



Earsham CE VA Primary School

*We aim to provide a happy, purposeful, Christian environment, in which each child feels secure and develops self-confidence, enabling them to flourish and reach their full potential.
Children's learning journeys are enhanced by working together with the wider community.*

Behaviour and Exclusion Policy

Date Agreed: SPC

2/11/17

Amendment made to update
Norfolk Step up training all staff
01/02/18 & 08/02/18

Date to be Reviewed:

Autumn 2018

Introduction

At Earsham we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self-esteem and work with parents to ensure children grow up with a positive sense of self-worth, aware of their rights and responsibilities in a community.

General Principles

1. Everyone working in or visiting the school premises is expected to behave in a respectful manner towards others and take care of the contents and fabric of the building.
2. Both adults and children have the right to be addressed by their given name at all times.
3. Both adults and children have the right to be treated with respect at all times. There is an expectation of co-operation, fairness and honesty which clearly demonstrates respect and provides a sound basis for the growth of self-esteem.
4. Misbehaviour is taken as a sign of emotional, social, medical or academic difficulties and every effort is made to listen, talk through and resolve problems.
5. Through establishing a clear set of guidelines children know how to behave well, are supported in achieving this successfully, and develop a positive self-image. They develop strong attitudes that equip them to become kind, responsible, hardworking citizens.
6. The School expects pupils to behave well out of School, a pupil's behaviour should be orderly and respectful of the people and environment around them. Schools do not expect behaviour that would pose a threat to another pupil or member of the public or that could adversely affect the reputation of the school. The School will investigate instances of poor behaviour out of School and may impose a sanction, which could include a permanent exclusion.

Method

1. At the beginning of each academic year children are introduced to the 3 school rules:
 1. Be kind
 2. Be careful
 3. Work hard

The importance and relevance of these rules in various situations is discussed and children are taught to understand that these rules form the expected code of conduct in school and are principles that will help them achieve success wherever they are.

2. The Home-School agreement is read and signed by pupil, parents and teacher when a pupil starts school. A reminder relating to the agreement is sent out again in the autumn term.
3. All positive behaviour is encouraged and rewarded. For outstanding examples of achievement in academic or social areas "merit awards" are presented in the half termly assembly for parents in church or the school hall. A record of merits awarded is kept to ensure that every child receives an award for something during the year. This public recognition of success is important for all children to experience.
4. Liaison between parents and teachers is valued and parents are welcomed into school in order to build good home/school relationships. Parents are kept closely informed about their child's progress and are expected to fully support the school's behaviour policy. A collaborative approach to a child's behaviour difficulties is always sought.
5. Adults are expected to set a good example to children by showing courtesy towards each other and towards children.

6. Children are expected to wear school uniform, encouraging a sense of unity and pride in belonging to the school community.
7. Adults are expected to look smart and professional, so giving the message that high standards are the norm at school.

Management of Behaviour

A traffic light behaviour management system is used throughout the school. The system is used to promote good behaviour and enables staff to monitor and support children that are not following the school rules. It also enables the children that are consistently in the green section of the traffic lights to feel that their good behaviour is valued and recognised.

1. Staff throughout the school will always scaffold good behaviour by ignoring the child misbehaving and give praise and attention to another child who is behaving well. If negative behaviour reoccurs a warning will be given providing a supported opportunity for self-correction. If the negative behaviour continues the child will be asked to move their name from the green section to the amber section of the traffic light. (A record of the behaviour will be then be recorded onto the central computer record). The child's name will stay on amber as a visual reminder to stay on task for the rest of the day. It will be placed back in green at the end of the day.
2. If further disruptive behaviour occurs the child will be asked to move their name onto the red section. This will result in the head teacher or senior teacher speaking to the child about their behaviour and if necessary moving onto what is covered in section 3. Each class teacher will have their own age related sanction which they will apply, for example missing 5 minutes of golden time or playtime as appropriate to the child and their age. A record of the behaviour will be logged onto the computer and if a child's name is going into red or amber with any regularity parents will be informed. The computer records will be looked at to spot patterns of negative behaviour and an individual behaviour management plan will be agreed along with a behaviour record card (see section 4). All children start every new day in the green section of the traffic lights.
3. If a serious incident has occurred it is recorded in the Record Book of Bullying and Seriously Bad Behaviour on a record of harm sheet. The head teacher will inform parents and a specially agreed behaviour plan will be generated.
4. When a pattern of negative or inappropriate behaviour occurs a "Behaviour Support Card" is issued to the pupil. This enables the head teacher to monitor behaviour, reward good behaviour with praise and encouragement. At the end of the agreed period (individually tailored to meet the pupil's need) but not exceeding a half term without being reviewed, positive behaviour should be evident and pupil self-esteem strengthened. The pupil continues to receive on-going support from the head teacher, class teacher, other adults in school and parents included so that he/she is able to maintain this good behaviour.
5. On occasion a behaviour support /risk assessment plan may be put into place, this will be agreed with the pupil, parents and school, it will aim to enable the pupil to follow the school rules and manage their behaviour appropriately with the support they need.

On the playground and in the dinner hall the traffic light system will also apply.

1. A warning and the opportunity to stand with the adult on duty. Calm down and talk to me approach. We can put this right. (2-3 minutes)
2. Time out. Go inside and sit under adult supervision. (3-5 minutes)
3. If the behaviour occurs again the traffic light system as above will followed and the adult on duty will ensure that the teacher is aware of the incident and that it is recorded.

If a pattern of inappropriate behaviour occurs Parents will be informed and a behaviour support card for the playground will be issued.

Mid-day supervisors regularly update the head teacher with an overview of general behaviour so that minor problems can be addressed. MSAs also verbally pass on reports relating to pupils consistently demonstrating positive behaviour, which then contributes to each class choosing a great mate for the week. The Great Mate from each class from each class has dinner with a member of staff on the gold table on a Friday lunch time. They are awarded a certificate from the head teacher in the Friday assembly. The head teacher also presents a special certificate to 1 child per week to join the gold table who has been spotted going over and above to follow the school rules and support others.

The Parent Support Adviser is available to offer support to parents when appropriate.

We have also subscribed to a Solihull online parenting course. This can be accessed by signing up, details are available on the school website and from the school office. The coupon code to access the course free of charge is **EARSHAMPROCT18**

Physical Intervention

Physical intervention by a member of staff may be necessary as a last resort in the following circumstances: (Staff will use methods taught through Norfolk Steps training on 23/04/13 08/01/14 & 13/01/14 ,20/10/14) When a pupil is endangering his/her own safety or the safety of others. .Norfolk step –up training was given to 13 members of staff on 13/05/15. Update of Step –up Training for all staff 01/02/18 & 08/02/18

1. When a pupil's behaviour is causing disruption and is encouraging other pupils to behave disruptively.
2. When a pupil is causing significant damage to equipment or the building.

Staff will use methods of physical intervention taught in the Norfolk Steps training. Any restraining action has to be reported immediately to the head teacher and a detailed report kept in the school incident book. This should be signed and dated by the head teacher and member of staff concerned.

No member of staff should be alone with a pupil in a restraining situation. A minimum of two adults should be involved to ensure the safety of all concerned, provide reliable witnesses and a carefully considered approach in a potentially emotionally charged situation.

Bullying, Homophobic and Racial harassment

Bullying, Homophobic and racial harassment will not be tolerated at any level. Any instances of either are reported as soon as possible to the head teacher. A record is kept and parents are informed to ensure a collaborative and effective resolution of the problem.

Monitoring

Any child giving cause for concern is brought to the attention of all staff at their weekly meetings. Appropriate strategies are then discussed and a course of action planned. A referral to the School Support Team or other outside agencies may be made if appropriate.

Exclusion

Only the head teacher has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a

pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Serious breaches of behaviour and discipline such as:

- acts of intentional or deliberate physical assault
- verbal abuse to peers, staff or visitors
- banned items brought into school (see section on screening and barring),
- stealing
- damage to property
- absconding from school premises

Any of the behaviours above will result in an immediate phone call to parents requesting a meeting with the head teacher or senior teacher in her absence, as soon as possible, depending on the circumstances.

The seriousness of the incident may result in either a lunchtime exclusion for a period of time up to 5 lunchtimes or a fixed-term exclusion which may lead to permanent exclusion.

The consequences will be determined by evidence available to the head teacher .All aspects of the case will be taken into account in this step.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion can be internal or external:

Internal means that this occurs inside school e.g. at break or lunchtimes, and/or outside own classroom.

External means at a place outside the school which the parent/carers deem safe for the child to be.

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

The head teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Norfolk County Council Exclusion & Review 2017 model letters are attached to this policy.

DFE guidance on exclusions can be found here

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Screening and Searching

The headteacher/designated staff members reserve the right to search pupils for prohibited items as outlined in the DfE guidance document, 'Screening, searching and confiscation, advice for headteachers, staff and governing bodies'.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence
- to cause personal injury or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Malicious Allegations

The school will make every effort to provide pastoral care to protect the welfare of all pupils and staff. Please refer to the safeguarding policy for further details. In the event that a pupil makes a malicious accusation against a member of the school staff, the Headteacher will decide upon the appropriate sanction in line with the guiding principles of the school behaviour policy.

Evaluation

This will be carried out by the head teacher who will monitor the number of pupils who are asked to complete behaviour record cards as well as the standard of behaviour in general around the school.

The head teacher is responsible for supporting staff, ensuring they are all aware of the school's behaviour policy and providing training when needed.

This policy will be reviewed annually by brought to the attention of all staff.

Related Policies

Data Protection Policy aims to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

Internet Safety and Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and ICT coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

Prevention of Extremism and Radicalisation -This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

Whole School Safeguarding and Child protection Policy

The purpose of Earsham C.E. V.A. Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Anti-bullying Policy

Earsham C.E. V.A. Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.



Norfolk County Council
at your service

Exclusions & Reviews 2017 Model letters

Children's Services
Education Inclusion Service
and Governor Services

Exclusion Model letters

These letters have been produced by Norfolk Children's Services.

The Department for Education has issued New Guidance for 2017:

'Exclusion from maintained schools, academies and pupil referral units in England – Statutory guidance for those with legal responsibilities in relation to exclusion'

Please note these letters should be sent to anyone with parental responsibility for the child.

The head teacher should ensure that information provided to parents is clear and easily understood. Where the parents' first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing board have been understood.

Page 4 **Model Letter 1**

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/Principal of an Academy/Free School notifying parent(s) of a fixed period exclusion which takes the total exclusions to 5 school days or fewer in one term.

Page 7 **Model Letter 2**

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/ Principal of an Academy/Free School notifying parent(s) of a pupil's fixed period exclusion which takes the total exclusions to more than 5 school days (up to and including 15 school days) in a term.

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Model Letter 3

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/ Principal of an Academy/Free School notifying parent of a fixed period exclusion which takes the total exclusions in one term to more than 15 school days.

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Model Letter 4

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/Principal of an Academy/Free School notifying the parent(s) of the pupil's permanent exclusion.

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Model Letter 5

From the clerk to the governing body (management committee of a PRU/board of directors of an Academy/Free School to parent(s) upholding a permanent exclusion

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Model Letter 6

From clerk to the governing body (management committee of PRU/board of directors of an Academy Trust/Free School advising parent(s) after speaking to them to confirm the date and time of the meeting to consider the exclusion of a pupil

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Model Letter 7

From clerk to the governing body (management committee of PRU/board of directors of an Academy Trust/Free School advising parent(s) reinstating the pupil.

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Model Letter 8

From clerk to the governing body (management committee of PRU/board of directors of an Academy Trust) advising parent(s) of the outcome after a reconsideration of the reinstatement of the pupil

Model letter 1

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/Principal of an Academy/Free School notifying parent(s) of a fixed period exclusion which takes the total exclusions to 5 school days or fewer in one term.

Dear [Parent's name]

I am writing to inform you of my decision to exclude [pupil'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].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [pupil's name] has not been taken lightly. [Pupil's name] has been excluded for this fixed period because [reason for exclusion this can be more than one reason].

[For pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on [specify dates] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

[For a non-consecutive fixed-term exclusion]

We will set work for [pupil's name] during the first five school days of [his/her] exclusion [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

[For consecutive fixed-term exclusions of more than 5 days]

From the [6th school day of the pupil's exclusion [specify date] until the expiry of this exclusion we [For PRUs the local authority, for Academies it would be the Academy Trust] - set out the arrangements for provision if known] will provide suitable full-time education. On [date] [he/she] should attend at [give name and address of the alternative provider if not the home school/Academy] at [specify the time] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider. Note: where a child receives consecutive fixed period exclusions, these are regarded as a cumulative period of exclusion. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the 6th day regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion]

You have the right to make representations about this decision to the [governing body/management committee/board of directors of the Academy Trust]. If you wish to make representations please contact [Name of Contact] at [contact details — address, phone number, email], as soon as possible. Whilst the [governing body/management committee/board of directors of the Academy Trust] 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 should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination.

[This paragraph can be used if school/PRU/academy chooses to hold a reintegration interview.]

You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to discuss how best we can support your child.

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or ACE Education <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or scholexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

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

Yours sincerely

[Name]
Head teacher (teacher in charge of a PRU)
Principal of Academy/Free School

Model letter 2

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/ Principal of an Academy/Free School notifying parent(s) of a pupil's fixed period exclusion which takes the total exclusions 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 [pupil's name] for a fixed period of [specify period]. This means that [pupil's name] will not be allowed in school for this period. The exclusion start date is [date] and the end date is [date]. Your child should return to school on [date].

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude [pupil's name] has not been taken lightly. [Pupil's name] has been excluded for this fixed period because [specify reasons for exclusion].

[For pupils of compulsory school age]

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 be prosecuted or 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.

[For a non-consecutive fixed-term exclusion]

We will set work for [pupil's name] during the first five school days of [his/her] exclusion [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

[In all cases]

From the [6th school day of the pupil's exclusion [specify date] until the expiry of this exclusion we [For PRUs the local authority, for Academies it would be the Academy Trust] - set out the arrangements for provision if known] will provide suitable full-time education. On [date] [he/she] should attend at [give name and address of the alternative provider if not the home school/Academy] at [specify the time] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider.

Note- where a child receives consecutive fixed period exclusions, these are regarded as a cumulative period of exclusion. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the 6th day regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion].

You have the right to request a meeting of the [governing body/PRU's management committee/board of directors of the Academy Trust] to whom you may make representations, where the decision to exclude can be reviewed. As the period of this exclusion is more than 5 school days in a term the [governing body/management committee/board of directors of the Academy Trust] must meet if you request it to do so to consider reinstatement. The latest date by which the [governing body/management committee/board of directors of the Academy Trust] must meet, if you request a meeting, is [specify date — no later than the 50th school day after the date on which the governing body/management committee/board of directors were notified of this exclusion]. If you do wish to make representations to the [governing body/management committee/board of directors of the Academy Trust] and wish to be accompanied by your child and 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 should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body/management committee/board of directors of the Academy Trust.

[This paragraph can be used if school/PRU/academy chooses to hold a reintegration interview.]
You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or **ACE Education** <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

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

Yours sincerely

[Name]

Head teacher (teacher in charge in case of a PRU)
Principal of Academy/Free School

Model letter 3

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/ Principal of an Academy/Free School notifying parent of a fixed period exclusion which takes the total exclusions in one term to more than 15 school days.

Dear [Parent's name]

I am writing to inform you of my decision to exclude [pupil's name] for a fixed period of [specify period]. This means that [pupil's name] will not be allowed in school for this period. The exclusion [begins/began] on [date] and ends on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [pupil's name] has not been taken lightly. [Pupil's name] has been excluded for this fixed period because [reason for exclusion].

[For pupils of compulsory school age]

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 be prosecuted or 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.

[For a non-consecutive fixed-term exclusion]

We will set work for [pupil's name] during the [first five school days or specify dates] of [his/her] exclusion [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

[In all cases]

From the [6th school day of the pupil's exclusion] [specify date] until the expiry of [his/her] exclusion we [For PRUs the local authority for Academies it would be the Academy trust - set out the arrangements for provision if known] will provide suitable full-time education. On [date] [he/she] should attend [give name and address of the alternative provider] at [specify the time] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider].

Note- where a child receives consecutive fixed period exclusions, these are regarded as a cumulative period of exclusion. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the 6th day regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion].

As the length of exclusions is more than 15 school days in total in one term the [governing body/management committee/board of directors of the Academy Trust] must meet to consider reinstatement. At the meeting you may make representations. The latest date on which the [governing body/management committee/board of directors of the Academy Trust] can meet is [date here — no later than 15 school days from the date the governing body/management committee/board of director of Academy Trust is notified]. If you wish to make representations to the [governing body/management committee/board of directors of the Academy Trust] and wish to be accompanied by your child and 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 [governing body/management committee/board of directors of the Academy Trust] 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 should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the **[governing body/management committee/board of directors of the Academy Trust]**.

[This paragraph can be used if school/PRU/academy chooses to hold a reintegration interview.] You and **[pupil's name]** are invited to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time to discuss how we can best support your child

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or ACE Education <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or scholexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

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

Yours sincerely

[Name]

Head teacher (teacher in charge in case of a PRU)
Principal of Academy/Free School

Model letter 4

From the head teacher of a Primary, Secondary or Special school or teacher in charge of a PRU/Principal of an Academy/Free School notifying the parent(s) of the pupil's permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[pupil's name]** with effect from **[date]**. This means that **[pupil's name]** will not be allowed in this school unless **[he/she]** is reinstated by the **[governing body/PRU management committee/board of directors of the Academy Trust]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[pupil's name]** has not been taken lightly. **[Pupil'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 be prosecuted or 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 reasonable justification.

Alternative arrangements for **[pupil's name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[pupil's name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements, if known.]**

[Where pupil lives in a local authority other than the excluding school's local authority] I have also today informed **[name of officer]** at **[name of 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 body/PRU management committee/board of directors of the Academy Trust]** must meet to consider it. At the meeting you may make representations, your **[son/daughter]** can also attend the meeting if you wish and you can ask them to reinstate your child in school. In light of its consideration, the **[governing body/PRU management committee/board of directors of the Academy Trust]** can either direct reinstatement immediately or on a particular date, or decline to reinstate your child in which case you may make application against their decision to an Independent Review Panel. The latest date by which the **[governing body/PRU management committee/board of directors of the Academy Trust]** must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee/board of directors of the Academy Trust was notified of the exclusion]**. If you wish to make representations to the **[governing body/PRU management committee/board of directors of the Academy Trust]** and wish to be accompanied by your **[son/daughter]**, 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 **[governing body/PRU management committee/board of directors of the Academy Trust]** 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 should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability)

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the **[governing body/management committee/board of directors of the Academy Trust]**.

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or **ACE Education** <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

Yours sincerely

[Name]

Head teacher (teacher in charge in case of a PRU)
Principal of Academy/Free School

Model letter 5

From the clerk to the governing body (management committee of a PRU/board of directors of an Academy/Free School to parent(s) upholding a permanent exclusion

Dear [Parent's name]

The meeting of the [governing body/management committee/board of directors of the Academy Trust] at [school/PRU/Academy] on [date] considered the decision by [head teacher/teacher in charge/Principal of Academy] to permanently exclude your [son/daughter] [name of pupil]. The [governing body/management committee/board of directors of the Academy Trust], after carefully considering the representations made and all the available evidence, has decided not to reinstate [name of pupil].

The reasons for the [governing body/management committee/ board of directors of the Academy Trust] decision are as follows: [give the reasons in as much detail as possible, explaining how they were arrived at.]

You have the right to apply for a review against this decision to an Independent Review Panel. If you wish to request a review, please notify **Clerk to the review panel** [address] in writing no later than [specify the latest date — the 15th school day after receipt of this letter] together with any written evidence, and also include if appropriate details of how the pupils special education needs are considered relevant to the exclusion. If you have not lodged a request for a review by [repeat latest date], you will lose your right to a review. If you require an SEN expert at the Independent Review please request this when requesting a review. The [Local Authority/Academy Trust] must appoint a Special Educational Needs expert. Please advise if you have a disability or special needs which would affect your ability to attend the hearing.

The role of the Special Educational Needs expert is to give impartial advice to the panel on how special educational needs might be relevant to the exclusion. Their advice will be based on the evidence provided by the panel but does not include making an assessment of the pupils special education need. The SEN expert should give advice on whether the schools policies relate to SEN in relation to the excluded pupil were legal, reasonable and fair and any possible contribution that could have been made. Where SEN had not been recognised by the school with regard to the pupil the SEN expert should advise the panel whether they believe the school acted legally, reasonable and procedurally fair with respect to the identification of any special education need that the pupil may have. There would be no cost for this advice for you. Please inform [clerk to the review panel address at end of letter] if it would be helpful for you to have an interpreter present at the hearing.

The review panel can make the following decisions:-

- Uphold the decision;
- Recommend that the [governing body/management committee/board of directors of Academy Trust] reconsiders reinstatement; or
- Quash the decision and direct that the [governing body/management committee/board of directors of Academy Trust] reconsiders reinstatement.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination.

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or ACE Education <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

The arrangements currently being made for **[pupil's name]**'s education will continue. **[specify details here]**.

Yours sincerely

[Name]

Clerk to the **[governing body/management committee/board of directors of the Academy Trust]**

Address of Independent Review Panel: If an Academy the clerk needs to check they use the Local Authority for the Review Panel or whether they have their own.

Local Authority contact:

Administrator to the Appeals Panel, Democratic Services, Ground Floor, South Wing, County Hall, Martineau Lane Norwich, Norfolk, NR1 2DH

Model letter 6

From clerk to the governing body (management committee of PRU/board of directors of an Academy Trust/Free School advising parent(s)after speaking to them to confirm the date and time of the meeting to consider the exclusion of a pupil

Dear **[Parent's name]**

With reference to the decision by the head teacher to **[permanently/fixed term]** exclude your **[son/daughter]** and recent telephone conversations we would like to confirm the arrangement for you and **[pupil's name]** to attend a meeting of the **[governing body/management committee/board of directors of the Academy Trust]** at **[address of venue]** to consider the exclusion. This has been arranged for **[date]** at **[time]**.

Please contact us on **[telephone number and email if available]** if this is no longer a convenient date and time to re-arrange a suitable time for you to attend a meeting.

[We will forward all evidence to you 5 school days prior to the meeting/Please find enclosed evidence for the meeting].

Yours sincerely,

[Name]

Clerk to the **[governing body/management committee/board of directors of the Academy Trust]**

Model letter 7

From clerk to the governing body (management committee of PRU/board of directors of an Academy Trust/Free School advising parent(s) reinstating the pupil.

Dear [Parent's Name]

Meeting of governing body to consider the permanent exclusion of [pupil's name]

Following the meeting of the [governing body/management committee/board of directors of Academy Trust] today and after careful consideration of all the evidence and your representations and those of the [Name of School/PRU/Academy] the panel decided to direct re-instatement of [pupil's name] to [Name of School/PRU/Academy] on [specify date].

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or ACE Education <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

You and [pupil's name] are invited to attend a reintegration meeting with [Staff member's name] on [date] and [time]

Yours sincerely,

Clerk to the [governing body/management committee/board of directors of the Academy Trust]

Model letter 8

From clerk to the governing body (management committee of PRU/board of directors of an Academy Trust) advising parent(s) of the outcome after a reconsideration of the reinstatement of the pupil

Dear [Parent's name]

The [governing body/management committee/board of directors of Academy Trust] have reconsidered the decision to reinstate [pupil's name] after being requested to do so by the Independent Review Panel. After careful considerations the panel have decided [not to reinstate/to reinstate] [pupil's name]. [If reinstatement please advise date to be reinstated]

The reasons for the [governing body/management committee/ board of directors of the Academy Trust] decision are as follows: [give the reasons in as much detail as possible, explaining how they were arrived at. The governing body/management committee/board of directors of the Academy Trust's decision should demonstrate how they have addressed the concerns raised by the Independent Review Panel, as it may face challenge in the courts if it refuses to reinstate the pupil without strong justification].

Exclusion guidance can be obtained from the Department for Education website at <https://www.gov.uk/government/publications/school-exclusion>. You may also find it useful to contact the Coram Children's Legal Centre <http://www.childrenslegalcentre.com> or ACE Education <http://www.ace-ed.org.uk> who aim to provide impartial advice and information to parents on state education matters.

Advice on the exclusions process can also be obtained from the Exclusions Team in Children's Services by telephone on 01603 303333 or by email to exclusions@norfolk.gov.uk, or the Norfolk SEND Partnership by telephone on 01603 704070 or by email to sendpartnership.iass@norfolk.gov.uk (for pupils with special educational needs).

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination.

[Where considered relevant by the head teacher, add links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion Service (England) <http://www.autism.org.uk/services/helplines/school-exclusions.aspx> (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)]

[Only required if reinstated by governing body/management committee/board of directors of Academy Trust]

You and [pupil's name] are invited to attend a reintegration meeting with [Staff member's name] on [date] and [time]

Yours sincerely,

Clerk to the **[governing body/management committee/board of directors of the Academy Trust]**

<u>STRICTLY</u> <u>CONFIDENTIAL</u>	PUPIL SUBJECT TO EXCLUSION	Ref. No. / For Office Use
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Personal details -

School		Dfes Code		Year Group								
Pupil name		DoB		Gender								
Special Needs	N A PKQ S EHP	Ethnicity	1 2 3 4 5 6 7 8 9 10	Unique pupil number								
Home address of pupil												
Home telephone number		Looked after status		Yes/No								
Parents/Guardians Names												
Parents address if different to home address												
Exclusion type and period -												
Permanent		from:										
Fixed		from:	to:	day s:								
Lunch		from:	to:	day s:								
Reason for exclusion -												
Code	PP	PA	VP	VA	BU	RA	SM	DA	DM	TH	DB	OT
Brief details:												
Have parents/carers been informed of the exclusion by telephone and letter. Yes/No												
Have the parent(s) been informed of their right to submit representations to the Governors. Yes/No												
Please attach a copy of the letter of exclusion to the parents/carers to this form.												
Signed					Date							
Headteacher	_____					_____						

<p>When completed please send one copy to: please send form by email to: exclusions@norfolk.gov.uk or post to the address below Childrens's Services, Exclusions Officer, Education Inclusion Service, Professional Development Centre Norwich, 144 Woodside Road, Norwich, NR7 9QL Telephone numbers : 01603 303333 Fax 01603 700236</p>

Notes to help completion of the Pupil Subject to Exclusion form

- 1** Please tick the Code of Practice level the pupil is currently on by using one of the following codes:

N	No special provision
A	School Action
P	School Action Plus
Q	School Action Plus and Assessment
S	Statemented

- 2** Select one ethnic description from the list below and tick the number in the relevant box.

1	White
2	Black - African
3	Black - Caribbean
4	Black - Other (specify)
5	Indian
6	Pakistani
7	Bangladeshi
8	Chinese
9	Any other ethnic group (specify)
10	Unclassified

- 3** Enter the unique pupil number in the box on the form.

- 4** Please indicate whether looked after or not

- 5** For a permanent exclusion tick the box and enter the date of the first day the pupil is not in school

- 6** For a fixed term exclusion tick the box enter the date of the first and the last day the pupil is not in school and the total number of school days of the exclusion.

- 7** For a lunch-time exclusion tick the box , enter the date of the first and the last day the pupil is not in school at lunch-time and the number of school days of the exclusion.

- 8**

Please tick the code from the list below which best describes the most important reason for the exclusion into box.

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other