

Keir Hardie Primary School



Behaviour Management Policy

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| Reviewed: | Summer 2017 |
| Date of Next Review: | Spring 2018 |

Behaviour

Management Policy

This policy was reviewed by the co-ordinator

Print Name

Signature

Date

This policy was reviewed by the Head Teacher

Print Name

Signature

Date

This policy was reviewed and agreed by the Chair of Governors

Print Name

Signature

Date

BEHAVIOUR POLICY

Introduction

To encourage harmony and order in our diverse school community there needs to be a recognition of the responsibilities and rights of all those who form part of the school. This is encapsulated within the aims of this policy and also within our Inclusion Statement.

Our Aims

- To recognise and celebrate achievements of individual pupils in all aspects of school life.
- To involve school staff, parents, governors and other members of the community in the recognition of achievements (including their own!).
- To encourage the pursuit of excellence at all times.
- To encourage all members of the school community to respect and value the many and varied differences between each other.
- To engender an atmosphere within the school of co-operation, of kindness, care and courtesy towards others, and of respect for the property of others, including school resources.
- To establish a fair, open and consistent set of rules governing behaviour in the playground, in the classroom and around the school.
- To establish a fair and consistent system of consequences to be applied when rules are broken or when behaviour is of an unacceptable standard.
- To establish a system of rewards that recognises, rewards and celebrates good behaviour, effort and achievement.
- To establish a structure of common expectations throughout the school relating to all areas of the curriculum. This consistency will be achieved through curricular policies which are regularly reviewed and updated, and through the expectation of consistent and high standards of presentation of work.
- To make clear that bullying, racist, homophobic or sexist behaviour will not be tolerated and will be dealt with firmly.
- To involve parents in the maintenance of good standards of behaviour.
- To involve appropriate outside agencies in helping individual children to achieve good standards of work and behaviour.

Staff Roles and Responsibilities

- It is the responsibility of all staff to manage school behaviour and discipline and to emphasise good behaviour and achievement through our Rewards System.
- All staff are responsible for the spiritual, moral, social and cultural growth of our pupils.
- When children's behaviour or attitudes reflect inappropriate or unacceptable values, it is our responsibility to teach them what is acceptable and appropriate, although this must be done with great sensitivity, as there may be a conflict between the values taught at school and those at home.

- It is the responsibility of all staff to model appropriate behaviour in their relationships with adults and children in the school community.
- Opportunities exist throughout the National Curriculum, as well as through PHSE, Citizenship, RE and by adult role models to teach children to behave with care and respect towards other people and their property, to develop self-esteem and confidence, and to develop the ability to think independently and generate a personal set of values.

Parental Roles and Responsibilities

Good behaviour is essential to sound learning and so all parents are expected to support the provisions of the Behaviour Policy.

We expect parents to:

- Support the school's aims, policies and values and to be prepared to work in partnership with the school.
- Praise and encourage their child in all areas of school life showing tolerance and patience.
- Support their child with his/her homework
- Be responsible for setting a good example.
- Value all members of the school community.
- Support their child and the school by attending meetings and open evenings.
- Make sure their child is ready to learn each day by being punctual and ensuring they have adequate sleep and eat sensibly.
- Explain to their child what is expected in ways of behaviour, in attitude to learning and social interaction.
- Be prepared to trust the professionalism of the staff by sharing concerns and being open and honest.
- Keep the school informed about problems at home that affect the child.

Governing body Roles and Responsibilities

- It is the role of the governing body to ensure that the Behaviour Policy is being implemented.
- The governing body will receive regular reports from the head teacher on aspects of this policy. This information will inform the governors' monitoring and evaluation role and enable the governing body to evaluate the effectiveness of the various provisions of this policy.
- During visits to the school, governors can usefully observe how pupils behave around the school and in the playground and how they behave towards each other. Observations should be discussed with the head teacher.

What do we expect of the children?

We expect the children to:-

- Be prepared to do what they are asked/told by adults in the school.
- Follow the school rules (both in school and on educational visits).
- Be kind and friendly to one another.
- Be prepared to sort out differences without hurting others and to ask for adult intervention when necessary.
- Value each other's differences.
- To use their MAGIC habits at all times.

In the classroom we expect children to:

- Get on with their work responsibly and complete the work to the best of their ability
- Share and use materials sensibly, returning them to the appropriate place
- Let others get on with their work
- Listen to, and follow, instructions
- Raise hands to participate at appropriate times
- Help other children by not distracting them at carpet time

Around the school we expect children to:

- Walk quietly and sensibly
- Be safe on the stairs

In the playground we expect children to:

- Respect the right of other children to play without interference
- Resolve differences of opinion without resorting to aggression/physical violence
- Look after property of the school and other children
- Look after, play with and include as appropriate children who are alone.
- Play sensibly and not put others at risk by selfish actions.

At lunchtime we expect children will:

- Line up quickly and quietly when their class is called
- Think of others and not push to the front of the queue
- Listen carefully to the lunchtime supervisors
- Respect each other while eating
- Use the utensils appropriately

How do we encourage good behaviour?

The emphasis on behaviour management should always focus on seeking out and drawing attention to the behaviour which we wish to develop. This should be consistent and public praise of good behaviour in order to reward the person who is doing well and encourage others to emulate that behaviour. It is much better to give public, positive praise to one child than negative attention to another.

Behaviour styles

We recognise that people have different personalities and different learning styles. However, all members of the school community are expected to follow the school's Code of Conduct and to help and support each other to do this. We recognise that because of individual differences people will respond in different ways to a set of circumstances, and we will in turn respond to individuals in the most appropriate way to promote their learning and development.

