



Moat Farm Junior School

Behaviour Policy

2021

Date Approved:

Date Renewed:

Behaviour Lead: Miss J Roberts



Contents

1. Introduction
2. Aims
3. Moat Farm Values
4. Specific roles and responsibilities
5. Positive reinforcement
6. Behaviour Recovery Model
7. Exclusions-Good Practice Guide
8. How to report a behaviour incident on SIMS



1. Introduction

The school's behaviour will be reviewed annually by the behaviour lead and governors. It is available on the school's website (for parents, pupils, staff and governors), on the school network (staff and governors) and the staff room. This behaviour policy is also applicable when going on school trips and walking to/from school (anywhere where pupils are representing Moat Farm). This policy will still be applicable during these times and the same sanctions can be imposed if the incident had occurred on the school site.

2. Aims

The governing body believes that in order to enable effective learning and teaching to take place, good behaviour in all aspects of school life is necessary. Staff and pupils are entitled to work in an environment free from violence and disruption. The governing body seeks to create a caring, learning environment by:

- Promoting good behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect irrespective of gender, sexual orientation or faith
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging positive relationships with parents and carers to develop a shared approach involving them in the implementation of the school's policy and associated procedures
- Accessing lead agencies related to supporting children who have SEN for behaviour



Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision (structured playground games/lunchtime activities)
- Personalised programmes / support from outside agencies if required.

At Moat Farm, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and, at the same time, also encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively. In order to do this, we have the following underpinning values.

3. Moat Farm Values

This policy sets out the expectations of behaviour at Moat Farm Junior School. We have high expectations for good behaviour, at all times, throughout the school day. At Moat Farm Junior School, all aspects of school life are underpinned by our Moat Farm Values.

Optimism

ASPIRATIONS

At Moat Farm Junior, we aim to broaden children's horizons and raise aspirations by nurturing their ambition and confidence to pursue personal goals. We continuously link learning to real life situations and careers, while also instilling a sense of possibility and passion in our children to pursue what they enjoy, regardless of their background, gender or socio-economic status.

CONFIDENCE

We work together to increase our children's confidence through exploring their many interests as well as expanding their knowledge of the world. We encourage fearlessness of what is new, unknown or difficult learning by creating exciting, inspiring opportunities in a fully supportive environment where their efforts play a key part.

PROBLEM-SOLVERS

We recognise the importance of our children being resilient individuals, who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'. We work to develop the life skills necessary to work with growing independence and perseverance to become resourceful problem-solvers able to nurture aspirations for the future.

Acceptance

RESPECT

A strong aim within our curriculum is for our children to develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Children need to know how to speak and listen with respect in a variety of situations. We nurture



our children's awareness that actions have consequences and to make choices based on this awareness, with the understanding that they have ownership of their actions.

COMMUNITY

We believe children should have global awareness and feel responsibility for the part they play in it. At our school, children develop an understanding about where they live and the wider world. Through learning about the world, our children understand their role in society and develop respect towards the environment, communities and have cultural appreciation. At Moat Farm Junior, we want all children to value and respect all members of our community and to be a catalyst for positive change for all. Children are taught the skills for life to enable them to be good citizens and to contribute to the community.

KNOWLEDGE

Our curriculum excites and motivates children about their learning by linking and embedding, within the curriculum, strong connections between education and their future. We prioritise our children's ability to read well and read widely as this broadens horizons, develops imagination and provides a rich vocabulary through which to construct knowledge and understand the world.

Achievement

WELL BEING

We believe that our curriculum enables the children to develop the emotional understanding necessary in order to experience positive relationships and to develop a sense of justice and an ability to empathise that ensures a respect of themselves and each other.

LOVE FOR LEARNING

In our school, we endeavour to continuously develop a love for learning culture, where we will equip all children with the necessary skills in reading, writing and mathematics to succeed. We want children to be confident in asking questions and developing an enquiring mind which will help them reach their potential throughout their life as well as within lessons. We continuously praise the children's efforts in order for them to love challenges, be intrigued by mistakes, enjoy effort, seek new strategies and keep on learning.

FULL POTENTIAL

Children are engaged by our curriculum that provides opportunities to excite the imagination, advance their knowledge and understanding through a wide range of creative, physical activities that take account of their diverse starting points and nurture their skills and talents while enriching their experiences of life. Each one of our children's abilities and needs are catered for in a personalised, individualised manner that supports and challenges them. This provision ensures that each child feels independent and proud of their accomplishments.

4. Roles and responsibilities

4.1 All staff, including teachers, support staff, staff in other roles and volunteers will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the Implementation of the policy is essential. Staff have a key role in advising the behaviour lead and Head Teacher on the effectiveness of the policy and procedures. They also have the responsibility with the support of the school leadership team, for implementing the policy and procedures consistently.

Staff have the responsibility to investigate behaviour complaints and issues, and then take the appropriate action in line with the behaviour policy and reporting all incidents.

All staff will undertake appropriate recording of behaviour via SIMS.

Staff will communicate the contents of the policy and procedures to children appropriately via individual conversations, PSHE lessons, displays, rule setting and assemblies.

All staff will liaise with parents regarding any matter of concern regarding behaviour.



All teaching staff are responsible for ensuring effective implantation of positive behaviour and strategies and appropriate prevention strategies. Teachers need to ensure that the teaching and learning in their classrooms is engaging, differentiated and that independent tasks are appropriately pitched and personalised to meet the needs of all pupils. The learning environment should support learning and resources and equipment must be well planned and prepared to support independent learning.

4.2 The behaviour lead will undertake appropriate and consistent monitoring and recording of behaviour issues. In addition, the behaviour lead will liaise with members of staff ensuring the policy is followed fairly and consistently.

4.3 Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside of school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues.

4.4 Pupils will be expected to take responsibility for their own behaviour and made fully aware of the school policy, procedures and expectations through assemblies, lessons, displays, rule setting and individual conversations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

5 Positive reinforcement

Our behaviour policy encourages positive interaction between all staff at Moat Farm.

Rewards and appreciation for appropriate behaviour and attitude are widely available.

The opportunities available to all pupils are:

- **Praise** – All staff are committed to ensuring that praise is given to the individual, group or whole class at all relevant opportunities both inside the classroom and around school. Examples include praise being given to pupils who are being helpful, polite and setting a good example.
- **House points**- Each class can accumulate house points to be collated at the end of the week. The house (either yellow/blue/green/red) that has gained the most house points by the end of the week will be rewarded with an extra 5 minutes play as the class teacher's discretion.
- **Stickers/certificates**- All staff have a supply of rewards that are used to reinforce pupil effort and improvement and to promote consistently high quality work.
- **Positive messages sent home**- All members of staff have the opportunity to send a positive note home when deemed appropriate.
- **Indoor/outdoor playtime resources**- In order to enhance the quality of break and lunchtimes, a selection of equipment is available for all pupils to use in the playground. Other resources are available for use in the classroom during wet playtimes.



- **PSHE Friday-** Each Friday during PSHE lesson, children are given the opportunity to reflect on the past week, and look ahead to the next. Pupils and teachers exchange thoughts, ideas and opinions, which are aimed to resolve conflict, set targets and Improve the quality of life at Moat Farm.
- **Individual Pupil Responsibilities-** There are many opportunities for pupils to take on extra responsibilities. These include: school council, classroom responsibilities, prefects, E-safety committee.
- **Value Bands-** At the end of each half term, class teachers select a student who they think has displayed each of the Moat Farm values. These children receive a wristband, which shows the value that they have been selected for.
- **Challenge Award-** During weekly celebration assemblies, children are given the opportunity to receive a challenge award certificate. These children will have completed a piece of work during class that has stretched and challenged themselves to extend their learning.

Special Assemblies

- **Congratulations Assembly-** Weekly congratulations assemblies take place in upper and lower school each Monday from 9:05-9:25am. Parents are informed that their child will be receiving an award on the Friday before and are invited to attend. Awards include: class star pupil of the week, year group lunchtime superstar of the week, Upper/Lower school class attendance and punctuality trophies, one Upper/Lower school class teacher's superstar of the week, challenge award and additional awards such as x table certificates, swimming badges and other sporting awards.
- **Pupil of the Term Assembly:** At the end of each term, a special assembly is held to celebrate the pupils who have been given the Class Pupil of the Term award for effort, progress improvement or maintenance of high standards. These pupils are awarded a prize and a certificate. Parents of the successful pupils are invited to attend these special assemblies. ****Due to COVID19, assemblies have been temporarily suspended – going forward this restriction may be lifted****

6 Behaviour Recovery Model

In September 2015, Moat Farm introduced the Behaviour Recovery behaviour management system. In Autumn Term 2021, all staff were trained and updated with the following system for the stages in Behaviour Recovery. Every classroom has a dedicated Behaviour Recovery Display and reflection table so that the same, consistent message is provided across school.

If children are deemed to be 'off task' by an adult in their learning environment, the Behaviour Recovery system begins.



Stage 1- Reminders: Teachers/support staff use a range of behaviour management strategies to manage low level disruption and aim to get the child back on task, focused on their learning – e.g. standing near the child, asking to see their work, asking if they're okay with the task set, looking at them, praising others on task.

Stage 2- Warning: If the unwanted behaviour continues, an adult quietly speaks to the child and gives a warning explaining that they have tried a range of strategies which the child has not responded to. The adult then explains that if the child continues to choose not to get on with their work/settle down then an alternative will need to be tried.

Stage 3- In class reflection: After this final warning, if the child's behaviour is still not corrected, the child is instructed to 'reflect' at the designated reflection table within their classroom for up to ten minutes. The adult uses their own judgement for how long is needed for reflection. The child is then expected to return to learning fully focused and on task.

Stage 4 – Parking: If the child still does not return to purposeful learning after in class reflection, the adult explains that the child is going to be parked in another class. The child is sent to another class to sit at their dedicated reflection table and in fills in a reflection sheet (10 minutes). After approximately ten minutes, the child returns to their own class. On arrival, the class teacher is positive, welcoming and explains what tasks need to be completed.

Stage 5- Blue Sky Room: If a child **still** does not correct their behaviour following parking in another room, they are sent or taken to our Blue Sky Room for a longer period of reflection. Here, a member of the Senior Leadership Team manages a conversation with the child and gets them to reflect on their chosen behaviour and gets them to fill in a re-think sheet. When the member of SLT thinks that the child is calm/happy/safe enough to return to class, they accompany them back to their classroom, where, again, the class teacher welcomes them back to their learning environment.

Throughout the Behaviour Recovery system, children are provided with opportunities to self-correct their behaviour. They are given chance to gather their thoughts, re-focus and then make changes to the behaviour they have demonstrated in class. When a child does correct their behaviour, praise is provided and they are encouraged to make these positive choices at all time.

At lunchtime, the behaviour recovery system is used in a similar way. Children are asked to 'sit out' for reflection and can be parked on another playground. On some occasions, 'Blue Sky' will take place the following day's lunchtime.



On some occasions, there may be certain behaviours displayed in class, which would result in a child being sent to Blue Sky Room, without the previous stages being implemented by the class teacher. These are:

- Aggression e.g. shoving another member of the class, deliberately throwing a chair, water bottle etc.
- Swearing at a member of staff/ another student.
- Defiance/refusal to follow the class teacher's request to move to in-class reflection or parking in another class.

Class teachers or a member of SLT may consider, depending upon the circumstance, it important for parents/carers to be informed of a child being sent to the Blue Sky Room for reflection. If so, they will be contacted via telephone or asked to come into school to discuss the matter further.

On some occasions, where a pupil is considered to be at risk of harming themselves or someone else, it may be necessary to restrain a pupil. This will be in line with the guidance July 2013. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

(Please see Moat Farm Junior School's Physical Restraint Policy for further information)

Red Sky- Some 'bottom line' behaviours may result in Red Sky (internal exclusion) being used. This would include:

- Serious assault of an adult or child
- Deliberate and intended use of offensive language (including racist and homophobic)
- Theft
- Vandalism of school or another person's property
- Bullying (persistent and deliberate abuse of another student) Any incidents of bullying will be referred to SLT to record in the bullying log. The school's Anti Bullying Policy provides more information.
- Prolonged and persistent disruption to the learning of others as deemed to be inappropriate by the school's Senior Leadership Team. E.g. when behaviour escalates to 'Blue Sky' regularly for disruption/not being focused within the class. For these incidents, parents/carers would be informed and asked to come into school to discuss matters further.



9. Exclusions: Good Practice Guide

There are three types of exclusion that Moat Farm Junior School can use as a sanction:

1. Lunchtime Exclusions.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for statistical purposes and to trigger Governor meetings, so that parents can make representations if required. These exclusions are not affected by the new regulations on providing pupils with education from the sixth day of their exclusions. Taking into account the child's age and vulnerability, the Head Teacher should ensure that a parent/carer has been contacted and is available to collect the pupil and supervise during lunchtime exclusion. Free school meal entitlement must be honoured.

A lunchtime exclusion for an indefinite period, like any other exclusion, would not be lawful. The guidance suggests that this strategy should not be used for long periods of time e.g. for not longer than a week.

2. Fixed Term Exclusions.

A decision to exclude a pupil for a fixed period should be taken, on the balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. Individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into school following an exclusion. Ofsted inspection suggests that 1-3 days are often long enough to have the desired effect without adverse educational consequences.

A school can do fixed term exclusions for a maximum of 45 days in one academic year. When a pupil is given a fixed period exclusion for six days or longer, the school has a duty to arrange suitable full time education provision from and including the sixth school day of the exclusion.

When a pupil receives three fixed term exclusions in one term, this should trigger a CAF (Common Assessment Framework), which could then lead to a TAC (Team Around The Child) meeting.



When a pupil has received fifteen days exclusions in one term, this should then be presented to the Governors to review the case. Both of these measures are used as a strategy to prevent a permanent exclusion.

Full time education must be provided from the first day for children in care (looked after children)

Schools must arrange reintegration meetings for all pupils following a fixed term exclusion. Return to school cannot be delayed if a parent is unable or willing to attend this meeting.

Examples of behaviour types that warrant a fixed term exclusion:

Continued disruption in lessons and school	1-3 Days
Defiance	1-3 Days
Verbal abuse to staff/pupils/others	1 Day
Racial abuse to staff/pupils/others	1 Day
Bullying – Physical/Verbal	1+Day
Physical abuse to staff/pupils/others	1+Day
Sexually inappropriate behaviour	To be determined.
Theft	1-3 Days
Vandalism	1-3 Days
Extortion	1-3 Days
Threatening behaviour	1-3 Days
Setting off fire alarm	1-3 Days.

This table is a guide only and draws on current practices in Sandwell Primary Schools. The number of days given to the pupil at the discretion of the Head Teacher. The days illustrated above are a guideline only and longer exclusions (including permanent exclusions) may be implemented depending on the severity of the offence. Guidance in relation to representation from parents/carers:

If total is five school days or less

Governors do not have to meet but it is good practice to do so.

If total is 5-112 school days or more	Parents have the right to put a case to The Governors – they are able to remove the fixed term exclusion from the pupil’s school record if appropriate.
Exclusions that total 15 school days or more in one term	Governors should review the pupils case



3. Permanent Exclusion

The decision to permanently exclude can only be made by the Head Teacher (or Deputy Head Teacher is not on site). A decision to exclude a pupil permanently should be taken only in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other on the school. This decision is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances, it will be necessary to put a fixed term exclusion in place pending the outcome of an investigation. This should be as short as possible and work should either be sent home or accessed via Teams.

There will be exceptional circumstances that the Head Teacher will decide to permanently exclude a pupil for a 'one off' incident. These could be:

- 1) Serious actual or threatened violence against another pupil or member of staff
- 2) Sexual assault / abuse
- 3) Supplying an illegal drug/alcohol
- 4) Carrying an offensive weapon

When a pupil is involved in a criminal activity, the school should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Head Teacher makes their decision. Once the Head Teacher has made the decision to permanently exclude a pupil, they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for 'Children in Care')

Head Teachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents/ carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the pupil may be involved in this
- The contact details if they wish to make such representation (this is normally the clerk to the governors)



- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so.
- The arrangements that have been made enabling the pupil to continue with his / her education (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion (15 school days from the date of permanent exclusion letter)
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as contact details for ACE (Advisory Centre for Education)

Within one school day, the Head Teacher must inform the governing body and the local authority of permanent exclusions. If the pupil lives outside the local authority where the school is located, then the 'home' local authority need to be advised in order for them to provide the statutory Day 6 provision.

The clerk to the governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The school need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least 5 days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting. Once the governing body have heard the case, then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against the decision before an Independent Appeal Panel. In the appeal letter. The contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Reintegration Interview

The Head Teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.



The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion) If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary School: Must offer a reintegration interview after any exclusion

Secondary School: Must offer a reintegration interview for an exclusion of 6 or more school days.



8. Reporting a behaviour incident on SIMS

When a behaviour incident occurs in school, the incident needs to be reported on SIMS so that the behaviour lead can monitor behaviour incidents.

To report a behaviour incident, please follow the steps below.

1. Search the child's name in the search bar
2. Click on 'behaviour'
3. Click on 'new'
4. Fill in the details it requires such as: type of incident, who was involved, what happened, staff involved etc.
5. Save the information that you have recorded.



Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion:
Pupils who are disruptive during the lunchtime may be excluded just for the duration of the lunchtime. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time

Exclusion during morning session: the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:

- If the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from

Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.



Decision: Head teacher, acting head teacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent: The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration

Lunchtime exclusion: Pupils who are disruptive during the lunchtime may be excluded just for the duration of the lunchtime. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school's 6th day duty to provide full-time education.

Exclusion during morning session: the exclusion takes effect from the afternoon session; notice must be given to the parent before the start of the afternoon session.

Exclusion during afternoon session:

- If the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session

Written notice: The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil's can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Educational provision during the exclusion:

- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.
- Schools in the former BIP still receiving additional funding should make provision from the first day of exclusion.



Reintegration interview:

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates' Court when deciding whether to impose a parenting order.

Primary: School **must** offer a reintegration interview after any exclusion

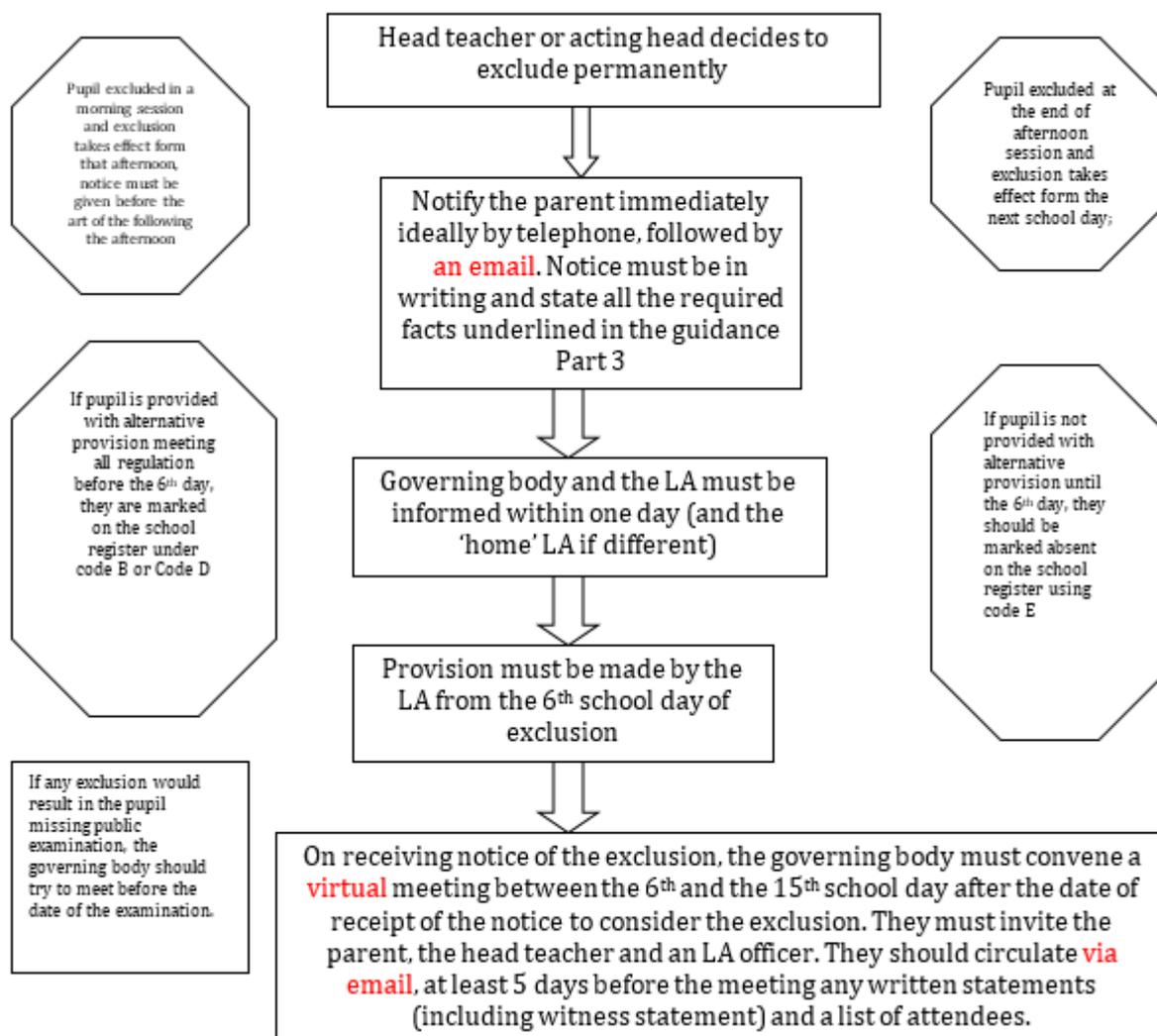
Secondary: School **must** offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child's behaviour, the school or LA may consider applying to the Magistrate's Court to compel the parent to comply with certain requirements. See related guidance.



Appendix 3

Permanent Exclusion





↓ ↓

The governing body might ask the LA officer for advice but must take its decision alone, asking the other parties to withdraw. Only the clerk may stay.

↓ ↓

The governing body must inform the parent, the head teacher and the LA officer of its decision in writing within one school day of the hearing, stating the reasons. They must also state the last day for lodging an appeal and explain that the grounds for the appeal must be set out in writing. A copy of the letter should be placed on the pupil's school record with copies of relevant papers.

↓

The LA should write to the parent with 3 working days of the meeting indicating the latest date by which an appeal may be lodged and how and whom to appeal to. Parents have the right to an appeal hearing even if they did not attend the meeting

↓ ↓

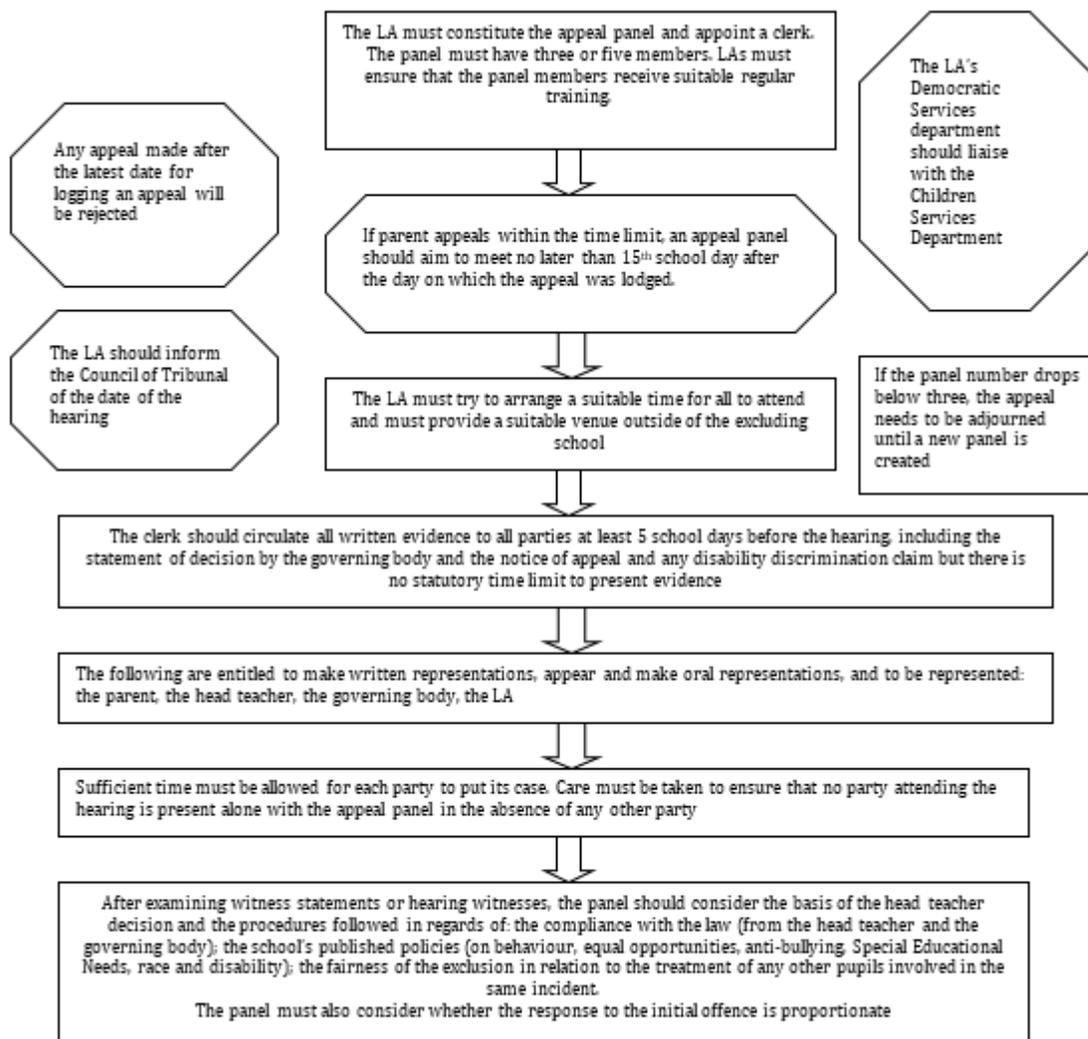
If parent appeals within the time limit, an appeal panel should aim to meet no later than 15th school day after the day on which the appeal was lodged. For detail, see the appeal flowchart

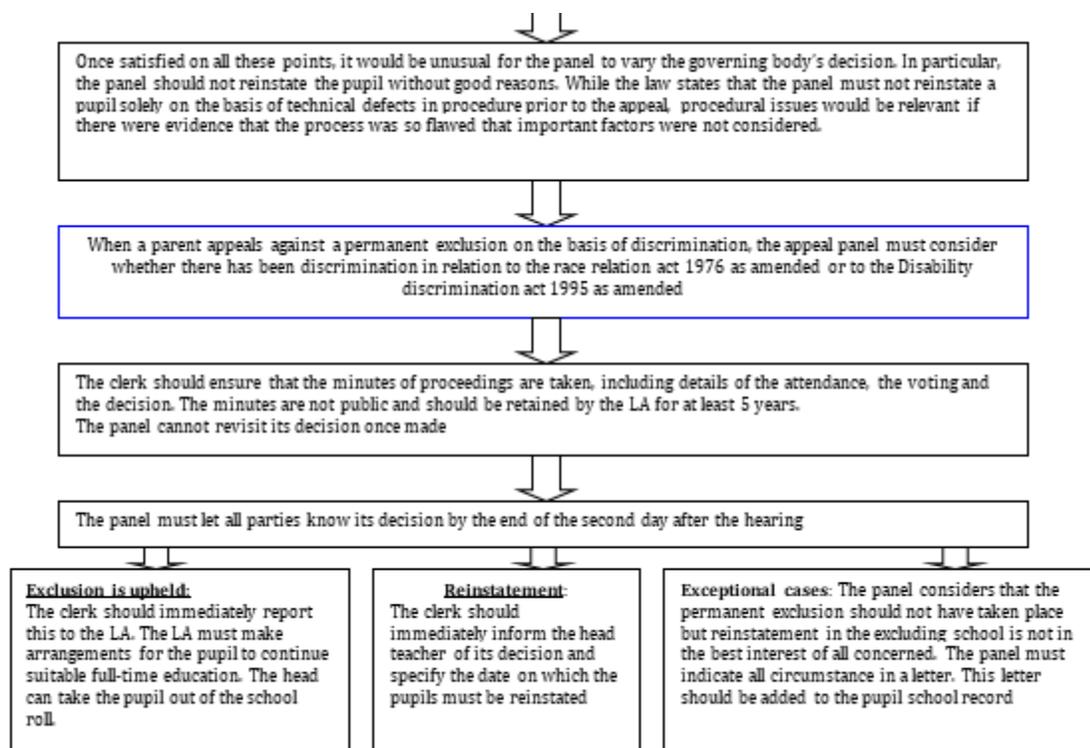
↓ ↓

If the appeal is upheld, delete pupil from the admission or the attendance register only after the appeal process has been completed

Appendix 4

Exclusion Appeal







Appendix 5

Examples of behaviours that warrant Fixed Term Exclusions:

The decision to exclude a pupil will not be taken lightly and only as a final step following a wide range of other strategies which have been tried without success.

A pupil may have fixed term exclusion for:

- a. Persistent disruptive behaviour either in the classroom or on the playground.*
- b. A violent physical attack on another pupil or member of staff*
- c. Refusing to follow instructions given by a member of staff which could put the pupil or others in danger. **This includes refusal to follow social distancing rules.***
- d. Other behaviour deemed inappropriate/unacceptable by the head teacher and governing body*

Individual fixed term exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Pupils excluded for more than 5 days must have their education met outside of the school from the 6th day onwards.

Examples of behaviours that warrant Permanent Exclusions:

The decision to exclude a pupil permanently will be taken as a final step following a wide range of other strategies which have been tried without success.

A pupil may be permanently excluded for:

- a. A serious actual or threatening violence against another pupil or member of staff.*
- b. Sexual abuse or assault.*
- c. Supplying an illegal drug*
- d. Carrying an offensive weapon.*
- e. Continued behaviour deemed inappropriate or unacceptable by the head teacher. **This includes behaviour that breaches social distancing rules.***



In the following circumstances a head teacher /teacher in charge may ask for the parents of the pupil to collect the pupil from school and take them home if:

- a. There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in school.*
- b. For a medical reason, a pupil's presence on the site represents a serious risk to the health and safety of other pupils or staff.*

*Any of the above decisions can only be taken by the Head Teacher or next most Senior member of Staff in the absence of the Head Teacher. All the necessary paperwork must be completed and Governors and Local Authority informed. In the case of a permanent exclusion a **virtual** meeting will be arranged and the relevant documentation distributed together with a request to attend:*

- The three governors who will hear the case*
- The clerk that will minute the meeting*
- The relevant Exclusion and Placement Officer who represents the Local Authority*
- Parents/carers of the pupil concerned*

All of the above details are in line with “ Improving behaviour and attendance guidance in exclusions from schools and Pupil Referral Units 2008” – DCSF.

