



Behaviour Policy

September 2020

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Associated documents:
Uniform Code Mobile Phone Procedure The 'Bristnall Hall Academy Way'
Links to:
<ul style="list-style-type: none">• Safeguarding Policy• E-Safety Policy• Anti-Bullying Policy• Social Media Policy• Curriculum Policy• Reasonable Force Policy• Code of Conduct• Home-Academy Agreement• Data Protection Policy

Approved by the Standards and Outcomes Committee of the Trust Board, 3 June 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

We believe that in order for our pupils/learners to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing this policy both fairly and consistently

We believe that children and young people's behaviour and attitudes is intrinsically linked to their success in learning. We focus on developing and promoting positive attitudes and behaviours through high quality teaching, a stimulating learning environment and a culture of praise, recognition and self-discipline. All combine to lead to a rich climate for learning.

We believe that teachers manage pupil behaviour most effectively when they are **warm but strict**. They encourage pupils to be independent while maintaining limits and controls on their actions. Authoritative teachers do not invoke the 'because I said' rule; instead they are willing to listen to and take into account the pupil's viewpoint. Authoritative teachers engage in discussions and debates with the pupil although ultimate responsibility lies with the teacher. In this way, pupils learn how to negotiate and engage in discussion. They understand that their opinions are valued. It is through consistently applying a warm/strict philosophy to behaviour management that pupils are more likely to become socially competent, responsible and autonomous.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of the 'Bristnall Hall Academy Way'.

1 Legal framework and definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to

- the Education and Inspections Act 2006
- the Health Act 2006
- the Equality Act 2010
- the Education Act 2011
- the Education (Independent School Standards) Regulations 2014
- the Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- the Immigration Act 2016
- the General Data Protection Regulation (GDPR)
- the Data Protection Act 2018
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

This policy also has due regard to DfE guidance, including, but not limited to

- *Behaviour and discipline in schools 2016*
- *Exclusion from maintained schools, academies and pupil referral units (PRUs) in England 2017*

2 Scope of this policy

2.1 This policy applies to all academy leaders, academy staff (see 2.2 and 2.3) and academy pupils.

2.2 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as teaching assistants.

2.3 For the purpose of this policy the reference to 'Teacher' includes all paid staff responsible for the supervision of pupils. The Principal can limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on an academy trip.

2.4 For the purpose of this policy the reference to 'pupils' includes all learners in our academies.

3 Academy curriculum

- 3.1 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 3.2 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are.
- 3.3 Social, emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.
- 3.4 Teaching styles and approaches to managing behaviour reflect our commitment to the warm-strict philosophy. Pupils respond better to praise and encouragement than punishment.

4 Roles and responsibilities

4.1 Staff members will

- follow this behaviour policy at all times both inside and outside of the classroom
- maintain a positive and well-managed learning environment
- be positive ambassadors of our academies at all times, consistently role modelling high expectations through their professional behaviour and conduct
- use our reward system and hierarchy of sanctions to promote good behaviour
- use the rules and consequences outlined in this policy clearly and consistently
- develop a pupil's individual potential both inside and outside the classroom recognising and celebrating personal milestones
- treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential
- undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils
- intervene promptly when they encounter poor behaviour or unexplained absence
- record all behavioural events, both positive and negative, on our management information system, by following the correct reporting procedure and ensure that all records are kept up to date
- raise any concerns regarding pupils' behaviour with the relevant senior members of staff and liaise with them in order to implement effective behaviour management
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents/carers regarding their child's behaviour where necessary
- monitor the attitude, effort and quality of pupils' work
- provide specific support for SEN/disabled pupils and vulnerable pupils. Take language and cultural barriers into consideration where pupils have English as an additional language
- make referrals to external agencies where deemed appropriate/advised by other agencies
- consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

4.2 Pupils will

- abide by the Home-Academy Agreement and the Behaviour policy at all times
- act as positive ambassadors and representatives of our academies through their exemplary behaviour
- be polite and respectful of others in the surrounding community
- work to the best of their ability and effort at all times, completing all the work assigned to them
- cooperate with other pupils and members of staff in order to create a positive learning environment
- be ready to learn by ensuring regular attendance to all lessons and arriving with the correct equipment
- correctly present themselves in academy uniform
- respect and value the environment and their surroundings, as well as each other
- not act in a manner which is disruptive to the learning of others
- under no circumstances put the health and safety of others at risk.

4.3 Parents/carers will

- abide by the Home-Academy Agreement, ensuring the attendance and punctuality of their children, as well as reporting any absences
- encourage good behaviour and ensure that their children are ambassadors of our academies at all times by reinforcing our rules
- share any concerns they have regarding their children's education, welfare, behaviour and life with staff at our academies
- support their children's independent learning
- support our decisions in relation to behavioural issues, whilst having the right to scrutinise our decisions regarding their children's behaviour
- ensure that their children correctly present themselves as pupils of our academies, in accordance with the uniform code.

5 Classroom behaviour

- 5.1 Expectations and standards for behaviour are clearly displayed in all classrooms.
- 5.2 Teaching staff use seating plans and a range of de-escalation techniques to encourage good behaviour and create an effective learning environment.
- 5.3 Staff use a range of rewards to reinforce and praise good behaviour as set out in Appendix A - Procedure for Rewards.
- 5.4 When a pupil acts in a disruptive manner or ignores instructions given by a staff member, staff follow our procedures for administering sanctions as set out in Appendix B – Procedure for Sanctions.

6 Pupils' conduct outside of the classroom

6.1 Whilst using the corridors and surrounding area of our academy buildings, pupils must act in a responsible and respectful manner, as would be expected in a classroom.

6.2 We expect our pupils to show respect for their academy and for their community outside of the academy. Anti-social behaviour within the community is not tolerated and this behaviour policy will be followed when

- pupils are taking part in any academy- organised or academy related activity
- pupils are travelling to or from our academies
- pupils are wearing academy uniform
- pupils are in some way identifiable as a pupil at one of our academies
- pupils' behaviour could have repercussions on the orderly running of our academies
- pupils' behaviour poses a threat to another pupil or member of the public
- pupils' behaviour could adversely affect the reputation of our academies.

7 Sanctions for poor behaviour

7.1 Sanctions are given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

7.2 Punishments are issued sparingly and only where appropriate; however, if a pupil fails to follow instructions or their behaviour falls below the expected standard, staff members will sanction the pupils in question.

7.3 In order for a punishment to be lawful, we ensure that the decision to issue a sanction to a pupil is

- made by a paid member of staff, or a member of staff authorised to do so by the Principal
- made on the academy premises or whilst the pupil is under the charge of a member of staff
- reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.

7.4 The issuing of sanctions is recorded, and the consistent use of sanctions is monitored by senior staff.

7.5 Sanctions

- relate to a specific task or action and will be applied clearly
- are issued consistently and fairly, ensuring that the recipient is clear about what they are being reprimanded for
- reinforce **our** core values and ethos
- do not focus repeatedly on the same issue without progress
- do not have a negative effect upon others.

7.6 The aim of issuing sanctions is to correct the behaviour. Work follows to enhance progress, prevent recurring issues and ensure pupils understand what behaviour was poor and why and what good behaviour looks like in that scenario and why.

- 7.7 We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.
- 7.8 We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:
- a) an assessment to establish a clear analysis of the pupil's needs
 - b) a plan setting out how the pupil will be supported
 - c) the required action to provide the support
 - d) regular reviews to assess the effectiveness of the provision and identify any necessary changes.
- 7.9 We consider a pupil's special educational needs when dealing with their behaviours.
- 7.10 Where points 7.7, 7.8 or 7.9 apply the need for multi-agency assessments will be considered where necessary.
- 7.11 There is an expectation that, following an incident which requires a pupil to be disciplined by a member of staff, a brief restorative justice meeting between all parties involved will be completed. This improves the relationship between the pupil and member of staff, encouraging tolerance, democracy and mutual respect. Training for this must be provided to ensure the needs of the pupils are met and de-escalation strategies are used appropriately.
- 7.12 The full set of sanctions that we use are set out in Appendix B – Procedure for Sanctions.

8 Use of suspensions (fixed period exclusion) and permanent exclusions

- 8.1 Only the Principal or, in the absence of the Principal, the member of the Senior Leadership Team (SLT) who is acting in that role can exclude a pupil from our academy.
- 8.2 The Principal is able to rescind an exclusion up to the time it is put before the relevant committee. An example of where this would be appropriate is where a managed move is brokered after a permanent exclusion has been given.
- 8.3 We are aware that off-rolling is unlawful. Ofsted defines off-rolling as
 "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."
- 8.4 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.
- 8.4 The decision to exclude a pupil is a serious one and will only be taken
- in response to serious or persistent breaches of this policy, **and**
 - if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.
- 8.5 Where a pupil breaches this policy, the Principal may decide that it is appropriate to exclude them for a fixed period of time. This is known as a 'fixed-term' exclusion. A fixed-term exclusion is a serious sanction.
- 8.6 With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without

success. It is an acknowledgement that we have exhausted all available strategies for dealing with the pupil and will only be used as a last resort.

- 8.7 A pupil may be permanently excluded for committing a single serious breach of this policy, even if they have never been in trouble before. Examples of behaviour that constitutes a single serious breach includes, but is not restricted to, assault on another pupil or a member of staff, threat of violence against a member of staff, bringing a knife or other weapon onto academy premises, bringing an illegal substance onto academy premises, whether for personal use or intended for distribution and being found in possession of “prohibited items” listed in 9.2 or banned items. Where a pupil is involved in breaking the law the Police will be informed.
- 8.8 Pupils can be excluded for a fixed period or permanently, for behaviour outside of the academy, where their behaviour brings our academy into disrepute or when there is a serious chance the incident may affect academy order and discipline.
- 8.9 Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will
- consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
 - allow the pupil to give their version of events
 - consider if the pupil has special educational needs (SEN).
- 8.10 All suspensions (fixed period exclusions and permanent exclusions are managed in line with the Department for Education’s latest statutory guidance to the legislation that governs the exclusion of pupils from maintained schools, pupil referral units (PRUs), academy schools (including free schools, studio schools and university technology colleges) and alternative provision academies (including alternative provision free schools) in England.

