



## Positive Behaviour through Values policy

| Author, date and title           | Reviewed on  | Next review due date | Statutory Requirement |
|----------------------------------|--|----------------------|-----------------------|
| Sarah Woodham,<br>September 2022 | This policy replaces the previous behaviour policy | September 2023       | Yes                   |
|                                  |  |                      |                       |

***As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.***

***We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.***

***All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).***

Head Teacher:

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Date: September 2023

Chair of Governors:

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Date: September 2023

## CONTENTS

1. Rationale
2. The purpose of a whole school policy
3. Legislation and statutory guidance
4. What do we mean by positive behaviour
5. How do we encourage positive behaviour
6. Responding to negative choices
7. Bullying
8. Behaviour management
9. Roles and responsibilities
10. Evaluation

Appendix A: Dealing with breaches of behaviour and guidelines for using consequences effectively

Appendix B: School specific information

Appendix C: Model Fixed term exclusion and permanent exclusion letters

### **1. Rationale**

As a values-based schools, our chosen values are central to the way our school runs and the attitudes displayed by our children, staff and parents. The children learn what each value means, both to them and to the wider community and why it is important to display these values in all that we do and say.

The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions. We believe that by sharing our high expectations for behaviour with parents there will be a consistency between home and school and that this will have a positive impact on children's attitude to learning at home and at school.

## 2. The purpose of whole school policy

- Provide a **consistent approach** to behaviour management.
- Define what we consider to be **unacceptable behaviour**, including bullying.
- Outline **how children and adults are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and consequences**.

## 3. Legislation and statutory requirements

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

Keeping Children Safe in Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1101454/Keeping\\_children\\_safe\\_in\\_education\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf)

Education Act 2002

<https://www.legislation.gov.uk/ukpga/2002/32/contents>

The Use of Reasonable Force

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Education Act 1996

<https://www.legislation.gov.uk/ukpga/1996/56/contents>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

The School Information (England) Regulations 2008

<https://www.legislation.gov.uk/uksi/2008/3093/contents/made>

Education and Inspections Act 2006

<https://www.legislation.gov.uk/ukpga/2006/40/contents>

Behaviour in Schools: advice for head teachers and school staff

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

Mental Health and Behaviour in Schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Health Act 2006

<https://www.legislation.gov.uk/ukpga/2006/28/contents>

Primary Legislation - Voyeurism (Offences) Act 2019

<https://www.legislation.gov.uk/ukpga/2019/2/contents/enacted>

Searching, screening and confiscation at school

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Supporting children with medical conditions at school

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Special educational needs and disability (SEND) code of practice: 0-25 years.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its children.
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.

This policy is also in line with new guidance 'behaviour in schools: advice for Head teachers and school staff' (July 2022)

#### **4. What do we mean by positive behaviour?**

Having **mutual respect** and **consideration** at all times for all members of the school community, offering friendship, sharing, accepting and respecting of differences in appearance, race, ability, religion and gender.

**Co-operating** with others.

**Self-discipline**, which involves setting, with guidance, high personal goals/standards of work and behaviour. Showing awareness of right and wrong and an ability to use self-control when necessary.

Our children discuss expected behaviour in school at the beginning of each academic year, this is displayed in classrooms and we use a '**3 school rules**' approach for our classroom/schools' displays based on behaviour.

- 1) Be safe
- 2) Use your values
- 3) Be the best you can be

## **5. How do we encourage positive behaviour?**

Firstly, all behaviour, both positive and negative is addressed through the values language used in school and linked to the above mentioned school rules.

All members of the school community (including parents and carers) actively promote school values through using the whole school reward system linked to values education and values assemblies. Encouraging positive behaviours both in and outside of the school setting.

Each class develop their own systems of rewards, based on the overall principles set out in this policy. It is insisted upon that ALL staff use the classroom systems **to promote positive behaviour**.

## **6. Responding to choices that aren't positive**

We endeavour to ensure all staff and children can work in a happy and supportive environment, behaviour is monitored in all areas of the school at all times, by all staff members.

Minor behaviour breaches are defined as, but not limited to:

- Not showing respect for children, adults or school property
- Poor listening, manners and attitude including disruption in lessons, in corridors and at break and lunchtimes

They are generally dealt with by the class teacher or another member of staff in a caring, supportive and fair manner with some flexibility regarding the age and Special Educational Needs of the child, as far as consequences are concerned. Each case is treated individually. Children are made aware that they are responsible for their own actions and that inappropriate behaviour/choices will lead to consequences. **At all times, all staff should encourage and model good behaviour through praise and recognition of positive choices.** Children are given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have made different choices that would have resulted in a more positive outcome.

Major behaviour breaches are defined as, but not limited to;

- Repeated breaches of the 3 school rules
- Persistent disruptive behaviour
- Any form of bullying
- Leaving the school site without permission
- Vandalism/damage to property
- Theft
- Physical assault
- Spitting or coughing directly at someone intentionally
- Verbal abuse including the use of swearing
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited or potentially harmful items. Examples include: objects that can be potential weapons and lighters.

This type of behaviour is generally rare and it is the responsibility of the Head of Schools to decide on the appropriate consequence. In all cases, the individual circumstances of the child and the event will be taken into account. A record of serious incidents will be kept in school.

Consequences of a major breach of discipline may include:

- A verbal warning by the Head of school
- Meetings involving parents/carers and support agencies where necessary
- Withdrawal from the classroom (internal exclusion formal or informal)
- Withdrawal of privileges

- Fixed term exclusion
- Permanent exclusion, only used in extreme cases or after all other courses of action have failed

The school follows the Central Bedfordshire guidelines for fixed and permanent exclusions of pupils. Please see appendix A including model letters. A chain of consequences regarding both major and minor breaches of behaviour is listed in Appendix A and Appendix B. All staff are encouraged to share issues with behaviour with each other; we nurture a culture of support and advice amongst staff at our schools.

## **7. Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the victim to deal with

Details of our school's approach to preventing and addressing bullying are set out in the schools' child-to-child abuse policy.

## **8. Behaviour management**

### **8.1 Classroom management**

Teaching and support staff are responsible for creating a positive, predictable and safe environment, which sets the tone and context for positive behaviour.

They will:

- Welcome every child, every morning
- Create and maintain a stimulating environment that encourages children to be engaged
- Display the school values and 3 school rules. Also, their own classroom expectations.
- Develop a positive relationship with children
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally like modelling
- Recognising and promoting positive behaviour
- Concluding the day positively and starting the next day or session afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Embed values education

### 8.3 Team Teach

All members of school staff have a legal power to use reasonable force (under Section 93 of Education and Inspections Act 2006)

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit

At our schools, we have some staff that are trained in holding children. The hold system is known more specifically as Team Teach. In order to keep an individual child safe from harm or other children or adults safe from being harmed, we may hold a child. This would only be the case when a child was in a state of crisis or going to cause harm. For more information, please visit <http://www.teamteach.co.uk/>

Handling children is a very last resort, however their safety is of utmost importance so where necessary staff may hold children:

- Causing disorder
- Hurting themselves or others

Team Teach advocates that services should include in their policy a statement that reflects the working realities and likely consequences when individuals are involved in an incident involving use of force. The following statement should be made both in local & corporate policy:

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)

Following an incident involving physical intervention or restraint by a member of staff, the Head teacher must be informed and a full factual report on the events before, during and after the incident must be recorded in the school numbered and bound book, kept in the Head Teachers office.

- Details of where and when the incident took place
- Circumstances and significant factors which led to the incident
- Duration and nature of any restraint used
- The names of pupils and staff involved/present
- A description of any injury sustained by pupils or staff



- A description of any action taken after the incident
- The report must be dated and signed by the member of staff concerned and the Head teacher/Assistant Head teacher

#### **8.4 Confiscation**

Any prohibited items found in children's possession will be confiscated.

These items may be returned to children after discussion with senior leaders and parents, if appropriate, otherwise they will be given to the parent/carer at the end of the school day. Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

#### **8.5 Support for children**

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's SENDco in communication with other relevant adults, will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9. Roles and responsibilities**

#### **9.1 The Governing Board**

The full Governing Board is responsible for reviewing and approving the Behaviour Policy in conjunction with the Head teacher and monitor the policy's effectiveness, holding the Head teacher to account for its implementation.

#### **9.2 The Head teacher**

The Head teacher is responsible for reviewing this Behaviour Policy in conjunction with the full Governing Board, giving due consideration to the schools' values agenda. The Head teacher will also approve this policy.

The Head teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative choices, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

### **9.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents
- Praising positive behaviour
- The senior leadership team and where necessary, the SENDCo will support staff in responding to behaviour incidents

### **9.4 Parents**

Parents are expected to:

- Support their child in living by the values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school in any support methods or consequences put in place

## **10. Evaluation**

As an indicator of the success of this policy, we hope to achieve the following: -

Everybody is safe

Everyone uses their values

Everyone is the best they can be

The above three simple rules will result in an all-inclusive, positive school setting that our pupils can thrive in.

## APPENDIX A

### Dealing with breaches of the behaviour policy

**1 - Tactical ignoring**, deflecting inappropriate behaviour by drawing attention to appropriate behaviour.

**2 - Simple direction**, reminder, explanation of positive behaviour desired, quiet word or reprimand, e.g. where should you be? Highlight the correct values.

**3 – Warning** – Ask the child if they are making the right choice, are you thinking about your values?

Repeat of one and two with a clear guidance to be given to the child. e.g. If you do not do your work now you will do it at break time

#### **4 – Thinking time**

Separation or timeout after agreed number of warnings, to be used progressively as below:

- within own classroom;
- in another classroom;
- with another member of staff/ Head of school

It is the responsibility of the member of staff concerned to follow up 'thinking time' incidents with the child after a cooling off period in order to maintain pupil-teacher relations.

#### **During playtimes**

If the problem occurs during playtime, then the person on duty should carry out the consequence or refer to the class teacher depending on the circumstances.

- Timeout with a member of staff on duty
- if a child refuses to co-operate a designated member of staff should be consulted
- all playground incidents to be reported to a class adult

## **5 - Loss of Privileges**

1. Loss of 5-10 minutes' playtime/lunchtime.

Children should be allowed out for a part of each break to ensure that they get some fresh air and exercise.

2. Loss of responsibilities in class or whole school duties.

### **Consequences should always be**

Appropriate to particular behaviour/particular child

Clear about the precise behaviour being addressed

Planned and fair

As Immediate as possible

Applied calmly and consistently

Discourage consequences given to the whole group

Communicated to relevant adults discretely

### **Effective behaviour management during lunchtimes**

The most effective way to manage lunchtime behaviour is to use positive reinforcement and to have strong communication between teacher and lunchtime supervisor. There are 5 minutes dedicated at the end of lunch for hand over between Teacher and MDSA, to share positive behaviours from that day.

MDSAs should engage with the children in play as well as supervise the children. This supports effective relationship building, builds respectful relationships between children and lunchtime staff and can prevent lots of problems from occurring.

When a problem happens:

- Stop and calm the child/children
- Questioning based on: What is the expected behaviour? What should you be doing correctly? What value should you be using here?
- **Listen to both sides of a problem.** Each child giving his/her account with no interruptions
- Reflect back on the expectation
- Reflect on how each child felt in the incident

- Discuss what children are going to do about it with suggestions by both parties
- Children then choose the solution that is acceptable to them with adult guidance
- Children then put solution into effect

### **Immediate withdrawal from playground**

Endangering others e.g. by throwing stones.

Physical aggression making others unsafe.

Use of abusive language or abusive behaviour.

The child/children are brought to an appropriate member of staff as soon as it is possible and safe to do.

### **6 – Parents and carers involvement**

Class teacher to contact parents to discuss concerns and work together to try and modify behaviour. Seek advice from the Behaviour support worker in the first instance.

### **Dealing with Major breaches of the Behaviour Policy**

Major breaches of the behaviour policy e.g. swearing, disrespect to staff, physical abuse would mean the above steps are automatically by-passed.

An appropriate member of staff should deal with the major breach immediately.

## **APPENDIX B: School specific information**

### Practice at Shillington Lower school: Classroom individual reward systems

Class teachers are responsible for deciding on and arranging their own suitable and appropriate classroom behaviour rewards and sanctions. These reward and deal with the positive and negative classroom and playground behaviours they experience in their classrooms. These strategies include the use of stickers, stamps, other interactive approaches. Class teachers are reminded that the best way to encourage good behaviour is by noticing and rewarding those who show it. Notes home to parents and carers either in diaries or through using the Seesaw App are encouraged as being effective, instant, time saving, inclusive and support effective working partnerships between home and school.

Other whole school behaviour reward systems in use are:

#### Values apples

The Values apples are given to children across the school who demonstrate the school values. The child has a small apple to take home and a large apple to put onto the tree on display.

#### Good News Book

Children can be sent to share good work, good behaviour or good news with the Head teacher or Head of School. Their names are recorded in the Good news book and these are read out in assembly. These are often but not exclusively work related.

#### Golden Tickets

An immediate or in the moment response by an adult to something a child/children does/do well in school. They can be given out at any time. These are often to praise effort, behaviour, concentration or notice children spotted doing the right thing. A child should not expect to get a golden ticket for these things but may get one at any point. The named golden ticket is then entered into a random draw at the end of the week in order to win the class mascot for the week. This draw also happens in celebration assembly.

## Practice at Stondon Lower school: Classroom individual reward systems

Class teachers are responsible for deciding on and arranging their own suitable and appropriate classroom behaviour rewards and sanctions. These reward and deal with the positive and negative classroom and playground behaviours they experience in their classrooms. These strategies include the use of stickers, stamps, golden tickets and other interactive approaches. Class teachers are reminded that the best way to encourage good behaviour is by noticing and rewarding those who show it. Notes home to parents and carers either in diaries or through using the Seesaw App are encouraged as being effective, instant, time saving, inclusive and support effective working partnerships between home and school.

Other whole school behaviour reward systems in use are:

### Team Points

Each child is allocated to a team upon entry to the school (Hunters, Tiger moths, Spitfires, Lancasters). They stay in that team for their time at the school. The teams are used for a variety of purposes including sports day, management of children around the school and a team point may be given for a child/children's in the moment behaviour and effort. The team points are collated weekly and the winning team is declared. At the end of each half term, the winning team made from pupils across the school are given a team point treat which is usually a game, activity or event suitable like hot chocolate and biscuit decorating, film and popcorn or water play. Children are regularly invited to share how their might earn a team point in discussions in classroom and in assembly.

### Values Leaves

The Values leaves are given to children across the school who demonstrate the school values. The child has a leaf to take home and a large leaf to put onto the tree on display. There is a bronze, silver gold system that children can work through each year.

## Good News Book

Children can be sent to share good work, good behaviour or good news with the Head teacher or Head of School. Their names are recorded in the Good news book and these are read out in assembly. These are often but not exclusively work related.

## Appendix C: Model exclusion letters

### Model letter 1

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

Dear [Parent's Name]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [specify period]. This means that he/she will not be allowed in school for this period. The exclusion begins/began on [date] and ends on [date]. We expect (Child's name) to be back in school on (date) at (time)



(Child's name) has been excluded for this fixed period because (reason for exclusion).

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 that there is reasonable justification for this. We will take reasonable steps to set work for the duration of the exclusion.

You have the right to make written representations about this decision to the governing board. 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 governing board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Children's Services including the Early Help and the SEND services who may contact you to offer additional support.

Further information can be found at <http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer

(<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name] Headteacher

## Model letter 2

From head teacher notifying parent(s) of a pupil's fixed period exclusion of more than 5 school days or a fixed period exclusion which brings the total to more than 5 school days (up to and including 15 school days) in a term. Dear [Parent's name] I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [specify period]. This means that [Child's Name] will not be allowed in school for this period. The exclusion start date is [date] and the end date is [date]. We expect (Child's name) to be back in school on (date) at (time)

(Child's name) has been excluded for this fixed period because (reason for exclusion).

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days [or specify dates if exclusion is for fewer than 5 days] of this exclusion, that is on [specify dates]. I must advise you that you may receive a penalty notice from the local authority if your child 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 take reasonable steps to set work during the [first 5 or specify other number as appropriate] school days of his [or her] exclusion [specify the arrangements for this]. [if the individual exclusion is for more than 5 days] From the 6th school day of the pupil's exclusion [specify date] the school will provide suitable full-time education. Further arrangements will be communicated to you within the next three days.

You have the right to request a meeting of the school's discipline committee to whom you may make representations, and my decision to exclude can be reviewed. [As the period of this exclusion is more than 5 school days / As this exclusion means that your child has now been excluded for a period of more than 5 school days this term] the discipline committee must meet if you request it to do so. The latest date by which the discipline committee must meet, if you request a meeting, is [specify date — no later than the 50th school day after the date on which the discipline committee were notified of this exclusion]. If you do wish to make representations to the discipline committee, and wish to be accompanied by a friend or representative, please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. 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 may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300

330 5485 or at <http://www.childrenslegalcentre.com/> The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Childrens Services including the Early Help and the SEND services who may contact you to offer additional support. Further information can be found at:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer

(<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name] Head teacher

### Model letter 3

From head teacher notifying parent of a fixed period exclusion of more than 15 school days in total in one term. Dear [Parent's Name] I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [specify period]. This means that [Child's Name] will not be allowed in school for this period. The exclusion begins/began on [date] and ends on [date]. We expect [Name of Child] to be back in school on [date] at [time].

(Child's name) has been excluded for this fixed period because (reason for exclusion).

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

We will take reasonable steps to set work during the [first 5 or specify other number as appropriate] school days of his [or her] exclusion [specify the arrangements for this]. [if the individual exclusion is for more than 5 days] From the 6th school day of the pupil's exclusion [specify date] the school will provide

suitable full-time education. Further arrangements will be communicated to you within the next three days.

As the length of the exclusion is more than 15 school days or brings the total number of days excluded to more than 15 days in one term; the governing board must meet to consider the reinstatement of [child's name]. At the review meeting you may make representations to the governing board if you wish. The latest date on which the governing board can meet is [date here — no later than 15 school days from the date the governing board is notified]. If you wish to make representations to the governing board and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing board of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform [contact] if it would be helpful for you to have an interpreter present at the meeting. You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

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SEN and Disability - Local offer

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Yours sincerely

[Name] Head teacher

Model letter 4

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

Dear [Parent's Name]

I regret to inform you of my decision to permanently exclude [Child's Name] with effect from [date]. This means that [Child's Name] will not be allowed in this school unless he/she is reinstated by the discipline committee of the governing board. [Child's Name] has been excluded because [reasons for the exclusion — include any other relevant previous history].

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on [specify the precise dates] unless there is reasonable justification. You could receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show that there is reasonable justification. Alternative arrangements for [Child's Name]'s education to continue will be made. For the first five school days of the exclusion we will take reasonable steps to set work for [Child's Name]. From the sixth school day of the exclusion onwards — i.e. from [specify the date] the local authority will provide suitable full-time education and you will be notified of this within due course.

\*\*[Where pupil lives in a local authority other than the excluding school's local authority-REMOVE THIS PARAGRAPH IF PUPIL LIVES IN CENTRAL BEDFORDSHIRE] I have also today informed an officer at the local authority of your child's exclusion and they will be in touch with you about arrangements for [his/her] education from the sixth school day of exclusion. You can contact them at [give contact details]. As this is a permanent exclusion the governing board must meet to consider [child's name] reinstatement. At the review meeting you may make representations to the governing board if you wish and ask them to reinstate your child in school. The governing board have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline reinstatement. In which case you may refer their decision to an Independent Review Panel, which can ask the governing board to review its decision. The latest date by which the governing board must meet is [specify the date — the 15th school day after the date on which the governing board was notified of the exclusion]. If you wish to make representations to the governing board and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing board 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. You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300

6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The

Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

This information will be shared with other services within Central Bedfordshire Childrens Services including the Early Help and the SEND services who may contact you to offer additional support. Further information can be found at:

<http://www.centralbedfordshire.gov.uk/school/professionals/information-practitioners/early-help-offer.aspx>

SEN and Disability - Local offer  
(<http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>)

Yours sincerely

[Name] Head teacher

## Model Letter 5

From the governing board to notify a parent after its consideration of reinstatement. Where text is in red, please adjust to suit each individual situation and change to black for the final version of the letter.

Dear [Parent's name]

The meeting of the governing board at [school] on [date] considered the decision by [head teacher] to permanently exclude your son/daughter [name of pupil]. The governing board, after carefully considering the representations made and all the available evidence, has decided to decline to reinstate [name of pupil].

The reasons for the governing board decision are as follows: [give the reasons in as much detail as possible, to enable all parties to understand why the decision was made.]

You have the right to refer this decision to an Independent Review Panel. If you wish to do this, please notify the clerk to the Review Panel, and set out the reasons for your referral in writing. The address to send this to is: Clerk to the Independent Review Panel, Committee Services, Central Bedfordshire Council, Priory House, Chicksands, Shefford, Bedfordshire, SG17 5TQ by no later than [specify the latest date — the 15th school day after receipt of this letter]. If the clerk has not received your application by [repeat latest date], you will lose your right to have the decision reviewed.

Your case should set out details of the reasons why you consider the decision of the governing board should be reviewed and include information about any special educational needs (SEN) your son/daughter may have that you consider to be relevant to the exclusion.

Regardless of whether your son/daughter has recognised SEN, you have a right to ask the Local Authority, or the Academy Trust, to appoint an SEN expert to attend the review at no cost to yourselves. The role of the SEN expert is to provide impartial advice to the Panel on how SEN might be relevant to the exclusion, although that will not include making an assessment of any SEN your son/daughter may have. The kind of thing s/he will comment on will be whether the school's policies on SEN are legal, reasonable and procedurally fair, and the extent to which the application of these policies had any bearing on the exclusion. Please let the Clerk to the Independent Review Panel know at the time of notification if you would like a SEN expert to attend the review meeting.

An Independent Review Panel is a three-member panel comprising one serving, or recently retired (within the last five years), head teacher, one serving, or recently serving, experienced governor/management committee member and one lay member who will be the chairman. The Review Panel will rehear all the facts of the case — if you have fresh evidence to present to the Panel you may do so. The Panel must meet no later than the 15th school day after the date on which your request for review is lodged. In exceptional circumstances panels may adjourn the meeting to a later date.

The Panel can make one of three decisions:

- they may uphold the governing board's decision;
- they may recommend that the governing board reconsiders reinstatement; or
- they may quash the decision and direct that the governing board reconsiders reinstatement.

If you do intend to ask for a review, please advise if you have a disability or special needs which would affect your ability to attend the meeting. Also, please

inform the clerk to the Review Panel if it would be helpful for you to have an interpreter present.

In addition to the right to apply for an Independent Review Panel, you also have the right to make a claim to the First-tier tribunal if you believe that the exclusion has occurred as a result of disability discrimination. Under the Equality Act (2010) you can also make a claim for other forms of unlawful discrimination to the County Court. Any such claims should be made within 6 months of the exclusion. Guidance on making a claim of discrimination to the First-tier Tribunal (Special Educational Needs and Disability) or County Court can be found at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You may wish to contact the Inclusion Support Officer at Central Bedfordshire Council on 0300 300 6924 or 0300 300 6531, who can provide advice on the process. You may also find it useful to contact the Coram Children's Legal Centre which provides free legal advice and information to parents on education matters. The Centre can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 6pm Monday to Friday, except Bank Holidays, and 24th December to the 1st January. The Department for Education's statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion>

The arrangements currently being made for [Pupil's name] education will continue through the Local Authority.

Yours sincerely

[Name] Clerk to the Governing Board/Chair of the Discipline Committee