipulated in the Disability Discrimination Act 1995 (DDA), we believe in making ‘reasonable adjustments’ for pupils with specific SEN. This includes those with behavioural, emotional or social difficulties: pupils with Down’s Syndrome; pupils with ADHD and / or Tourettes; pupils on the Austistic Spectrum and pupils with Speech and Language Impairments.

All staff need to be fully aware of the behavioural implications of children with the above needs and tailor their behaviour management strategies accordingly. This may need to be explained to other children in the class, when the SEN child is elsewhere, so that they do not perceive it as unfair/preferential treatment.

Rewards

| | |
|----|---|
| | <p><i>What are we rewarding?</i></p> <ul style="list-style-type: none"> • Sociable behaviour • Learning behaviour • Achievement • Contribution to the class/school/wider community |
| 1. | <p><i>Explicit judicious praise</i></p> <ul style="list-style-type: none"> • Link to class charter/assembly theme/behaviour/learning • Use stem sentences <p>“I love the way that ...” “It was so responsible of you to....”</p> |
| 2. | <p><i>House Points</i></p> <ul style="list-style-type: none"> • House points are given to children during the school day to reward positive behaviours. These are counted up at the end of the week and the total for each house is shared with the children during the celebration assembly |
| 3. | <p><i>Public praise</i></p> <ul style="list-style-type: none"> • Send to partner teacher/phase leader with a note . Where appropriate it could also be the Inclusion leader/AH/DH/HT – or any significant adult for that child |
| 4. | <p><i>Head teacher’s weekly celebration</i></p> <ul style="list-style-type: none"> • To be linked to school values /themes of week, exceptional behaviour for learning, challenging themselves to improve <p><i>Star of the week Awards</i></p> <ul style="list-style-type: none"> • <i>Weekly for KS 1 and for KS2 – based on good work and achievement</i> <p><i>A record is kept in reception and this can be shared with the whole school community</i></p> |
| 5. | <p><i>Community Responsibility</i></p> <ul style="list-style-type: none"> • Stars of the week, helping hands Nursery and Reception • Year 6 Prefect Roles/house captains • Classroom responsibilities • School Council <p>Every child has an opportunity.</p> |
| 6. | <p><i>Headteacher Postcards Home</i></p> |

Good To Be Green

We use the “**It’s Good to be Green**” Behaviour System

- A consistent, fair approach to discipline throughout classes/school/playground
- Easy for pupils/staff to understand
- An immediate tool to implement discipline
- Simple to operate and maintain

“**It’s Good to be Green**” promotes the following:

- Being kind, polite, helpful, and aware of each other's feelings
- Listening carefully to others without interrupting
- Looking after our own and other people's belongings
- Trying our best, working hard, and learning from our mistakes
- Treating other people the way we would like to be treated
- Always telling the truth even when it might mean implicating others

Each class has a chart in the classroom at a level which children can access themselves. Children have three cards in their named pocket and can also earn silver privilege cards.

- A Good to be Green Card (tilted if children have had a warning)
- A Yellow Warning Card
- A Red Consequence Card

Yellow Card: Following a previous verbal warning, if teachers have to warn children about inappropriate behaviour again, children change their green card to yellow. This yellow warning card gives children an opportunity to reflect on/consider their behaviour and make sure that they don’t repeat the offence. Children can go back to green if their behaviour improves.

Red Card: Children (Years 1 – 6) on a yellow warning card who behave inappropriately again receive a red card (with no warning).

If other teachers/support staff/coaches have to warn children about inappropriate behaviour, they report back to children’s class teachers as soon as possible.

Reasons for a Yellow Warning Card (N.B. following one clear verbal warning)

- Name-calling/teasing/calling out in class/interrupting constantly
- Hurting someone’s feelings/spreading rumours
- Rude language/cussing/rude gestures or notes/dirty looks
- Gossiping/talking at inappropriate times/not telling the truth
- Leaving someone out of an activity/blocking someone’s way/playfighting
- Playing in the toilets/climbing on things/using school equipment at the wrong time

KS2 children miss 10 minutes of their playtime, KS1 children miss 5 minutes.

Red Card: Sometimes just the threat of moving children onto a Red Consequence Card is enough but if this doesn't work, then children move their Yellow Warning Card to the back of their pocket to reveal a Red Consequence Card.

Children from Years 2 – 6 cannot go back to a green or yellow card on the same day;

Reception/Year 1 children can go back to green after an am or a pm session and Nursery children can do so after one session.

Teachers should issue Red Cards sparingly for the following reasons:

- Putting yourself in danger, e.g. leaving classroom/playground without permission
- Hiding/stealing personal belongings; assuming 'found' property can be taken
- Destroying things that belong to other people/graffiti/vandalism
- Any unwanted touching or intimidating/frightening others
- Physical violence, e.g. spitting, beating/biting/choking/kicking/punching/slapping
- Verbal or emotional violence: swearing, demanding money or possessions
- Racism & using inappropriate/offensive language
- Unacceptable behaviour to adults, e.g. shouting, arguing back, losing your temper
- Poor behaviour in clubs (if children continue to misbehave they will be banned)
- Continued extreme rude behaviour showing lack of respect to adults.

Children on a red card miss one playtime and then lunchtime the same day with a member of the SLT, but usually go out for the last 10 minutes of lunchtime play.

Every time a child receives a **Red Card** :

1. The child completes the consequence form with support from the class teacher as necessary. *This should happen on the day of the incident.*
2. The teacher gives the completed form to a member of the admin team. *This should happen on the day of the incident.*

Admin will:

- (a) Make a copy to be filed centrally in the office
 - (b) Email or call home to inform the parent to expect a completed form to discuss with their child *immediately if possible*
 - (c) Put the original in an envelope and return to the class teacher for it to go home *on the same day if possible.* (Parents must sign it and return it the next day.)
 - (d) Upload the info to SIMS so that we can track who is getting red cards
3. Child goes to SLT for their lunchtime detention as per the policy.

If a child receives three red cards in any half-term the Phase Leader and Class Teacher meet with the child's parents and discuss home/school support.

If a child in KS2 receives three red cards in any half-term they will be given a detention after school. The parents/carers will be informed and the detention will be supervised by the Headteacher/Deputy Head or Assistant Head.

In the case of 6 red cards in any one term a further detention will be given. The Headteacher will record the fact in a letter which goes in the child's file and there is another meeting with parents where the school offers the child further in-house support. The Headteacher may also send children home, remove them from their class/school trips, and, in extreme cases, from the school. N.B. The Headteacher (or Deputy, in the Headteacher's absence) may permanently exclude any children who bring offensive weapons/illegal drugs into school or who seriously verbally/physically bully other children/adults.

Otherwise all red cards go back to green the next day.

"It's Good to be Green" in the Early Years

EYFS Yellow cards

Adults in EYFS give verbal warnings for inappropriate behaviour/actions towards peers/adults. The adult takes the child to the chart to change their card to yellow and explains that this behaviour is not acceptable. All children can change their card back to green if their behaviour improves.

EYFS Red Cards

If children's behaviour continues to deteriorate, the adult takes them to the chart to change their card to red: children sit on a 'Time out chair' in a designated part of the class away from their peers (and furniture) to reflect on their behaviour. Younger children may have a timer. Then adults discuss why children have had time out and why this behaviour is unacceptable so that children can consider what they could do next time. Children apologise for their actions and the card changes back to green. If children have a second red card in one day, they have time out in another same key stage class. If children have a third red card they must go to the Deputy Head or Headteacher. At the end of the day all adults working in Early Years discuss the children's behaviour with their parents/guardians. They mention the red cards and encourage them to talk to their children.

LUNCHTIME BEHAVIOUR: Guidelines for Lunchtime MMSs & Kitchen staff

(N.B. Lunchtime staff also adopt the same policy to promote good manners)

Wet Play if in class (showing a film in the hall is another option for lunchtime staff in Years1/2)

All classes have a wet play box with board games/activities inside. Please ensure that these games are correctly put away and the classroom is tidy when wet play is finished.

Please also note that:

- Children must stay in their own classrooms
- They must not use whiteboards/laptops/scissors/staplers without adult supervision

Teacher interventions

The following are examples of strategies teachers may use to modify the child's behaviour if classroom practice and sanctions are not altering how the child behaves :

- fixed interval sampling (an adult watches the child and counts, over a set number of minutes, how many times the child moves out of their seat or shouts out or talks etc. etc.)
- target setting (the teacher will set targets to eliminate poor behaviour e.g. not to talk to child next to them)
- behaviour charts (this is a record of what is happening to be sent home to the parents at an agreed time) These are over and above contracts signed on entry.
- behaviour contracts (these are contracts where the parent child and teacher sign an agreement)

SEN Differentiation for children

SENCO will develop differentiated behaviour support plans with you which must be followed by all staff in school

Communication strategy to be developed by the SENCO so that all staff are aware of needs of pupils

The SENCO will be involved in writing Positive Handling Plans and Passports for individual children.

Positive Handling

It is recognised that in specific circumstances of serious threat to students, staff or property, it is necessary to use techniques that may involve some positive handling in order to ensure the health and safety of all. The school reserves the right to use positive handling in these circumstances and any member of staff using positive handling will have the full backing of the Senior Leadership and the Governors.

Staff who have been trained to an appropriate level are authorised to use positive handling interventions. However, in an emergency the use of positive handling by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable and proportionate and would be expected to reflect the person's previous training in the appropriate use of positive handling strategies.

A record of all incidents where positive handling has been used will be kept by the Head and Deputy.

A register of trained staff and staff authorised to use positive handling techniques is held in the office of the Deputy Head Teacher.

It applies where a member of staff of the school is:

- On the premises of the school, or
- Elsewhere at the time when, as a member of its staff, they have lawful control or charge of the student concerned (e.g. school trips)

REF: 1098, SECTION 550A, 1996 EDUCATION ACT

Delegated Responsibilities

Exclusion/Fixed Term – Headteacher or Deputy, in Headteacher’s absence

Detention after school hours SLT

Missing Playtime or Lunchtime All Staff

ALLEGATIONS AGAINST STAFF OR VOLUNTEERS

- We recognise that there will be occasions when a pupil at the school, or a parent or another person may make an allegation against a member of staff or volunteer. The term allegations refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity.
- The majority of allegations against staff and volunteers relate to their behaviour in the workplace. However some concerns may relate to their personal life or the care of their own children. In some cases there may have been an allegation of abuse against someone closely associated to them and this person may pose a risk of harm to the children the staff member of volunteer is responsible for.
- We expect any member of staff or volunteer who is concerned about the behaviour or presentation of a colleague, or sees an incident which concerns them, to discuss this as soon as possible with the DSL or Headteacher. If necessary the whistleblowing procedures can be used but an ethos should be encouraged which enables open discussion, and allows staff or volunteers to feel able to discuss any concerns without fear of reprisal.
- In this event the Headteacher (or Chair of Governors, if allegation is against the Head) must be informed and the Wandsworth Procedures for Managing Allegations against Staff followed. This will always involve a discussion with LA officers and a referral to the Local Authority Designated Officer (LADO) where appropriate within 24 hours of the concern / allegation becoming known.

- The criteria for making a referral to The LADO is that an individual may have:
 - ☐ behaved in a way that has, or may have, harmed a child;
 - ☐ possibly committed a criminal offence against or related to a child; or
 - ☐ behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- The LADO also offers a consultation service, which supports those investigating an allegation or concern and provides expert advice. Every consultation with the LADO is followed up in writing to reflect the advice and guidance given. This means the school will have a clear record of their correspondence with the LADO, which provides important evidence (for example if they are inspected by OFSTED). It also holds the LADO accountable for the advice given.
- All staff are expected to recognise the need for absolute confidentiality in these situations.

Wandsworth Council and Exclusions

All state schools must follow the Department for Education’s ‘Exclusion from maintained schools, academies and pupil referral units in England’ (Statutory guidance for those with legal responsibilities in relation to exclusion), September 2017. This is the statutory guidance that Wandsworth Council and all other agencies/solicitors will expect you to follow. The Headteachers and School Governors statutory duties and obligations are explained in the guidance and parties can expect challenge in the event of any departure from the provisions of this guidance.

See appendix 3 for some basic advice on the processes which follow a Headteacher’s /Principal’s decision to permanently exclude and which is not necessarily covered within the guidance. So, for example, the advice given relates to the representations/documents to be included in the Headteacher’s pack and presented at the Disciplinary Committee’s meeting. It offers some advice and guidance on the order of procedures at the meeting and identifies some of the areas of the permanent exclusion decision that the Governor’s should be scrutinising. It is *not legal* or exhaustive advice but attempts to identify some key areas for consideration. Procedural exclusion advice (not legal advice) can be obtained from the Pupil Services Team and in the first instance, from Brian Bew and Andrew Blakely on 020 8871 8017/8084 respectively. But before a permanent decision is made , please see below;

Note : For the latest Government advice with regard to Exclusion meetings and COVID restrictions, please see the information at the following link:

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

| Consequence Card |
|--|
| I was given a red card by..... Because |
| What I should have done. |
| What effects did my behaviour have on other people? |

Appendix 2 – Detention doc for children

After school detention

| Name | Class |
|--|-------|
| What did you get the red cards for: | |
| Write down 5 things you are going to do, in order to ensure you don't have to attend a after school detention in the future: | |
| Write down and explain how the Good to be Green system works: | |

Appendix 3 – Exclusions guidance

Exclusion - a last resort - before the permanent exclusion decision.

When pupils are first identified as being at risk of exclusion early intervention can be sought by contacting the PRUs to discuss the possibility of a temporary dual registration to address behaviour concerns. If issues persist wherever possible, and in the interests of all parties concerned, an alternative to permanent exclusion should be sought. It is recognised, of course, that Headteachers and Principals already undertake excellent work in this difficult area and achieve a high level of success, giving pupils at risk of permanent exclusion the opportunity to make a fresh start. In this regard, Wandsworth do request that in all cases where consideration is being given to making a permanent exclusion decision, the Headteacher/ Principal contact the relevant Pupil Referral Unit for help and advice. For ease of reference, the contact details for the Pupil Referral Units are as follows;

Victoria Drive , Primary PRU

78 Victoria Drive,
SW19 6HR
Telephone: 020 8780 2360
Headteacher: Mrs Eileen Shannon

Secondary Pupil Referral Unit Francis Barber PRU

Franciscan Road
SW17 8HE
Telephone : 020 8672 0771
Headteacher: Ms Jackie Addison

Pupils with Education, Health and Care Plans (EHCP) or under statutory assessment

Where a permanent exclusion decision is being considered for a pupil with an Education, Health and Care Plan (EHCP), or under statutory assessment, the Headteacher/Principal, must contact the relevant borough's Special Needs Assessment Team for advice and to arrange an emergency review (if not already convened) .

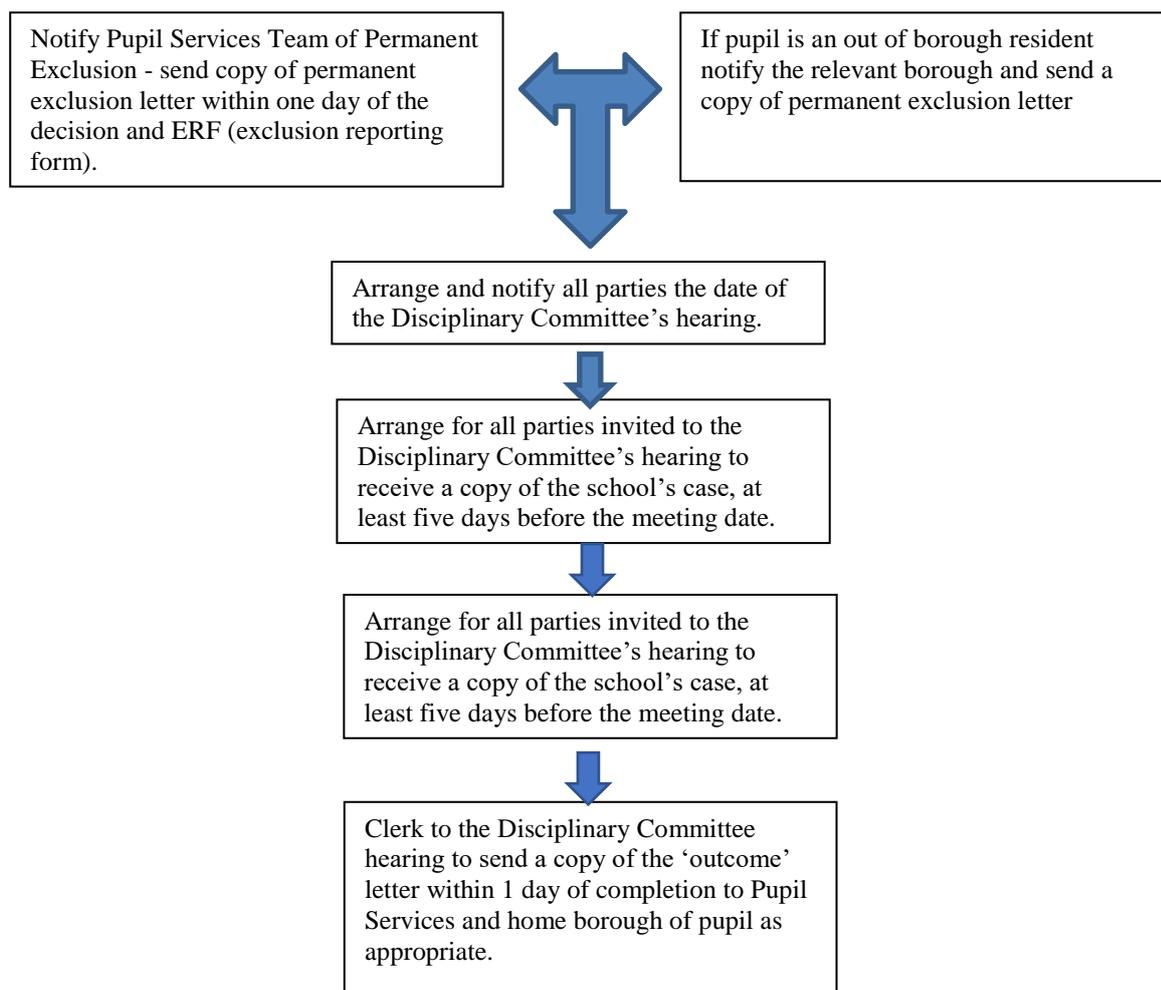
Wandsworth's Special Needs Assessment Team can be contacted on 020 8871 8061(Ask for the case manager who works with your school)

Some guidance for when a permanent exclusion has been made - to be read in conjunction with the DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England" – Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017).

If no alternative to permanent exclusion can be found and once a decision to permanently exclude a pupil has been taken and arrangements are being made for the Governors Disciplinary Committee to consider the reinstatement of the pupil at the statutory hearing, the following guidance may be helpful.

For Wandsworth resident pupils who have been permanently excluded, it is vital that the Pupil Services Team are informed within one day of this decision. The reason for this is that Pupil Services facilitate the pupil's referral for 6th day educational provision to the Pupil Referral Units. Any delay in receiving the notification of the permanent exclusion can mean a failure of

the local authority to meet their statutory obligation to provide education provision from the 6th day of the exclusion.



Some guidance for when a permanent exclusion has been made - to be read in conjunction with the DfE guidance “Exclusion from maintained schools, academies and pupil referral units in England” – Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017).

Once a decision to permanently exclude a pupil has been taken and arrangements are being made for the Governors Disciplinary Committee to consider the reinstatement of the pupil at the statutory hearing, the following guidance may be helpful.

The following list, although not exhaustive, identifies some of the important documents which the Headteacher should consider including in their (explaining the reasons for the exclusion decision and which must be presented to all parties at the Disciplinary Meeting(at least five days before the date of the hearing);

- All letters relating to the permanent exclusion and the permanent exclusion letter itself.
- Invitation letter to the meeting. There is no ‘model’ letter for this, but a Wandsworth draft is supplied with is document for your perusal.
- Statement from Head Teacher which details the reason (s) for the permanent exclusion decision. This might be list /summarise the incidents of behaviour or the description of the single incident which resulted in the permanent exclusion

decision. Statements of parties involved with the incidents relied on, including from the pupil involved. The statements can be anonymised, but the originals must be brought to the hearing by the school in case the Disciplinary Committee wants to see them. The statement from the Head teacher should also set out what the alternatives to permanent exclusion the school considered i.e. a managed move etc.

- Behavioural log of the pupil concerned with all relevant information included.
- Achievement log of the pupil concerned.
- The school's behavioural policy and specifically, the expected sanction should a pupil display certain behaviours i.e. permanent exclusion would be considered as a sanction for the following
- A statement saying how the behavioural policy is communicated to parents and how often. When was the last time that the behavioural policy was communicated to the parents?
- A statement from the school clearly setting out what support the pupil has received. i.e. details of SEN support/level, CAMHS involvement, PSP plans and engagement with parents. Also, how the school dealt with or implemented any recommendations by outside agencies such as CAMHS for example. If recommendations by outside agencies have been made and implemented by the school, how has the school measured their effectiveness? How and when were the recommendations communicated to key staff?
- Special Needs Policy, if relevant and details of any SEN support meetings, emergency reviews etc. SENCO input can be very useful where SEND factors could be a contributing factor to the incident or incidents and /or detailing the support made available to the pupil.

In all cases a judgement must be made as to whether any information included in the school's case is pertinent to the reason for the permanent exclusion decision and if it is sensitive to the release of confidential information and security of that information/data protection. Can the school clearly explain why the information is included and how this supports and /or contributes to the decision to permanently exclude. Schools can expect to be challenged if they include information in their case which does not appear to be relevant to the permanent exclusion decision.

Some guidance to the Disciplinary Committee at the Disciplinary Meeting -to be read in conjunction with the DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England" – Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017).

- The Governing Body/Disciplinary Committee must know the DfE guidance and understand and be able to apply the obligations it imposes upon the school and a Disciplinary Committee.
- The Governing Body/Disciplinary Committee must consider whether the pupil should be reinstated or not.
- Is it clear as to what part of the guidance the pupil has been excluded i.e. is it because of a serious breach or is it due to persistent breaches of the school's behaviour policy - Page 10, Para. 16 of the DfE guidance.

- Is the reason for the permanent exclusion decision supported /linked to the school's behavioural policy? How is the school's behavioural policy communicated to the parent? How often is it reviewed /communicated to the parents?
- Permanent Exclusion is a last resort sanction – has the school explored any other options? i.e. a 'managed move' to another setting, alternative provision. If not, explore the reasons for this.
- What support has the pupil received? i.e. pastoral support programmes, 121 mentoring and any other agencies involvement. Has the support been timely?
- How has school responded to any recommendations to support the pupil made by outside agencies? What has been the impact of these recommendations? Have the recommendations been communicated to key staff?
- Are there any SEND concerns? Should the school have picked up on these earlier and made appropriate provision?
- Has the school included or referred to statements about particular incidents from all relevant parties? Are they available? IS CCTV available?
- Even if the parent does not attend, it is still very important to go through the school's case in the same detail and manner.
- Remember that the parent has an absolute right to request an Independent Review of the Governing Body /Disciplinary Committee's decision and the Governing Body Disciplinary Committee will be asked everything in detail by the Independent Review Panel.
- Does the permanent exclusion decision take account of all relevant legislation and guidance, such as for example, the Equality Act, European Convention of Human Rights , SEND Code of Practice (and Acts within) etc. All relevant Acts are noted in the DfE guidance as mentioned above.

Some guidance to the Disciplinary Committee on the general order of events at the Disciplinary Meeting /Hearing - to be read in conjunction with the DfE guidance "Exclusion from maintained schools, academies and pupil referral units in England" – Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017).

- Introductions by all parties in the room.
- Clerk appointed to Panel takes detailed minutes of the meeting.
- If parents do not 'show' and have not given an indication that they would be attending the hearing, the Chair must be satisfied that they did receive the invitation letter and so were made aware of the date and time of the hearing. Should there be any doubt, every attempt should be made by the Clerk to contact the parent and find out their intentions.
- Chair to check that all parties have received the school papers and any additional ones from other parties etc. Ideally all papers to be relied on by the parents should be circulated before the hearing, but it is sometimes the case that some papers or additional papers will be brought to the hearing. If papers are brought to the hearing by the parents/advocates, then it is expected that the Chair will accept these, perhaps dependent upon their volume. It may be the case that the meeting will need to be adjourned to give all parties time to read the additional papers or an alternative date set to reconvene (as a last resort). This is the Chair's decision.

- School present's their case – usually the Headteacher will do this and contributions from supporting staff.
- Panel asks questions of school about the case made.
- Parent/Representative asks questions of school about the case made – it is important to stress that this is the time for questions – assure the parent they will have the opportunity to put their full case later.
- Chair of Panel asks if LA rep has any questions.
- Parent /Representative present their case.
- Panel asks questions of parent/representative's case.
- School ask questions of parent/representative's case.
- Panel asks if any party wishes to 'sum up' – this is the opportunity to make sure that all parties have said all they want to say.
- Questions can also be taken after summing up, but it is important that the Chair manages this as items may have already been discussed etc. It may open new points, however, and if not addressed before, these should be considered.
- Chair closes meeting - explains when the decision will be made and published (see Page 22, para 75 ..its decision , and the reasons for it, in writing and without delay')
- All parties to leave the room except clerk appointed to Panel to take minutes .
- Detailed notes/minutes must be made of the deliberations.
- Reasons for Panel's decision must be full and detailed.
- Letter written with statutory paras(see guidance) and signed by Chair of Panel.

Model Letters for Exclusion - Both Fixed Term and Permanent Exclusion.

There are 6 DfE 'model' letters available and these are as follows:

Model letter 1

From head teacher notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.

Model letter 2

From head teacher notifying parent(s) of a pupil of that pupil's fixed period exclusion of more than 5 school days (up to and including 15 school days) in a term.

Model letter 3

From head teacher notifying parent of a fixed period exclusion of more than 15 school days in total in one term

Model letter 4

From the head teacher of a primary, secondary or special school (or the teacher in charge of a PRU) notifying the parent(s) of that pupil's permanent exclusion.

Model letter 5 (

From the clerk to the governing body to parent upholding a permanent exclusion

Model letter 6

From head teacher notifying parent of a fixed period exclusion of more than 15 school days in total in one term, considering perm exclusion.

Please also find below an example letter for inviting parents/pupils to the Disciplinary Meeting – Please note that there is no DfE model letter for this.

Draft Invite Letter to Disciplinary Meeting to consider an exclusion

Dear

Re:

I refer to the letter dated..... from the Principal / Headteacher of informing you of the decision to exclude..... from the school, fromto.....

The Governors Discipline Committee must meet to decide whether or not they agree with the Principal's/Headteacher's decision to exclude They must consider the Principal's /Headteacher's reasons for the decision and any views you have about it. This meeting will be held at (venue) on (date) at (time).

You are invited to attend the meeting, with (child)(if you wish), to give your views and/or representations, both in writing before the meeting and/or by speaking at the meeting, if you wish. Should you wish to provide written information, please can you send this to me(clerk) before the meeting date so that it can be sent to the governor's and Principal /Headteacher. If you wish to be accompanied to the meeting by a friend or representative, please let me know in advance so the necessary arrangements can be made. Please let me know if you will be attending and please note that if you decide not to attend, the meeting will go ahead in your absence.

The Governors serving on the Discipline Committee will be and the school will be represented by the Headteacher and

A copy of the paperwork to be presented by the school at the meeting will be sent to you before the meeting date.

List of all people who will be attending

END

CC to relevant parties.