9 Use of detention

- 9.1 Detention (including detention outside of academy hours) is used as a sanction in our academies.
- 9.2 In setting a detention outside normal academy hours we adhere to the following statutory legislation. A detention can be given on a) any academy day where the pupil does not have permission to be absent; b) weekends - except the weekend preceding or following the half term break; and c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘noncontact days’.
- 9.3 Whilst parental consent is not required for detentions we do endeavour to be reasonable and take in to account the need to allow for any family commitments which would be considered essential. We therefore aim to notify parents by via the classcharts app/parentmail. Staff will not issue a detention outside of academy hours where they know that doing so would compromise a pupil's safety. When ensuring that a detention outside academy hours is reasonable, staff issuing the detention consider the following points:
- Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after academy detention where the pupil can get home safely.

- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

9.4 With lunchtime detentions, staff allow twenty minutes for the pupil to eat, drink and use the toilet.

10 Confiscation of Inappropriate Items

10.1 Members of staff are able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. In our academies any items which are confiscated will be held securely (In reception in a labelled envelope and will be returned to parent or a responsible adult).

10.2 Members of staff can exercise their power to search **without consent** for "prohibited items" including

- 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.

10.3 Weapons and knives and child pornography are given to the police as soon as reasonably practical.

10.4 Other items which are confiscated are returned (to parent or a responsible adult.)

10.5 A log is kept to record all confiscated items (see Appendix C).

11 Power to use reasonable force and right to search pupils

11.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

11.2 Members of staff can seek pupil consent to search for (any items that are deemed to be dangerous to the individual or staff and other pupils). Force cannot be used to search for these items.

11.3 The Principal and authorised academy staff may use such force as is reasonable given the circumstances when conducting a search **without consent** for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Please refer to our Use of Reasonable Force Policy for further details.

11.4 Should a pupil refuse to be searched academy staff should first contact the pupil's parents to request their assistance and if that is not appropriate under the circumstances or the parent is unable to assist, they should call the police and isolate the pupil until such time that the police can carry out the search.

- 11.5 There must always be two members of staff present when a pupil is searched and we aim to ensure that at least one of these members of staff is the same gender as the pupil.
- 11.6 Staff are permitted to search electronic devices prohibited by academy rules or that they reasonably suspect have been, or are likely to be, used to commit an offence or cause personal injury or damage to property. They may also delete data files if there is a good reason to do so. This includes if they suspect that the data has been, or could be, used to cause harm, disrupt teaching or break academy rules.
- 11.7 Staff must give confiscated devices to the police as soon as reasonably practicable where they have reasonable grounds to suspect that they contain evidence related to an offence.
- 11.8 Staff are aware that behaviours linked to 'sexting' place a pupil in danger and must report any such suspicion immediately in line with our safeguarding policy.
- 11.9 We keep a log of any searches that take place, detailing the name of the pupil, the reason, what was or was not found, confirmation that parents have been contacted and that two members of staff were present during the search (See Appendix C).

12 Seclusion and isolation rooms

- 12.1 Disruptive pupils can be placed in an area away from other pupils for a limited period, in our (Behaviour Management Room). We will only ever use isolation that prevents a pupil from leaving a room of their own free will in exceptional circumstances and where the pupil's safety is at risk by leaving the room.
- 12.2 We consider pupil wellbeing before placing a pupil in isolation and have due regard for any safeguarding, pupil welfare and health and safety consideration for each individual.
- 12.3 Appendix B – Procedures for Sanctions specifies how long a pupil may be kept in seclusion or isolation following an **internal exclusion**. Pupils are not kept in isolation for more time than is necessary.
- 12.4 It is very important that pupils are given suitable academic work to undertake whilst spending time away from their peers but this time may also afford an opportunity for the pupil to receive counselling and guidance aimed at addressing the issues or changing the behaviours that have led to the seclusion. Pupils in isolation are given time to eat or use the toilet.

13 Bullying

- 13.1 We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another pupil or pupils including online and mobile devices. It is characterised by an intent to hurt emotionally and/or physically.
- 13.2 We expect our pupils to be involved in developing our anti-bullying policy. Pupils identified as having SEND and mental ill health must be given additional support should they be involved in a bullying situation.
- 13.3 Please refer to our Anti-Bullying Policy for further detail about how we endeavour to prevent and deal with bullying.

14 Drugs, tobacco, alcohol and illegal substances

- 14.1 Pupils are not allowed to bring tobacco, drugs, alcohol, illegal or 'legal high' substances (or any paraphernalia associated with or for the use of these) on to our academy sites.
- 14.2 Suspected or actual use of drugs, tobacco, alcohol, illegal or 'legal high' substances on the way to and/or from or whilst on our academy sites will result in a serious sanction and could lead to permanent exclusion. This also applies to academy trips and journeys.

- 14.3 Supplying drugs, alcohol or illegal substances is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion.
- 14.4 Confiscated drugs and illegal substances are given to the Police as soon as reasonably practicable.
- 14.5 Parents are informed of their child's involvement in any activity related to smoking, drugs, alcohol, illegal or 'legal high' substances.

15 Weapons

- 15.1 The law recognises three categories of offensive weapon:
- Those where objects are made for use for causing injury to the person. These items are legally classified as 'offensive weapons per se' and include flick knives, kitchen knives, butterfly knives, pepper sprays, knuckle dusters and nunchucks.
 - Those where objects are adapted for such a purpose, i.e. to cause injury to a person. This includes items that would otherwise be incapable of causing injury but have been changed so that they now can, for example a sock containing a snooker ball, a sharpened stick or a sharpened snooker cue, or a water pistol filled with acid.
 - Those where objects are not so made or adapted but carried with the intention of causing injury to the person, for example a cup of bleach carried with the intent of throwing it into someone's face to cause injury, sharpened nail scissors or a baseball bat.
- 15.2 We class weapons as anything that has been designed or adapted to inflict harm upon others.
- 15.3 Pupils are not allowed to bring weapons or anything that can be used as a weapon on to our academy sites.
- 15.4 Suspected or actual use of weapons or anything that can be used as a weapon on the way to and/or from or whilst on our academy sites is a criminal activity and will be reported to the police. It will incur a serious sanction and will usually lead to permanent exclusion. This policy applies to academy trips and journeys.
- 15.5 Providing weapons to others is a criminal activity and must be reported to the police. It will incur a serious sanction and could lead to permanent exclusion.
- 15.6 Confiscated weapons are given to the police as soon as reasonably practicable.
- 15.7 Parents are informed of their child's involvement in any activity related to weapons.

16 Mobile phones

- 16.1 Mobile phones are not allowed to be used by pupils for social activity during the academy day.
- 16.2 Whilst we accept that pupils may carry a mobile phone on journeys to and from the academy, they are not to be used on our academy sites at any time unless part of an agreed supervised teacher led activity.

17 Child protection and safeguarding

- 17.1 We take the promotion of children's wellbeing and protection from harm very seriously. Where an allegation is of a safeguarding nature, we have separate procedures in place for managing allegations of abuse against children (see Safeguarding Policy).

18 Outside agencies

- 18.1 Our academy is part of a wider community of support and we work with many outside agencies to support our pupils and help them to thrive and achieve. This additional support will be discussed with parents/carers as early as possible. All referrals will take into consideration the views of parents and where appropriate pupils.
- 18.2 The SENCO will act in accordance with the policy for SEND. All support programmes will include personal targets/milestones and will be flexible to meet the changing needs of pupils, particularly when programmes are not deemed to be successful.

19 Staff training and support

- 19.1 Our commitment to professional development includes helping teachers and other staff to develop and refine their approaches and strategies for managing and improving pupil behaviour and attitudes.
- 19.2 Staff are trained to know that disruptive or unusual behaviour may have an underlying root cause such as a mental health issue or an undiagnosed or unmet educational need. They know who to refer the pupil to for further support.
- 19.3 Regular training is provided to newly qualified teachers, support staff and others who have been identified as requiring additional behaviour intervention techniques as part of individual staff development needs.

20 Record keeping and data protection

- 20.1 We keep a record of incidents of misbehaviour and positive behaviour.
- 20.2 We keep a record of incidents of rewards and sanctions. We ensure that rewards and sanctions are distributed fairly and analyse this by
- Gender
 - Ethnicity
 - EAL
 - Pupil premium
 - SEND
 - Disability
 - Age
 - Religion
 - Sexuality
 - Children Looked After.
- 20.3 We monitor 20.1 and 20.2 above to provide regular information on how effectively this behaviour policy is working.
- 20.4 All records relating to behaviour and discipline are processed and stored in accordance with the requirements of our data protection policy.



Our Vision

The quality of the learning experience at Bristnall Hall Academy is paramount. The opportunity to concentrate in the classroom and enjoy the learning experience must be the main aim of BfL. Our vision is of a system which:

1. Allows all learners to exercise their right to learn
2. Protects and nurtures the learning environment for learners and staff
3. Enables learners to maximise their learning opportunities and realise their high aspirations

1.1.1 Rationale

Behaviour for Learning (BfL) is a transparent, focused, whole academy discipline policy and lies at the heart of our academy ethos. It has been introduced to enable excellent learning to take place.

The system emphasises to learners the consequences of their actions. It highlights the vital role of praise and rewards as well as setting clear boundaries with four levels of consequences if rules are broken.

It is a fair, clear and consistent approach to improved learning. Our aim is to set a relatively low threshold for entry into the discipline system that reflects our aspirations of good behaviour.

It is our intention that the Bfl system:

1. Provides the platform for learning and teaching.
2. Is simple, easy to explain and understand for learners, staff and parents.
3. Brings learners together and encourages goodwill for the team approach.
4. Provides a unified and consistent approach.
5. Provides support to all who work here and must be transferable and applicable to any situation within the academy environment.
6. Emphasises reward and encourages a positive praise system with rewards and celebrations.

1.2 Principles

1. The system is based upon assertive discipline which means it is progressive – no going back!
2. There is a clear link for learners between their actions and the consequences of them.
3. It must be applied consistently. All teachers, including those who have good classroom management skills must use BfL language and procedures. The system as it progresses will place great emphasis on teacher language in the classroom.
4. It must work alongside a rewards system which should become the dominant influence in the classroom or academy.
5. It will use classcharts to record positive and negative learning behaviours.
6. It should reduce staff workload by removing the individual punishment regime and offering opportunities to reduce paperwork.
7. It must be applied by all staff (not just Teaching) anywhere in the academy.
8. The single main punishment is the **½ hour same day** detention which must not be compromised.
9. The detention is a formal sanction, rigorously pursued once awarded.
10. There is a willingness to prioritise BfL resource needs in terms of staff time and commitment and a determination to recognise and respond to classroom disruption.
11. No consequence can be changed unless it is a mistake.

1.2.1 BfL in the Classroom

The system begins with a sequence of two warnings responding to low level interruption to LEARNING and TEACHING. It is particularly important to highlight that the interruptions are an issue for the other learners and reduces their learning opportunities. Equally important are prompt starts to the learning and the use of positive language with plenty of praise for 'doing the right thing'.

A prescriptive list would be difficult but could be characterised as anything that 'disrupts learning'. The following list gives some examples but it is expected that colleagues will use discretion, common sense and apply common practice.

1.2.1.1 Interruptions to Learning and Teaching

- a) Defiance

- b) Disrespect
- c) Disruption to Learning
- d) Off task
- e) Insufficient work
- f) Inappropriate noises
- g) Lack of basic equipment- after warning
- h) No homework- after warning
- i) Uniform transgression- after warning
- j) Out of lesson/bounds

The sequence is as follows:-

A high standard of behaviour, manners and work is expected from all students. This is developed by cultivating in students an acceptance from within rather than an imposition from without by the encouragement of self-discipline, which is promoted through our Behaviour for Learning Policy.

Sanctions should be based initially on the withdrawal of approval but where necessary more serious action may be applied as itemised below in order of severity:

Disciplinary Action	By Whom	Further Detail
1. Use of BfL Policy Verbal Reprimand – C1	Any Teacher	Interruptions to Learning and Teaching
2. Verbal Reprimand – C2	Any Teacher	Continued interruptions to learning and teaching on the same day in the same lesson
3. Academy Detention – C3 (30 minutes)	Any Teacher	Continued unsatisfactory behaviour. Entered onto Classcharts by class teacher, parents and carers will be identified via the app. Students will complete the detention on the same day. At this point staff may ‘park’ student in another classroom. The reflection room should be used for student if the student has been parked in previous lesson.
4. Behaviour Modification Room (BMR) – C4	Any Teacher	For serious misconduct students will work in the BMR, forfeiting breaks and/or lunchtimes usually for a specified period. Parental Interview/counselling will result, when the student returns to mainstream lessons.
5. Referral to Area Leader	Any teacher	Persistent poor work or misbehaviour can result in Report Card or Academy Detention or BMR If work is lower than the standard expected a letter is sent to parents.
6. Referral to Achievement Coordinator	Any teacher	Failing to make expected levels of progress, repeated poor behaviour and disruption to learning or non-compliance with academy rules will result in parental engagement, achievement card, programmes of support to promote positive behaviour and attitude, internal exclusions or other interventions as decided by the Achievement Coordinator.
7. Senior Staff Detentions (60 minutes – Fridays)	Principals, Vice Principals Assistant Principals,	Referral by Achievement Coordinators for missing Academy Detention.
8. Referral to Vice Principal, or Assistant Principals	By Area Leader or Achievement Coordinator	This occurs when normal discipline is having no effect or an incident is judged to be serious. Sanctions include any of those used previously plus also a verbal warning or a parental interview or being put on contract or referral to BMR

9. Refer to Principal	By Vice Principal or Assistant Principals	This may result in a final verbal warning or a parental interview or a fixed term exclusion. Governors Discipline Committee may be involved at the fixed term exclusion stage. In serious cases the Principal may exclude a student for up to 45 days.
10. Contract	By Vice Principal or Assistant Principals	A contract (verbal or written) is the final attempt to change behaviour before further exclusions. This always involves a Parental interview. Governors may be involved at this stage
11. Alternative Provision	By Vice Principal or Assistant Principals	Students may spend time in alternative provision to modify behaviour and prevent permanent exclusion.
12. Permanent Exclusion	Principal after consultation with LAC Chair .	This can be for a single serious incident or for continual disruption

It must be stressed that although the procedure outlined above is followed in most cases, the Principal, Vice Principal or Assistant Principals may need to enter the process earlier for a more serious level of action for severe breaches in discipline.

In exceptional circumstances, it may be necessary to permanently exclude a student for a first or 'one off' offence if in the Principal's judgement it is appropriate. Exclusions for a "one off" or first "serious misbehaviour offence" may have involved either threatening verbal behaviour or physical actions towards students or staff.

Appendix A Procedure for Rewards



Rewards Available



ATTENDANCE

- Weekly Prizes
- Termly Prizes
- 25 Day Challenge
- VIP Area
- Trips

Individual

- Rolling total of points during each key stage
- Badges and Certificates awarded when you reach each milestone



Points Milestone	Badge
150	Bronze
300	Silver
450	Gold
600	Platinum

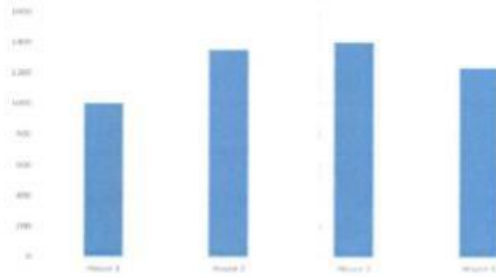
Termly Top 3

- Top 3 students in each year group each term
- £10 Voucher
- Total re-sets each term



House
Competition

- Monthly league table
- Everybody's points count
- TBC Trophy with IJ??



Rewards
Trips

- Number of positive ClassCharts points
- Attendance above 97%





Don't forget:

- Parents and carers must activate their ClassCharts parent account.
- All other rewards for attendance etc. still continue!

Appendix B – Procedures for Sanctions

BEHAVIOUR MANAGEMENT SYSTEM AT BRISTNALL HALL ACADEMY

Level 1 – Teacher

Student Behaviour: Low level poor behaviour/disruption in learning.

Teacher Intervention: Disapproval, quiet word, praise, reminders of correct behaviours (C1 and C2). Recorded on Classcharts that student learning behaviours has fallen below academy expectations.

Behaviour Improves

Teacher Intervention : No further action, lots of praise for the student for improved behaviour.

NO

Level 2 – Teacher/Area Leader

Student Behaviour: Persistent low level poor behaviour/disrupting learning, not following instructions.

Teacher Intervention : Student is parked and teacher records on classcharts (where appropriate, the teacher should be responsible for parking the student).

A C3 is issued for students depending on student behaviours and recorded on classcharts by the teacher involved. Parents will receive notification via app and a 30 min detention will be completed on that day. If two detentions are issued on the same day then the student will complete a 1 hour detention. Students who receive more than 2 detentions on the same day will be placed in the BMR and a meeting with Parent/Carers will be arranged.

Behaviour Improves

YES

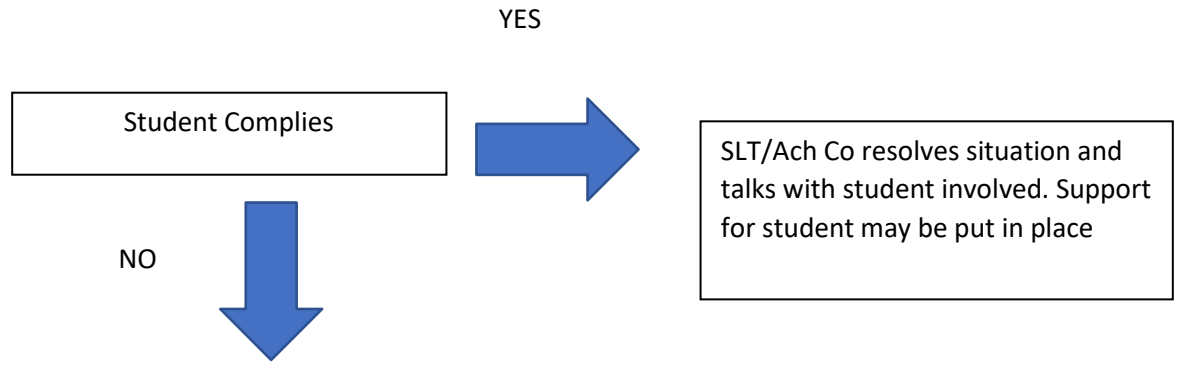
Teacher Intervention : Issue resolved, speak with student involved positive outcomes from this.

NO

Level 3 – SLT/Achievement Coordinator

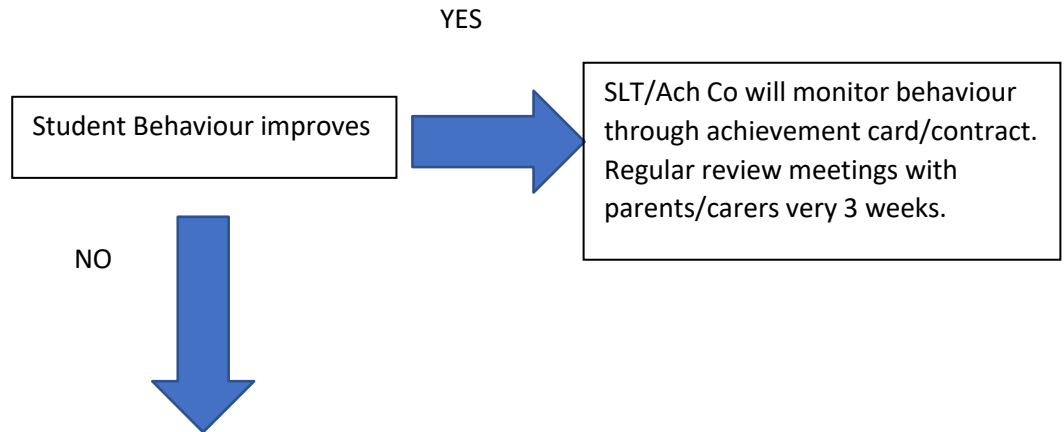
Student Behaviour: Refusal to comply/Refusal to be parked/seriously disrupting the learning of others/dangerous behaviour in class.

Teacher Intervention: SLT/Achievement Coordinator on call is used and student is removed from the class and placed in the reflection room, for the rest of the day (breaks and lunchtime removed). A detention will be issued and a phone call home is made by the achievement coordinator.



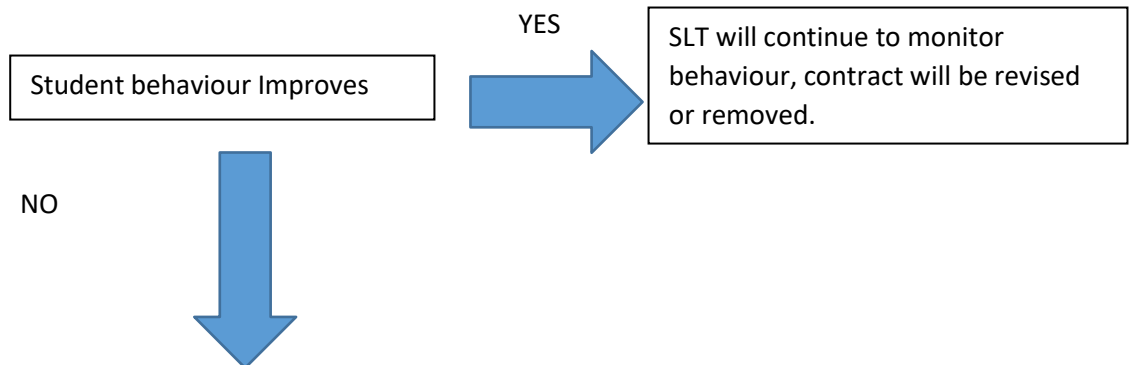
Level 4 – Achievement Coordinator/SLT

Escalation from Level 3 with SLT involvement. A phone call home and student will spend 1 – 3 days in the BMR. A support programme may be put in place by relevant Achievement Coordinator.



Level 5 SLT/Achievement Coordinator

Escalation from level 4, a parental meeting with SLT where a behaviour/learning contract will be completed. The contract will be reviewed every 3 weeks.



Level 6 – SLT

Students who fail to work with the academy or for a one off serious incident would result in one of the following:

- Alternative educational package.
- Permanent exclusion.

Although we aim to ensure consistency, each case will be dealt with on individual merit

(Planned Implementation for January 2021)

BRISTNALL HALL BASICS FOR LEARNING BEHAVIOURS

All students who attend Bristnall Hall Academy will be expected to follow the ‘basics’ for learning behaviours. These are based on four levels of expectations and students will be expected to follow level 3/4. Those who follow this will be rewarded through classcharts. Adversely those who fail to meet these expectations and fall into levels 1/2 will have to follow the consequences of these actions.

EXPECTATION LEVELS	DESCRIPTIONS	LEARNING BEHAVIOURS
4	Above expected effort and achievement	<ul style="list-style-type: none">• Always making a positive contribution in class• Completing all work on time, and to a high standard• Always has correct uniform and equipment
3	Expected effort and achievement	<ul style="list-style-type: none">• Mainly making a positive contribution in class• Completing all work on time, to the expected standard• Has correct uniform and equipment
2	Below expected effort and achievement	<ul style="list-style-type: none">• Occasionally makes a positive contribution in class• Completes some of the work to expected standards• Has correct uniform and equipment for the majority of the time
1	Poor effort and achievement	<ul style="list-style-type: none">• Not making a positive contribution to the class• Failing to complete work to expected standards• Not wearing uniform correctly or bringing equipment on a regular basis

All staff will record learning behaviours for students in their teaching groups after each lesson. Students who fall into expectation level 1 will always receive a 30 minute detention. Students in expectation levels 3 and 4 will receive positive reward points through classcharts.



Procedures for Suspensions (formally known as fixed period exclusions) and Permanent Exclusions – September 2021

Suspensions

- 1.1 **A pupil may be suspended for one or more fixed periods (up to a maximum of 45 academy days in a single academic year).**
 - 1.2 **When a pupil is suspended, the principal must notify the parents/carers, without delay, of the period of suspension and reasons for it. This may be done in person or by telephone.**
 - 1.3 **The principal will, without delay, provide the parents/carers with the relevant information, in writing.**
 - 1.4 **If the suspension is for more than 5 days, then parents/carers will be advised of arrangements for the continuation of education for the pupil during the suspension.**
 - 1.5 A suspension cannot be converted into a permanent exclusion. However, as suggested in the *Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion, September 2017*, where further evidence has come to light, a further fixed period or a permanent exclusion can be issued to begin immediately after the end of the first fixed period". "Further evidence" means something you did not know when the initial decision was taken. It is not further clarification of proof.
 - 1.6 While it is not a requirement to have a reintegration meeting for pupils who return to the academy after fixed period suspensions, there should be a strategy setting out how the pupil's behaviour will be managed. If a reintegration meeting is held the pupil or their parents/carers can not be compelled to attend. The pupil must be reinstated regardless. This is explained in paragraph 13 (page 9) of the statutory guidance.
 - 1.7 Model letters have been provided below and must be used; they incorporate all the information the principal is required to provide to the parents/carers and a list of people to send a copy of the letter to, to ensure that all relevant parties have been advised of the suspension. There are three different letters which may be used depending on the term of the suspension:
 - **Model Letter 1** – From the principal notifying parents/carers of a fixed period suspension of 5 academy days or fewer in one term, and where a public examination is not missed.
 - **Model Letter 2** - Fixed period suspension where the total number of days suspended from school (including this suspension) is more than 5 and up to and including 15 days in a term.
 - **Model Letter 3** - From the principal notifying parent of a fixed period suspension of more than 15 academy days in total in one term or where the pupil is missing a public examination.
- 2.0 Representation from parents/carers
- 2.1 **Parents/carers may make a representation to the governors about a suspension. Details of how to make a representation are included in the suspension letter. If parents/carers have any disability, then adjustments must be made to assist their engagement in the process. Relevant and reasonable adjustments can be made in the whole process to assist both parents/carers and pupils who have a disability either physical or learning.**
 - 2.2 Where parents/carers wish to make representations in relation to a suspension of up to 5 days in a term the governors must consider those representations, but there is no set time limit for this. They do not have to arrange a meeting with the parents/carers, although may agree to it if requested. They must however still

consider written representations. The governors do not have the power to reinstate a pupil that has been suspended for this period of time and it is likely that the pupil will have already returned to the academy. As the suspension happened, it cannot be deleted from the school record. However, if the governors agree that it was not justified, a note will be added to the pupil's school record.

- 2.3 Where a pupil has been suspended for more than five days but not more than 15 days in a term parents/carers **may** request a meeting with the governors and the governors **must** meet to consider it. The meeting must take place within 50 school days. The governors can reinstate the pupil either immediately or on a specified date.
- 2.4 Where a pupil has been suspended for more than 15 days in a term, the governors **must** automatically convene a meeting to consider reinstatement within 15 academy days of receiving notification of the suspension. This also applies when the pupil will miss a public examination or national curriculum test, however, in this case, the governors must take reasonable steps to meet before the date of the examination. The governors can reinstate the pupil either immediately or on a specified date.
- 2.5 In accordance with paragraph 54 of the statutory guidance “..the governing board may delegate its functions with respect to the consideration of an exclusion to a designated sub-committee consisting of at least three governors.” A “committee”/panel will be formed for the purpose of reviewing suspensions and permanent exclusions. This may consist of any governor (excluding staff governors) from any academy and/or any trustee. Each convened panel will be known as the Governors’ Discipline Committee (“GDC”)
- 2.6 **Parent governors will not be permitted to consider a suspension or permanent exclusion where they have a child in the same year as the pupil that has been suspended or permanently excluded. Any governor with a conflict of interest must not be included on the panel (e.g. if they have had any involvement in the suspension/exclusion or will benefit from the pupil being suspended or permanently excluded).**
- 2.7 **Parents/carers should be given 5 clear days’ notice of any meeting to consider a suspension. (see Model Letter 4).**

3 The Panel

3.1 The meeting will be attended by the following:

- A panel of three governors and/or trustees
 - The regional clerk
 - The principal
 - The suspended pupil (He/she may choose not to attend)
 - The parents/carers of the suspended pupil (they may choose not to attend)
 - A companion to the parents/carers or pupil (where requested each parent/carer and pupil in attendance may be accompanied by a friend or representative).
- Parents may request that a representative from the local authority and/or home local authority attends the meeting as an observer; that representative may only make representations with the GDC’s consent.

3.2 A model agenda, which can be used for both fixed period suspensions and permanent exclusions, can be found on page 7.

3.3 **The clerk will advise the parents/carers of the outcome in writing using either Model letter 5 or 6.**

4 Permanent exclusions

- 4.1 **When a pupil is permanently excluded the principal must notify the parents/carers by telephone, without delay, that the exclusion is permanent and the reasons for it.**
- 4.2 **The principal must then provide the relevant information in writing to the parents/carers either directly or by posting it to the address held on file.**
- 4.3 **A model letter has been provided (Model letter 7) which incorporates all information the principal is required to provide to the parents and a list of people to send a copy of the letter to, to ensure that all relevant parties have been advised of the exclusion.**

4.4 The governors must convene a meeting to consider reinstatement within 15 academy days of receiving notice of the permanent exclusion.

4.5 The regional clerk will convene a GDC to consider the reinstatement of an excluded pupil. The GDC may be made up of a panel of three governors from any academy and/or any trustee.

4.6 The clerk should notify parents/carers in writing 5 days in advance of the meeting (see Model letter 9).

5 The Panel

5.1 The meeting will be attended by the following:

- A panel of three governors and/or trustees
- The regional clerk
- The principal
- The excluded pupil (He/she may choose not to attend)
- Parents/carers of the excluded pupil (they may choose not to attend)
- Witness/es (where required)
- A companion to parents/carers or pupil (where requested each parent/carer and pupil in attendance may be accompanied by a friend or representative).

5.2 Parents may request that a representative from the local authority and/or home local authority attends the meeting as an observer; that representative may only make representations with the GDC's consent.

5.3 A model agenda has been included below.

5.4 In light of its consideration the GDC can either:

- decline to reinstate the pupil; or
- direct reinstatement of the pupil immediately or on a particular date.

5.5 Parents/carers, the principal and the local authority must be notified, in writing, of the decision, the reasons for it, and the right to ask for the decision (not to reinstate) to be reviewed by an independent review panel (IRP). Model letter must be used.

6.0 Independent Review Panel (IRP)

6.1 The request to have the decision reviewed by an independent review panel must be made in writing within 15 academy days from the date on which notice in writing of the GDC's decision was given. Details of how to make a representation are included in Model letter sent following the GDC meeting.

6.3 The IRP will rehear all the facts of the case and consider fresh evidence, which has not previously been provided to the academy or the GDC. It will review the GDC's decision not to reinstate the excluded pupil balancing the interests of the pupil against the interests of other pupils and people working within the academy.

6.4 The appropriate regional clerk, with the support of the Head of Local Governance will convene an IRP in accordance with statutory guidance and will ensure that parents/carers are notified of the date, time and venue in writing 5 days in advance of the meeting.

6.5 The IRP must meet no later than the 15th school day after the date on which a request is made. In exceptional circumstances the IRP may adjourn the hearing until a later date.

6.6 The panel will consist of:

- a lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- a current or former school governor (including members of PRU management committees and directors of academy trusts) who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during that time.
- a headteacher/principal or someone who has been a headteacher/principal

within the last 5 years.

- 6.7 Members/directors/employees of ATT and governors of the excluding academy must not sit on the Panel.
- 6.8 All panel members and independent clerks must have received the relevant training within the two years prior to the date of the review. See paragraph 124 of the Statutory Guidance for full details.
- 6.9 The meeting will be clerked by an independent clerk.
- 6.10 Regardless of whether the excluded child has recognised special educational needs (SEN), parents/carers have a right to require the academy trust to appoint and pay for an SEN expert to attend the review. The SEN expert is there to provide impartial advice to the panel on how special educational needs might be relevant to the exclusion and not to not to make an assessment of the child's particular needs.

6.11 The meeting may be attended by:

- The principal that excluded the pupil
 - The chair of the GDC or another member of the GDC
 - The excluded pupil (He/she may choose not to attend)
 - The parents/carers (they may choose not to attend)
 - The SEN expert (where requested)
 - The interpreter (where requested)
- The companion to the parents/carers and/or pupil (where requested each parent/carer and pupil in attendance may be accompanied by a friend or representative).
 - Parents/carers may request the attendance of a representative of the local authority or Home local authority at the meeting. Their representations are at the discretion of the IRP.

6.12 Following its review the IRP can decide to:

- uphold the GDC's decision.
- recommend that the GDC reconsiders reinstatement; or
- quash the decision and direct that the GDC considers reinstatement.

6.13 If the panel upholds the GDC's decision, the clerk should immediately report this to the local authority as well as notifying the parents and the local academy committee (LAC). If the pupil lives outside the local authority in which the academy is located, the clerk should make sure that the 'home authority' is also informed in writing without delay of the outcome of the review.

7.0 Reconsidering the permanent exclusion

7.1 Where the IRP directs (quashes) or recommends that the GDC reconsider whether a pupil should be reinstated, the GDC must reconvene to do so within ten academy days of being given notice of the Panel's decision. Reconsidering reinstatement provides an opportunity for the GDC to look at its decision afresh, in light of the IRP's findings. There is no requirement to seek further representations for either the academy or the parents or to invite them to the reconsideration meeting.

7.2 The GDC should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by them.

7.3 The GDC's decision should demonstrate how they have addressed the concerns raised by the IRP and this should be communicated, in writing, to parents/carers, the principal and the local authority in writing without delay.

8.0 Changes to the school suspension and permanent exclusion process during the coronavirus (COVID-19) outbreak

8.1 For suspensions and permanent exclusions occurring between **25 September 2021 and 24 March 2022** (inclusive of those dates), governors' meetings should be held via remote access if:

- it is not reasonably practicable for the meeting to take place in person, within the usual timescales, due to COVID-19 and the GDC is satisfied that:

- all the participants agree to the use of remote access
- all the participants have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, if a live video link is used
- all the participants will be able to put across their point of view or fulfil their function
- the meeting can be held fairly and transparently via remote access

8.2 The clerk is responsible for ensuring that these conditions are met before a meeting takes place.

8.3 Those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions.

8.4 When determining if it is practicable to meet in person, the GDC should assess:

- the facts of the case
- the circumstances in which a meeting in person could be expected to take place
- the needs of the intended participants, as far as this is possible
- the latest public health guidance, including the [actions for schools during the coronavirus outbreak](#)

8.5 If the deadlines are missed because of COVID-19, the meeting must be held as soon as it becomes reasonably practicable to meet either in person or via remote access (respecting the conditions for such a meeting).

8.6 Further information about conducting remote meetings, arranging remote meetings, fairness and transparency and running the meeting can be found at <https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

9.0 Model letters

9.1 All letters are to be inserted onto academy headed paper, dated and highlighted sections completed – they must be used and apart from the insertion of factual information at the highlighted points, must not be modified, unless there is a very good reason and only with approval of the Head of Local Governance.

- **Model Letter 1** - From the principal notifying parents/carers of a fixed period suspension of 5 academy days or fewer in one term, and where a public examination is not missed.
- **Model Letter 2** - Fixed period suspension where the total number of days suspended from school (including this suspension) is more than 5 and up to and including 15 days in a term.
- **Model Letter 3** - From the principal notifying parent of a fixed period suspension of more than 15 academy days in total in one term or where the pupil is missing a public examination.
- **Model letter 4** - From the principal notifying parents/carers of the date of the Governors' Discipline Committee meeting to review fixed period suspension.
- **Model letter 5** - From the clerk to the Local Academy Committee to parents/carers upholding a fixed period suspension.
- **Model Letter 6** - From clerk to the governors' committee notifying the parents/carers of a fixed period suspension not upheld.
- **Model Letter 7** - From the principal notifying parents/carers of a permanent exclusion.
- **Model Letter 8** - From the principal notifying parents/carers of the decision to withdraw a permanent exclusion.
- **Model letter 9** - From the clerk to the Local Academy Committee to parents/carers informing them of the meeting of the governors' Discipline Committee to review a permanent exclusion.

- **Model Letter 10** – From the clerk to the Local Academy Committee advising parents/carers of the reinstatement of the pupil.
- **Model letter 11** - From the clerk to the Local Academy Committee to parents/carers upholding a permanent exclusion.

Trust logo

Academy logo

AGENDA

(Under the terms of the Schools Standards & Framework Act 1998)

The Governors' Discipline Committee (GDC) will meet to consider the [permanent/fixed term] exclusion of [Pupil's name] from [Name of] Academy on [Date] at [time] at [Venue] or [via Zoom].

[The Link to the Meeting: if via Zoom] [insert link]

[Meeting ID:.....Number.....]

[Passcode:Number.....]

The review will be conducted as follows:

- Welcome and introductions by the Chair of the GDC.
- The Principal presents the case to the GDC, including calling any witnesses.
- Questioning by the GDC.
- Questioning by the parent/s/carer/pupil/representative.
- Parents present their case to the GDC, calling any witnesses.
- Questioning by the GDC.
- Questioning by the principal.
- Statement of LA Representative (if invited by the parents)
- Concluding remarks by the principal.
- Concluding remarks by the parent/s/carer/ representative.
- The Chair checks that both parties have said everything they want to say.
- The Chair thanks everyone for attending and explains how parties will be notified of the decision.
- All parties, except the GDC and the Clerk leave the meeting
- The Panel discuss whether the permanent exclusion was lawful, reasonable, and procedurally fair, taking account of the principal's legal duties and any evidence that was presented to the GDC in relation to the decision to exclude and make one of two decisions:
 - Decline to reinstate the pupil; or
 - Direct reinstatement of the pupil immediately or on a particular date.

Model Letter 1

From the principal notifying parents/carers of a fixed period suspension of 5 academy days or fewer in one term, and where a public examination is not missed.

Dear [Parents/carers' name],

[child's name] [date of birth]

I am writing to inform you of my decision to suspend (fixed period exclusion) [Child's name] for a fixed period of [specify period]. This means that [he/she] will not be allowed into the academy for this period. The suspension [begins/began] on [date] and ends on [date]. Your child should return to the academy on [date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's name] has not been taken lightly. [Child's name] has been suspended for this fixed term period due to [reason for suspension].

You have a duty to ensure that your child is not present in a public place during academy hours during this suspension on [specify dates of suspension] 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 academy hours on the above specified dates. If so, it will be for you to show reasonable justification.

We will set work for [Child's name] to be completed on the above specified days [detail the arrangement for this]. Please ensure that work set by the academy is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governors' Discipline Committee(GDC). If you wish to make representations please contact [Name of contact (clerk)] [on/at] [Contact details (address, phone number, email)], as soon as possible. Whilst the governors have no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's academy record.

At the meeting you have the right to be accompanied by a friend or representative. Taking account of your child's age and understanding, [he/she] may also attend the meeting to speak on [his/her] own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate [his/her] views by other means.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the academy. Also, please inform [Name of clerk] if it would be helpful for you to have an interpreter present at the meeting.

[Add details here about any specific support provided by your local authority]

You should also be aware that if you think the suspension 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>)

[paragraph below is optional – reintegration interviews are no longer a MUST but are best practice]

You and [Child's name] are requested to attend a reintegration interview with me [alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the academy by [date within the next 10 days] to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to the academy can be managed.

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

For your information the following sources of advice are available to you.

- An LEA Officer: [insert name and contact details]
- 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 education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> and <https://childlawadvice.org.uk>

- Ace Education has a free confidential telephone advice line. They can be contacted on 0300 0115 142 (Monday to Wednesday, 10am-1pm, term-time only) or at <http://www.ace-ed.org.uk/advice-about-education-for-parents/>
- The National Autistic Society (education rights helpline/case work service) can be contacted on [0800 4102](tel:08004102) - Leave a message on the answering service and a volunteer adviser will call you back. Contact them at <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line>
- Independent Parental Special Education Advice provides legally based information and next step advice on any educational issue that is the result of a child's special educational needs or disability. Contact them on 01799 582030 (Monday to Friday, 9am-5pm) or at <https://www.ipsea.org.uk>
- [where considered relevant by the principal, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk) may also be included].
- Statutory guidance on suspensions can be found on the Department for Education (DfE) website at <https://www.gov.uk/government/publications/school-exclusion>

[Child's name] suspension expires on [date] and we expect [Child's name] to return to the academy on [date] and [time].

Yours sincerely,

[Name]

Principal

[Academy]

cc. Child's School file

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Model Letter 2

Fixed period suspension where the total number of days suspended from school (including this suspension) is more than 5 and up to and including 15 days in a term.

Dear [Parents/carers' name],

[child's name] [date of birth]

I am writing to inform you of my decision to suspend (fixed period exclusion) [Child's name] for a fixed period of [specify period]. This means that [Child's name] will not be allowed in the academy for this period. The suspension start date is [date] and the end date is [date]. Your child should return to the academy on [date].

I realise that this suspension 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 suspended for this fixed period of [specify period] due to [specify reasons for suspension].

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on [specify dates] unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show reasonable justification.

We will set work for [Child's name] during the [first 5 or specify other number as appropriate] academy days of [his/her] exclusion [specify the arrangements for this]. Please ensure that work set by the academy is completed and returned to us promptly for marking. From the [specify date of the 6th academy day of the pupil's suspension] until the expiry of [his/her] suspension we [set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter] will provide suitable full-time education. On [date] [Child's name] should attend at [give name and address of the alternative provider if not the home academy] at [specify the time — this may not be identical to the start time of the home academy] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter].

You have the right to make representations about this suspension to the Governors' Discipline Committee(GDC). As the number of school days [Child's name] has been suspended has accumulated to more than five school days in a term, the governors must meet if you request them to do so. The latest date by which the governors must meet, if you request a meeting, is [specify date — no later than the 50th academy day after the date on which the Local Academy Committee was notified of this suspension].

At the meeting you have the right to be accompanied by a friend or representative. Taking account of your child's age and understanding, [he/she] may also attend the meeting to speak on [his/her] own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate [his/her] views by other means.

If you do wish to make representations to the governors and wish to be accompanied by a friend or representative, please contact [Name of clerk] [on/at] [contact details — address, phone number, email], as soon as possible.

[Add details here about any specific support provided by your local authority]

You should also be aware that if you think the suspension 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 (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the governors.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the academy. Also, please inform [Name of clerk] if it would be helpful for you to have an interpreter present at the meeting.

[paragraph below is optional – reintegration interviews are no longer a MUST but are best practice]

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

You have the right to see and have a copy of your child's academy record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- An LEA Officer: [insert name and contact details]
- 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 education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> and <https://childlawadvice.org.uk>
- Ace Education has a free confidential telephone adviceline. They can be contacted on 0300 0115 142 (Monday to Wednesday, 10am-1pm, term-time only) or at <http://www.ace-ed.org.uk/advice-about-education-for-parents/>
- The National Autistic Society (education rights helpline/case work service) can be contacted on [0808 800 4102](tel:08088004102) - Leave a message on the answering service and a volunteer adviser will call you back. Contact them at <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line>
- Independent Parental Special Education Advice provides legally based information and next step advice on any educational issue that is the result of a child's special educational needs or disability. Contact them on 01799 582030 (Monday to Friday, 9am-5pm) or at <https://www.ipsea.org.uk>
- [where considered relevant by the principal, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk) may also be included].
- Statutory guidance on suspensions can be found on the Department for Education (DfE) website at <https://www.gov.uk/government/publications/school-exclusion>

[Child's name] suspension expires on [date] and we expect [Child's name] to return to the academy on [date] at [time].

Yours sincerely,

[Name]

Principal

[Academy]

cc. [Name] Clerk to the Local Academy Committee

[Name] Chair of the Local Academy Committee

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Child's school file

Model Letter 3

From the principal notifying parent of a fixed period suspension of more than 15 academy days in total in one term or where the pupil is missing a public examination.

Dear [Parents/carers' name],

[Child's name] [date of birth]

I am writing to inform you of my decision to suspend (fixed period exclusion) [Child's name] for a fixed period of [specify period]. This means that [Child's name] will not be allowed in the academy for this period. The suspension [begins/began] on [date] and ends on [date]. Your child should return to the academy on [date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's name] has not been taken lightly. [Child's name] has been suspended for this fixed period due to [reason for suspension].

You have a duty to ensure that your child is not present in a public place in academy hours during [the first five academy days of suspension or specify dates], unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

For the first five academy days of the suspension we will set work for [Child's name] and would ask you to ensure that the work is completed and returned promptly to school for marking. [specify the arrangements for this].

From the [sixth academy day of the pupil's suspension] [specify date] until the expiry of [his/her] suspension we will provide suitable full-time education. [set out the arrangements if known at time of writing.] On [date] [he/she] should attend [give name and address of the alternative provider] at [specify the time — this may not be identical to the start time of the home academy] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider] [if not known say that the arrangements for suitable full time education will be notified shortly by a further letter].

[If the Local Academy Committee has authorised the pupil to return to the premises to take a public exam or a national curriculum test whilst suspended, add a sentence here].

[Either] As the length of the suspension is more than 15 academy days in total in one term the Governors' Discipline Committee (GDC) must meet to consider the suspension. **[Or]** As your child will miss a public examination or national curriculum test as a result of this suspension, the GDC must meet to consider the suspension. The latest date by which the governors must meet, if you request a meeting, is [specify date — no later than 15 academy days from the date the local academy committee (LAC) was notified of this suspension]. At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, [he/she] may also attend the meeting to speak on [his/her] own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate [his/her] views by other means. If you do wish to make representations to the governors and wish to be accompanied by a friend or representative, please contact [Name of clerk] [on/at] [contact details — address, phone number, email], as soon as possible.

[Add details here about any specific support provided by your local authority]

You should also be aware that if you think the suspension 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 (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the governors.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform the clerk [contact] if it would be helpful for you to have an interpreter present at the meeting.

[paragraph below is optional – reintegration interviews are no longer a MUST but are best practice]

You and [Child's name] are invited to attend a reintegration interview with me [alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the academy before your child is due to return to arrange a suitable alternative date and time. The purpose of the

reintegration interview is to discuss how best your child's return to the academy can be managed.

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

For your information the following sources of advice are available to you.

- An LEA Officer: [insert name and contact details]
- 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 education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> and <https://childlawadvice.org.uk>
- Ace Education has a free confidential telephone adviceline. They can be contacted on 0300 0115 142 (Monday to Wednesday, 10am-1pm, term-time only) or at <http://www.ace-ed.org.uk/advice-about-education-for-parents/>
- The National Autistic Society (education rights helpline/case work service) can be contacted on [0800 800 4102](tel:08008004102) - Leave a message on the answering service and a volunteer adviser will call you back. Contact them at <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line>
- Independent Parental Special Education Advice provides legally based information and next step advice on any educational issue that is the result of a child's special educational needs or disability. Contact them on 01799 582030 (Monday to Friday, 9am-5pm) or at <https://www.ipsea.org.uk>
- [where considered relevant by the principal, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk) may also be included].
- Statutory guidance on suspensions can be found on the Department for Education (DfE) website at <https://www.gov.uk/government/publications/school-exclusion>

[Child's name] suspension expires on [date] and we expect [Child's name] to return to the academy on [date] at [time].

Yours sincerely,

[Name]

Principal

[Academy]

cc. Clerk to the Local Academy Committee

[Name] Chair of the Local Academy Committee

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Child's school file

Model letter 4

From the principal notifying parents/carers of the date of the Governors' Discipline Committee meeting to review fixed period suspension.

Dear [Parents/carers' name,]

[Child's name] [date of birth]

I refer to my letter dated [date of letter informing parents/carers of suspension] and wish to inform you that the Governors' Discipline Committee (GDC) will meet to review my decision to suspend (fixed-period exclusion) [Name of child] for [number] days on [time and date] at [location].

You are invited to attend this meeting and you may bring a friend or representative with you. Taking into account your child's age and understanding, [he/she] may also attend the meeting to speak on [his/her] own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate [his/her] views by other means.

If you do wish to make representations to the governors and wish to be accompanied by a friend or representative, please contact [Name of clerk] [on/at] [contact details — address, phone number, email], as soon as possible.

[Add details here about any specific support provided by your local authority]

If you wish for a local authority representative to be present at the GDC meeting, to observe the proceedings, **you must** request them to do so. You must contact the clerk advising that you would like the local authority to be in attendance and you must contact the local authority on the number provided below. A local authority representative may be present if the academy has invited them independently.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform us if it would be helpful for you to have an interpreter present at the meeting.

If you wish to attend please contact [name of contact] on/at [contact details — address, phone number, email] or alternatively please complete and return the reply slip at the bottom of this letter.

Yours

sincerely

[Name]

Principal

For suspensions (formally known as fixed period exclusions) only

To: Principal [Name and address of academy]

[Child's name] [date of birth]

Meeting of the Governors' Disciplinary Committee on [insert time and date] to review the principal's decision to suspend [Child's name] from [Name] Academy.

- I wish/ do not wish* to attend the meeting to review my child's suspension.
- I will/ will not be* accompanied by a friend and/or representative.

The name/s of those attending with me are:

.....

- My child will/will not be* attending. (if applicable)
- I do/do not* require an interpreter.
- I do/do not* require the presence of the local authority representative.

* please delete as applicable

Signed: Date:

Model letter 5

From the clerk to the Local Academy Committee to parents/carers upholding a fixed period suspension.

Dear [Parent/carers' name],

Re: [Child's name] [date of birth]

The meeting of the Governors' Discipline Committee (GDC) at [academy] on [date] considered the decision by the principal to suspend (fixed period exclusion) [Child's name] for [number] days. The GDC, after carefully considering the representations made and all the available evidence, has decided to uphold [Child's name] suspension.

The reasons for the GDC's decision are as follows: [give the reasons in as much detail as possible, explaining how they were arrived at.]

There is no further right of representation about this suspension and a copy of this letter will be placed on your child's curriculum record.

For your information the following sources of advice are available to you.

- An LEA Officer: [insert name and contact details]
- 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 education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> and <https://childlawadvice.org.uk>
- Ace Education has a free confidential telephone adviceline. They can be contacted on 0300 0115 142 (Monday to Wednesday, 10am-1pm, term-time only) or at <http://www.ace-ed.org.uk/advice-about-education-for-parents/>
- The National Autistic Society (education rights helpline/case work service) can be contacted on [0800 800 4102](tel:08008004102) - Leave a message on the answering service and a volunteer adviser will call you back. Contact them at <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line>
- Independent Parental Special Education Advice provides legally based information and next step advice on any educational issue that is the result of a child's special educational needs or disability. Contact them on 01799 582030 (Monday to Friday, 9am-5pm) or at <https://www.ipsea.org.uk>
- [where considered relevant by the principal, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk) may also be included].
- Statutory guidance on suspensions can be found on the Department for Education (DfE) website at <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

[Name]

Clerk to the Governors' Disciplinary Committee

cc. [Name], Principal

[Name], local authority Inclusion Officer

Child's school file

Model letter 6

From clerk to the governors' committee notifying the parents/carers of a fixed period suspension not upheld.

Dear [Parents/carers' name],

[Child's name] [date of birth]

The meeting of the Governors' Disciplinary Committee (GDC) at [Name of academy] on [date] considered the principal's decision to suspend (fixed period exclusion) [Child's name] for [number] days. The GDC, after carefully considering the representations made and all the available evidence, has decided not to uphold [Child's name] suspension.

The reasons for the GDC's decision are as follows: [give the reasons in as much detail as possible, explaining how they were arrived at].

Your child may therefore return to school on [time & date]. A copy of this letter will be placed on [his/her] curriculum record. Please note that it is not possible to delete all records of this suspension having been imposed, but [Child's name] file will make it clear that it was subsequently overturned by the governors.

Yours sincerely,

[Name]

Clerk to the Governors' Disciplinary Committee

cc. [Name], Principal

[Name], local authority Inclusion Officer

Child's school file

Model Letter 7

From the principal notifying parents/carers of a permanent exclusion.

Dear [Parents/carers' name],

[Child's name] [date of birth]

I regret to inform you of my decision to permanently exclude [Child's name] with effect from [date]. This means that [Child's name] will not be allowed in this academy unless [he/she] is reinstated by the Governors' Discipline Committee (GDC).

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

[Child's name] has been excluded in response to a serious breach [or persistent breaches] of the academy's Behaviour Policy and allowing [Child's name] to remain in the academy would seriously harm the education or welfare of [Child's Name] or others in the academy.

The reasons for the permanent exclusion are outlined below:

[reasons for the exclusion — bullet points].

You have a duty to ensure that your child is not present in a public place during academy hours during the first 5 academy days of this exclusion, i.e. on [specify the precise dates] unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for [Child's name] education to continue will be made. For the first five academy days of the exclusion, we will set work for [Child's name] and would ask you to ensure this work is completed and returned promptly to the academy for marking [this may be different if supervised education is being provided earlier than the sixth day]. From the sixth academy day of the exclusion onwards — i.e. from [specify the date] the local authority [give the name of the authority] will provide suitable full-time education. [Set out the arrangements if known at 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 academy local authority] I have also today informed [Name of officer] at [Name of local authority] of your child's exclusion and they will be in touch with you about arrangements for [his/her] education from the sixth academy day of exclusion. You can contact them at [give contact details].

You have the right to make representations about this decision to the governors and ask them to reinstate your child. As this is a permanent exclusion the governors must meet to consider it. The GDC has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed by an Independent Review Panel. The latest date by which the GDC must meet is [specify the date — the 15th academy day after the date on which the Local Academy Committee was notified of the suspension].

At the meeting you have the right to be accompanied by a friend or representative. Taking account of your child's age and understanding, [he/she] may also attend the meeting to speak on [his/her] own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate [his/her] views by other means.

If you wish to make representations to the GDC please contact [Name of clerk] [on/at] [contact details — address, phone number, email], as soon as possible. You will, whether you choose to make representations or not, be contacted by the clerk to discuss the time, date and location of the meeting.

[Add details here about any specific support provided by your local authority].

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 (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would

not affect your right to make representations to the governors.

If you wish for a local authority representative to be present at the Governors' Discipline Committee meeting, to observe the proceedings, **you must** request them to do so. You must contact the clerk advising that you would like the local authority to be in attendance and you must contact the local authority by telephone. A local authority representative may be present if the Academy has invited them independently.

You have the right to see a copy of [Name of child] academy record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of [Name of child] academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [Name of clerk] if it would be helpful for you to have an interpreter present at the meeting.

For your information the following sources of advice are available to you.

For your information the following sources of advice are available to you.

- An LEA Officer: [insert name and contact details]
- 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 education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> and <https://childlawadvice.org.uk>
- Ace Education has a free confidential telephone advice line. They can be contacted on 0300 0115 142 (Monday to Wednesday, 10am-1pm, term-time only) or at <http://www.ace-ed.org.uk/advice-about-education-for-parents/>
- The National Autistic Society (education rights helpline/case work service) can be contacted on [0800 800 4102](tel:08008004102) - Leave a message on the answering service and a volunteer adviser will call you back. Contact them at <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line>
- Independent Parental Special Education Advice provides legally based information and next step advice on any educational issue that is the result of a child's special educational needs or disability. Contact them on 01799 582030 (Monday to Friday, 9am-5pm) or at <https://www.ipsea.org.uk>
- [where considered relevant by the principal, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk) may also be included].
- Statutory guidance on exclusions can be found on the Department for Education (DfE) website at <https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

[Name]

Principal

[Academy]

cc. [Name] Clerk to the Governors' Discipline Committee

[Name] Chair of the Local Academy Committee

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Child's school file

Model letter 8

From the principal notifying parents/carers of the decision to withdraw a permanent exclusion

Dear [Parent/carers name],
[Child's name] [date of birth]

I am writing to inform you of my decision to withdraw your child's permanent exclusion.

This decision is based on discussion with [Name, job title, name of local authority] and is on the understanding that [Child's name] will receive education at [name of provision/new school etc] and will not return to [name of excluding academy].

This will mean that the permanent exclusion will be removed from [Child's name] school record.

I would be grateful if you could complete the attached acknowledgement form and return it to me. I would like to wish you and [Child's name] best wishes for the future.

Yours sincerely.

[name]

Principal

cc. Chair of the Local academy Committee

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Child's school file

To: the Principal, [name and address of academy]

[Child's name] [date of birth]

I acknowledge receipt of your letter regarding your decision to withdraw the permanent exclusion.

Name: Date:

Model Letter 9

From the clerk to the Local Academy Committee to parents/carers informing them of the meeting of the governors' Discipline Committee to review a permanent exclusion.

Dear [Parents/carers' name],

I refer to the principal's letter dated [date of letter informing parent of exclusion] and wish to inform you that the Governors' Discipline Committee (GDC), will meet to review the principal's decision to permanently exclude [Child's name] on [date and time] at [location].

You have the right to make representations about this decision to the GDC and ask them to reinstate your child. You may also bring a friend or representative with you. Taking account of your child's age and understanding, [he/she] may also attend the meeting to speak on [his/her] own behalf and is entitled to bring a friend. Alternatively, your child may wish to communicate [his/her] views by other means.

The GDC has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed by an independent review panel.

The GDC will consist of a panel of three governors/trustees [insert Names], the principal, [insert anyone else present], and the clerk, [Name] will also be present.

If you wish for a local authority representative to be present at the GDC meeting, to observe the proceedings, **you must** request them to do so. You must contact the clerk advising that you would like the local authority to be in attendance and you must contact the local authority by telephone. A local authority representative may be present if the academy has invited them independently.

If you do wish to make representations to the GDC and wish to be accompanied by a friend or representative, please contact [Name of clerk] [on/at] [contact details — address, phone number, email], or alternatively please complete and return the reply slip at the bottom of this letter as soon as possible.

Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform me if it would be helpful for you to have an interpreter present at the meeting.

Yours sincerely,

[Name]

Clerk to the Governors Discipline Committee

[Redacted signature]

For Permanent Exclusions Only

To: The clerk to the Local Academy Committee [name and address of academy]

[Child's name] [date of birth]

Meeting of the Governors' Discipline Committee on [time and date] to review the principal's decision to permanently exclude [Child's name] from [name of academy]

- I wish/ do not wish* to attend the meeting to review my child's permanent exclusion.
- I will/ will not be* accompanied by a friend and/or representative.

The name/s of those attending with me are:

.....

- My child will/will not be* attending. (if applicable)
- I do/do not* require an interpreter.
- I do/do not* require the presence of the local authority representative.

* please delete as applicable

Signed: Date:

* please delete as applicable

Signed: Date:

Model Letter 10

From the clerk to the Local Academy Committee advising parents/carers of the reinstatement of the pupil.

Dear [Parents/carers' name],

[Child's name] [date of birth]

The meeting of the Governors' Discipline Committee (GDC) at [Name of academy] on [date] considered the principal's decision to permanently exclude [Name of child]. The GDC, after carefully considering the representations made and all the available evidence, has decided to direct re-instatement of [Child's name] to [Name of academy] on [specify date].

The reasons for reinstatement are [Add details in full]

Your child may therefore return to [Name of academy] on [date] at [time]. A copy of this letter will be placed on [his/her] school record. Please note that it is not possible to delete all records of this permanent exclusion having been imposed, but your child's file will make it clear that it was subsequently overturned by the GDC.

Yours sincerely,

[Name]

Clerk to the governors' Discipline Committee

[Academy]

cc. [name], Principal

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Child's school file

Model Letter 11

From the clerk to the Local Academy Committee to parents/carers upholding a permanent exclusion.

Dear [Parents/carers name],

[Child's name] [date of birth]

The meeting of the Governors' Disciplinary Committee (GDC) at [Name of academy] on [date] considered the principal's decision to permanently exclude [Child's name]. The GDC, after carefully considering the representations made and all the available evidence, has decided to uphold [Child's name] permanent exclusion. The role of the governors as set out in the Department for Education's statutory guidance for those with legal responsibilities in relation to exclusion (2017) is to look at the circumstances of the exclusion, [Child's name] interests and those of the school community and determine whether the principal's decision to permanently exclude your [son/daughter] was lawful, reasonable and procedurally fair.

In light of the above, the reasons for the governors' decision are as follows:

- The governors determined that the principal's actions in permanently excluding [Child's name] were lawful. The governors considered there was more than sufficient evidence, on the balance of probabilities, to show that there had been [a serious breach/serious and persistent breaches of the school's behaviour policy] [include the reasons here] the governors therefore felt that allowing [Child's name] to remain in the school would seriously harm the education or welfare of the pupils, or others in the school.
- The governors felt there was sufficient evidence that the principal had fully considered all relevant issues prior to making the decision to permanently exclude [Child's name], including any potential Equality Act 2010 implications. [You must include evidence here]
- The governors determined that the principal's actions were reasonable. [Add detail here, for example: the governors noted that the principal did not rush into a decision to permanently exclude [Child's name] and took account of a wide range of issues prior to making that decision. The governors noted that the principal kept you fully informed orally and in writing and has kept the local authority informed at various stages leading up to the exclusion. The governors noted that alternatives to exclusion were considered with the option of a managed move being offered to help and support a managed transfer to another school].
- The governors noted the extensive support offered [if this is for a series of persistent breaches] to [Child's name] during [his/her] time at [name of Academy]. The governors noted that [include evidence relied upon, including engagement with external agencies and the fact that all avenues of support have been exhausted] and that in light of this it was reasonable to permanently exclude [Child's name]. The governors were satisfied on the evidence presented to them that there was no further support that the Academy could reasonably have been expected to put in place.
- The governors did not identify any procedural defects in the principal's approach or in the process leading up to the GDC, which would undermine the decision taken.
- The governors also balanced [Child's name] needs against the needs of the pupils and staff working at the academy. The governors felt [add something like...the persistent poor behaviour exhibited or say something about the nature of the serious one-off incident] was detrimental to the education and welfare of other pupils and the welfare of staff in the school and also negatively impacted on [Child's name] education. [Add detail here] As such, the governors believed it was appropriate for the permanent exclusion decision to be upheld.

You have the right to request a review of this decision by an independent review panel (IRP). If you wish to request a review, please notify [Name of clerk], clerk to the Local Academy Committee. You must set out the reasons for your request in writing, either by letter or by completing the enclosed form and send the request to: [Name of clerk], [Academy address].

Please note that your letter/form informing the independent review panel of your request must be delivered by no later than [specify the latest date - 15th school day after receipt of this letter].

If you have not lodged a request for a review by [repeat latest date], you will lose your right to a review.

The IRP will be made up of 3 members, to include:

- A **lay person** to chair the panel. This is someone who has never have worked in a school in a paid capacity.
- A current or former school **Governor** who has served at least 12 consecutive months out of the past five years, provided they haven't been teachers or headteachers during that period.
- A **Headteacher** or someone who have been a headteacher within the past five years.

The IRP will rehear all the facts of the case and if you have fresh evidence, which you have not previously provided to the academy or the GDC, you may present it to the Independent Review Panel. Any additional evidence that you wish to submit must be presented with your application for review prior to the hearing.

The review must begin within 15 school days of the day on which your application was made, but panels have the power to adjourn a hearing if required.

Regardless of whether your child has recognised special educational needs, you have a right to require the academy trust to appoint an SEN expert to attend the review. There would be no cost to you. The SEN expert is there to provide impartial advice to the panel on how special educational needs might be relevant to the exclusion and not to not to make an assessment of your child's particular needs. Please indicate on your letter/form whether or not you wish for an SEN expert to be appointed.

Please advise if you have a disability or special needs which would affect your ability to attend the hearing. Also, please indicate in your letter/form whether you would like an interpreter present at the hearing.

You may bring a friend or relative to the review, or at your own expense appoint someone to make written and/or oral representations to the IRP. Please inform [Name of clerk] if you intend to bring anyone with you.

If appropriate, you could ask your child if they would like to attend so that their voice can be heard. If this is going to be too challenging for your child, you could gain their views in a different way, perhaps in writing or with a video recording.

Following its review the IRP can decide to:

- uphold the GDC's decision.
- recommend that the GDC reconsiders reinstatement; or
- quash the decision and direct that the GDC considers reinstatement.

If the review panel either recommends or directs that the governing body reconsider its decision, a further meeting must be convened at the school within 10 school days of the governors 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 (within 6 months of the incident) to the First Tier Tribunal (Special Educational Needs and Disability) www.justice.gov.uk/tribunals/send/appeals. In the case of other forms of discrimination, a claim may be made to the County Court. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place, e.g. the day on which your child was excluded.

For your information the following sources of advice are available to you.

- An LEA Officer: [insert name and contact details]
- 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 education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/> and <https://childlawadvice.org.uk>
- Ace Education has a free confidential telephone advice line. They can be contacted on 0300 0115 142 (Monday to Wednesday, 10am-1pm, term-time only) or at <http://www.ace-ed.org.uk/advice-about-education-for-parents/>
- The National Autistic Society (education rights helpline/case work service) can be contacted on [0808 800 4102](tel:08088004102) - Leave a message on the answering service and a volunteer adviser will call you back. Contact them at <https://www.autism.org.uk/what-we-do/help-and-support/education-advice-line>
- Independent Parental Special Education Advice provides legally based information and next step advice on any educational issue that is the result of a child's special educational needs or disability. Contact them on 01799 582030 (Monday to Friday, 9am-5pm) or at <https://www.ipsea.org.uk>
- [where considered relevant by the principal, links to local services such as Traveller Education Services or the local parent partnership (www.parentpartnership.org.uk) may also be included].
- Statutory guidance on exclusions can be found on the Department for Education (DfE) website at <https://www.gov.uk/government/publications/school-exclusion>

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

Yours sincerely,

[Name]

Clerk to the Local Academy Committee

[Academy]

cc. [Name], Principal

[Name] Chair of the Local Academy Committee

[Name] [Name of local authority]

If 'home' LA different [Name] [Name of local authority]

Child's school file

APPLICATION FOR INDEPENDENT REVIEW PANEL (IRP) HEARINGPlease return to The Clerk to the Local Academy Committee, c/o **[name of Academy]****DETAILS OF THE EXCLUDED PUPIL**Name:
Date of birth:
Address:**DETAILS OF THE PERSON REQUESTING THE REVIEW – PARENT/CARER**Name:
Address:
Relationship to the pupil:**PLEASE NOTE:** All parents of a child are entitled to attend and make representations at an IRP hearing. **Please therefore provide below details (including name, address and relationship to the pupil) of any other person with whom we should correspond regarding the IRP.****DETAILS OF THE EXCLUDING ACADEMY**Name:
Address:
Date of permanent exclusion:**ATTENDANCE AT THE IRP HEARING**

Will you be attending the hearing in person? YES/NO*

If "YES"

- Please provide a telephone number so that we can contact you to make arrangements. **If you fail to turn up when we are expecting you and we don't know how to contact you to find out why you can no longer attend, it is likely that the hearing will go ahead in your absence.**

Tel:

If "NO"

- Will someone be attending on your behalf? If so, please provide details, including a daytime contact telephone number:

Name:

Tel:

You are entitled to bring a friend or representative along with you to the hearing. **If you do intend to bring someone with you then please provide details (e.g., legal representative, local authority) (Please note that the Panel's permission will be required if you intend to bring more than one person):**

The excluded pupil is entitled to attend the review hearing in person, or to make a statement to be read out at the hearing. Please indicate below whether or not the excluded pupil will be attending

YES NO

SPECIAL EDUCATIONAL NEEDS

You are entitled to request a Special Educational Needs (SEN) expert to attend the IRP. The SEN expert is there to provide impartial advice to the IRP.

Would you like to request a SEN expert to attend the review panel hearing?

YES NO

REASONS FOR REQUESTING THE REVIEW

Please note that you will have the opportunity to explain your reasons in greater detail at a later date, but when you write your reasons you should consider:

- whether you think the governors acted outside the scope of their legal powers and if so, **why?**
- whether the governors relied on irrelevant points, failed to take into account of all relevant points, or made a decision so unreasonable that no other governors acting reasonably in such circumstances could have made and if so, **why?**
- whether you think the governors' consideration was so ***procedurally unfair or flawed** that justice was clearly not done? If so, **why?**

***Procedural flaws are not simply breaches of minor points of procedure but something more substantive, that has a significant impact on the quality of the decision making process. For example, bias; failing to notify parents of their right to make representations; the governors making a decision without having given the parents an opportunity to**

make representations; failing to give reasons for a decision; or being a judge in your own cause e.g. if the Principal who took the decision to exclude your child were also able to vote on whether he/she should be reinstated.

My reasons for requesting a review are: