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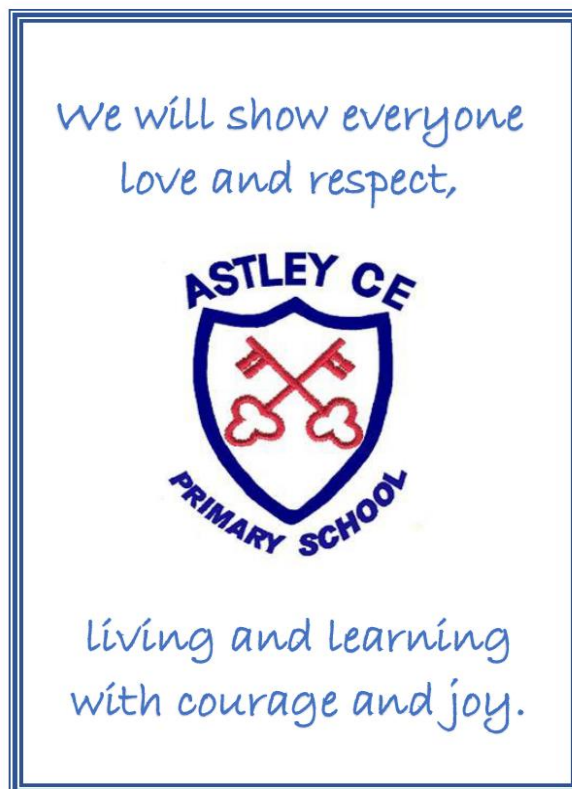


Governing body

Behaviour, including anti-bullying and exclusions

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**Our vision and values**



We believe that the role of our school goes far beyond developing children's academic ability. Supporting children to learn how to develop positive relationships is of equal, if not greater importance. Children learn through experience and are all at different stages on their journey of learning how they fit into the world, and how they relate to others.

For most children, this process of self-discovery means that they will from time to time behave inappropriately as they explore relationships with others. It is the role of all the important adults in children's lives to support them to develop positive relationships and therefore good behaviour. Good behaviour and attitudes are essential for positive academic progress to take place.

Our vision for Astley School describes a culture and environment where love is manifested in kindness and respect. This enables positive relationships to be modelled and to flourish between adults and children.

Ratified by the Governing Body: Tuesday 23<sup>rd</sup> November 2021

Date for review: April 2023

Signed by:

Chair of governors      Tuesday 23<sup>rd</sup> November 2021

Head teacher      Tuesday 23<sup>rd</sup> November 2021

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## 1 Aims

Astley C E School helps and encourages children to:

- Be in control of their own emotions, solving problems calmly and honestly through negotiation and discussion, avoiding aggression and deceit.
- Show increasing levels of independence, and skill at managing relationships with others.
- Be kind, honest and fair, showing pride in and increasing awareness of themselves and respect for others.
- Have the courage to tell the truth especially in difficult circumstances.
- Stand up for what they know is right, learning to respond with appropriate assertiveness, rather than aggression or passivity.
- Learn that they have the right to be safe, but they also have the responsibility to ensure that others feel safe.
- Understand that, at every step, they make choices.
- Understand that choices have consequences, some of which have good outcomes and others that do not.
- Learn that they define themselves by the choices that they make.

## 2 We have one over-arching vision for our school including our values:

***We will show everyone love and respect, living and learning with courage and joy.***

- 2.1 The rule derives from our Christian background and refers directly to the new commandment that Jesus gave to Christians to ***love one another, as I have loved you*** (John 13:34-35). It connects directly to the warmth and generosity of spirit that characterises the Church of England and therefore aims to develop the unique ethos of the church school within our school.
- 2.2 **Everyone:** We include *everyone* because we expect all members of our community to relate positively to each other whether children or adults, and including staff, governors and parents.
- 2.3 **Will:** The vision uses the word *will* because we want everyone to understand that this is our minimum expectation rather than a hope or aspiration.
- 2.4 **Love and respect:** Inappropriate behaviour, in whatever form, is always unloving and disrespectful both to other people but also to the person causing the problem as it demonstrates a lack of self-respect.



- 2.5 **Living and learning:** This means that we all choose to model and live out these values throughout the school day whether in class, at play or moving around the school.
- 2.6 **Courage:** We recognise that living and learning can be challenging. We encourage children to move out of their comfort zone and try new things as well as having the courage to stand up for what is right.
- 2.7 **Joy:** We want all who work and learn here to do so developing attitudes of thankfulness and generosity.

### 3 Unacceptable behaviour

Unacceptable behaviour can take many forms but includes:

- Being uncooperative
- Behaving in any way or expressing views that makes others feel uncomfortable
- Showing lack of respect towards others or yourself, including attitudes towards property and living things
- Disrupting your own learning or that of other people
- Not telling the truth
- Using language that offends, or is likely to offend others
- Harming other people, or yourself, physically, mentally or emotionally

### 4 The behaviour policy in practice

4.1 We will model positive attitudes towards others.

4.2 We will always investigate and deal with issues that are reported, helping children to learn from each situation and teaching them to apply this learning to new situations.

4.3 We develop whole-school awareness through assemblies, RSE and PSHEC, class discussion and through discussion with children as and when issues arise. We use four animals to explain to children the different possible ways to react when relationship issues arise. These are:

The mouse represents the passive response, where situations remain unresolved and leave the child vulnerable to continuing problems.

The lion represents the aggressive response, always leading to further trouble.



The fox represents the cunning and deceitful response where children try to get their own back. This only ever escalates problems.

The wise owl represents the wise response. It involves the child stopping to explore the choices before them and predicting the consequences of their actions.

4.4 When an issue arises between children, we ask the children to discuss how they feel and attempt to come to solutions by themselves in a calm manner.

4.5 If this doesn't work, we encourage them to **come immediately to an adult** who will help to arrive at a solution, exploring the choices made and the resulting consequences. The adult will ensure that the children arrive at an agreed version of events and find the best solution, agreed by both children.

4.6 We want children to learn to be able to manage their own behaviour. To support playtime supervisors the following strategy is employed where a child behaves in a manner that is unkind or unsafe:

Step 1: The adult calmly reminds a child about why their behaviour is unkind or unsafe.

Step 2: If the child continues to exhibit the same behaviour, they stand with the adult or sit on a bench for an appropriate amount of time to reflect.

Step 3: If a child continues to exhibit the same behaviour after their second chance, they are referred to a senior member of staff.

A child may be referred to a senior member staff if they are disrespectful, violent or are threatening in any way.

4.7 We use rewards and sanctions to help children to understand that choices have different consequences. Rewards and sanctions will vary depending on circumstances. Rewards might include: verbal praise, the use of stickers, being sent to a senior member of staff, the awarding of certificates or team points. Sanctions may include: a verbal reprimand, missing of play time or being asked to work in a different part of the room. For more serious issues, the child will be sent to a senior member of staff.

4.8 For more serious breaches of discipline resulting in physical harm to others, it is important that an agreed version of events is established. Once this record is established, relevant parents are contacted by the agreed member of staff. The record of the breach of discipline is stored in the school's Incident folder (HT office) and noted on pupil file on Scholar Pack.

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4.9 If a child demonstrates repeated behaviour problems, a behaviour support plan will be written identifying the nature of the issues and strategies to employ. An appropriate external agency may also be involved.

4.10 If the serious behaviour continues following the use of the support plan then strategies outlined in the Exclusions Policy will be followed.

## 5 Monitoring and evaluation

5.1 All staff are responsible for monitoring and evaluating this policy and should bring any difficulties to the attention of the Headteacher.

5.2 Incidents of more serious inappropriate behaviour should be reported to the Head teacher who will make a record in the Incident Log. This log is used as a means for the Headteacher to see developing patterns and to record how incidents were dealt with and any subsequent strategies employed.

## 6 Inclusion

6.1 It is important that children whose behaviour is challenging do not become isolated. They will need specific *one to one* guidance within clear parameters that apply to all pupils within the class and school. It is important to praise these pupils for small points of progress, to build a gradual staircase of success for them as often their self esteem is very low.

## 7 Resources

7.1 Curriculum content taught through RSE/PHSE curriculum for each appropriate age group taught weekly

7.2 RPSHCE resources are in the staffroom.

7.3 The SCARF Scheme is used as a foundation to teaching within school.

7.4 The Behaviour Support Team

7.5 Discussion with other members of staff within school.

7.6 Specific, quality texts to support issues available from the HT office

## 8 Top Tips

8.1 The behaviour of our children is a matter of corporate responsibility. As we comment actively on behaviour, messages are sent to children that as a body we hold shared values. It is particularly important that all adults are consistent in

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approach as children react positively in an environment that values fairness and listens to their issues before value judgements are made.

## 8.2 This will be aided by the following:

- Being well prepared for lessons that are relevant and engaging
- Being in the classroom when children arrive
- Supervising entry and exit from the school by watchfulness in the cloakroom
- Encouraging a corporate sense of shared responsibility and pride by keeping tidy classroom and cloakrooms
- Being watchful whilst moving around the building and playground, praising and commenting as necessary
- Being proactive, as early intervention often prevents incidents; for example - playing that is boisterous or involves grabbing each other, rolling on the ground, pulling clothing, pushing, play fighting should all be stopped immediately.
- Being a good role model and demonstrating professional conduct.
- The main behaviour strategy that is used in school is to '*narrate positive behaviour rather than the negative*'.
- Similarly, inappropriate attitudes such as rudeness, using bad language, talking in a way that makes others feel uncomfortable, must be challenged immediately.
- It is important that once a problem has been successfully dealt with by one adult that the matter is not dealt with again by a second adult. The head teacher should be informed of issues and she will pass these on where necessary.

## 9 Anti-bullying policy

### 9.1 Rationale

All children are entitled to a childhood that is free from fear and uncertainty. The school takes an active role in helping children who have problems, physical, mental or emotional. The interest and safety of the child will always be paramount. [For online-bullying, more details can be found in the school's e-safety policy]

### 9.2 Aims

- To ensure the safety and happiness of all our pupils.
- To address the needs of both the victim and the bully.
- To enable all pupils to achieve their educational potential.
- To maintain our reputation as an effective and caring school.
- To ensure that all our staff are vigilant and responsive to bullying behaviour.
- To define for all staff and parents procedure in cases of bullying that may occur.



### 9.3 Definition

We define bullying as *sustained and systematic behaviour that undermines the confidence of another person*. This may include:

- Attempting to isolate or exclude others with intent to hurt or upset
- Attempting to dominate or be controlling – this may include attempting to use others, sometimes in a devious way, to bring unequal influence on one other person [e.g. spreading rumours or talking about another individual in an unkind manner]
- Name-calling that is designed to gain control over another person, isolate or intimidate
- The use of physical aggression towards another
- Making fun of, or laughing at another person

### 9.4 Preventative steps

Our behaviour policy sets out our expectations of children.

- We promote the caring ethos of our school in assemblies and worship through themes such as friendship and trust.
- Messages about the importance of mutual respect, kindness and courtesy are communicated via the school curriculum, through discussions of events in stories and especially through RSE/PCHSE programmes which incorporate talking time. Additionally, examples are set by the relationships between staff, governors, parents, carers and other visiting adults.
- Astley CE School encourages community enhancing behaviour by giving jobs of responsibility, team points, and celebration certificates.
- Through opportunities presented in lessons and outside, staff endeavour to shape peer behaviour in order that pupils can take an active stand against bullying behaviour i.e. not allowing a peer to be deliberately left out, not laughing if someone is being bullied, telling a member of staff, telling the bully to stop.

### 9.5 Procedures

9.5.1 We are aware that most incidents of bullying occur at break and lunchtimes so all staff are aware of procedures and remain vigilant.

9.5.2 We recognise that it can be difficult for staff to build an accurate picture of events, or to be sure about who is telling the truth.

9.5.3 If a pupil reports an incident of bullying:



- Listen carefully, calmly and take seriously. Remain neutral and don't jump to conclusions.
- Discuss with the children whether an incident is bullying or whether it is a relationship problem; this frequent conversation helps children to be clear about what bully is and is not.
- Investigate immediately – the investigation and discussion process can itself be used to teach pupils about what behaviour is bullying and what is not.
- Avoid direct, closed questions which might be perceived as accusatory or interrogational. Give each pupil involved a chance to talk. Keep the discussion focussed on finding a solution and stopping the bullying from recurring. The adult involved must be perceived by all children to be fair; the children must feel satisfied with the resolution.
- Inform the Headteacher.
- In proven cases, teaching staff are responsible for recording the incident stating where and when the incident/s happened, what happened, what action was taken and any follow up. The Headteacher should be informed. Records should be based on fact rather than speculation or accusation. Written records may be required for the Educational Psychologist, Police, Social Services, or the LA.
- If proven bullying incidents result in damage to property or person both sets of parents or carers will be informed at the earliest opportunity by the class teacher and/or the Headteacher.

9.5.4 When parents or carers complain about bullying by another child, or have a child who is accused of bullying, we:

- Listen to their perception of the problem and discuss the situation.
- Follow up and deal with any alleged incident.
- Tell the head teacher who will record the details and decide on any suitable next steps.

9.5.5 Exclusion remains a last resort, as does involvement of Police, LA and Social Services. See the next section for details of exclusion procedures.





## 10 Positive Handling

### 10.1 Rationale

We recognise that some young people may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. Within the school environment, by virtue of their day to day knowledge and contact with young people, staff are well placed to be able to intervene, support and protect these young people who are not able to control themselves.

Every effort is taken to reduce the likelihood of force being required and is summarised as follows:

- Creating a calm, orderly and supportive school climate
- Developing effective relationships between pupils and staff
- Adopting a whole-school approach to developing social and emotional skills
- Staff training and awareness raising of effective behaviour management skills

The use of force is used only as a last resort in order to fulfil the following aims.

### 10.2 Aims

1. To ensure the safety and welfare of all pupils and staff including the pupil being restrained
2. To maintain good order and discipline at all times when under the control of the school
3. To allow all children to learn within a positive, supportive and secure climate
4. To prevent damage to property

### 10.3 Authorisation to use force

All staff are automatically authorised to use force in accordance with this policy. Other adults working within the school but not employed by us, are only authorised to use force to prevent physical injury to a pupil.

### 10.4 Pupils at particular risk

The senior leadership team have the responsibility for informing and advising staff about particular pupils who may present particular risk to themselves or others. Where a pupil requires repeated physical management, the strategies and techniques are planned for and agreed in advance. These are written out and included in individual / behaviour management plans [See template below].

### 10.5 Deciding whether to use force

Force should only be used when the potential consequences of not intervening are likely to cause injury, damage or serious disorder, are unlikely to be achieved by other means and outweigh the potential consequences of using force. Staff should ensure that another adult



is present when force is used except in the circumstance where to delay would cause physical harm or injury.

#### 10.6 Using Force

When required, only the minimum force should be used to achieve the desired result and should not intentionally restrict breathing or cause injury.

10.7 Where possible adults should give a clear oral warning that force may have to be used. Types of force could include:

- Passive physical contact by intervening between pupils or blocking a pupil's path
- Leading a pupil by the hand or arm
- Ushering away by placing a hand in the centre of the back

#### 10.8 Reporting and Recording Incidents

All incidents requiring the use of force must be reported to the Headteacher.

Serious incidents will be formally recorded using the sheets below. A serious incident is one where

- injury or significant distress has been caused to pupil or staff as a result of force being used
- the incident is sufficiently serious within its own right
- it is felt that a written record may be needed to justify the use of force
- keeping a record may help to analyse patterns of behaviour
- where other agencies are involved

If any member of staff has any doubts about completing the forms, they should contact their Trade Union representative.

#### 10.9 Dealing with the aftermath

After any recordable incident, parents are informed by telephone or in person and where appropriate is followed up in writing.

Appropriate care will be offered to those involved in the incident.

Any complaints or allegations are handled in line with existing governing body policy procedures.

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*Astley CE Primary School***Record of Serious Incident Involving Positive Physical Intervention of Pupils**

This report consists of four pages and should normally be completed as soon as practically possible after the incident.

**Name of Pupil:** \_\_\_\_\_ **Year/Group:** \_\_\_\_\_Gender: Male  Female  Is the pupil a Looked After Child? Yes  No 

Ethnic Origin					
White		White and Black Caribbean		Black – British	Bangladeshi
White - British		White and Black African		Black – African	Indian
White – Irish		White and Asian		Black – Caribbean	Pakistani
White – Gypsy		Any other mixed		Black – Other	Any other Asian
Any Other White		Chinese		Asian	Any other ethnic group (Please Specify)
Mixed		Black		Asian - British	

**Date of Incident:** \_\_\_\_\_ **Time of Incident:** \_\_\_\_\_ **Place:** \_\_\_\_\_**Reporting Staff:** \_\_\_\_\_ **Staff Involved:** \_\_\_\_\_**Staff Witness:** \_\_\_\_\_**Pupil Witness:** \_\_\_\_\_

Behaviour	x	Reason for Physical Intervention	x	Management	x
Assault		Child Liable to Injury		Talk Through	
Vandalism		Other Child Liable to Injury		Sanction	
Bullying		Staff Liable to Injury		Reparation	
Abuse		Property Liable to Damage		Internal Suspension	
Serious Disruption		Good Order Prejudiced		Exclusion by Headteacher	P/Ft

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**1.1 Concise details of how the incident began and nature of pupil behaviour.**

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**1.2 De-escalation techniques used prior to physical intervention.**

- |                                  |                          |                               |                          |
|----------------------------------|--------------------------|-------------------------------|--------------------------|
| Verbal advice and support        | <input type="checkbox"/> | Reassurance                   | <input type="checkbox"/> |
| Calm Talking                     | <input type="checkbox"/> | Humour                        | <input type="checkbox"/> |
| Distraction                      | <input type="checkbox"/> | Options offered               | <input type="checkbox"/> |
| Step Away                        | <input type="checkbox"/> | Support Systems               | <input type="checkbox"/> |
| Negotiation                      | <input type="checkbox"/> | Non-threatening Body Language | <input type="checkbox"/> |
| Physical Intervention (Excluding | <input type="checkbox"/> | Instruction                   | <input type="checkbox"/> |
| Restraint)                       | <input type="checkbox"/> | Other (Please Specify)        | <input type="checkbox"/> |
| Warning                          | <input type="checkbox"/> |                               |                          |

**1.3 Positive Physical Intervention technique (s) used. Enter sequence number and number of staff.**

Technique	Standing	Sitting/ Chairs	Kneeling	Ground
Single Elbow hold				
Figure of Four				
Double Elbow hold				
Wrap				
Half Shield				
Small child escort				

**Length of Time of Positive Physical Intervention:** \_\_\_\_\_

**Brief Description of Positive Physical Intervention:** \_\_\_\_\_

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**1.4 Details of any Injury**      **Staff**       **Pupils**       **Both**

- Body map completed overleaf**      Yes  No
- Medical Treatment**      Yes  No
- Accident Form completed**      Yes  No
- 

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1.11 **Name:** \_\_\_\_\_ **Designation:** \_\_\_\_\_

1.12 **Incident Log Checked Complete**  **Signed by Head**

**Parents Informed:** **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

**Follow up Letter to Parents:** **Date:** \_\_\_\_\_

**Other Professionals Informed:** **Yes**  **No**

Name	Designation	Date Informed

**Post Incident Discussion with Staff:** **Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

Strategies agreed at Post Incident Meetings to be incorporated into BMP (Behaviour Management Plan)

\_\_\_\_\_  
\_\_\_\_\_

**Copy Lodged on Pupil File**

**Signed:** \_\_\_\_\_ **Headteacher.** **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

## 11 Exclusion Policy

### 11.1 Rationale

11.1.1 The aim is to set out clearly what strategies will be used when the behaviour of a pupil becomes unacceptable. This policy gives an overview of the rules and legislation governing the exclusion process.

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11.1.2 This document should be read in conjunction with the whole behaviour policy to give an overview of the standards of behaviour that are expected of pupils and the guidance given in school about those standards.

## 11.2 Strategies

11.2.1 Strategies to aid a pupil to improve behaviour used may include the following, however a serious breach of rules may mean that exclusion will occur without reference to any or all of these:

- The pupil is given every opportunity to improve his/her behaviour following procedures outlined in the behaviour policy.
- Actively working with pupil and parents or carers.
- Identifying any special needs, educational, emotional or behavioural, and seeking the support of other agencies such as Learning and Behaviour Support, Educational Psychology or Medical Services (NHS).
- Negotiating Pastoral Support Plan or Personal Education Plan (for looked after children) and individual home-school strategies with the pupil and parents or guardians.
- Issuing a formal warning.
- Withdrawal from class for a cooling off period of up to one day.
- Involving social services or the police in very extreme cases.

11.2.2 Every effort however will always be taken to help a child improve his/her behaviour before reaching the decision to exclude.

## 11.3 Types of exclusion

There are two types of exclusion: fixed period and permanent. Fixed period exclusions may not be for more than 45 days in any one year.

## 11.4 The process

11.4.1 Exclusions will be used sparingly and only if there are serious breaches of the school's behaviour policy or the law; or if allowing the pupil to remain in school



would be seriously detrimental to the education or welfare of the pupil, the other children and the staff.

11.4.2 Only the Headteacher may make a permanent exclusion.

11.4.3 Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken without success.

11.4.4 In extreme circumstances permanent exclusion may happen for a first or 'one off' offence. In primary school this is likely to be an occasion of serious or threatened violence against a pupil or staff member but would be extremely rare.

11.4.5 Before taking the decision to permanently exclude the Headteacher will take certain factors into account such as the age of the pupil, his/her health, previous record, domestic situation, parental or peer pressures, severity or frequency of the behaviour, the likelihood of recurrence, whether the behaviour occurred on school premises, and whether the behaviour was committed alone or as part of a group.

11.4.6 Exclusion will not be used for minor offences or as a punishment for non-attendance. Where attendance is the problem, the education welfare service will be involved.

11.4.7 Where it is decided that an exclusion is needed, all necessary steps will be taken to refer the pupil to BST (Behaviour Support Team) for support or to other relevant local support agencies (PRU).

11.4.8 Fixed Term exclusions may not exceed 45 days in any one year; Persistent poor behaviour at lunchtime may result in an exclusion for a fixed period, each lunchtime will count as a half day. This is subject to the normal rights of appeal.

### 11.5 Procedures for the Headteacher

When making an exclusion the Headteacher, or in his absence the Head of School must immediately:

- Inform the child's parents or carers that their child has been excluded, the type and length of the exclusion and the reasons for it.
- Inform the parents or carers of their right to appeal to the Governing Body in writing.
- Inform the Local Authority the same day, by use of a referral form, of the exclusion followed up by more detailed information within the next 4 days.



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- Provide systems for work to be set for the child to do at home during a fixed exclusion.

**11.6 Procedures for the Governing Body**

11.6.1 The Governing Body may nominate a pool of governors from which to select 3 or 5 governors, none of whom may be a member of staff, to serve as the Discipline Committee as the need arises and should appoint a clerk to the Committee. The quorum for the Committee is three members.

11.6.2 If the parents or carers give notice that they wish to make representations, the Discipline Committee should arrange a meeting to discuss the exclusion as soon as is practicable according to set criteria (see table at end for details). The meeting should be arranged at a time and place convenient for the parents within reason. All efforts should be made to provide an environment which avoids intimidation and excessive formality. The Discipline Committee should advise parents and pupils that they may, if they wish, have someone of their own choice to accompany them and assist them at the meeting.

11.6.3 It is recognised that in the case of a short fixed-period exclusion, the pupil will usually be back at school before the meeting is arranged, but the meeting may nevertheless serve the purpose of enabling the parents to be satisfied that their views have been heard and perhaps set the record straight.

11.6.4 The decision of the meeting and the reason for the decision should be clearly communicated to the parents or carers, in writing, within one day of the meeting of the Discipline Committee.

**Time Limits****Number of school days**

For fixed exclusions of 5 days or less in a school term, oral or written representations must be heard although reinstatement cannot be made.

As soon as is practicable.

For fixed exclusions between 5-15 days in a school term, parents may request a meeting.

Convene a meeting between 6<sup>th</sup> and 15<sup>th</sup> school day after receiving notice.

For permanent exclusion, or more than one or more fixed exclusions totalling more than 15 days in a term there

Convene a meeting between 6<sup>th</sup> and 15<sup>th</sup> school day after receiving notice.

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must be a meeting held.

The parent/s, Headteacher, and an LA officer should be invited to the meeting. Written statements (including witness statements) should be sought and circulated in advance of the meeting. Parents have the right to an Independent Appeal if requested following the Schools Discipline Committee upholding a permanent exclusion. This must be requested within 15 days of the date of notification. The LA appeals committee must meet within 15 days of the request

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### 11.7 Exclusion policy. Model letter for a fixed period exclusion of less than 6 days.

Dear **parents name**

I regret to inform you of my decision to exclude **childs name** for a fixed period of **? day**. This means that **he** will not be allowed in school for this period. The exclusion begins at **full date and time** and ends at **full date and time**. I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **pupil name** has not been taken lightly. **Pupil name** has been excluded for this fixed period due to **reason....**

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **dates** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **pupil name** to be completed on the days specified in the previous paragraph as school days during the period of **his** exclusion, which may be collected from his teacher today. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact **name (Chair of Governors) through the school office (email address)** as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You have the right to see a copy of your child's school record which is held at the home school. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of your child's school record.

**A readmission meeting is being arranged and you will be notified of the arrangements shortly.**

Yours sincerely,

**Head Teacher's name**

You are advised that the following sources of advice are available to you:

In the first instance, it is recommended SENDIAS be the first point of reference:

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- SENDIASS (information, advice and support service on matters relating to children and young people including Exclusions)  
01905 768153  
[www.SENDworcestershireshire.co.uk](http://www.SENDworcestershireshire.co.uk)
- Worcestershire Exclusions Service – Babcock Training (Education Services) Limited  
01905 678226/678200  
[Primeexclusions@babcockinternational.com](mailto:Primeexclusions@babcockinternational.com)
- You may also find it useful to contact the Children’s Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com) The advice line is open from 8.00 am to 8.00 pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January.
- Current Statutory Exclusions Guidance Maintained, Academies and Pupil Referral Units England  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/630073/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf)
- Gypsy Romany Traveller Education Team – Babcock Training (Education Services) Limited  
01905 678143/678200  
[Kay.poole@babcockinternational.com](mailto:Kay.poole@babcockinternational.com)

There are a number of organisations that provide free information, support and advice to parents on exclusion matters:

- Coram Children’s Legal Centre can be contacted on 0345 345 4345 or through [http://www.childrenslegalcentre.com/index.php?page=education\\_legal\\_practice](http://www.childrenslegalcentre.com/index.php?page=education_legal_practice).
- ACE education runs a limited advice line service on 0300 0115 142 on Monday to Wednesday from 10 am to 1 pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England)) can be contacted on 0808 800 4002 or through: <http://www.autism.org.uk/services/helplines/school-exclusions.aspx>
- Independent Parental Special Education Advice <http://www.ipsea.org.uk/>

You may also wish to access the following sources of advice from the Department for Education:

- Departmental advice on setting the behaviour policy  
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

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**Author****Updated****Page**

Adapted by Tracie Langfield

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