Behaviour, Positive Handling & Exclusions Guidance

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School Values
Resilience
Respect
Responsibility
Teamwork

Behaviour for Learning Policy - Guidance for staff

The Behaviour for Learning Policy at Ferry Lane Primary School aims to promote, demonstrate and emphasise behavior that facilitates learning. Children are able to choose how to behave and therefore all stakeholders need to constantly work together to ensure that the children make positive choices at all times. Positive behavior combined with children who make positive choices leads to the best possible learning. As staff we will always treat all children fairly and equally with consistency across all stakeholders.

Ferry Lane Primary School aims to create an atmosphere where:

- Pupils can do their best in a caring and secure environment
- Everyone feels valued and receives positive recognition for outstanding behaviour
- Everyone is treated with respect
- There is zero tolerance of bullying or harassment of any type

The Behaviour Policy is based on the following principles:

1. Positive rewards and praise for outstanding behaviour
2. Providing outstanding role models as staff through positive personal style and language
3. A clear set of Values across the school
4. Clear rewards for keeping to the rules, consistently applied
5. Clear consequences for breaking the rules, consistently applied
6. Every child starts every day with a “clean slate”
7. Involvement of parents through consulting with them on school policy and informing them of positive behaviour or concerns where there are persistent behavioural problems, which may need SEN support

The role of the Class Teacher

At Ferry Lane, the key person who is responsible for managing children’s behaviour is the Class Teacher, with support from senior staff and Teaching Assistants as needed. The Class Teacher will keep a Log Book which has a page for each child which is used to record **key** issues in note form (positive and negative). This record can be very useful when discussing issues with parents or deciding whether SEN interventions or extreme disciplinary action such as exclusion, are needed.

Positive Reinforcement of Outstanding Behaviour

It is important to emphasise that children **own their behaviour** and make choices about it. Always focus on the behaviour, **not the child**. All rules need to be consistently applied across the school by all stakeholders. Use of language is key, ensuring that staff always use a positive approach and avoid the use of negative language such as don’t, no, bad, broken etc. Instead use did you?, Were you? How could you? This approach allows the child to verbalise how they could change

their behaviour to follow the golden rules and recognise that their behavior potentially impacted on their own learning and that of others.

Outstanding behaviour is built on positive reinforcement and staff should recognise outstanding behaviour and praise it consistently and regularly. In situations where we need to deal with a behavioural issue, staff should look to praise children who are doing the right thing first as an example to other children. This positive approach enables everyone to continue to learn at all times. If the behavioural issue still persists then engaging the child in a positive way through encouragement should be used. Remember to not use negative language. Questions around how the child could meet the golden rules will enable the child to recognise what they need to change in order to continue with their learning and be successful. Children learn best in a positive environment and the individual needs of every child needs to be taken into account when applying the golden rules. Celebration Assemblies are also used to reinforce outstanding behaviour through rewards.

The PSCHE programme should be used to reinforce the Golden Rules, many of which relate to the government's SEAL programme. Where a teacher notices a series of issues affecting the class, s/he should ensure that PSHE /Circle Time allows children to share their thoughts and feelings about these. Guidance on effective circle time sessions can be sought from the SENCO, or the teacher with responsibility for PSCHE. It may also be helpful to encourage the School Council to discuss issues.

Consequences of not following the School Values

It is important that the staff member has an open dialogue with the child which involves listening to what they have to say and by using positive questioning, ensure that the child understands which rule hasn't been followed. The correct behaviour, where appropriate, should be made clear to the child and where possible be modelled.

Action: After a child has been warned and their behavior continues, they will lose a Dojo. If the behavior continues they will move down the Zone Board one colour at a time. When a child reaches red on Zone Board they are sent to another class to complete Reflection Form – **max 15 mins.** Form given back to teacher on return who then adds comments and files this. These forms will be collected regularly by SLT. The child will then make up learning time missed at the next break or lunchtime supervised by a senior member of staff. The child must come with the work from the lesson they missed. This will emphasise to the children that their learning is important and they need to catch up. Unless the behaviour is very serious or the safety of other children is at risk **the child should remain in class**. Only a member of SLT can agree to a child missing lessons owing to behavior and this will be a rare occurance. If you feel that a child is struggling to follow the values on a regular basis then they should be sent to a member of SLT. This would be after the zone board has been used effectively and the child has already attended break/lunchtime sessions. Consistency and positive reinforcement are key and must be used at all times reinforcing that outstanding behavior means outstanding learning. **To the child, you should emphasise that you are correcting poor behaviour because you care about the child and want him/her to do well.**

The decision to exclude can only be taken by the Head. This includes exclusion from trips or activities that the rest of the class are taking part in. We work very hard to include all the children at all times and will only use this option in exceptional circumstances and where the safety of children or adults is at great risk.

Involving parents

As a school we keep parents informed of our Values, Rewards and Consequences and consult them regularly. As well as certificates and other strategies mentioned under "Rewards" teachers should **always** tell parents when a child's behaviour is outstanding or improves. Consistency here is vital and as much positive praise as possible should be used to help the children recognize that outstanding behavior means outstanding learning.
It is equally important to inform parents at an early stage if a child shows persistently difficult behaviour, as the involvement of parents has a very significant impact on improving it. The 2014 revised SEN Code of Practice recognises persistent negative or challenging behaviour as a mental health issue, and as well as using daily monitoring reports or a personalised behaviour modification programme, the SENCO may seek the advice of the Education Psychologist or other appropriate professionals.

Complaints/ Concerns

If parents are at all concerned about an issue or any other incident at school, they should contact the school to make an appointment to discuss the difficulty as soon as possible.

Playtime and Lunchtime

Playtime is very important for children; it is also the time when some children find the less structured environment challenging. It is of the utmost importance that all staff take children's concerns seriously. **Telling a child "go and play somewhere else and don't worry" is not acceptable, especially if bullying is suspected and you must inform the child's class teacher at the end of the session.** Behaviour at break and lunchtime should be dealt with by staff on duty, but any serious misbehaviour must be reported to the Class Teacher. Where the problem is serious, a child should be sent to the Deputy or member of staff on duty. **The aim of the school is for children not to miss learning**. In most cases children will return to class as soon as possible and the behaviour will be dealt with during break/lunchtimes. Only where the matter is very serious – fighting/swearing/bullying- may a child possibly be removed from class. This decision can only be taken by a member of SLT.

In every situation where a child complains about another child, the two children should be brought together and given the chance to explain what has happened. The children should be asked to agree between themselves who is going to speak first. Both children should listen in silence to the other child's point of view. Once this has happened the adult should aim for some sort of consensus and make a decision about any consequences for either child as appropriate. The children should both be told what to do if the incident occurs again, and **if bullying is suspected the Class Teacher must be informed**, **as well as a member of SLT and the parents/carers.**

Lunchtime

At lunchtime the support staff and sports coaches follow and promote the School Values and issue consequences when appropriate. The supervising member of staff should deal with each incident and unresolved incidents should be reported to the Class Teacher at the end of the lunchtime, noting anything significant in the Log Book. Lunchtime Buddies are available during the lunchtime period and have been trained to help sort out the more minor incidents that may take place in the playground.

The line manager for the supervising staff is the Head. She will work with the support staff to ensure that the general principles of positive behaviour management are in place, School Values are reinforced and will liaise with them on a daily basis to sort out any issues.

Behaviours

Low level	Moderate level	Serious level
Fidgeting/ fiddling Telling tales Dropping litter Being noisy Failing to keep on task Walking around the classroom when you should be working Unkind remarks towards others or their family Bad language (one off) Time wasting Telling lies Spitting Being rude Not handing in mobile phones Not having the correct uniform No PE kit Running in corridors Pushing in line Borrowing without permission Leaving the work area untidy. Poor sportsmanship	Consistently shouting out Poor effort Distracting others Poor attendance Walking out of class Hurting others Coming unprepared for work (continuously) Fighting Stealing Interfering with other children's property Disregarding adults Spitting at somebody else Threatening/aggressive behaviour Refusal to co-operate Vandalism-graffiti etc. Outside of school, bringing the school into disrepute	Serious assault Throwing/kicking furniture or equipment Vandalism eg extreme damage to school property Serious physical/verbal threats made to staff or children **Violent outbursts, verbal or physical to either pupils or adults** Theft of school/personal property Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language Racist abuse/incidents School refusal Bullying (including cyber bullying)
Dealt with in class. Children will have a Dojo removed. They will be asked to go down a colour on Zone Chart. Any persistence of low level behaviours would warrant a move further down the chart.	**Repeated incidents of any moderate behaviours – the deputy head or the Headteacher is informed and may be considered to be at serious level. Parents may be informed.**	**Parents informed.**

Sanctions and Procedures

Low level	Moderate level	Serious level
Frown Verbal check Withdrawing attention Repeat activity Take work home to complete Sit alone Miss out on an activity Warning Letter of apology Related sanction eg complete work, clean up mess	Time deducted from own time (playtime lunch) Time out in another class Extra work Buddy system Reflect and write Contact with parents Informal parents phone call meeting Attendance letter Loss of privileges (miss class trip or event, club attendance) Referred to Deputy head	Deputy to inform Headteacher Involve parents Involve Inclusion manager Involve outside agency to access support Weekly behaviour report home PSP EWO referral Lunchtime exclusion External exclusion Modified timetable Fixed term exclusion Permanent exclusion

Ferry Lane School Values **The ways that we behave as a school community – what we do, who we are and what we expect of each other**				
Respect	Resilience	Responsibility	Teamwork	Belonging
I know how to show kindness towards other people and how to respect others as well as myself.	I can draw on my inner strength to overcome any challenges I face.	I am responsible for my own thoughts and actions and should act wisely. I must remember how I can impact others positively.	I can achieve anything. Working with others will help me fulfil my dreams.	I feel welcomed and valued for who I am and support a shared sense of belonging

Positive Handling

Ferry Lane Primary School: Positive Handling Policy

1. Introduction

This policy has been prepared for the support of all teaching and support staff who come into contact with pupils who may need to be handled.
This policy should be read in conjunction with other school policies relating to interaction between adults and pupils specifically the school's Behaviour Policy.

2. Legal framework

Section 93 of the Education and Inspections Act 2006 "enables school staff to use force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:
(a) committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil):
(b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
(c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

The definition of 'school staff' applies to (as defined in section 95 of the Act):
"1. any teacher who works at the school, and
2. any other person whom the head has authorised to have control or charge of pupils. This includes;
a. support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
b. can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits)

3. Definitions

(a) Physical contact
Situations in which proper physical contact takes place between staff and pupils; e.g. in games/ PE or to comfort pupils.
(b) Physical intervention
This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

(c) Positive handling

This will involve the use of reasonable force when there is a risk to pupils, staff or property or if good order is being seriously prejudiced.

(**d**) **Reasonable force**
The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to **control or restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

4. Purpose of the policy

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff via the behaviour policy. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in **exceptional** circumstances staff may be in a situation where the use of positive handling may be required. Every effort will be made to ensure that all staff in Ferry Lane Primary School:
i. clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
ii. are provided with appropriate training to deal with these difficult situations should they occur.

The application of any form of positive handling places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy (see appendix 1 for examples). Staff, therefore, have a responsibility to follow the policy and **to seek alternative strategies wherever possible** in order to prevent the need for positive handling. (See appendix 2)

The staff in Ferry Lane Primary recognise that the use of Positive Handling is only one of the strategies, **and the last strategy**, available to secure pupil safety/well-being and also to maintain good order and discipline (see behaviour policy).

Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

5. Training

Positive Handling training will be made available to designated staff and will be the responsibility of the Head teacher. No member of staff will be expected to undertake positive handling without appropriate training. Prior to the provision of training, guidance will be given on action to be taken and the system of communication and call for assistance if required.

6. Risk Assessment

Although most young people in Ferry Lane Primary will never require any form of Positive handling, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. If we become aware that a pupil is likely to behave in a way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

- Calming/ de-escalation strategies for that child
- Triggers for that child
- Managing the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary, as taught through training);
- Involving the parents to ensure that they are clear about the specific action the school might need to take;
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for refresher training or guidance);
- Ensuring that additional support can be summoned if appropriate.

More detailed examples of risk assessment and preventative steps can be found in appendix 2 and 3

7. Action Steps whenever a child is likely to be / is being handled or restrained

- Tell the pupil who is angry/distressed/not co-operating to stop and state possible consequences of failure to do so;
- If possible summon another adult;
- Use only techniques for restraint which you have been trained to use
- Continue to communicate with the pupil throughout the incident;
- Make it clear that any restraint will be removed as soon as it ceases to be necessary;

Appropriate follow-up action should be taken, which may include:

- Providing medical support
- Providing respite for those involved
- Providing a time for reflection with the child on what happened and the consequences
- Informing parents /carers

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

8. Recording

In the event of Positive Handling having to be used to restrain a pupil, members of staff involved must report the incident. The recording procedures must be followed. Staff should record all incidents of Positive Handling in accordance with School Policy and report these to the Deputy or Head teacher (appendix 4)

- Details should include:
- Name of pupil(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was effected
- Outcome of restraint
- Any other action taken in the management of the incident
- Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.
- The report of incident must transferred to Restraint Log – bound book.

9. Power to search pupils without consent

In addition to the general power to use reasonable force described above, head teachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”(Education Act 1996)

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

10. Complaints

Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the police and social services department under child protection procedures.

Staff, subjected to physical violence or assault, have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against an assailant.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

Remember that adhering to the principles and procedures referred to in this policy statement, is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

11. Statement for Parents

In keeping with our home/school agreement, we will inform all parents/carers of our policy on Positive Handling via website.

The statement will highlight:

- Our emphasis on care and protection for everyone within our school community
- Our belief that restraint will be needed on very rare occasions.
- Our endeavour to handle situations with care and responsibility.
- Our intent to apply follow-up and repair strategies.

The statement will outline:

- When staff are authorised to use reasonable physical intervention.
- What steps will be taken after an incident has been dealt with.
- The responsibilities of staff, pupils and parents/carers in resolving situations.
- How parents will be informed if their child has had to be restrained

12. Further Guidance Documents

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies.
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools

When might it be appropriate to use Positive Handling/Reasonable Force?

- a pupil attacks a member of staff, or another pupil

- pupils fighting and refusing to separate

- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects and is not responding to verbal instructions

- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others;

- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

- a pupil is exhibiting at risk behaviour such as climbing to a height and not responding to requests to come down.

Action Steps whenever a child is likely to be / is being handled or restrained

All teachers need to be aware of strategies and techniques for dealing with difficult pupils and steps which they can take to defuse and calm a situation before Positive Handling is required.

Move calmly and confidently.

Make simple, clear statements.

Intervene verbally as early as possible.

If necessary summon help before the problem escalates.

Remove audience from the immediate location.

Assistance should be sought when dealing with:

an older pupil,

a physically large pupil,

more than one pupil, or

when the teacher believes that s/he may be at risk of injury.

In those circumstances where the member of staff has decided that it is not appropriate to restrain the pupil without help they should:

remove other pupils who might be at risk,

summon assistance from colleagues,

where necessary, telephone the police,

inform the pupil(s) that help will be arriving,

until assistance arrives, the member of staff should continue to attempt to defuse the situation orally, and try to prevent the incident from escalating

Risk Assessment

Name of child	
D.O.B	
Class	
Concerns raised	
Triggers	
Action to be taken to prevent escalation and support positive behaviour: **In the Classroom** **In the Play ground**	
Staff working with the child who are trained to restrain	
Have parents been involved in writing this plan and agreeing the processes?	

Signed –

Class teacher

Inclusion Manager

Head Teacher

RECORD OF RESTRAINT
Date of incident: Time of incident: Pupil Name: D.o.B: Member(s) of staff involved: Adult witnesses to restraint: Pupil witnesses to restraint: Outline of event leading to restraint:
Outline of incident of restraint (including restraint method used):
Outcome of restraint:
Description of any injury(ies) sustained by injured pupil and any subsequent treatment:
Date parent/carer informed of incident: Time: By whom informed: Outline of parent/carer response:
Signature of staff completing report: Date: Signature of Teacher-in-charge: Date: Signature of Head : Date:
Brief description of any subsequent inquiry/complaint or action:

Exclusions Handbook

The following information is supplementary to guidance issued by the DFE in '**Exclusion from maintained schools, Academies and pupil referral units in England' A guide for those with legal responsibilities in relation to exclusion'**, **(effective from Sept 2012)**. The document 'Is an exclusion necessary?' is intended to encourage a reduction of school exclusions.

Is an exclusion necessary?
Questions schools should ask before implementing a fixed term or permanent exclusion

HAVE ALL THE FACTS ABOUT THE INCIDENT BEEN ESTABLISHED?	
QUESTION	**ANSWER (elaborate / or evidence)**
1. What opportunity was provided for the pupil to make a statement or give his/her version of events?	
2. Was the incident thoroughly investigated and do you have enough evidence to make a decision about the incident?	

REMEMBER – The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be.

WAS THE PUPIL RESPONSIBLE FOR THE BEHAVIOUR WHICH LED TO THE EXCLUSION?	
QUESTION	**ANSWER (elaborate / or evidence)**
1. Could the pupil be identified as the perpetrator or of being involved in the incident?	
2. What is the degree, if any, of the involvement of other pupils?	
3. Are you confident that the pupil understood the significance of their actions?	
4. Did the pupil understand that their actions might lead to exclusion?	

REMEMBER – The standard of proof to be applied is the 'balance of probabilities' i.e. is it more probable than not that the pupil did what he/she is alleged to have done.

ARE THERE ANY MITIGATING FACTORS?	
QUESTION	**ANSWER (elaborate / or evidence)**
1. Is the pupil in a group at particular risk? • **SEN** • **Families under stress** • **'Looked After Children'** • **Emotional and Behavioural difficulties** • **Boys from particular ethnic minority groups** • **Young Carers** • **Pupils in transition**	
2. Is the pupil on the Special Educational Needs register? If so, at what stage?	
3. Does the pupil have a disability? **By excluding is the school treating the pupil less favourably?** **Have reasonable adjustments been made?**	
4. Are there any personal social circumstances which may have had an impact on the pupil's behaviour? If so, what are they?	
5. Was the pupil's behaviour in response to any provocation for example bullying, or by racial or sexual harassment?	
6. Was the action unintentional?	
7. Was there a victim and how badly affected are they?	
8. What effect, if any, will exclusion have on the pupil's opportunity to take examinations?	

9. Has consideration been given to the likely impact of exclusion on the pupil, given their age, health and/or vulnerability?	

HAS THE SCHOOL TRIED A RANGE OF ALTERNATIVE STRATEGIES?	
QUESTION	**ANSWER (elaborate / or evidence)**
In School Support	
1. Is there a Pastoral Support Plan or Individual Education Plan? If so, how long has it been in place?	
2. Have the parents and pupil been involved in the setting and monitoring of targets?	
3. Does the pupil receive any additional support, i.e. TA, Learning Mentor, Key worker etc?	
4. Has the pupil received support from the school's Learning Support Unit?	
5. Is there a reward/sanction system in place?	
6. Has the school considered creating 'space/time out' for the pupil?	
7. Has the school considered a change of tutor group / peer group?	
8. Has a multi-agency meeting been held or a CAF (Common Assessment Framework) established?	
9. Has an alternative curriculum or differentiated timetable been considered?	
10. Has a risk assessment been undertaken?	
11. Does the pupil have an Individual Handling Policy?	
12. Has the school made referrals to or sought advice of specific support services?	
13. Has the school considered requesting a formal statutory assessment of Special Educational Needs?	
14. If there is no evidence or little evidence of parental support, has the school considered a parenting contract?	

REMEMBER –The school should question the impact of excluding if the student has had more than one fixed term exclusion.

WAS EXCLUSION A REASONABLE RESPONSE?	
QUESTION	**ANSWER (elaborate / or evidence)**
1. Does the pupil present a significant risk to the health and safety and/or education of other pupils or staff? If so, how?	
2. Was the pupil's behaviour a serious breach of the school's discipline policy/ code of conduct?	
3. Was the exclusion fair in relation to the sanctions imposed on any other pupils involved?	

REMEMBER – permanent exclusion is usually the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

Appendix 1

1. Is an Exclusion necessary?

2. Form X – Notification to Local Authority for all exclusions (if more than 5 days duration – this must form must be sent to the LA on the same or following day)

3. Model Letter 1 - From head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed term exclusion of 5 school days or fewer in one term, and where a public examination is not missed

4. Model Letter 2 - From head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed term exclusion of more than 5 school days and up to and including 15 school days in total in a term

5. Model Letter 3 - From head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed period exclusion of more than 15 school days in total in one term

6. Model letter 4 - From the head teacher (or teacher in charge of a PRU) notifying parent(s) of a permanent exclusion.

6. Model Letter 5 - From clerk to the governing body to Parent(s) upholding a permanent exclusion

7. Day 6 Provision - Statutory duty to ensure that children who are excluded receive provision from the sixth day of their exclusion

8. Reviewing Exclusions – Timescales for convening a Pupil Disciplinary Committee/Exclusion Hearing

9. Children & Young People Services Contacts

The Children and Young People's Service
Haringey Professional Development Centre, Downhills Park Road,
London N17 6AR
Tel: 020 8489 5000 **Fax:** 020 8489 5001
www.haringey.gov.uk

Haringey Council

London Borough of Haringey Form X

For exclusions of more than 5 days and permanent exclusions please return this form electronically to marie.baker@haringey.gov.uk **within 24 hours.** For all other exclusions, please send electronically as soon as possible, but before the end of term at the latest.

Excluding School:		
Name of pupil:	DOB:	Year Group:
Address:		
Borough of residence:		
Contact telephone numbers:		
Type of Exclusion: Permanent ☐ Fixed Term ☐		
Exclusion Start Date:	Exclusion End Date:	
Number of days excluded:		
Brief description of the reason for exclusion:		
No. of fixed term exclusions in total this AY:	No. of days excluded in total this AY:	
UPN:	Ethnicity:	
Name of Referrer:	Date of Referral:	
Key Stage 2 and 3 results:		
Current National Curriculum Levels and sets e.g. top, middle, bottom:		
Key Stage 4 - Predicted GCSE results, board and college options:		
Attendance:		
FSM: Yes ☐ No ☐		

Relevant Medical details:			
Supporting Information			
Most appropriate person to contact for information from excluding school:			
Telephone number and direct line:			
PSP: Yes ☐ No ☐ (if yes please include)	IEP: Yes ☐ No ☐ (if yes please include)		
Agencies involved			
Is this pupil subject to a Child Protection Plan: Yes ☐ No ☐	If yes, please give further details including name of key professional:		
Is this pupil a Child in Need: Yes ☐ No ☐	Please give relevant details including name of key professional:		
Is this pupil subject to a Common Assessment Framework: Yes ☐ No ☐	Name of lead professional: *If yes please, attach a copy of the referral*		
Child in Care: Yes ☐ No ☐ Has child been in care in the past? Yes ☐ No ☐	Name of Social Worker:		
Special Educational Needs: Yes ☐ No ☐ *If yes, please indicate stage of SEN by checking the appropriate box in the next section*	SA ☐	SA+ ☐	Statement of SEN ☐
Police: Yes ☐ No ☐	Youth Offending Service: Yes ☐ No ☐		
Connexions: Yes ☐ No ☐	Name of Worker:		
Child and Adolescent Mental Health Service: Yes ☐ No ☐			
Other agencies involved:			

The information requested above is needed for the Pupil Support Centre for all permanent exclusions and for those of more than five days. A knowledge of current issues, plans and key professionals involved is central to planning support and reintegration back to school

A COPY OF THE FOLLOWING LETTERS SHOULD BE SENT TO:

Marie Baker
Pupil Placement Officer
Marie.baker@haringey.gov.uk

Model letter 1

From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed

Note: The head teacher should notify the parents immediately of the decision to exclude, ideally by telephone. The telephone call should be followed by a letter within one school day.

Dear **(Name of parent)**,

(Name of pupil)
Fixed Term Exclusion

I am writing to inform you of my decision to exclude **(name of pupil)** for a fixed period of **(specify period)**. This means he/she will not be allowed in school for this period. The exclusion begins on **(date)** and ends on **(date)**. Your child should return to school on **(date)**.

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude **(child's name)** has not been taken lightly. **(Name of pupil)** has been excluded for the fixed period because **(reason for exclusion)**.

(For pupils of compulsory school age)

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion **(specify dates)** unless there is reasonable justification for this. I must warn 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 **(name of pupil)** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make a written statement to the governing body/management committee. If you wish to do so please contact **(Clerk to governing body)** on/at **(contact details – address, phone number, email)** as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record

You should also be aware that if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) http://www.justice.gov.uk/tribunals/send. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see a copy of **(name of pupil)**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **(name of pupil)**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Marie Baker, Pupil Placement Officer on 0208 489 3873 or at marie.baker@haringey.gov.uk who can provide advice. You can also contact the Haringey Parent Partnership Helpline. Their number is 0208 802 2611 and is open on Mondays 9.30am – 1pm and on Wednesdays 2.30- 6pm during term times only. Parents can leave a message at other times.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on http://www.childrenslegalcentre.com/. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to 1st January.

(Name of pupil)'s exclusion ends on **(date)** and we expect **(name of pupil)** to be back in school on **(date)** at **(time)**

Yours sincerely,

[Name]
Head teacher

Model letter 2

Model letter from head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed period exclusion of more than five and up to and including 15 school days in total in one term.

Note: - The head teacher should notify the parents immediately of the decision to exclude, ideally by telephone. The telephone call should be followed by a letter within one school day. **Statutory guidance is that the information concerning off site provision should be provided by the end of the afternoon session on the day exclusion is imposed.**

Dear **(Name of parent)**,

(Name of pupil)
Fixed Term Exclusion

I am writing to inform you of my decision to exclude **(name of pupil)** for a fixed period of **(specify period)**. This means **(name of pupil)** will not be allowed in school for this period. The exclusion start date is **(date)** ands the end date is **(date)**. Your child should return to school on **(date)**.

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude **(child's name)** has not been taken lightly. **(Child's name)** has been excluded for the fixed period because **(specify reasons for exclusion)**.

(For pupils of compulsory school age – next three paragraphs.)

You have a duty to ensure that your child is not present in a public place in school hours during the first five **(amend if the off site provision is to start earlier)** days of this exclusion **(specify dates)** unless there is reasonable justification for this. I must warn 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 **(name of pupil)** during the first five **(amend if the off site provision is to start earlier)** school days of his/her exclusion **(detail the arrangements for this)**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the sixth **(or earlier if so arranged)** school day of the pupil's exclusion **(specify date)** until the end of his exclusion we will provide suitable full time education. On **(date)** he should attend at **(give name and address of the alternative provision if not the home school)** at **(specify time as start times vary between schools)** and report to **(staff member)**. **(If applicable say something about transport arrangements from home to the alternative provision**. **If not known, say that the arrangements for suitable full time education will be notified by a further letter, not later than 48 hours before the provision is to begin.)**

You have the right to request a meeting of the governing body/management committee to whom you may make representations, and my decision to exclude can be reviewed. As the length of this exclusion is more than five school days in one term the governing body/management committee must meet if you request it to do so. The latest date by which the governing body can meet, if you request a meeting, is **(specify date – no later than 50th school day after the date on which governing body were notified of this exclusion)**. If you do wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact **(name of clerk to governing body)** on/at **(contact details – address, phone number, email)** as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also please inform **(name of clerk to governing body)** if it would be helpful for you to have an interpreter present at the meeting.

If you believe that the exclusion has occurred as a result of discrimination relating to a disability, you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) http://www.justice.gov.uk/tribunals/send. Making a claim would not affect your right to make representations to the governing body.

You have the right to see and have a copy of your child's school record. 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. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The school will set work for **(name of pupil)** during the period of his/her exclusion **(give details of the arrangements)**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You may wish to contact Marie Baker, Pupil Placement Officer on 0208 489 3873 or at marie.baker@haringey.gov.uk who can provide advice. You can also contact the Haringey Parent Partnership Helpline. Their number is 0208 802 2611 and is open on Mondays 9.30am – 1pm and on Wednesdays 2.30- 6pm during term times only. Parents can leave a message at other times.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on http://www.childrenslegalcentre.com/. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to 1st January.

(Name of pupil)'s exclusion ends on **(date)** and we expect **(name of pupil)** to be back in school on **(date)** at **(time)**.

Yours sincerely,

[Name]
Head teacher

Model letter 3

Model letter from head teacher (or teacher in charge of a PRU notifying parent of a single fixed period exclusion of more than 15 school days in one term, or any exclusion that takes the total of excluded days to over 15 days for one term.

Note: - The head teacher should notify the parents immediately of the decision to exclude, ideally by telephone. The telephone call should be followed by a letter within one school day. **Statutory guidance is that the information concerning off site provision should be provided by the end of the afternoon session on the day exclusion is imposed.**

Dear **(Name of parent)**,

(Name of pupil)
Fixed period exclusion

I am writing to inform you of my decision to exclude **(name of pupil)** for a fixed period of **(specify period)**. This means that **(name of pupil)** will not be allowed in school for this period. The exclusion begins on **(date)** and ends on **(date)**.

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude **(child's name)** has not been taken lightly. **(Name of pupil)** has been excluded for the fixed period because **(specify reason for exclusion)**. Your child should return to school on **(date)**.

(For pupils of compulsory school age – next three paragraphs.)

You have a duty to ensure that your child is not present in a public place in school hours during the first five **(amend if the off site provision is to start earlier)** days of this exclusion **(specify dates)** unless there is reasonable justification for this. I must warn 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 **(name of pupil)** during the first five **(amend if the off site provision is to start earlier)** school days of his/her exclusion **(detail the arrangements for this)**. Please ensure that work set by the school is completed and returned to us promptly for marking.

(If the individual exclusion is for more than five day.)

From the sixth **(or earlier if so arranged)** school day of the pupil's exclusion **(specify date)** until the end of his exclusion we will provide suitable full time education. On **(date)** he should attend at **(give name and address of the alternative provision if not the home school)** at **(specify time as start times vary between schools)** and report to **(staff member)**. **(If applicable say something about transport arrangements from home to the alternative provision**. **If not known, say that the arrangements for suitable full time education will be notified by a further letter, not later than 48 hours before the provision is to begin.)**

As the length of the exclusion is more than 15 school days or brings the total of excluded days to over 15 in one term the governing body/management committee must meet to consider the exclusion. At the review meeting you may make representations to the committee if you wish. The latest date on which the committee can meet is **(date here – no later than 15 school days from the date the governing body is notified)**. If you do wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact **(name of clerk to governing body)** on/at **(contact details – address, phone number, email)** as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the governing body of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also please inform **(name of clerk to governing body)** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disability) http://www.justice.gov.uk/tribunals/send. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see a copy of **(name of pupil)**'s school record. 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. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Marie Baker, Pupil Placement Officer on 0208 489 3873 or at marie.baker@haringey.gov.uk who can provide advice. You can also contact the Haringey Parent Partnership Helpline. Their number is 0208 802 2611 and is open on Mondays 9.30am – 1pm and on Wednesdays 2.30- 6pm during term times only. Parents can leave a message at other times.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on http://www.childrenslegalcentre.com/. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to 1st January.

(Name of pupil)'s exclusion ends on **(date)** and we expect **(name of pupil)** to be back in school on **(date)** at **(time)**.

Yours sincerely,

[Name]
Head teacher

Model letter 4

From the head teacher (or teacher in charge of a PRU) notifying the parent(s) of a pupil of compulsory school age of that pupil's permanent exclusion.

Note: - The head teacher should notify the parents immediately of the decision to exclude, ideally by telephone. The telephone call should be followed by a letter within one school day.

Dear **(Name of parent)**,

(Name of pupil)
Permanent exclusion

I regret to inform you of my decision to permanently exclude **(name of pupil)** with effect from **(date)**. This means that **(name of pupil)** will not be allowed in this school unless he/she is reinstated by the governing body/management committee or by an independent review panel.

I realise that this exclusion may well be upsetting for you and your family, but my decision to permanently exclude **(name of pupil)** has not been taken lightly. **(Name of pupil)** has been excluded because **(reasons for exclusion – include any other relevant previous history here)**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five days of this, i.e. on **(specify the precise dates)** unless there is reasonable justification. You could be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during normal school hours on those dates. It will be for you to show reasonable justification.

(For pupils of compulsory school age resident in school's local authority)

Alternative arrangements for **(name of pupil)**'s education to continue will be made. For the first five school days of the exclusion we will set work for **(name of pupil)** and would ask you to ensure this work is completed and returned promptly to school for marking **(this may be different if supervised education is being provided earlier than the sixth day)**. From the sixth day of the exclusion onwards – i.e. from **(specify the date)** Haringey Council will provide suitable full time education. **(Set out the arrangements if known at the time of writing. If not known say that the arrangements will be notified shortly by a further letter.)**

(Where pupil lives in a local authority other than the excluding school's local authority)

Alternative arrangements for **(name of pupil)**'s education to continue will be made. For the first five school days of the exclusion we will set work for **(name of pupil)** and would ask you to ensure this work is completed and returned promptly to school for marking **(this may be different if supervised education is being provided earlier than the sixth day)**. I have also today informed **(name of officer)** at **(name of local authority)** of your child's exclusion and they will be in touch with you about arrangements for his/her education from the sixth day of exclusion. You can contact them at **(give contact details)**.

As this is a permanent exclusion the governing body/management committee must meet to consider it. At the review meeting you may make representations to the governing body/management committee if you wish and ask it to reinstate your child in school. The governing body has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion in which case you may appeal against its decision to an independent review panel. The latest date by which the governing body/management committee must meet is **(specify the date – the 15th school day after the date on which the governing body/management committee was notified of the exclusion)**. If you do wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact **(name of clerk to governing body)** on/at **(contact details – address, phone number, email)** as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the governing body/management committee of the time, date

and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also please inform **(name of clerk to governing body)** if it would be helpful for you to have an interpreter present at the meeting.

You also have the right to see a copy of **(name of pupil)**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **(name of pupil)**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Marie Baker, Pupil Placement Officer on 0208 489 3873 or at marie.baker@haringey.gov.uk who can provide advice. You can also contact the Haringey Parent Partnership Helpline. Their number is 0208 802 2611 and is open on Mondays 9.30am – 1pm and on Wednesdays 2.30- 6pm during term times only. Parents can leave a message at other times.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on http://www.childrenslegalcentre.com/. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to 1st January. Statutory guidance can be accessed at http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

If you believe that the exclusion has occurred as a result of discrimination relating to a disability, you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) http://www.justice.gov.uk/tribunals/send. Making a claim would not affect your right to make representations to governing body.

Yours sincerely,

[Name]
Head teacher (teacher in charge in case of a PRU)

Model letter 5
Model letter from the clerk to the governing body/management committee to parent upholding a permanent exclusion.

This letter should be sent within one school day of the meeting of the governing body/management committee.

Dear **(Name of parent)**

(Name of pupil)
Permanent exclusion

The meeting of the governing body at **(school)** on **(date)** considered the decision made by **(head teacher)** to permanently exclude your son/daughter **(name of pupil)**. The governing body/management committee, after carefully considering the representations made and all the available evidence, has decided to uphold **(name of pupil)**'s exclusion.

The reasons for the governing body/management committee's decision are as follows: **(give in as much detail as possible, explaining how they were arrived at and making reference where appropriate a reference to how the pupil's special educational needs are relevant to the exclusion)**.

You have the right to make application to have this decision reviewed by an independent review panel. If you wish to have this decision reviewed, please state in writing the grounds on which you make application for review and send your application within 15 school days to the following department

The Independent Review Panel
School Admissions Service,
1st Floor,
48 Station Road
London N22 7TY

Your application will be heard by an Independent Review Panel. A three-member panel will comprise one serving, or recently retired (within the last five years) head teacher, one governor who has served at least 12 consecutive months in the previous five years and one lay member who will be the chairman.

You may bring a friend to the review, or at your own expense appoint someone to make written and/or oral representations to the panel.

You have the right to request the presence of a special educational need expert at the meeting of the Review Panel, regardless of whether any special need has been recognised to date. The role of the SEN expert will be to provide impartial advice on how special educational need may be relevant to the exclusion, and he/she should advise the panel on whether he/she believes the school acted in legal, reasonable and procedurally fair manner with respect to any identification of SEN, and any contribution this could have made to the circumstances of the permanent exclusion.

In determining your application for review the panel can make one of three decisions: it may uphold your child's exclusion; it may recommend that the governing body reconsiders the exclusion; or direct that the governing body reconsiders its decision. If the review panel either recommends or directs that the governing body reconsiders its decision, a further meeting must be convened at the school within 10 school days of the governing body receiving the panel decision.

In addition to the right to apply for an independent review panel, if you believe that the exclusion has occurred as a result of discrimination relating to a disability, you may make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) http://www.justice.gov.uk/tribunals/send. In the case of other forms of discrimination, a claim may be made to the County Court.

You may wish to contact Marie Baker, Pupil Placement Officer on 0208 489 3873 or at marie.baker@haringey.gov.uk who can provide advice. You can also contact the Haringey Parent Partnership Helpline. Their number is 0208 802 2611 and is open on Mondays 9.30am – 1pm and on Wednesdays 2.30- 6pm during term times only. Parents can leave a message at other times.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on http://www.childrenslegalcentre.com/. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to 1st January. Statutory guidance can be accessed at http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

Yours sincerely,

[name]
Clerk to the Governing Body (or clerk to the Management Committee in case of a PRU)

PROVIDING FULL-TIME EDUCATION FROM DAY SIX OF A FIXED TERM AND PERMANENT EXCLUSION

Schools have a statutory duty to ensure that children who are excluded for more than five days receive full time provision from the sixth day of their fixed term exclusion. The local authority have a statutory duty to ensure that children who are permanently excluded receive provision from the sixth day.

Children who are subject to a Child Protection Plan or Children in Care are expected to receive provision from day one of the exclusion so it is important that schools indicate where this is the case. The child's social worker or/and key person on the relevant Children in Care Team must also be informed immediately.

Schools must inform parents of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion.

Statutory guidance to schools on marking attendance registers following exclusion

Whilst an excluded pupil's name remains on a school's admissions register the pupil should be marked using the appropriate attendance code. Where alternative provision has been made that meets the requirements of the pupil registration regulations, and the pupil attends it, an appropriate attendance code, such as Code B (Education Off-site) or Code D (Dual Registration), should be used. Where pupils are not attending alternative provision they should be marked absent using Code E.

Pupils who are permanently excluded must be marked as indicated above and not be deleted from either the admission register or the attendance register until the independent review process has been completed.

When pupils are excluded for a fixed period of time or permanently, they remain on the school roll and it is the duty of the school to ensure appropriate educational provision until such time as any appeal process has been completed or the time for an appeal has lapsed.

Off site provision (Pupil Support Centres) are expected to inform schools of attendance monitoring.

All exclusion notifications (copy of letter to parent and Form X must go to Marie.Baker@haringey.gov.uk immediately if the exclusion is over five days or permanent. Additional paperwork (i.e. copy of **CAF, PSP**) should be sent to the relevant centre within two days.

The Octagon TBAP (Permanent)
Haringey Secondary Pupil Support Centre
Commerce Road
London N22 8DZ
Tel: 020 8829 9846
Email: suemcmahon@pru.haringey.sch.uk

When do governors meet to review an exclusion?

Exclusion is 5 days or less in one term	**Exclusions between 5 and 15 school days in one term**	**Permanent exclusions exclusion totalling more than 15 days in one term**
Governors consider representation by parents if requested. There is no time limit by which you must meet	Governors must convene to consider if requested by parent Must meet by the 50th school day after exclusion if parent requests	Governors must convene a meeting to consider the exclusion even without a request by parent Meeting takes place within 15 school days after receiving notice.
Governors cannot direct reinstatement but must record findings in letter to parents and copy placed on student's file	Governors can uphold the exclusion or direct reinstatement. Record findings in letter to parents and a copy placed on the student's file	Governors can uphold the exclusion or direct reinstatement. Record findings in letter to parents and a copy placed on the student's file. Parent/carer(s) can apply to an Independent Review Panel which must convene within 15 school days of notification
Public examinations or national curriculum tests. If any exclusion would result in a pupil missing a public examination or national curriculum test, the governing body should try to meet before the examination. If this is not possible, the Chair of the governing body should consider whether or not to reinstate the pupil.		

Accumulated exclusions
Governors must also review an exclusion if the *accumulative* days exceed fifteen school days in a term.

Lunchtime exclusions
A lunch time exclusion is deemed the equivalent of half a day. This should be taken into account in regards to the above.

Students at risk of missing a public examination
Governors should also meet if any exclusion puts a student at risk of missing a public examination. If it is not possible to meet before the exclusion the Chair of Governors may consider the exclusion with the advice of the clerk and a local

authority representative at hand. In some cases, depending on the seriousness of the exclusion, the governing body may decide to allow an excluded pupil on the premises in order to take exams.

Safeguarding & Data Protection

The governing body must appoint a clerk to the committee. It is good practice for the clerk to have received training.

The clerk has access to sensitive information on students and families as it is part of their duty to:

- circulate all documentation relating to the exclusion, including historical information on behaviour
- Circulate other documentation from the student file which may indicate safeguarding and welfare issues
- circulate in advance any written statements and a list of those attending to all parties

Governors must ensure that clerks have a current CRB and are aware of issues around confidentiality and data protection. Student details **should not** be sent via personal email or by post to home or business addresses. Governors and clerks should circulate information via the school's internal protected systems. Clerks must retrieve hard copies from governors at the end of the hearing and leave them on school premises.

Children & Young People's Services

Marie Baker (Pupil Placement Officer) must be informed when governors are planning to convene to review *any* exclusion.

If you have any queries or need further guidance regarding exclusions please contact:

Samantha Hunte
Samantha.Hunte@Haringey.gov.uk

Marie Baker
Pupil Placement Officer
Marie.baker@haringey.gov.uk