



2024

# POSITIVE BEHAVIOUR AND DISCIPLINE POLICY



INCLUDING ANTI-BULLYING, ANTI-RACISM AND EXCLUSION

MATTHEW 7:2 'DO TO OTHERS WHATEVER YOU WOULD LIKE THEM TO DO TO YOU'.

ENCOURAGEMENT WORKS BEST AND SUCCESS BREEDS SUCCESS

## **Policy for Behaviour and Discipline**

### **Introduction**

This document is a statement of the aims, principles and strategies for considering behaviour at White Woman Lane School and Old Catton Church of England Junior School. It was developed through consultation with staff, pupils, parents/carers and Governors.

This policy will be reviewed annually.

In accordance with the aims and values of White Woman Lane School and Old Catton Church of England Junior School this behaviour policy will set out how a positive and safe learning environment can be achieved.

The ethos of a School has considerable influence on the general behaviour of its children and to this end it is important that it is both understood by all concerned and regularly monitored and reiterated.

At White Woman Lane School and Old Catton Church of England Junior School we have high expectations of both work and behaviour and consider that the interactions between staff and children, and children and children are crucial to realise these.

As we are committed to a united approach this policy was developed by the teaching staff in consultation with children, support staff, parents/carers and governors. It provides the essence of the types of behaviour valued, encouraged and promoted by the school.

### **Legal position of the School**

The legal position is that the Articles of Government lay down that the Headteacher shall be responsible to the Governors for the internal organisation, management and discipline of the School and that, subject to any specific Codes of Practice which the Local Authority/Children's Services may have the legal right to make, this includes the right to determine the disciplinary framework and the punishments used in the School. However, any policy also needs full implementation by all staff and the support of parents if it is to be effective and should therefore be determined by the Headteacher on the basis of an on-going dialogue with teaching staff and parents and within the framework of the statement of aims and philosophy which has been approved by Governors. The school acknowledges its legal duties detailed in the Equality Act 2010 and in respect of children with SEND.

### **Aims**

- To ensure all staff have an understanding of the need for good behaviour.
- To establish an agreed understanding of what the school expects in terms of the behaviour of children.
- To have common goals and standards of behaviour.
- To help teachers manage behaviour problems that can inhibit effective learning for all children, and to realise that we cannot always deal with problems by ourselves and that we have colleagues who are willing to help.
- To ensure consistency amongst all staff in dealing with children's behaviour thus providing security for both children and staff.
- To promote proper regard for authority amongst pupils.

### **Objectives**

To lead, guide, direct and encourage children to;

- Own their behaviour
- Develop both self-discipline and control.
- Maintain and develop self-esteem.
- Maintain a climate of mutual respect.
- Achieve their potential.
- Respect the fact that everyone has rights and responsibilities
- Develop positive working relationships between adults and children and children with children.

Successful schools are orderly communities where there is a shared understanding of values, and a strong commitment to work together to achieve common aims. High standards of behaviour and discipline are essential if our schools are to provide a quality education for all pupils within a safe environment.

We very much value the partnership between pupils, staff, parents/guardians and governors. We believe that any initiatives relating to behaviour and discipline cannot be fully effective without the cooperation of everyone within the school community.

### **Our Philosophy**

The aims of the Schools are clearly stated and are best achieved in the framework of a relaxed, pleasant atmosphere in which children and staff are encouraged to give of their best, both in the classroom and in extra-curricular activities, and are encouraged to fulfil their potential. This can be achieved by a positive policy of encouraging good attitudes, rewarding and praising (effort, achievement and behaviour) where possible leading by example.

The attitude of all is of great significance. We believe that relationships between staff and children are fundamental to the success of behaviour management.

Central to this philosophy is the verse by D.Holte, 'Children Learn' and the verse 'A People Place' which are on display throughout the schools.

All adults working with the children share a corporate responsibility for promoting positive behaviour, maintaining good behaviour and dealing with inappropriate behaviour. It is a whole school approach. Adults should consider themselves responsible at all times for the behaviour of children within sight or sound of them. Staff must be consistent and fair at all times.

### **Principles upon which our policy is based:**

- Everyone should be treated fairly and consistently
- Everyone has a responsibility to themselves and others
- Everyone is entitled to respect
- Teachers have a right to teach and pupils a right to learn as effectively as possible
- Effective discipline is a shared undertaking between the school, the pupil, and those with parental responsibility
- The right to be safe and secure

### **Our values are:**

- Respect for others, their property and the environment
- Honesty, trust and fairness
- Tolerance and compassion towards others
- Self-respect and self discipline

There are both entitlements and responsibilities on the part of those involved in achieving good behaviour.

### **The Pupil**

#### **Entitlement:**

- To be treated fairly and with respect
- To be happy at school without the fear of bullying
- To learn without disruption
- To be given reasons wherever possible for decisions which affect them
- To be safe

#### **Responsibilities**

- To understand and accept the rules of the school
- To treat other pupils and adults respectfully
- To work to their capacities and allow others to do so too

### **Teaching and support staff**

#### **Entitlement**

- To be able to teach or carry out their job effectively without disruption

#### **Responsibilities**

- To set clear goals and expectations, and to apply rules and sanctions consistently and fairly
- Strive for a calm and purposeful atmosphere in which pupils can learn effectively
- To set work which is appropriate to the abilities of the pupils
- To encourage good behaviour and positive self-esteem through the recognition of good conduct, effort and achievement.

### **Those with parental responsibility**

#### **Entitlement**

- For their child to receive a quality education during their time at school
- To be treated as an equal in partnership with the school
- For their views and opinions to be respected and valued

#### **Responsibilities**

- To support the school's policy on behaviour and discipline
- To reinforce the school's efforts at home
- To co-operate with the school in resolving any problem

#### **We shall achieve success when:**

- Our rules are displayed clearly and are used consistently
- Staff will look out for and acknowledge appropriate behaviour
- Staff will praise children regularly
- Children receive praise and positive rewards
- Procedures are regularly reviewed
- Parents support the system
- Parents are kept informed of good behaviour as well as inappropriate behaviour
- The rewards are valued

### **Establishing Class rules**

These are based on the notion that rights, rules and responsibilities underpin our approach to school behaviour. These are devised between the children in the class and the class teacher. During the first week of the new academic year, time must be set aside to establish a set of class rules with the new class. Of course, time may also be taken each half term to reinforce and/or refine the class rules if necessary.

#### **Rights:**

- to learn
- to teach
- to be safe
- to be treated with respect.

#### **Rules:**

- to protect these rights for everyone.

#### **Responsibility:**

- we all have a responsibility to ensure these work for everyone.

### **Devising Class Rules**

#### **Rules should:**

- be clear
- be fair and reasonable
- be positive and written positively

- be enforceable
- have known, fitting consequences.

The number of rules should be limited to a maximum of 5.

Children need to realise that the purpose of their rules is to create the right classroom environment for them to learn effectively and happily. They are there for the benefit of them all. Once agreed they should be displayed prominently and, in order to maintain them, frequently referred to and reinforced. Occasionally, there may be the need to refine them.

**Golden rules** – placed in every classroom and throughout the school

These are designed to encourage well-mannered and considerate behaviour

1. Do as an adult tells you first time
2. Listen when others are talking
3. Arrive on time and ready to work
4. Move around the school in a sensible and responsible manner
5. Take responsibility for your actions in a positive way

**Behaviour Charter** – placed in every classroom and throughout the school

This is discussed with pupils and shared with parents. It is displayed throughout the school and referred to when discussing behaviour; both appropriate and inappropriate behaviour.

**Home School Agreement**

Each child and their parents/carers are asked to read and discuss the agreement together so that the aims and expectations of the School are clearly understood. Both parties are asked sign it to indicate their agreement and support. We recognise and wish to reinforce the partnership between children, parent/care and School so that maximum success can be achieved.

**Positive reinforcement of good behaviour**

We believe that the recognition of good behaviour contributes to a positive ethos and pride in our school. It enhances a pupil's sense of worth and self-esteem, reinforces values, and encourages other pupils to follow their example.

We aim to do this through:

- Recognising and highlighting good behaviour as it occurs
- Ensuring that criticism is constructive
- Explaining and demonstrating the behaviour we wish to see
- Encouraging pupils to be responsible for their own behaviour
- Promoting at all times the idea that all pupils are of equal worth and value
- Rewarding individual pupils or groups of pupils for behaving well

**Rewards**

Our philosophy is simple; **'Encouragement works best and success breeds success.'**

Rewards are earned by children for effort, achievement and behaviour.

Any rewards given cannot be later taken away.

Rewards can consist of:

- Bug awards/Keeping on Task Awards
- Verbal praise (Positive comments should be at least 4:1 to any negative comments)
- House points
- Written comments
- Certificates
- Stickers
- Sending child to another teacher for praise
- Note in Homework Diary
- Telephone call / letter home

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- Class Award
- Table Points
- Individuals' 'Privilege time', e.g. extra computer time.
- Golden Book
- Golden Pen
- PATHs Pupil of the Day

### **Class Rewards**

The teacher can award Class Awards which will accumulate towards a class reward. This can take the form of a certificate for the whole class or a reward negotiated with the class and agreed by the Head of School.

### **In addition, at the end of each week;**

- Star of the Week
- Attendance Cup
- House Trophy awarded to house with most house points

### **At the end of each term;**

- Certificates will be awarded, e.g. Headteacher Award
- Attendance certificates
- Achievement Awards

### **At the end of each academic year;**

- Headteacher Certificates
- Attendance certificates
- Achievement/Keeping on Task Awards
- Caring Pupils
- Unsung Hero Award

### **House System**

Upon entry to the school children are placed in "Houses".

Throughout the year children earn House Points for themselves and their House. Children also participate in sporting events ("House Matches") such as football, korfbal, rounders, cricket, cross-country and the summer term sports day. Children's participation and achievement is rewarded with

### **House Points.**

At the end of each half term the number of House Points, for each House are, totalled and the House with the greatest amount of points is awarded the House Cup. At the end of the year the House with the most number of wins is awarded a trophy.

### **The house system is designed to:**

- encourage cross year group cooperation and to encourage older children to set an example to the younger
- encourage group identity in that all children will be working as a group other than their class.

### **Houses will be used for:**

- Sporting events
- House Cup
- Quizzes and other events

### **NB**

A record of points for each child in each house is displayed in each classroom and these will be collected and reported to the whole school on a weekly basis during the celebration assembly.

Each house has at least one member of teaching staff assigned to it.

House numbers will be kept as even as possible.

### **House Captains**

House Captains (and Vice House Captains) are year 6 pupils. At WWL these are voted for by the pupils in Year 5 and 6. At OCJS pupils in Years 3, 4, 5 and 6 vote for their representatives. One girl and one boy from each house are required.

The qualities required for these positions are discussed before the voting takes place.

### **Why do pupils misbehave?**

- The task set is inappropriate
- The family situation
- Expectations regarding behaviour not consistent between home and school
- Low self-esteem
- Problems from outside brought into school
- Tiredness
- Attention seeking
- Hungry
- Worries
- Task Avoidance
- Medical reasons
- Illness
- Immaturity
- Peer pressure
- Low expectations of behaviour by the teacher/adults in school
- Teacher inconsistencies
- Adult inconsistencies
- The logistics of the building

### **Strategies for dealing with behaviour problems**

Although our Behaviour Policy sets out to prevent behaviour problems, there will be times when children misbehave and overstep the boundaries. The key to success is consistency of standards in relation to boundaries, rewards and sanctions.

Having established the Golden and Class Rules, it is vital all pupils have had the opportunity to discuss and agree the consequences of infringement of the rules. Children need to learn that they are responsible for their own behaviour and that they must face the consequences of their own actions. These clear hierarchal sanctions for those children who go beyond the boundaries set by the school need to be understood by all.

- We must demand high standards of behaviour from everyone
- We must reinforce positive behaviour
- We must take care not to punish the whole class for the behaviour of one child
- We must take care to target the behaviour, not the child's personality
- We must take care not to hold grudges, but to deal with present not past behaviour
- We must treat all children respectfully
- We must never use physical punishments under any circumstances
- We must remember we cannot control, only influence a child's behaviour.

### **Procedures for dealing with misbehaviour -**

#### **General Aim**

Children have a right to learn and teachers have a right to teach. If these principles are disturbed in any way the principles begin to break down. Generally, we do not have a major problem concerning the behaviour of the children. However, if only one child behaves in a disturbing or inappropriate manner, others immediately begin to suffer.

A very simple set of rules is easy for all involved to understand and if they are applied consistently, all should benefit. These are the school 'GOLDEN RULES' and are in addition the class rules negotiated and agreed at the beginning of the academic year.

Procedures and methods by which an adult at the school deals with misbehaviour can range from tactically ignoring a child to permanent exclusion depending upon the nature of the misbehaviour. The following hierarchy of sanctions can be entered into at any point depending upon the severity of the misbehaviour.

### **Stages of action and sanctions**

Sanctions to encourage Discipline and Positive Behaviour

When there is a need to implement a sanction, this is done fairly and firmly.

- Ask the child what the problem is; this helps to understand the reasons behind their behaviour.
- Remind the children of their class rules / Golden rules/ Behaviour Charter - check their work is appropriate, change / amend as necessary Explanations of the reason why a sanction is being used will be shared with the child/children.
- The consequences of unacceptable behaviour will be discussed with the pupils, together with the feelings accompanying these consequences if the situation were reversed.
- Move the child within the classroom
- Move the child to another classroom
- If a child's behaviour means they have not completed their work within the lesson, they may be asked to complete it at break or lunch time.
- This also applies to homework. If a child has not completed their homework as set by the teacher, they may be required to complete it at break or lunch time to ensure consistency and fairness for all of the children.
- On occasions the pupil/pupils will be asked to take "time out" (to an agreed area) following an incident. This gives time for the child to gather her/himself together and calm down if the incident involved anger, rough play etc.
- On all occasions of misbehaviour, pupils are encouraged to realise the consequences they have caused and offer an apology – this may be verbal or written. At the same time the recipient is encouraged to forgive unconditionally.
- Staff, when dealing with incidents, will always keep in mind that blame may not be all on one side. We ask that parents/carers do likewise.
- Staff on duty will deal with a situation in the first instance. If an incident warrants it this will be escalated by referring it to the class teacher and then the Head of School – in this order. The approaches to discipline carried out by each member of staff are the same as the sanctions listed above.
- Where it is necessary children may be given an Individual Behaviour Plan. This plan will be tailored to the needs of the pupil at that time and will be reviewed and amended accordingly throughout the year.

If the behaviour is causing disruption to learning in the classroom, the member of staff will need to use the 'Certainty rather than Severity' procedures;

### **Certainty rather than Severity**

- Verbal warning - name may be written on the board - 1<sup>st</sup> chance
- Second warning- tick against name written in the board - 2<sup>nd</sup> chance
- Third warning - Recording book (BLUE BOOK) collected from the school office.

### **Recording Book (BLUE BOOK)**

- Child collects BLUE BOOK from the school office.
- The member of staff records the date, time and nature of the behaviour and the BLUE BOOK is sent back to the office.
- The child will receive a letter for their parents detailing the behaviour which has disrupted the lesson. This letter is sent home with the child for a parent to sign and returned to school the next day. This letter is to inform the parent of the inappropriate behaviour and the slip returned to school is an acknowledgement the letter has been received. The letter will inform parents that a lunchtime detention will take place as a consequence of the inappropriate behaviour, no permission is sought or required for the detention.
- If the signed receipt is not returned to school, a telephone call will be made by the Head of School to inform parents.
- The following day, the child will complete a detention for half an hour during the lunch hour.



- The detention will take place in the classroom of a member of the teaching staff.
- The child may complete work during the detention or asked to complete a 'Why (Think) Sheet'. The 'Why sheet' is filed into the child's individual folder.
- If a child fails to arrive for the detention, parents will be informed and the child will need to complete two detentions.
- The lunchtime duty is split between the teaching staff on a rota basis.
- If the inappropriate/disruptive behaviour takes place on a Friday, the detention will take place the following Monday.
- If a child receives two detentions within any half term period, parents will be invited into school to discuss their child's conduct and the child will not be allowed to attend the end of term disco.

### **Recording Book (RED BOOK)**

This records any incidents of aggressive / violent behaviour. No warnings can be given in these circumstances.

### **Severe behaviour**

In an instance of severe behaviour the teacher will override the sanction procedures. The child may be sent straight to the Head of School. Examples: fighting, bullying, stealing, vandalism, insolence which could involve answering back, a deliberate refusal, swearing at an adult, using an inappropriate tone of voice, gesturing such as turning away, ignoring or performing to an audience and general refusal to cooperate.

This behaviour will be recorded in the RED BOOK.

It may be necessary to ask a child to leave the classroom if the learning is being disrupted for all children. If the child refuses the request to leave the classroom, the Class Teacher shall request assistance from the Head of School. If the child continues to refuse to leave the classroom, the parents/carers of the child will be contacted. They may be asked to come to school and escort their child to the appropriate classroom.

If the behaviour puts the health and safety of the child or other child at risk, the staff will use reasonable force to remove the child to a safe place.

### **Major Serious Incident – potential danger to themselves or others.**

- Head of School to intervene. Parent/Carer notified immediately.
- Possible fixed term exclusion.

### **N.B.**

- Use of letter/telephone to communicate with parents/carers
- Logging by class teacher of child's behaviour in appropriate record book
- Use of IEPs for setting relevant behaviour targets
- 'Daily Report Sheet' can be sent home to be signed by parent/carer at the end of each week. This should only be used for short periods since if this does not alter the child's behaviour, other strategies will need to be used.

### **Strategies for dealing with potentially disruptive incidents:**

- Talk to the pupil in a calm, but firm manner.
- Give clear choices and make the consequences clear
- The 'Time Out Card' system may need to be introduced.

### **Strategies for dealing with major serious incidents**

- Summon help from another adult.
- Take appropriate action to maintain the safety of pupils, including the disruptive pupil and yourself.
- It may be necessary to remove other pupils and allow disruptive pupil, monitored by an adult, to calm down.

All such major serious incidents must be reported to the Executive Deputy and Executive Headteacher and reported in detail on an Incident Report Form

### **General notes**

Minimise the number of rules but state and explain them clearly

- Generally phrase commands in the form of requests with an explanation
- Avoid using threats
- Do not shout; do not whisper. A general level of talking which is quite low helps, then the occasional loud comment carries some weight. Talking loudly at all times is perceived as aggressive.
- Minimise confusion in instructions
- Present yourself pleasantly
- Be prepared to apologise for making mistakes or failures
- Remember to praise those children who quietly get on – these can be overlooked.
- The Head of School (and the Designated Lead for Safeguarding if this is necessary) should be informed of any complaint about bullying or an issue pertaining to the Single Equality Scheme, and the procedures outlined in this policy followed.

### **Racism**

Refer to Anti-Racist Policy and Procedures

### **Support from Outside Agencies**

If a pupil's behaviour is giving cause for concern, parents/guardians will be contacted by the head of School, or the class teacher at the Head of School's request at an early stage, with a view to discussing and implementing a strategy which has the support of the pupil, parent/guardians and the school. We would hope that a cooperative effort from everyone would be sufficient to resolve the difficulty over time. However, if the problem persists, or if it is a particularly serious concern, we would, with the permission of parents/guardians, develop pastoral support plans (PSPs) before seeking the help of the school's Educational Psychologist.

The pupil's programme of action and progress would be noted on an Individual Education Plan, and parents/guardians would be invited to school on a regular basis to discuss progress.

### **Breaktime and Lunchtime Supervision**

The less structured environment at break and lunchtime causes some difficulty for some pupils at times. We expect pupils to play sensibly, to respect others and to use appropriate language. One member of staff is on duty on each playground at breaktime. At lunchtime, the Midday Supervisory Assistants (MSAs) have responsibility for ensuring that pupils come to lunch in an orderly way, and for supervising them on the playground or field.

We expect pupils to treat them with respect, and to comply with their instructions and requests. Any behavioural or disciplinary problems that cannot be dealt with will be referred to the member of staff on duty or the head of school.

### **Golden rules at lunchtime**

- Do as the adult tells you the first time
- No pushing in the queue
- Walk in an orderly way into the queue
- Good table manners at all times
- Line up in a quiet and sensible manner

### **Sanctions**

- A warning
- Remind children of PATHs Traffic Light System
- Sent inside to sit in the hall / library
- Name taken and recorded on class lists
- Name given to class teacher
- Sent to head of school
- Parents informed in the usual way
- If children misbehave on the playground, during playtime or lunchtime, they could spend their lunchtime in the 'Duty Room':

- The time they spend in the 'Duty Room' will be at the discretion of the supervising senior teacher.
- If the incident is of a serious nature, the head of school may require the child to spend more than one lunchtime in the 'Duty Room'.
- Children will be required to complete work during their time in the Duty Room.
- Where the head of school feels the incident may impact on afternoon lessons, the child may complete their work in another classroom or supervised in another area of the school.

### **Rewards**

- Positive behaviour should be awarded with praise (at least 5:1)
- House points
- Table Points
- Class Award points
- Teacher on duty at breaktime/MSA at lunchtime can inform any class teacher if a class has behaved particularly well – class reward awarded

### **Bullying**

The school has an anti-bullying policy. Any allegations of bullying will be investigated thoroughly and promptly. Confirmed incidents of bullying will result in the perpetrator(s) receiving an appropriate and proportionate sanction(s).

### **Children's Conduct outside the School Gates**

The school will give proportionate and appropriate sanctions for children's misbehaviour on the journey to and from school (Section 89(5) of the Education and Inspections Act 2006).

### **Further Sanctions**

Where appropriate, the Head of School, Executive Deputy or Executive Headteacher may wish to use sanctions other than The Blue Book and The Red Book. The chosen sanction/sanctions would be proportionate to the behaviour incident. These sanctions could be;

- An unofficial internal exclusion.
- Prevented from attending a special occasion e.g. a school disco
- An official fixed term exclusion
- Permanent exclusion

### **These sanctions may be applied for incidents such as;**

- Physical assault against a pupil or adult
- Verbal abuse/threatening behaviour against a pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol
- Damage
- Theft
- Persistent disruptive behaviour

### **Procedures for Exclusion**

The school follows the government guidance for exclusions. The full guidance is published on the Department for Education

website: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

Please see the appendix.

### **Use of Reasonable Force**

What happens if a pupil complains when force is used on them?

Please see 'Dealing with Allegations of Abuse against Teachers and Other Staff' (statutory guidance from the Department of Education).

When an allegation of force is made by a pupil key points to remember are:

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The school must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- The Governing body should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

#### **Malicious accusations against school staff**

Where an allegation of abuse or misconduct is found to be fabricated the Headteacher will make a decision as to the appropriate sanction/sanctions.

#### **School Trips**

White Woman Lane School and Old Catton Church of England Junior School has adopted the Educational Visits risk assessment procedures recommended by Children’s Services. On rare occasions it may be necessary for individual children not to undertake school visits due to the risk to their safety and that of others.

The school recognises that the decision not to take a pupil on an educational visit can be a sensitive one. Where possible the class teacher should seek early advice about their concerns from the SENCO, Head of School, Executive Deputy or Executive Headteacher.

Early contact with parents/carers is important:

- Contact the parents/carers and arrange a meeting to explain your concerns.
- Explain why your concerns could affect participation in the educational visit.
- If appropriate (for example with children with behaviour difficulties) set up targets (linked to an IEP) that will address behaviour. Try to avoid making a reward the participation in the educational visit as this may be an abstract target with children with moderate SEND.
- Set up another meeting to review the progress.
- Take minutes of the meeting and send a copy to the parents/carers.
- Keep the SENCO, Head of School, Executive Deputy or Executive Headteacher informed of progress.
- It may be that a compromise can be reached with parents/carers that ensures that there is no longer an unacceptable risk to the child or others and allows them to participate in the educational visit; e.g. the child does not stay overnight on the residential visit but is present during the daytime. Try to explore these ideas but remember the safety of the children is our primary concern.
- Legal Services can also offer advice as can Children Services Educational Visits.
- The Executive Headteacher will make the final decision about a child’s participation in an educational visit.

#### **Screening, Searching and Confiscation**

The Executive Headteacher and authorised staff (Executive Deputy, Head of School and members of the Leadership Team) have a statutory power to search pupils or their possession, without consent, where they suspect the pupil has certain prohibited items:

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- Knives, weapons, alcohol, illegal drugs and stolen items.
- Children are not permitted to bring a mobile phone onto the school sites of White Woman Lane Junior School or Old Catton Junior School. Only in exceptional circumstances, when written permission has been sought and granted by the Head of School, may a child bring a mobile phone into school. Please see the Mobile Phone and Electronic Devices Policy Statement.

For full guidance see 'Screening, Searching and Confiscation - a guide for Headteachers'.

Documents referred to in this document;

- Exclusion guidance:  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>  
This includes advice regarding;  
Removing pupils from a school site and the decision to exclude  
Procedure for excluding a pupil: role of headteacher/teacher in charge
- Dealing with allegations of abuse against teachers and other staff – Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of Independent schools
- Screening, searching and confiscation - Advice for head teachers, staff and governing bodies
- Use of reasonable force - Advice for head teachers, staff and governing bodies

## The 4 W's (Think Sheet)

Schools may choose to use this document

**Name:** .....

What were my actions? (What did I do?)

What rule did I break? (Think about Golden /classroom rules)

Why did I do it? (This is your side of the story)

What can I do to make it better?

Signed ..... Teacher/ Headteacher

## BEHAVIOUR SANCTIONS

### *Certainty rather than Severity*

1. If you behave inappropriately your teacher will tell you and give you an opportunity to explain what rule you are breaking (Class or Golden Rule). The teacher may also explain why you are breaking the rule. This is your verbal warning -  
**FIRST CHANCE TO BEHAVE APPROPRIATELY**
2. If you are still unwilling to change your behaviour then your name will be written on the board and ticked once -  
**SECOND CHANCE TO BEHAVE APPROPRIATELY**
3. Continued inappropriate behaviour will result in the **BLUE BOOK** procedures being followed:
  - **BLUE BOOK** collected from the school office.
  - The member of staff records the date, time and nature of the behaviour and the **BLUE BOOK** is sent back to the office.
  - You will receive a letter for your parents/guardians detailing the behaviour which has disrupted the lesson and to inform them of the consequence of your behaviour - your detention.
  - This letter is sent home with you for your parent/guardian to sign and acknowledge receipt of the letter and is to be returned to school the next day.
  - The following day, you will complete a detention for half an hour during the lunch hour in the classroom of a member of the teaching staff.
  - You will need to take responsibility and ensure you know where you are expected to go for your detention.
  - If you receive two detentions within any half term period, your parents/guardians will be invited into school to discuss your conduct and you will not be allowed to attend the end of term disco.

### **Bullying: What is it?**

#### **Bullying is not:**

When a child/children unintentionally hurt someone's feelings by mistake. For example: having a laugh; knocking into people by mistake; getting angry because they are annoyed with someone or something; or when they decide they don't want to play with someone one day. It is also not when a child is involved in a 'one off' incident of physical or emotional harm. Such examples are dealt with in accordance with our behaviour and discipline policy and will be monitored closely in the future.

#### **Bullying is:**

Deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

#### **Bullying can include:**

- teasing and/or abusive remarks and name calling
- a 'look'
- threats and physical violence
- damage to property
- deliberately leaving pupils out of social activities
- spreading rumours with the intention of causing harm
- upsetting mobile phone or email messages (cyber bullying)
- behaviours which can be described as racist.

'A racist incident is any incident which is perceived to be racist by the victim or any other person' (Association of Chief Police Officers, Stephen Lawrence Inquiry). In the context of school: 'If a child feels the incident is racist, it is.' (Ofsted, November 2005)

#### **Our approach to bullying Incidents**

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-bullying' culture) we know that we may not be immune to incidents of bullying. However, our approach to any bullying incident is very clear.

Bullying of any kind is unacceptable and is immediately investigated.

Strategies have been introduced to reduce the possibility of bullying. These include raising awareness about bullying and our policies relating to bullying, discipline and positive behaviour. They increase understanding for those involved in bullying; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour and anti-bullying within our school community in many ways.

#### **With Children:**

We place our expectations for positive behaviour and anti-bullying within the curriculum (potentially during PHSE, PATHs, Drama, Circle Time) so that Children can regularly reflect on themselves and others in a citizenship context.

#### **With Parents/Carers:**

- Parent/carer questionnaires annually.
- Parent/Carer Support Advisor
- 'Open door' policy for parents/carers to come in and talk with staff and members of the leadership team.

#### **With Teaching and Support Staff:**

- Clear guidelines on positive behaviour management
- INSET training days
- By regularly reviewing Bullying Incidents



- Ensuring Care Plans include actions to be taken for children that might be vulnerable to bullying and making all staff aware of these plans

**With Governors:**

- Through reports from the Head of School committee meetings.
- By regularly reviewing Bullying Incidents
- Reporting to the Full Governing Body every year

Reports regarding Anti-Bullying Week, E-Safety, assemblies and school activities which reinforce the message that bullying of any kind is unacceptable.

- Healthy Schools' Status

**With the Community:**

- Working with External Agencies who provide best practice, support and encouragement.
- Working with Extended Services to ensure Positive Behaviour, Discipline and Anti-bullying
- Policies are in place; and ensuring that reporting methods are clear to all users.

**What happens when the School becomes aware of an incident?**

The Head of School should be informed of any complaint about bullying in the first instance. The Head of School will inform the Executive Deputy as required.

**The following procedures will be followed**

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the nature of the bullying, recording outcomes if deemed necessary.
- Identify the bully/bullies, the person being bullied and any witnesses.
- Interview witness/es.
- Discuss the incident with the alleged bully/ies. Explain the allegations and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage.
- If the bully admits, make it understood that bullying is not acceptable. Tell them what effect it has on the self-esteem and education of the person being bullied and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Consider whether it is necessary to have discussions with the parents/guardians of the bully/bullies and the person who has been bullied.
- Provide support for the child/children who have been bullied. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the bully. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide opportunities in Circle Time or groups, for the children to discuss relationships, feelings and the effect bullying can have on individuals. This will include re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, bullying in the School.

**Positive Handling – Step On Approaches**

It rare that the use of physical restraint will be required.

However, in order to prevent harm to pupils, staff, property or learning, the governors have agreed 'The Use of Reasonable force' policy.

In addition to this all staff, involved in regular contact with those children at risk of needing this kind of intervention, have received 'STEPS' training.

**Exclusions**

In serious and persistent cases of bullying the Executive Headteacher may have to consider excluding a pupil. Procedures will be followed according the National guidelines available from [www.teachernet.gov.uk](http://www.teachernet.gov.uk).

In general this involves the following:

- The Executive Headteacher will be responsible for the exclusion of pupils. The Head of School and/or the Executive Deputy have the delegated responsibility to take this action if necessary.
- When the decision is taken to exclude a pupil parents will be informed, the Authority and the Governing Body will also be informed in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

**Dissemination of Information and Review of this Policy**

Children are made aware of this Policy through assemblies, Circle Time, PATHs sessions and PSHE lessons.

The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship.

The Executive Headteacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Positive Behaviour, Discipline Policy is on the School website and a paper copy available for perusal in the school, on request.

## Anti-racist Policy

At Old Catton Junior School and White Woman Lane Junior School we recognise and value diversity. Learners should feel safe from racist incident and feel confident to talk to staff and others if they feel at risk.

The school ethos is inclusive, and we endeavour to ensure that the school community feels safe, valued and respected.

The school curriculum is inclusive, and issues of racism and bullying are addressed within it, specifically in PSHE.

Racism is:

*Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.* Stephen Lawrence Inquiry, 1999.

*A racist incident is any incident which is perceived to be racist by the victim or any other person.* Stephen Lawrence Inquiry, 1999.

*The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.*

All instances of racist bullying in schools are racist incidents, as defined by the Stephen Lawrence Inquiry report cited above. Not all racist incidents, however, are necessarily instances of racist bullying. This is because they do not all have the features of bullying. For example, if two pupils have an argument in the playground, and if in the heat of the moment the one uses a derogatory term about the other's cultural or ethnic background, this would be recorded as a racist incident; it would probably not, however, be thought of as an example of bullying. Or if a pupil uses inappropriate language in a classroom discussion this too might be recorded as a racist incident, but would not be thought of as an example of bullying.

- Within our schools we acknowledge that racism exists in wider society, and that it can lead to racism and racist bullying in schools. We listen to, and take what pupils are telling us very seriously, giving them time when necessary, to express what they are feeling. It is important, in all considerations of racism, to start with the perceptions of people at the receiving end – their feelings of astonishment, disbelief and shock, of threat and fear and anger, of diminished self-confidence, of their parents and friends being insulted and rejected as well as themselves. Also, it is crucially important to note and encourage their resilience and resistance in developing a calm resolution not to let their experiences of racist intolerance get them down permanently.
- We record and take action on racist incidents.
- Pupils know that racism will not be tolerated and that it will always be dealt with.
- Strategies for both prevention and intervention are in place

### **Our approach to bullying Incidents**

Although we endeavour to provide a happy, safe environment for pupils, staff and parents (promoting an 'anti-racist' culture) we know that we may not be immune to incidents of racism. However, our approach to any incident is very clear.

Racism of any kind is unacceptable and is immediately investigated.

Strategies have been introduced to reduce the possibility of racism. These include raising awareness about racism and our policies relating to bullying, discipline and positive behaviour. They increase

understanding for those involved in racism; and teach pupils how to manage relationships in a constructive way. We work with positive behaviour within our school community in many ways.

**With Children:**

We place our expectations for positive behaviour and anti-racism within the curriculum (PHSE, PATHS, Drama,) so that children can regularly reflect on themselves and others in a citizenship context.

**With Parents/Carers:**

- Parent/carer questionnaires, annually
- Parent/Carer Support Advisor
- 'Open door' policy for parents/carers to come in and talk with staff and members of the leadership team.

**With Teaching and Support Staff:**

- Clear guidelines on positive behaviour management
- INSET training days
- By regularly reviewing Racist Incidents

**With Governors:**

- Through reports from the Heads of School at committee meetings.
- By regularly reviewing Racist Incidents with the Chair of Governors
- Reporting to the Full Governing Body every year

**What happens when the School becomes aware of an incident?**

The Head of School should be informed of any racist incident in the first instance. The Head of School will inform the Executive Deputy as required.

**The following procedures will be followed**

- Thank the person (child/children/parent/guardian) for telling you, and if appropriate, reassure them that they have done the right thing by telling you.
- Discuss the details of the racist incident with those directly involved, recording outcomes.
- Identify and any witnesses.
- Interview witness/es.
- Explain the allegations to the perpetrator(s) and ask them to tell the truth about the situation. Make it clear that this is only an investigation at this stage but it is serious.
- If racism is admitted, make it understood that racism is not acceptable. Tell them what effect it has on the self-esteem and education of the person being abused as well as other children in the class/school.
- If the allegation of racism is denied, investigate further. If there is sufficient evidence that the racism occurred, inform the perpetrator.
- Consider what punishment is appropriate but a verbal and written apology is a minimum.
- Parents of the pupil subject to racism and the perpetrator will be informed by the Head of School and given the opportunity to come to school to discuss the incident.
- Provide support for the child/children who have been subjected to racism. A mentor/named person will monitor and observe at break times and lunchtimes, and through discussion, make sure there is no repetition.
- Provide support for the perpetrator. This may include a programme to support behaviour. A mentor/named person will support the child during this programme.
- Provide additional opportunities in PSHE/PATHS for the children to discuss relationships, feelings and the effect racism can have on individuals. This will include re-iterating that it is OK for children to 'tell' a teacher when they witness, or are subject to, racism in the School.

**Reporting**

**Racist Incidents are recorded internally when they occur and these records are kept securely with safeguarding files in accordance with GDPR guidelines.**

**There is an annual reporting process (in September) whereby the number of incidents are reported to the Local Authority as a numerical value, not identifying individuals or details of specific incidents.**

## **Exclusions**

In serious and persistent cases of racism the Executive Headteacher may have to consider excluding a pupil.

In general this involves the following:

- The Executive Headteacher will be responsible for the exclusion of pupils. The Head of School and/or the Executive Deputy have the delegated responsibility to take this action if necessary.
- When the decision is taken to exclude a pupil parents will be informed, the Authority and the Governing Body will also be informed in line with requirement set out in National guidelines.
- All exclusions will have regard to the guidance issued within current guidelines.

## **Dissemination of Information and Review of this Policy**

Children are made aware of this Policy through assemblies, PATHs sessions and PSHE lessons. The key principles are also supported by a number of events related to promoting positive behaviour, anti-bullying and citizenship.

The Executive Headteacher ensures that parents/guardians and all staff are familiar with the arrangements set out in this Policy Statement. A copy of this Positive Behaviour, Discipline Policy is on the School website and a paper copy available for perusal in the school, on request.

Example of an Individual Behaviour Plan

**INDIVIDUAL BEHAVIOUR PLAN**

**NAME:** .....

**YEAR GROUP:** .....

**ECHP/SCHOOL SUPPORT (circle as appropriate)**

**External Agency Involvement:** .....

**DATE OF PLAN:** .....

**DATE OF REVIEW:** .....

**BEHAVIOUR TARGETS (MAXIMUM OF THREE, TO BE NEGOTIATED WITH PUPIL)**

.....should

- 1. ... avoid all incidents of aggression
- 2. ... do what is asked by a teacher without shouting or arguing.
- 3. ... ask the teacher for help or use his time-out card if any difficulty arises.

**METHODS AND RESOURCES TO MEET TARGETS**

- .....should be given clear instructions/expectations of the task.
- He should be given the opportunity to work in his/her own places or as part of the whole class group.
- Additional work should be available should he choose to withdraw himself from the whole class task (these should be kept near his work space and could be available if he is removed from class).
- He should be rewarded for positive choices such as removing himself from a possible 'explosion' or asking to work in a different work space.

If difficult behaviour starts:

- Give a non-verbal warning to discourage
- Give a quiet verbal warning
- If he refuses to co-operate remain calm and non-confrontational
- Repeat quiet warning - e.g. "..... get on with your work please." Or, "We are all working quietly in here ....., you need to work quietly as well thank you."
- Give him an opportunity to use his 'time-out' card.
- If he refuses to use his 'time-out' card he should be removed to the designated area.
- Refuse to engage him in any conversation until he is calm. TA to remain with him to ensure he is safe. If he cannot calm down, or is not co-operating ask him to go with TA to either the senior teacher in charge until he is calm or send a child to request assistance.
- When he is calm he may return to the lesson after any damage etc. is put right. When returning to class remind him of the expectations e.g. "When you go back into class you will sit in your place and not shout out."

**CRITERIA FOR SUCCESS**

Progress will be monitored and assessed via teacher and TA notes. Targets on this IBP may need to be changed or amended at any time as a result of the monitoring process.

**REWARDS**

- **Spoken and written praise**
- **Parents told by phone or in person**
- **Weekly reward event with friends, member of staff, parent etc.**

*The School is happy to support your choice to be a success. You can do it!*

**SANCTIONS**

*It is unwise to collect sanctions but the school will always deal with any behaviour that upsets the learning and safety of others. After any warning make the choice to change your behaviour. It is the mature thing to do.*

- **The Headteacher and your parents will be told of your behaviour and will record it.**

**ACTION AND BY WHOM**

- The Headteacher and members of the senior leadership team, will monitor progress through reporting at specified times. Targets and criteria for success will be specified, recorded, reviewed and changed by them as need arise.
- The SENCo and external agencies will assist the school to draw up the Individual Behavioural Plan in accordance with the guidelines of the Code of Practice and to maintain it where it is accessible to all mainstream staff.
- .....’s parents will be asked to support the positive aims of this plan at home.
- Regular meetings will be arranged to monitor/maintain .....’s progress.

**TO BE SIGNED BY**

**PUPIL** .....

**PARENT** .....

**TEACHER** .....

**HEAD TEACHER** .....

## **Exclusions Policy**

### **RATIONALE**

At our schools we believe staff and children are entitled to a safe and secure environment in which to learn and succeed, the safety and well-being of all the members of the school community is paramount. This policy relates to the policy and practice regarding the use of Exclusions. A child will be excluded only as a last resort as a result of violence, unacceptable breaches of the behaviour policy or of the criminal law.

### **AIMS AND EXPECTATIONS**

- To ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed
- To reduce the need to use exclusion as a sanction by positively encouraging and recognising acts of respect and consideration to others. The decision to exclude a pupil may be taken in the following circumstances
- In response to a serious breach of the school's Behaviour Policy
- If allowing the pupil to remain in school may harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and only the Executive Headteacher has the power to exclude a child from our schools. Exclusions, whether for a fixed term Suspension) or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are breaches of the school's Behaviour Policy

- Refusal to carry out reasonable instructions issued by a member of the school staff
- Verbal abuse directed at staff, professionals working within school or other pupils
- Physical abuse/assault of staff, professionals working within school or other pupils
- Actual or threatened violence against staff, professionals working within school or other pupils
- Inappropriate behaviour of a sexual nature
- Theft
- Possession or misuse of drugs or other illegal/dangerous substances
- Racial abuse
- Vandalism of the school site
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

This list is not exhaustive and there may be other circumstances that could arise when the Executive Headteacher/Head of School makes the judgement it would be appropriate to exclude a child in school

### **TYPES OF EXCLUSIONS**

There are two types of exclusion

#### **Fixed Period Exclusion (Suspension)**

A fixed period exclusion is where a child is temporarily removed from school and for a specific period of time. The DFE regulations outline that this can be for up to 45 school days in one school year, even if a child has changed schools.



In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. An exclusion that takes place over a lunchtime would be counted as half a school day.

If the fixed period exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth day, e.g. a pupil referral unit.

### **Permanent Exclusion**

A permanent exclusion means that a child is being removed from the school roll. However, the head teacher must not remove a pupil's name from the school admissions register until the outcome of the Independent Review Panel (if this route is followed by parents).

### **EXCLUSION PROCEDURE**

At our schools the decision to exclude a child will be lawful, reasonable and fair. Every effort will be taken to ensure early intervention be used to address the underlying causes of any inappropriate behaviour before an exclusion is considered.

If a child is to be excluded, parents will be notified immediately by telephone and by letter as soon as possible without delay. The parent/carer will be informed:

- If the exclusion is permanent
- If the exclusion is fixed term, the precise period of the exclusion
- The reasons for the exclusion
- The parent's right to make representations to the governing body, and how the pupil can be involved in this;
- Who to contact about making such representations
- The arrangements made by the school for the pupil to continue their education during the first five days of the exclusion, including setting and marking of work. (It is the parents' responsibility to ensure that work sent home is completed by the pupil and returned to school)
- The school days (or school day from) which the pupil will be provided with alternative suitable education.

Exclusions can start on the same day but school will work in partnership with parents to collect their child as we appreciate that this may not be able to happen immediately. During the first five days of a period of exclusion (whether fixed term or permanent, the parents must ensure that the child is not present in a public place during school hours, unless there is reasonable justification.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age (for example; home tutoring, a pupil referral unit or online studies). This provision must begin no later than the sixth day of the exclusion. This duty is set out in section 100 of the Education and Inspections Act 2006.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil, again of compulsory school age, to begin no later than the sixth day of the exclusion. This duty is set out in section 19 of the Education Act 1996.

### **CHALLENGING AN EXCLUSION**

Parents have the right to ask the Governing Body to consider their representations about an exclusion. This will depend on the length and nature of the exclusion. The Governing body will consider the reinstatement of an excluded child within 15 schools days of receiving the notice of exclusion if:

The exclusion is permanent

- It is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in term; or
- The exclusion means the child will miss a public exam or national curriculum test

Where the exclusion means that a child will miss a national curriculum test there is a further requirement for a governing body to consider exclusion before the date of the examination or test. If this is not possible, the chair of governors may consider the exclusion independently and decide whether or not to reinstate the pupil. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases parents still have the right to make representations to the governing body and must be made aware of this right.

If the exclusion is for 5 days or fewer, parents can request that the Governors hear their views but they can't overturn the Executive Headteacher's decision.

When invited to meet the Governing Body, parents will be allowed to make representations along with the Executive Headteacher/Head of School. The Governing Body will:

- Ask for any written evidence in advance of the meeting (including witness statements and other relevant information held by the school, such as those relating to Special Educational Needs)
- Ensure any written evidence and information has been circulated, including a list of those who will be present, to all parties at least five days in advance of the meeting.
- Allow parents to be accompanied by a friend or representative
- Identify steps they will take to encourage the excluded pupil to attend the meeting, where appropriate, to talk on their own behalf or by other means if they are not attending.

The Governing body will consider the interests and circumstances of the excluded child, along with the circumstances in which the child was excluded. When making any decisions they will also have regard to the interest of the other pupils and staff working at the school. The Governing body will look at the facts in relation to the exclusions and reach a decision on whether or not to reinstate the pupil considering is the decision to exclude lawful, reasonable, proportionate, procedurally fair, taking into account a Headteacher's legal duties.

The Governing Body can then either:

- Uphold an exclusion: or
- Direct reinstatement of the pupil immediately or on a particular date.

The Governing body must notify the parents, Executive Headteacher/Head of School and the local authority of their decision, and the reasons for their decision, in writing without delay. The reasons for the decision should be in sufficient detail to enable all parties to understand why the decision was made.

In the case of a permanent exclusion, where Governors did not overturn the exclusion, the Governing body must write to the parents and include the following information:

- The fact that the exclusion is permanent
- Notice of the parents' right to ask for the decision to be reviewed by an independent review panel and the following:
  - o The date by which the application for a review must be made

- o The name and address to who the application for a review (and any written evidence) should be submitted:
- o That the application should set out the grounds on which it is made and that, where appropriate, this should include reference to how the pupils special educational needs are considered to be relevant to the exclusion:
- o That parents have a right to require the federation to appoint a Special Educational Needs expert to attend the review
- o That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel and that parents may also bring a friend to the review.
- o That, in addition to the right to apply for an Independent Review Panel, if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-Tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination.

### **THE INDEPENDENT REVIEW PANEL**

If the Governing Body uphold a permanent exclusion, parents have the right to request that their decision is reviewed by an Independent Review Panel (IRP). Parents must lodge their application for a review:

- Within 15 school days of notice being given to the parents by the Governing Body of their decision to uphold a permanent exclusion; or
- Where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion.

These are strict deadlines and any application made outside of the legal time frame must be rejected by the Federation.

Parents may request an Independent Review Panel even if they did not make a case to, or attend, the meeting at which the Governing Body considered the exclusion. Parents must submit written representations and, if applicable, supporting evidence, when lodging their application. The Academy Trust must constitute the panel with either three or five members:

- A lay member to chair the panel
- One (or two for a 5 member panel) school governor who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or the Head teacher during this time, and
- One (or two for a 5 member panel) head teachers or individual who has been a head teacher within the last five years.

A clerk will also be present to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on exclusions. The clerk does not take part in the decision making process. The role of the panel is to review the Governing Body's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school. The panel can decide to:

- Uphold the exclusion decision;
- Recommend that the governing body reconsiders their decision, or
- Quash the decision and direct that the governing body considers the exclusion again.

When considering the Governing Body's decision, the panel should apply the following tests which need to be satisfied to quash the decision:

- Illegality - did the head teacher and / or governing body act outside the scope of their legal powers in taking the decision to exclude?
- Irrationality - was the decision of the governing body not to reinstate the pupil so unreasonable that it was not one a responsible person could have made?
- Procedural impropriety - was the process of exclusion and the governing body's consideration so unfair or flawed that justice was denied?

If any of these criteria are met, then the panel can quash the decision of the governing body and direct that they consider the exclusion again. Where the criteria for quashing a decision have not been met the panel should consider whether it would be appropriate to recommend that a governing body reconsiders their decision not to reinstate the pupil. This should be used where evidence or procedural flaws have been identified that do not meet the criteria for quashing the decision but which the panel believe justify a reconsideration of the governing body's decision.

In all other cases the panel should uphold the exclusion.

- There is no further right of appeal against the decision of an Independent Review Panel. However there are two ways that the decision may be challenged:
- If you feel that the review panel process was unfairly run, you may be able to take this further by complaining about maladministration by the IRP. A successful complaint may result in a recommendation that a new IRP should be arranged, but the decision to uphold the exclusion cannot be overturned. The body this complaint should be made to will depend on the type of school involved.

#### **THE RESPONSIBILITIES OF THE EXECUTIVE HEAD TEACHER/HEAD OF SCHOOL**

It is the responsibility of the Executive Headteacher/Head of School to:

- Ensure the policy is implemented consistently and fairly.
- Make the decision to exclude having checked all evidence.
- Communicate promptly with parents, informing them of the decision to exclude immediately by telephone and within 24 hours by letter.
- Send details of the exclusion to the Chair of Governors and the LA.
- Delegate responsibility for sending work home/marking of work.
- Monitor the implementation of the policy and regularly report to Governors.

#### **THE RESPONSIBILITIES OF THE CLASS TEACHER**

- It is the responsibility of the Class Teacher to:
- Keep appropriate records of incidents that may lead to the decision to exclude.
- Send work home for the duration of the exclusion and mark any work returned.
- Use the time of the exclusion to review provision e.g.: seating arrangements, differentiation, and behaviour support.
- Ensure the child returning from an exclusion is given every opportunity for a fresh start.

#### **THE RESPONSIBILITIES OF THE GOVERNORS**

It is the responsibility of the Governors:

- Review the policy in the light of monitoring.
- Attend Exclusion hearings as required.

#### **EQUALITY**

All children will be treated equally and fairly throughout the implementation of this policy. The Executive Headteacher will monitor incident logs and ensure that any apparent inequality of incidents is entirely attributed to the behaviours of those children,

**TRAINING**

Whole staff and individual training needs will be identified through staff appraisal.

**MONITORING**

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

- Links to Other Policies Anti-Bullying Policy
- Safeguarding Policy Behaviour Policy
- Pupil Restraint Policy

**REVIEW**

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## 'Children Learn'

If a child lives with criticism,  
He learns to condemn,  
If a child lives with hostility,  
He learns to fight,  
If a child lives with ridicule,  
He learns to be shy,  
If a child lives with shame,  
He learns to feel guilt,  
If a child lives with tolerance,  
He learns to be patient,  
If a child lives with encouragement,  
He learns confidence,  
If a child lives with praise,  
He learns to appreciate,  
If a child lives with fairness,  
He learns justice,  
If a child lives with security,  
He learns to have faith,  
If a child lives with approval,  
He learns to like himself,  
If a child lives with acceptance and friendship,  
  
He learns to love in the world.

## **A People Place**

If this is not a place where tears are understood,  
where do I go to cry?

If this is not a place where my spirit can take  
wing,  
where do I go to fly?

If this is not a place where my questions can be  
asked, where do I go to seek?

If this not a place where my feelings can be  
heard,  
where do I go to speak?

If this is not a place where you'll accept me as I  
am, where can I go to be?

If this is not a place where I can try to learn and  
grow, where can I just be me?