We encourage good behaviour by:-

- Instilling and modelling for our pupils MAGIC Learning Habits (Motivation, Positive Attitudes, Gumption, Independence and good Communication Skills).
 - Praising and encouraging achievement and behaviour in all areas of school life.
 - Sharing and celebrating achievement with other members of the school community and parents.
 - Being polite and encouraging the children to do likewise.
 - Being aware of the example we set in our interaction within the school community.
 - Valuing the individual gifts and talents that every member of the school community has to offer.
 - We foster a quiet working atmosphere in the school.
 - Having high expectations with regard to behaviour, by making these clear to all members of the school community.
 - Having simple rules and expecting children to keep them.
 - Awarding privileges of stickers, certificates and MAGIC points.
 - Speaking to the children, not shouting and intimidating them.
 - We promote moral and social standards through our collective worship.
 - If the behaviour is unacceptable, we always make it clear to the child that it is the behaviour that we dislike and not the child.
 - Apply sanctions with regret but not anger.
 - Friday celebrations of MAGIC weekly awards.
 - Half termly celebrations of MAGIC behaviour.

MAGIC Points

MAGIC points are given out daily by the class teacher to children who have displayed their MAGIC habits throughout the day (Motivation, Positive Attitude, Gumption, Independence and Communication). Children can earn up to one MAGIC point per day. Every Friday, each class will award a MAGIC certificate to a pupil(s) with the most MAGIC points obtained during the week. At the end of the year children with the highest MAGIC points in their class get to go on a special MAGIC trip.

On a half termly basis we hold the Celebration of MAGIC. The Celebration of MAGIC is a session of games for students who have shown their MAGIC habits consistently throughout the term. Five children from each class are selected to take part. The children receive certificates and a txt home to their parents.

Friendship Friday

The school celebrates Friendship Friday on the last Friday of every Month. The whole school community wears Friendship T shirts and we have a focus

on friendship. We also have a special Friendship assembly to celebrate pupils and staff that have shown acts of kindness-‘Good Friends’.

How do we deal with inappropriate behaviour?

During lesson time:

- The adult gives the first verbal warning and records it on the Tracking Sheet
- Should the behaviour persist, the second warning is given and recorded (Time Out)
- Three verbal warnings and the child is sent to another class for ‘Time-Out’ for 10 minutes.
- Fourth warning the child receives a detention – the detention slip is written out and the child goes to the detention room at the start of lunch time – they must have their slips with them. These are recorded by the learning mentor who will contact home if detentions are persistent
- Children issued with frequent detentions should be raised in the next inclusion meeting and a meeting arranged to meet with a Learning Mentor.
- A fifth warning and the child attends Restart at 2:30pm – the child’s parent/carer is informed either by phone or after school (this should occur before 3:15pm)

At lunchtime:

- The midday supervisors will give a verbal warning to children behaving inappropriately.
- The midday supervisors will use ‘Time Out’ – 5 minutes alone to reflect on appropriate behaviour before being allowed to rejoin the playground.
- Where the midday is unable to resolve a dispute, the child is brought to the Behaviour Support Senior Learning Mentor or Senior member of staff.

Lunchtime Detention:

- Lunchtime detention will operate for half an hour from 12-12:30pm (Y1 to Y4) and from 12:30 to 1:00 (Y5&6) in the ADZ room or any other designated room.
- Children to be sent to the detention room with detention slips that indicate reason(s) why they have been in detention. The slips may specify the time the child can spend in detention.
 - Time for children to reflect on the actions, and or complete work set.

Children may be sent for a lunchtime detention if:

- A child has not followed instructions, hence not completing work set for their ability within a specified time and therefore needs to complete his/her work.
- A child does not bring their homework on 2 or more occasions
- A child has been disruptive towards the end of the lesson before lunch and needs to reflect on their behaviour.

- A child has not brought their PE kit for three sessions.

Restart

Restart is a reflective session that takes place at the end of the school day. Children are sent to restart if they have displayed aggressive or violent behaviour or if they have reached stage 4 on the tracking sheet. If a child attends restart then a phone call will be made to inform parents.

Adults must follow the Time Out systems at all other times.

Support Staff

- Support staff working with and supporting children with emotional and behavioural difficulties, discuss approaches and strategies with the Class teacher/SENCO and other Outreach teachers involved
- Staff follow the set procedure for each individual child, consistency being important when dealing with pupils with E.B.D

Playtime and Lunchtime

- Consistent supervision of all areas by adults on duty.
- Providing a safe, secure, stimulating play environment.
- Approachable and understanding adults to deal with problems.
- Adults diffuse difficult situations by displaying fairness, patience and consistency to everyone.
- Deal with inappropriate behaviour, discuss and enforce sanctions
- It is generally expected that adults on duty will deal with problems in the playground and not leave it to class teachers.
- Talk with children and help them understand consequences of their actions. The following sanctions may be used if it is felt a talk is not sufficient:
- Child to walk round the playground with the teacher/adult beside them. For major incidents e.g. a bad fight, no more than two children to be sent outside the Head's office and the incident dealt with immediately by a member of SLT.

New Children

Give parents an opportunity to meet the Head teacher and Deputy and discuss any related issues.

When welcoming new children, we:

- discuss expected behaviour
- appoint positive child role model to orientate new pupil
- Home-school agreement.

During Assembly

- Class teachers walk their classes to assembly and make sure they are seated.
- Class teachers to ensure their classes are quiet before assembly starts.
- Appropriate music is played when the children come into assembly and they are expected to listen to it quietly.
- Pupils who behave inappropriately are asked to stand up or move place.
- There are a teachers and prefects present during every assembly to monitor behaviour.
- Teacher leading the assembly to see children out from the assembly class by class in a quiet and orderly manner. Classes sitting quietly go out first.
- All adults in the assembly hall must have white boards and pens to record names of children showing poor behaviour.

Class Dojo

Class Dojo is an interactive behaviour management resource. It can be accessed online and used through interactive whiteboards. Children's names appear alongside icons on which adults are able to attribute 'positive' points for a variety of behaviours. These behaviours can be edited/ personalised to suit the needs of each class and teacher. Alongside the standard behaviours, Keir Hardie's MAGIC habits are included to help further embed the school's ethos and offer a direct reward to displaying a MAGIC habit.

Class Dojo will work alongside the School's existing behaviour and reward systems and not replace them.

Three 'positive points' on the Dojo will equate to one MAGIC point. As MAGIC points are given out daily it's recommended that the points on the Dojo are reset daily to make it easier to track who has achieved their three points. If at the end of the day you have a student who has two points on the Dojo but you feel is deserving of a magic point, then you are free to give them the additional Dojo points to make up the MAGIC point.

We will no longer be using the 'needs help' section of the Dojo so as to not take away any points the children have earned.

Where classes are split for numeracy and literacy, that year group can have a whole year Class Dojo which will allow for better transparency and consistency throughout the classes. Teachers will need to be aware that if they are using a whole year Dojo a sound will be made on their whiteboard if a child in another class is given a point. However there is an option to remove the sound if necessary.

All teachers have their Class Dojo's set up complete with their class lists. The website is www.classdojo.com the username is

ahmar.ferguson@keirhardie.newham.sch.uk If you have any questions about the Dojo and its features, send your queries to Mr Ferguson.

Systems for Dealing with Complaints

Parent/carers should follow the school's Complaints Procedure. See appendix.

How is this Policy implemented or put into Practice?

- At the beginning of each term, all pupils to be reminded about the school's behaviour expectations, Rewards and Consequences.
- Ensure all children know of the school behaviour systems (tracking sheet, Timeout, Detention and Restart)
- All staff to be consistent and follow the school system without surpassing stages. (See attached documents)
 - *Rules, Rewards and Consequences
 - *Tracking Sheets
 - *Detention slips
 - *Restart slips
- Induction of all new staff to the school behaviour system.

This policy has strong links with several other policies and should be read in conjunction with:

- The Learning and Teaching Policy
- The Anti-Bullying Policy
- The SEN/Inclusion Policy
- The Attendance Policy
- The Race Equality Policy
- Physical Restraint Policy

Exclusions

Occasionally it may be necessary to give a pupil an internal exclusion (complete their learning outside the class, supervised by an adult), a fixed term exclusion or, on rare occasions, a permanent exclusion. The school will follow the LA exclusion guidelines. The LA has guidelines not only on how to ensure exclusions are carried out properly and within the law, but also advice on the range of strategies and support that should have been in place for an individual pupil to prevent an exclusion becoming necessary. The Head Teacher, the SENCo, the class teacher, the parent and any other relevant people will all have been involved in the drawing up of a behaviour support plan before a pupil is excluded.

A pupil may be excluded if there is evidence of the following:

- Persistent offensive or violent behaviour towards pupils or staff
- Constant disruptive behaviour, defiance or persistent refusal to cooperate

- Repeated damage to school property or a serious incident of vandalism
- Continually not following the school rules and the intervention strategies put in place to support their behaviour.
- Bringing illegal drugs or weapons (gun, knives) into school
- Use of alcohol, tobacco or solvents in school
- Serious incidents out of school (vandalism, violent behaviour or persistent offensive behaviour) that could bring the school's reputation into disrepute.

The Chair of Governors is informed whenever there is exclusion and the LA is immediately informed of a fixed term exclusion of 5 days or more or a permanent exclusion, as alternative educational provision must be made. There is a governors' Discipline Panel who are convened to make decisions about individual exclusions. The LA guidance sets out what information parents must be given about their child's exclusion. While on exclusion, the school has to set and mark work for the child.

When a child returns from exclusion, the Head Teacher, DHTs and the Inclusion Manager will arrange a reintegration meeting with the parent and child to plan support for the child's return to class. This also applies to a child permanently excluded from another school and joining Keir Hardie. These meetings may also involve specialist support agencies.

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|----------------------------|
| Date acknowledgement sent: |
| By who: |
| Complaint referred to: |
| Date: |

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.**

Dear [Parents/Carers Name],

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [Specify Period – Number of Days]. This means that [he/she] will not be allowed in school for this period. The exclusion [begins/began] on [Day and Date] and ends on [Day and Date], which means [Child's Name] must return to school on [Day/Date/Time] unless you are advised of any change.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [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 otherwise you may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so. We will set work for [Child's Name] to be completed on the days of this exclusion at home. Please ensure that work set by the school is completed and returned to us promptly for marking at the reintegration meeting.

***Optional - include or delete as required.**

For pupils where alternative provision is being provided - if alternative provision is being arranged during the exclusion use the paragraph below otherwise delete as required. This is not statutory however there are obvious benefits in arranging alternative provision during the exclusion. If the child has a Statement of SEN/EHCP or is Looked After, it is considered good practice to arrange alternative provision from the first school day following the exclusion.

*From the [Day and Date] until the expiry of [his/her] exclusion we will provide suitable full-time education at [Name of Alternative Provision and Full Address]. On [Day and Date] [he/she] should attend [Name of Alternative Provision] each day from [Specify the Start and Finish Times]. On the first day [Child's Name] should report to [Staff Member's Full Name] at [Time]. **[If not known initially state that the educational arrangements will be notified shortly by a further letter]**

You have the right to make representations (this means state your case) about this decision to the governing body. If you wish to make representations and be accompanied by a friend or representative, please contact [Name of Contact] at [Contact Details – Address, Phone Number and Email] as soon as possible. The governing body must consider any representations made by you but it cannot direct reinstatement and is not required to arrange a meeting with you. 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 [Name of Contact] if it would be helpful for you to have an interpreter present at the meeting. Any representation made by you the governing body will place their findings on your child's educational record. **[Normally your contact would either be the Chair of Governors, Clerk of Governors or staff member responsible for exclusion administration]**

You should also be aware that if you think the exclusion occurred as a result of discrimination you can make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). In the case of other forms of discrimination you can make a claim to the County Court. A link to guidance on making a claim of discrimination to the First-tier Tribunal is <http://www.justice.gov.uk/tribunals/send/appeals>.

You and [Child's Name] are requested to attend a reintegration meeting with me **[Alternatively, specify the name of another staff member]** at [Place] on [Day and Date] at [Time]. The purpose of the reintegration meeting is to discuss the best way to manage [Child's Name]'s return to school. Failure to attend this reintegration meeting will be a factor taken into account by a magistrates' court for non-

attendance and if, on future application, they consider whether to impose a parenting order on you.

If you wish to receive advice, you can contact Peter Sullivan from the Newham Local Authority by ringing 02033736910 or Pete.Sullivan@newham.gov.uk. In addition you may also find it useful of free and impartial information such as:

- A link to the statutory guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' at www.education.gov.uk.
- Newham Parent Partnership ring 0203 373 2869 or 0203 373 2871.
- A link to the Coram Children's Legal Centre www.childlawadvice.org.uk or ring 0300 330 5485.

Yours sincerely,

[Full Name] Head teacher

Model Letter 2

From head teacher notifying parent of a fixed period exclusion of more than 5 school days (up to and including 15 school days) in one term, and where a public examination is not missed.

Dear [Parents/Carers Name],

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [Specify Period – Number of Days]. This means that [he/she] will not be allowed in school for this period. The exclusion [begins/began] on [Day and Date] and ends on [Day and Date], which means [Child's Name] must return to school on [Day/Date/Time] unless you are advised of any change.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [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 otherwise you may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so. We will set work for [Child's Name] to be completed during the first five school days of this exclusion at home. Please ensure that work set by the school is completed and returned to us promptly for marking at the reintegration meeting.

Alternative provision must be provided no later than the sixth day of the exclusion by the school. If the child has a Statement of SEN/EHCP or is Looked After, it is considered good practice to arrange alternative provision from the first school day following the exclusion.

From the [Day and Date] until the expiry of [his/her] exclusion we will provide suitable full-time education at [Name of Alternative Provision and Full Address]. On [Day and Date] [he/she] should attend [Name of Alternative Provision] each day from [Specify the Start and Finish Times]. On the first day [Child's Name] should report to [Staff Member's Full Name] at [Time]. **[If not known initially state that the educational arrangements will be notified shortly by a further letter]**

You have the right to make representations (this means state your case) about this decision to the governing body. As the period of this exclusion is more than 5 school days in a term the governing body must meet if you request it to do so. The latest date by which the governing body must meet is [Specify Date – no later than the 50th school day from the first date of the exclusion]. If you do wish to make representations to the governing body, and be accompanied by a friend or representative, please contact [Name of Contact] at [Contact Details – Address, Phone Number, and 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 [Name of Contact] if it would be helpful for you to have an interpreter present at the meeting. Any representation made by you the governing body will place their findings on your child's educational record.

[Normally your contact would either be the Chair of Governors, Clerk of Governors or staff member responsible for exclusion administration]

You should also be aware that if you think the exclusion occurred as a result of discrimination you can make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). In the case of other forms of discrimination you can make a claim to the County Court. A link to guidance on making a claim of discrimination to the First-tier Tribunal is <http://www.justice.gov.uk/tribunals/send/appeals>.

You and [Child's Name] are requested to attend a reintegration meeting with me **[Alternatively, specify the name of another staff member]** at [Place] on [Day and Date] at [Time]. The purpose of the reintegration meeting is to discuss the best way to manage [Child's Name]'s return to school. Failure to attend this reintegration meeting will be a factor taken into account by a magistrates' court for non-attendance and if, on future application, they consider whether to impose a parenting order on you.

If you wish to receive advice, you can contact Peter Sullivan from the Newham Local Authority by ringing 02033736910 or Pete.Sullivan@newham.gov.uk. In addition you may also find it useful of free and impartial information such as:

- A link to the statutory guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' at www.education.gov.uk.
- Newham Parent Partnership ring 0203 373 2869 or 0203 373 2871.
- A link to the Coram Children's Legal Centre www.childlawadvice.org.uk or ring 0300 330 5485.

Yours sincerely,

[Full Name] Head teacher

Model Letter 3

From head teacher notifying parent of a fixed period exclusion of more than 15 school days in one term, and where a public examination is not missed.

Dear [Parents/Carers Name],

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [Specify Period – Number of Days]. This means that [he/she] will not be allowed in school for this period. The exclusion [begins/began] on [Day and Date] and ends on [Day and Date], which means [Child's Name] must return to school on [Day/Date/Time] unless you are advised of any change.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [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 otherwise you may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so. We will set work for [Child's Name] to be completed during the first five school days of this exclusion at home. Please ensure that work set by the school is completed and returned to us promptly for marking at the reintegration meeting.

Alternative provision must be provided no later than the sixth day of the exclusion by the school. If the child has a Statement of SEN/EHCP or is Looked After, it is considered good practice to arrange alternative provision from the first school day following the exclusion.

From the [Day and Date] until the expiry of [his/her] exclusion we will provide suitable full-time education at [Name of Alternative Provision and Full Address]. On [Day and Date] [he/she] should attend [Name of Alternative Provision] each day from [Specify the Start and Finish Times]. On the first day [Child's Name] should report to [Staff Member's Full Name] at [Time]. **[If not known initially state that the educational arrangements will be notified shortly by a further letter]**

As the length of the exclusion is more than 15 school days in one term the governing body must meet to consider the exclusion. The latest date on which the governing body can meet is [Specify Date – no later than 15 school days from the first date of the exclusion]. If you wish to make representations (this means state your case) to the governing body, and be accompanied by a friend or representative please contact [Name of Contact] at [Contact Details – Address, Phone Number and Email] as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. If you choose not to meet the governing body the exclusion(s) will be reviewed in your absence. 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 [Name of Contact] if it would be helpful for you to have an interpreter present at the meeting. Whether you choose to make representation or not the governing body will place their findings on your child's educational record. **[Normally your contact would either be the Chair of Governors, Clerk of Governors or staff member responsible for exclusion administration]**

You should also be aware that if you think the exclusion occurred as a result of discrimination you can make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). In the case of other forms of discrimination you can make a claim to the County Court. A link to guidance on making a claim of discrimination to the First-tier Tribunal is <http://www.justice.gov.uk/tribunals/send/appeals>.

You and [Child's Name] are requested to attend a reintegration meeting with me **[Alternatively, specify the name of another staff member]** at [Place] on [Day and Date] at [Time]. The purpose of the reintegration meeting is to discuss the best way to manage [Child's Name]'s return to school. Failure to attend this reintegration meeting will be a factor taken into account by a magistrates' court for non-

attendance and if, on future application, they consider whether to impose a parenting order on you.

If you wish to receive advice, you can contact Peter Sullivan from the Newham Local Authority by ringing 02033736910 or Pete.Sullivan@newham.gov.uk. In addition you may also find it useful of free and impartial information such as:

- A link to the statutory guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' at www.education.gov.uk.
- Newham Parent Partnership ring 0203 373 2869 or 0203 373 2871.
- A link to the Coram Children's Legal Centre www.childlawadvice.org.uk or ring 0300 330 5485.

Yours sincerely,

[Full Name] Head teacher

Model Letter 4

From the head teacher notifying parent of a permanent exclusion, and where a public examination is not missed.

Dear [Parents/Carers Name],

I regret to inform you of my decision to permanently exclude [Child's Name] with effect from [Day and Date]. This means that [Child's Name] will not be allowed in this school unless [he/she] is reinstated by the governing body.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded because [Reason for the Exclusion].

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion otherwise you may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so. We will set work for [Child's Name] to be completed during the first five school days of this exclusion at home.

Alternative provision must be provided no later than the sixth day of the exclusion by the Local Authority (pupil's home authority). If the child has a Statement of SEN/EHCP or is Looked After, it is considered good practice to arrange alternative provision from the first school day following the exclusion.

From the sixth school day of the exclusion onwards e.g. [Day and Date] the [give the name of the pupil's home authority] will provide suitable full-time education. They will send a separate letter to you explaining the educational arrangements.

As this is a permanent exclusion the governing body must meet to consider it. At the meeting you may make representations (this means state your case) to the governing body if you wish for [Child's Name] to be reinstated. The governing body have the power to reinstate your child immediately or on a particular date or alternatively, they have the power to uphold the exclusion in which case you may lodge an application for a review to an Independent Panel. The latest date by which the governing body must meet is [Specify Date — no later than 15 school days from the first date of the exclusion]. If you wish to make representations to the governing body and be accompanied by a friend or representative please contact [Name of Contact] at [Contact Details — Address, Phone Number and Email] as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. If you choose not to meet the governing body the permanent exclusion will be reviewed in your absence. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [Name of Contact] if it would be helpful for you to have an interpreter present at the meeting. Whether you choose to make representation or not the governing body will place their findings on your child's educational record. **[Normally your contact would either be the Chair of Governors, Clerk of Governors or staff member responsible for exclusion administration]**

You should also be aware that if you think the exclusion occurred as a result of discrimination you can make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability). In the case of other forms of discrimination you can make a claim to the County Court. A link to guidance on making a claim of discrimination to the First-tier Tribunal is <http://www.justice.gov.uk/tribunals/send/appeals>.

If you wish to receive advice, you can contact Peter Sullivan from the Newham Local Authority by ringing 02033736910 or Pete.Sullivan@newham.gov.uk. In addition you may also find it useful of free and impartial information such as:

- A link to the statutory guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England' at www.education.gov.uk.

- Newham Parent Partnership ring 0203 373 2869 or 0203 373 2871.
- A link to the Coram Children's Legal Centre www.childlawadvice.org.uk or ring 0300 330 5485.

Yours sincerely,

[Full Name] Head teacher

London Borough of Newham

FIXED TERM EXCLUSION OF A PUPIL – MORE THAN 15 SCHOOL DAYS IN ONE TERM REPORTING FORM

- This form must be fully completed and signed by the head teacher or teacher in charge. A copy of the letter(s) sent to the parents/carers about the fixed term exclusion of the pupil must be signed by the head teacher or teacher in charge and sent with the form as well. Additional paperwork can also be provided with the form in relation to the fixed term exclusion.
- Please provide every detail as requested on this form. If a request has no relation to the fixed term exclusion, please state ***'non-applicable'*** or ***'no'***.
- Once the form is fully completed, please upload the document on the USO secure site to ***Patrick Grant (username pgrant2.316)*** on the day of the fixed term or no later than one school day after that date. ***Please do not send by email or fax as this will breach data protection.***
- Only use this form if the fixed term exclusion is for more than 15 school days in one term or if the pupil has collated more than 15 school days in one term.
- For shorter fixed term exclusions just record the exclusion on School Information Management System (SIMS) and place a copy of the fixed term exclusion letter sent to the parents/carers in the pupil's school file.
- The school's Governing Body must convene a meeting between the 6th and the 15th school day after the date of receipt of notice to consider the exclusion.

Please ensure that all sections have been fully completed, checked and the form has been signed before sending.

Section 1 - Pupil Details

| | |
|-------------------------------|------------------|
| • First Name : | • Date of Birth: |
| • Last Name: | • Gender: |
| • Full Address and Post Code: | |
| | |
| • Home Telephone Number: | |
| • Mobile Telephone Number: | |
| • Daytime Telephone Number: | |
| • Current School: | • Year Group: |
| • Previous Schools: | |

| | |
|---|----------|
| • Name of Parents/Carers: | |
| • Relationship to Pupil e.g. mother, father etc: | |
| • Ethnic Background: | |
| • Home Religion: | |
| • Home Language: | |
| • Date on Roll: | |
| • Attendance Up Date: | |
| • Unique Pupil Number (UPN): | |
| • Has the pupil been referred to Children's Triage? | YES / NO |
| • Has the pupil been referred to Multi-Agency Risk and Vulnerability Panel? | YES / NO |
| • Is the pupil in the care of the Local Authority (pupil in public care)? | YES / NO |
| <i>If yes, please name the Local Authority and allocated Social Worker:</i> | |
| • Does the pupil have a long term medical condition? | YES / NO |
| <i>If yes, please state the condition:</i> | |
| • Is the pupil currently eligible for Free School Meals? | YES / NO |
| • Is the pupil from a Gypsy, Roma, Traveller, Refugee or Asylum Seeker Family? | YES / NO |
| • Is the pupil on a Pastoral Support Plan (PSP)? | YES / NO |
| <i>If yes, date it was issued:</i> | |
| • Has the pupil got a Statement of SEN? | YES / NO |
| • Is the pupil on the SEN Code of Practice? | YES / NO |
| <i>If yes, please give stage and reason:</i> | |
| • Does the pupil have a physical disability? | YES / NO |
| <i>If yes, please provide basic details:</i> | |
| • Are other agencies involved with the pupil/family? | YES / NO |
| <i>If yes, please list the agencies and name of contacts e.g. Social Services, Youth Offending Team, Behaviour Support etc:</i> | |

Education Attainment

| <u>Results of Assessments</u> | <u>English</u> | <u>Maths</u> | <u>Science</u> |
|---|----------------|--------------|----------------|
| KS1 Test Results | | | |
| KS2 Test Results | | | |
| KS3 Test Results | | | |
| Current NC Levels/Predicted GCSE Grades | | | |

Teacher Assessments

| <u>Strengths Core & Non Core Subjects</u> | <u>Weaknesses Core & Non Core Subjects</u> |
|---|--|
| | |

Pupil Information Key Stage 4

| Key Stage 4 Programme | | | | | |
|-----------------------------------|---|--|------------------------|-----------------------------|---|
| <u>Subjects</u> | <u>Examination Boards Specifications/Levels</u> | <u>Current Levels</u> | <u>Predicted Grade</u> | <u>Coursework Completed</u> | <u>Coursework Outstanding</u> |
| | | | | | |
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| <u>Name of Diploma Course:</u> | | <u>Centres attended & contact details:</u> | | | <u>Can pupil continue on course?</u> <u>Yes/No</u> |
| <u>Other Vocational Courses:</u> | | <u>Centres attended & contact details:</u> | | | <u>Can pupil continue on course?</u> <u>Yes/No</u> |
| <u>Post 16 Progression Route:</u> | | | | | |

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Section 2 - Details of the Fixed Term Exclusion

| | |
|--|----------|
| • Day and date of the fixed term exclusion: | |
| • How many days: | |
| • Day and date parent was notified: | |
| • Day and date of official letter to parent: | |
| • Copy attached? | YES / NO |
| <i>If no, why is the letter not available?</i> | |
| • Day and date Local Authority was notified: | |

Main Reason for Fixed Term Exclusion (please tick one box only)

| <u>Category</u> | <u>SIMS Code</u> | <u>Please tick</u> |
|---|------------------|--------------------|
| Physical assault against a Pupil | PP | |
| Physical assault against an Adult | PA | |
| Verbal abuse / threatening behaviour against a Pupil | VP | |
| Verbal abuse / threatening behaviour against an Adult | VA | |
| Bullying | BU | |
| Racial Abuse | RA | |
| Sexual Misconduct | SM | |
| Drug and Alcohol Related | DA | |
| Damage | DM | |
| Theft | TH | |
| Persistent Disruptive Behaviour | DB | |
| Other | OTH | |

In School Additional Support (please tick the appropriate boxes)

| <u>Type of Support</u> | <u>Number of lessons</u> | <u>In Class</u> | <u>1:1</u> | <u>Withdrawal</u> | <u>Small Groups</u> |
|----------------------------|--------------------------|-----------------|------------|-------------------|---------------------|
| <u>Learning Support</u> | | | | | |
| <u>Behaviour Support</u> | | | | | |
| <u>Mentoring</u> | | | | | |
| <u>Literacy Group</u> | | | | | |
| <u>Social Skills Group</u> | | | | | |
| <u>Anger Management</u> | | | | | |
| <u>Circle of Friends</u> | | | | | |

| | | | | | |
|--------------|--|--|--|--|--|
| <u>Other</u> | | | | | |
|--------------|--|--|--|--|--|

Key Issues Relevant for Risk Assessment for New Educational Provision

| | |
|---|----------|
| <ul style="list-style-type: none"> Is this a one off incident? | YES / NO |
| <p>If no, please provide the dates and main reasons of previous incidents to be considered:</p> | |
| <ul style="list-style-type: none"> Does the pupil already have a permanent exclusion record? | YES / NO |
| <p><i>If yes, please provide the date, name of excluding school and main reason for the fixed term exclusion:</i></p> | |
| <ul style="list-style-type: none"> If the reason for the fixed term exclusion was the use of an illegal drug, what drug was involved? | |
| <ul style="list-style-type: none"> If the reason for the fixed term exclusion was the use of an offensive/ illegal weapon, what weapon was used? | |
| <ul style="list-style-type: none"> If the reason for fixed term exclusion was a criminal offence, was the incident reported to the police? <i>If so when, by whom, incident number and what was the outcome e.g. arrested, verbal warning, no investigation etc.</i> | YES / NO |
| <ul style="list-style-type: none"> If the reason for the fixed term exclusion was for bullying, unacceptable sexual behaviour, violent conduct or racial activity, please state when the first allegation of such behaviour was made against this pupil and the number of incidents since that date: | |
| <ul style="list-style-type: none"> If more than one pupil is being excluded for the same offence could they be educated together or do they need to be separated? | |

| |
|--|
| <ul style="list-style-type: none"> Please provide any other information that may clarify the fixed term exclusion whether there are gang post code issues, inappropriate sexualised behaviour, known to the police for criminal behaviour: |
| <ul style="list-style-type: none"> Please explain the reasons for the fixed term exclusion in further detail as part of risk assessment: |
| <ul style="list-style-type: none"> Have other alternatives to exclusion been used before for the pupil in response to a serious breach of your school's behaviour policy such restorative justice, mediation, detentions, behaviour report etc? |
| <ul style="list-style-type: none"> How many internal exclusions has the pupil received since starting your school? (Just the total number) |
| <ul style="list-style-type: none"> How many fixed term exclusions has the pupil received since starting your school? (Just the total number) |

Additional Information to be included in Reporting Form
(please indicate if included)

| <i>Documents</i> | <i>Tick</i> |
|------------------------------------|--------------------|
| Education Psychologist Report (EP) | |
| Last School Report | |
| Details of Code of Practice (SEN) | |
| Attendance (Last Two Terms) | |
| Pastoral Support Plan (PSP) | |
| Individual Education Plan (IEP) | |
| Behaviour Log Sheet | |
| Other | |

Section 3 - Signature

Form completed by:

Full Name:

Position with School:

Signature:

Date:

Head Teacher or Teacher in Charge Name:

Position with School:

Signature:

Date:

London Borough of Newham

PERMANENT EXCLUSION OF A PUPIL REPORTING FORM

- This form must be fully completed and signed by the head teacher or teacher in charge. A copy of the letter(s) sent to the parents/carers about the permanent exclusion of the pupil must be signed by the head teacher or teacher in charge and sent with the form as well. Additional paperwork can also be provided with the form in relation to the permanent exclusion.
- Please provide every detail as requested on this form. If a request has no relation to the permanent exclusion, please state '**non-applicable**' or '**no**'.
- Once the form is fully completed, please upload the document on the USO secure site to **Patrick Grant (username pgrant2.316)** on the day of the permanent exclusion or no later than one school day after that date. **Please do not send by email or fax as this will breach data protection.**

Please ensure that all sections have been fully completed, checked and the form has been signed before sending.

Section 1 - Pupil Details

| | |
|--|------------------|
| • First Name : | • Date of Birth: |
| • Last Name: | • Gender: |
| • Full Address and Post Code: | |
| | |
| • Current School: | • Year Group: |
| • Previous Schools: | |
| • Name of Parents/Carers: | |
| • Relationship to Pupil e.g. mother, father etc: | |
| • Home Telephone Number: | |
| • Mobile Telephone Number: | |
| • Daytime Telephone Number: | |
| • Ethnic Background: | |
| • Home Religion: | |
| • Family Home Language: | |
| • Date on Roll: | |
| • Unique Pupil Number (UPN): | |
| • Attendance Up Date: | |
| • Has the pupil been referred to Children's Triage? | YES / NO |
| • Has the pupil been referred to Multi-Agency Risk and Vulnerability Panel? | YES / NO |
| • Is the pupil in the care of the Local Authority (pupil in public care)? | YES / NO |
| <i>If yes, please name the Local Authority and allocated Social Worker:</i> | |
| • Does the pupil have a long term medical condition? | YES / NO |
| <i>If yes, please state the condition:</i> | |
| • Is the pupil currently eligible for Free School Meals? | YES / NO |
| • Is the pupil from a Gypsy, Roma, Traveller, Refugee or Asylum Seeker Family? | YES / NO |
| • Is the pupil on a Pastoral Support Plan (PSP)? | YES / NO |
| <i>If yes, date it was issued:</i> | |
| • Has the pupil got a Statement of SEN? | YES / NO |

| | |
|---|----------|
| • Is the pupil on the SEN Code of Practice? | YES / NO |
| <i>If yes, please give stage and reason:</i> | |
| • Does the pupil have a physical disability? | YES / NO |
| <i>If yes, please provide basic details:</i> | |
| • Are other agencies involved with the pupil/family? | YES / NO |
| <i>If yes, please list the agencies and name of contacts e.g. Social Services, Youth Offending Team, Behaviour Support etc:</i> | |

Education Attainment

| <u>Results of Assessments</u> | <u>English</u> | <u>Maths</u> | <u>Science</u> |
|---|----------------|--------------|----------------|
| KS1 Test Results | | | |
| KS2 Test Results | | | |
| KS3 Test Results | | | |
| Current NC Levels/Predicted GCSE Grades | | | |

Teacher Assessments

| <u>Strengths Core & Non Core Subjects</u> | <u>Weaknesses Core & Non Core Subjects</u> |
|---|--|
| | |

Pupil Information Key Stage 4

| <u>Subjects</u> | <u>Examination Boards Specifications/Levels</u> | <u>Current Levels</u> | <u>Predicted Grade</u> | <u>Coursework Completed</u> | <u>Coursework Outstanding</u> |
|--|---|---|------------------------|-----------------------------|---|
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| <u>Name of Diploma Course:</u> | | <u>Centres attended & contact details:</u> | | | <u>Can pupil continue on course?</u> <u>Yes/No</u> |
| <u>Other Vocational Courses:</u> | | <u>Centres attended & contact details:</u> | | | <u>Can pupil continue on course?</u> <u>Yes/No</u> |
| <u>Post 16 Progression Route:</u> | | | | | |

Section 2 - Details of the Permanent Exclusion

| | |
|--|----------|
| • Day and date of permanent exclusion: | |
| • Day and date parent was notified: | |
| • Day and date of official letter to parent: | |
| • Copy attached? | YES / NO |
| <i>If no, why is the letter not available?</i> | |
| • Day and date Local Authority was notified: | |

Main Reason for Permanent Exclusion (please tick one box only)

| <u>Category</u> | <u>SIMS Code</u> | <u>Please tick</u> |
|---|-------------------------|---------------------------|
| Physical assault against a Pupil | PP | |
| Physical assault against an Adult | PA | |
| Verbal abuse / threatening behaviour against a Pupil | VP | |
| Verbal abuse / threatening behaviour against an Adult | VA | |
| Bullying | BU | |
| Racial Abuse | RA | |
| Sexual Misconduct | SM | |
| Drug and Alcohol Related | DA | |
| Damage | DM | |
| Theft | TH | |
| Persistent Disruptive Behaviour | DB | |
| Other | OTH | |

In School Additional Support (please tick the appropriate boxes)

| <u>Type of Support</u> | <u>Number of lessons</u> | <u>In Class</u> | <u>1:1</u> | <u>Withdrawal</u> | <u>Small Groups</u> |
|-----------------------------------|---------------------------------|------------------------|-------------------|--------------------------|----------------------------|
| <u>Learning Support</u> | | | | | |
| <u>Behaviour Support</u> | | | | | |
| <u>Mentoring</u> | | | | | |
| <u>Literacy Group</u> | | | | | |
| <u>Social Skills Group</u> | | | | | |
| <u>Anger Management</u> | | | | | |
| <u>Circle of Friends</u> | | | | | |
| <u>Other</u> | | | | | |

Key Issues Relevant for Risk Assessment for New Educational Provision

| | |
|--|----------|
| <ul style="list-style-type: none"> Is this a one off incident? | YES / NO |
| <i>If no, please provide the dates and main reasons of previous incidents to be considered:</i> | |
| <ul style="list-style-type: none"> Does the pupil already have a permanent exclusion record? | YES / NO |
| <i>If yes, please provide the date, name of excluding school and main reason for the permanent exclusion:</i> | |
| <ul style="list-style-type: none"> Was the pupil considered for a managed move before the permanent exclusion? | YES / NO |
| <i>Please explain reasons:</i> | |
| <ul style="list-style-type: none"> If the reason for permanent exclusion was the use of an illegal drug, what drug was involved? | |
| <ul style="list-style-type: none"> If the reason for permanent exclusion was the use of an offensive/illegal weapon, what weapon was used? | |
| <ul style="list-style-type: none"> Would the head teacher or teacher in charge recommend an immediate fresh start in a new school without interim placement in a Pupil Referral Unit/short stay school? | YES / NO |
| <i>Please explain reasons why:</i> | |
| <ul style="list-style-type: none"> If the reason for permanent exclusion was a criminal offence, was the incident reported to the police? <i>If so when, by whom, incident number and what was the outcome e.g. arrested, verbal warning, no investigation etc.</i> | YES / NO |
| <ul style="list-style-type: none"> If the reason for permanent exclusion was for bullying, unacceptable sexual behaviour, violent conduct or racial activity, please state when the first allegation of such behaviour was made against this pupil and the number of incidents since that date: | |

- | |
|--|
| <ul style="list-style-type: none">• If more than one pupil is being excluded for the same offence could they be educated together or do they need to be separated? |
| <ul style="list-style-type: none">• Please provide any other information that may clarify the permanent exclusion or aid the panel in suggesting appropriate provision e.g. gang post code issues, inappropriate sexualised behaviour, known to the police for criminal behaviour etc: |
| <ul style="list-style-type: none">• Please explain the reasons for the permanent exclusion in further detail as part of risk assessment: |
| <ul style="list-style-type: none">• Have other alternatives to exclusion been used before for the pupil in response to a serious breach of your school's behaviour policy such restorative justice, mediation, detentions, behaviour report etc? |
| <ul style="list-style-type: none">• How many internal exclusions has the pupil received since starting your school? (Just the total number) |
| <ul style="list-style-type: none">• How many fixed term exclusions has the pupil received since starting your school? (Just the total number) |

**Additional Information to be included in Reporting Form
(please indicate if included)**

| <u>Documents</u> | <u>Tick</u> |
|------------------------------------|--------------------|
| Education Psychologist Report (EP) | |
| Last School Report | |
| Details of Code of Practice (SEN) | |
| Attendance (Last Two Terms) | |
| Pastoral Support Plan (PSP) | |
| Individual Education Plan (IEP) | |
| Behaviour Log Sheet | |
| Other | |

Section 3 – Parental Preference and Signature

School will need to contact the parents/carers to find out their preferred choices.

| <u>School Preferences</u> | <u>First name, surname and date of birth of any sibling already attending the school</u> | <u>Reasons for Preferences *</u> <u>(Optional)</u> |
|--|---|---|
| <u>(If the school is not in Newham please tell us the name of the borough it is in – please remember we strongly recommend that you name the local Newham School)</u> | | |
| <u>Preference 1</u> | | |
| <u>Borough -</u> | | |
| <u>Preference 2</u> | | |
| <u>Borough -</u> | | |

* Parents may wish to use the column on the right, **only** if they wish to give reasons for the preference for any school, they do not have to supply a reason but we would recommend they do so. These might include religious, philosophical or any other reasons. Even though every effort will be made to take the reasons into account when making our decision, in the first instance we are legally required to offer all school places in accordance with our admission arrangements and exclusion protocol.

Form completed by:

Full Name:

Position with School:

Signature:

Date:

Head Teacher or Teacher in Charge Name:

Position with School:

Signature:

Date: