Date agreed: September 2019  
Review Date: September 2020

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff  
- School governors

A copy of the policy will also be available in:

- The Staffroom  
- The Head’s office  
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.
1. **Aims**

This policy aims to:
- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:
- **Behaviour and discipline in schools**
- **Searching, screening and confiscation at school**
- **The Equality Act 2010**
- **Use of reasonable force in schools**
- **Supporting pupils with medical conditions at school**

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:
- Section 175 of the **Education Act 2002**, which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the **Education and Inspections Act 2006**, which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- **DfE guidance** explaining that maintained schools should publish their behaviour policy online

3. **Introduction and Definitions**

At Southfields we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all.

3.1 **How did we arrive at this policy?**

We consulted with staff, parents and the children. Governors were also informed of developments through reports at the Full Governing Body Meetings.
3.2 Key Principles

The following, taken from DfE Guidance: Social Inclusion - Pupil Support, outline our principles of good practice to be:

- **Setting good habits early** - We strive to help our children establish regular punctual attendance and good behaviours from the start, involving parents in the process.
- **Early intervention** - We believe in early intervention where there is poor behaviour or unexplained absence, in order to help our children adapt to the rules and routines of school life.
- **Rewarding achievements** - The majority of our children follow the school rules. Rewarding them for their good behaviour and attendance is important in maintaining their motivation and sense of self-worth.
- **Supporting behaviour management** - We work as a team, in close liaison with outside agencies, in supporting children with behaviour problems. Staff support each other, through offering advice on strategies and through support programmes which are provided by the Inclusion Team.
- **Working with parents** - If we are to be successful in supporting a child to improve his/her behaviour, we have to work in partnership with parents. We have a Home/School Agreement signed by all parents/guardians. This is only effective if both parties communicate on a regular basis, keeping each other informed of any issues.
- **Involving pupils** - We encourage our children to be responsible for their actions and this forms part of setting themselves targets for improving their behaviour.
- **Commitment to equal opportunities** - We are committed to equality of opportunity for all our children, irrespective of race, gender, religion or disability. The effectiveness of our policy is monitored and any issues dealt with immediately.
- **Identifying underlying causes** - We work closely with parents and outside agencies in identifying any underlying causes for a child’s behaviour difficulties and work with all involved to put in place strategies to support children in managing their own behaviour.

3.3 Through the success of our Behaviour and Discipline policy we aim to:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
- Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals.
3.4 Behaviour that would be considered inappropriate and would result in a sanction could include one or more of the following:

3.4.1 Early Intervention:
- Reward cards
- Reminders
- Negative Class Dojo points or message to parents
- Meeting with pupil and parents to discuss behaviour
- Behaviour plan agreed by pupil and parent

3.4.2 Official Warning (Green light):
- Persistent disruptive behaviour in lessons, corridors or during break and lunch times
- Being unkind to other children
- Being disrespectful to an adult
- Ignoring warnings
- Non-completion of classwork
- Poor attitude
- Unpleasant language

3.4.3 Serious Warning (Amber or Red light – which may be escalated to the Final warnings):
- Repeated breaches of the school rules
- Any form of bullying
- Deliberate damage to school property
- Leaving the classroom or school boundaries without permission
- Theft
- Fighting, physical behaviour or aggression
- Racist, Prejudice, homophobic or discriminatory behaviour
- Anything deemed unsafe
- Any violence towards a member of staff

3.5 Final Warnings will include one or more of the below:

3.5.1 Grounds for Internal Seclusion:
- Consistent negative behaviours listed above which are not being modified

3.5.2 Grounds for Pupil to Parent modification:
- Consistent negative behaviours listed above which have not being modified through internal seclusion

3.5.3 Grounds for Fixed term Exclusions:
• Behaviour which is deemed unsafe, violent or causing staff/pupils ongoing anxiety and upset
• Behaviours which have impacted the teaching and learning of those around them over time and improvements not been made despite a range of strategies

3.5.4 Grounds for Permanent Exclusions:
• Where the school no longer has the capacity or ability to manage the safety of other pupils or staff around this child.
• Where the school no longer has the capacity or ability to manage the behaviours which is impacting the teaching and learning of those around them over time and improvements not been made despite a range of strategies

4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
• Deliberately hurtful (including aggression)
• Repeated, often over a period of time
• Difficult for victims to defend themselves against

Bullying can include:
• Emotional bullying – being unfriendly, excluding, tormenting
• Physical bullying – hitting, kicking, pushing, taking another’s belongings, any use of violence
• Racial bullying – taunting, graffiti, gestures
• Direct or indirect bullying – name-calling, sarcasm, spreading rumours, teasing, being a bystander
• Cyber-bullying – bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Bullying will not be tolerated at Southfields Primary School**
Any suggestion that bullying is taking place will be investigated.

4.1 Whole School Strategies

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

• A worries box
• Circle time
• Assemblies
• Monitoring of toilets at playtimes and start/end of the school day
• Monitoring of cloakrooms at start/end of the school day
• Monitoring of playground by staff on duty - walk around, keeping 'an eye' on certain areas, especially those out of sight
• Observing bullies/victims at playtime, around school and in class

4.2 What staff should do

• Listen to the victim, bully and any other pupils with information – log facts, not opinion
• Meet with the Phase Leader and Deputy Head to discuss next steps or Headteacher with relevant documentation not adhoc conversations. Other staff may also be involved, depending on their knowledge of the children

4.3 The next steps will usually be to:

• Meet separately with the victim and bully
• Reassure the victim that s/he is safe; explain that bullying will not be tolerated.
• Explain that all relevant staff will be made aware of the situation and will be monitoring it.
• Meet with the parents of the victim/bully and explain all your actions.
• Arrange another meeting to review the situation
• Check regularly with the victim
• Meet with a group of friends of the victim and encourage them to report any incident.
• Meet with the peer group of the victim and bully. This should be led by a senior member of staff and the class teacher

4.4 What parents should do

• Listen to your child and try to remain calm. An emotional reaction can worry the child so that they will not tell you of their concerns
• Make an appointment to see the class teacher to share your concerns
• Give the class teacher the facts
• Reassure your child that the school will deal with the bullying and encourage him/her not to fight back

4.5 What children should do

• Tell the class teacher if s/he feels threatened and unsafe
• Stay with a group of friends
• Talk to their parents
• Tell the class teacher when anything else happens or when it has improved
5. **Roles and Responsibilities**

5.1 **The Governing Board**

The Full Governing Body is responsible for reviewing and approving the written statement of behaviour principles (see separate policy).

The Full Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy’s effectiveness, holding the Headteacher to account for its implementation.

5.2 **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body, giving due consideration to the school’s statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 **Staff**

Staff are responsible for:
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership and Inclusion team will support staff in responding to behaviour incidents.

5.4 **Parents**

Parents are expected to:
- Support their child in adhering to the pupil code of conduct, understanding the rules and promoting kindness
- Support the school’s behaviour policy, rewards and sanction procedures
- To uphold the decision made by the school when managing behaviour incidents
- Work in partnership with the school to promote high standards of behaviour at all times and inform the school of any changes in circumstances that may affect their child’s behaviour
• Discuss any behavioural concerns with the class teacher promptly using an appropriate forum
• Ensure that their child attends school regularly and punctually, notifying the school of reasons for any absence

6. **Pupil code of conduct**

Pupils are expected to:
• Follow the school rules and be kind
• Behave in an orderly and self-controlled way
• Show respect to members of staff and each other
• In class, make it possible for all pupils to learn
• Move quietly around the school
• Treat the school buildings and school property with respect
• Accept negative Class Dojo points, behaviour lights and sanctions when given
• Undertake appropriate programmes where needed
• Take responsibility for their own actions
• Refrain from behaving in a way that brings the school into disrepute, including when outside of the school
• Be mindful of the impact of their actions online and in person

7. **Rewards and sanctions**

7.1 **List of rewards and sanctions**

Positive behaviour will be rewarded with:
• Praise
• House points
• Stickers, star of the day, stamps, certificates, whole class awards e.g. marble in the jar
• Class Dojo points and messages home
• Letters or phone calls home to parents
• Celebration Assembly including the Book of Achievement, star of the week, lunchtime award, Headteacher and Deputy stickers
• Headteachers Award, praise postcards, attendance award, punctuality pencils
• Purple light may be received for consistent outstanding behaviour
• Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:
• A verbal reminder/warning
• Moving children to a different place in the classroom or phase
• Expecting work to be completed at home, or at break or lunchtime
• Loss of free time at break or lunchtime
• Referring the pupil to a senior member of staff
• Write a written apology
• Complete intervention programme during free time
• Letters or phone calls home to parents
• Meetings with parents and the teacher/Inclusion Team
• Agreeing a behaviour plan
• Inclusion Team support and involvement from multi agencies including Behaviour Panel
• Putting a pupil ‘on report’
• Internal Seclusion
• Parent Pupil Modification
• Fixed term exclusion
• Permanent exclusion

Strategies to Support Inclusion
• Observing pupils and advising on new teaching strategies
• Supporting IEP’s or IBP’s if not SEND or without EHCP
• Play therapy
• Counselling
• Circle time
• Anger management strategies
• Class profiles - looking at a child's behaviour in relation to the rest of the class
• Team building
• Drop-in advice sessions with staff
• SEND referral – IEP formulated and strategies to support
• Inclusion Support Plan – an improvement plan to support children at risk of exclusion
• Regular meetings with parents
• Referral to Educational Psychologist
• Referral to Early Help
• Referral to CAMHS (Child and Adolescent Mental Health Service)
• Referral to Behaviour Panel
• Individual Behaviour Contracts
• Circle of Friends

See appendix 2 for sample behaviour lights and letters to parents about their child’s behaviour.

We may use internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to seclusion during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Seclusion is managed by the Inclusion Manager and Team in liaison with the Headteacher and Deputy.
7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines including visual timetables
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Monitor and keep individual behaviour plans for specific children

8.2 Use of reasonable force and physical restraint

8.2.1 In some circumstances, staff may use reasonable force to:
- Remove disruptive children from the classroom/hall/corridors/playground where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight - in the playground/classroom/hall/corridor.
- This is not classed as restraint as the pupil is moved from an area to maintain order, safety or encourage the pupil to do what is expected of them.

8.2.2 In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from:
- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will always be used as a last resort and must:
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

8.3 Confiscation

Any prohibited items found in pupils’ possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.
The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, health professionals and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school will endeavour to meet the needs and support pupils who have behaviour difficulties. However it will never knowingly compromise the safety of other children or staff.

9. **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. Where transitions are challenging, children have behaviour passports as well as key link staff to support them.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. All information shared is in line with GDPR and relevant permissions are sought where necessary.

10. **Training**

Our staff are provided with training on managing behaviour, including positive handling and restraint, as part of their induction process which is reviewed annually.

Behaviour management also forms part of continuing professional development.

A log of training is kept by the Inclusion Manager.

11. **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Full Governing Body annually. At each review, the policy will be approved by the Headteacher.

The Written Statement of Behaviour Principles will be reviewed and approved by the Full Governing Body annually.
12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling policy
- Inclusion policy
- Teaching and Learning policy
- Educational visits and residential policy
- Extra-curricular and lunchtime policy
- Explorers policy (out of hours provision)
- Equal Opportunities policy
- Bullying policy
- Attendance policy
- Health and Safety policy
- Special Educational Needs and Disabilities policy
- Racial Equality policy
### Appendix 1

**Green light and slip to parents**

<table>
<thead>
<tr>
<th>Context information (adult)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
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<tr>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Being unkind to other children</th>
<th>Persistent disruptive behaviour</th>
<th>Disrespecting an adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignoring warnings</td>
<td>Unpleasant language</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Sanction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Context information</td>
<td>Kindness is our school rule, were you kind?</td>
<td>Yes / No</td>
</tr>
<tr>
<td>What rule did you break?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What can you do to make the situation better?</td>
<td>Complete intervention booklet</td>
<td>Miss free time</td>
</tr>
<tr>
<td>Teacher and Sanction</td>
<td>Verbal apology</td>
<td>Written apology</td>
</tr>
<tr>
<td>Teacher and Sanction</td>
<td>Teacher comment if needed:</td>
<td></td>
</tr>
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</table>

**Southfields Primary School**

**Behaviour Information**

This note is to inform you that your child ___________________________ has received a Green Light today for

- Being unkind to other children
- Persistent disruptive behaviour
- Disrespecting an adult
- Ignoring warnings
- Unpleasant language
- Other

As a school we have completed work with your child on this and ask that you will support us by working in partnership with us and speaking to your child about the main areas above.

It is really important to us that we work together. Thank you for your continued support.
Amber light and slip to parents

Southfields Primary School Record

<table>
<thead>
<tr>
<th>Name</th>
<th>Year group</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Logged</th>
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</table>

(Please tick)

<table>
<thead>
<tr>
<th>Fighting, physical behaviour or aggression</th>
<th>Leaving a classroom without permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliberate damage to school property</td>
<td>Stealing</td>
</tr>
<tr>
<td></td>
<td>Other</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Context information (adult)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindness is our school rule, were you kind?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What rule did you break?</th>
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<table>
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<tr>
<th>What can you do to make the situation better?</th>
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<tbody>
<tr>
<td>Complete intervention booklet</td>
</tr>
<tr>
<td>Written apology</td>
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<tr>
<td>Teacher comment if needed:</td>
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<tr>
<th>Phase Leader</th>
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Southfields Primary School

Behaviour Information

This note is to inform you that your child [name] has received an Amber Light today for:
- Fighting, physical behaviour or aggression
- Leaving a classroom without permission
- Deliberate damage to school property
- Stealing
- Other [Specify]

As a school we have completed work with your child on this and ask that you will support us by working in partnership with us and speaking to your child about the main areas above.

It is really important to us that we work together. Thank you for your continued support.
Red light and slip to parents

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher</th>
<th>Logged (Please tick)</th>
<th>Name</th>
<th>Year group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Any violence towards a member of staff</th>
<th>Anything that is deemed unsafe</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial/Prejudice/Homophobic incidents</td>
<td>Leaving the school premises without permission</td>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Context information (adult)</th>
<th>Kindness is our school rule, were you kind?</th>
<th>Yes / No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What rule did you break?</th>
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<table>
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<tr>
<th>What can you do to make the situation better?</th>
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<table>
<thead>
<tr>
<th>Teacher and Sanction</th>
<th></th>
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<table>
<thead>
<tr>
<th>Removal from lesson/class/school</th>
<th>Miss free time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss next school event (disco, etc)</td>
<td>One to one work with professionals</td>
</tr>
<tr>
<td>Teacher comment if needed:</td>
<td></td>
</tr>
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<tr>
<th>Phase Leader</th>
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<tr>
<th>Deputy Head</th>
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Southfields Primary School Behaviour Information

This note is to inform you that your child ___________________________ has received a Red Light today for:

Any violence towards a member of staff  Anything that is deemed unsafe  Bullying
Racial/Prejudice/Homophobic incidents  Leaving the school premises without permission  Other

As a school we have completed work with your child on this and ask that you will support us by working in partnership with us and speaking to your child about the main areas above.

It is really important to us that we work together. Thank you for your continued support.
### Southfields Primary School Record

<table>
<thead>
<tr>
<th>Context information (adult)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What inspired you?</td>
<td></td>
</tr>
<tr>
<td>How do you feel about your achievement?</td>
<td></td>
</tr>
<tr>
<td>Reward (adult)</td>
<td>Autumn 1:</td>
</tr>
<tr>
<td></td>
<td>Autumn 2:</td>
</tr>
<tr>
<td>Teacher</td>
<td>I have received my invitation</td>
</tr>
<tr>
<td></td>
<td>Letter sent</td>
</tr>
<tr>
<td></td>
<td>Additional Teacher comment:</td>
</tr>
</tbody>
</table>

Purple Light
Purple Light example letter to parents

Date: Autumn 1

Dear Parent or Carer,

I am writing to inform you that today received a Purple Light for:

- Consistently working to a high standard
- Working above and beyond what is expected
- Excellence in the community
- Kindness or helpfulness over and above expectations
- Achieving excellence in an out of school activity
- Other

We are so proud of them and would like to congratulate them on their fantastic achievement. To reward such a wonderful accomplishment, your child has today received an invitation to the upcoming Purple Light treat, our Southfields Ice Cream Parlour, which will take place on the morning of Thursday 18th October 2018. At the event they will also receive a small prize to remind them of their fantastic achievement.

Kind regards,

Class Teacher
Purple Light example invitation to pupils

Congratulations on achieving your Purple Light

You are invited to a very special treat to celebrate your achievement.

Come and join us on Thursday 18th October 2018 for our Southfields Ice Cream Parlour.

We look forward to seeing you there!

With love from Mrs Martin
Appendix 2

Example Fixed Term Exclusion letter

Dear (parent’s name),

I am writing to inform you of my decision to exclude (name of child) for a period of (5) days. This means that (name of child) will not be allowed in Southfields Primary School for this period.

I realise that this exclusion may well be upsetting for you and your family, but this decision has not been taken lightly. (name of child) has been excluded for this fixed period for the following reason(s):

- (reason)

You have the right to make representations to the School Governors Discipline Committee. If you wish to make representations please contact Mrs Dale (my PA), as soon as possible.

Throughout his/her behaviour support and modification we have consistently shared (name of child)’s records with you, through regular meetings and feedback, however should you require further information please see the Data Subject Access Request Policy on the school website.

You have a duty to ensure that (name of child) is not present in a public place in school hours during the period of this exclusion unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on these days. It will be for you to show reasonable justification.

I would like to draw your attention to the relevant sources of free and impartial information as follows:

- The Coram Children’s Legal Centre: www.childrenslegalcentre.com, Tel: 08088 020 008
- ACE Education: www.ace-ed.org.uk, Tel: 03000 115 142

{name of child)’s exclusion expires on (date) and we expect (name of child) to be back in school on (date) at (time) – please report to the front office with (name of child) for a reintegration meeting with (name of SLT).

Yours sincerely,

Headteacher
Example Permanent Exclusion letter

Dear (Parent / Carer),

I am writing to inform you of my decision to permanently exclude (Name of Child) with effect from (Date). This means that (Name of Child) will not be allowed in this school unless he is reinstated by the Governing Body or by an Appeal Panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude (Name of Child) has not been taken lightly. (Name of Child) has been excluded for the following reasons:

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You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of an exclusion unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those days. It will be for you to show reasonable justification.

Alternative arrangements for (Name of Child)’s education will continue to be made. For the first five school days of the exclusion, work will be set by the School for (Name of Child) and we would ask you to ensure this work is completed and returned promptly to the School for marking. From the sixth school day of the exclusion onwards, i.e. from (Date) the Peterborough Local Authority will provide suitable full-time education. These arrangements will be notified to you by a further letter from Peterborough Pupil Referral Service.

As this is a permanent exclusion the Governing Body must meet to consider it. At the review meeting you may make representations to the Governing Body if you wish and ask them to reinstate your child in School. The Governing Body 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 appeal against their decision to an Independent Review Panel. The latest date by which the Governing Body must meet is (Date). If you wish to make representations to the Governors’ Hearing, and wish to be accompanied by a friend or representative (at your own expense), please contact the Clerk to the Governors at the school as soon as possible, (tel. number), (email address). You will, whether you choose to make representations or not, be notified by the Clerk to the Governors of the time, date and location of the meeting. (Name of Child) is also welcome to attend this meeting.

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

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

I would like to draw your attention to the relevant sources of free and impartial information as follows:

• The Coram Children’s Legal Centre: www.childrenslegalcentre.com, Tel: 08088 020 008
• ACE Education: www.ace-ed.org.uk, Tel: 03000 115 142

Yours sincerely,

Headteacher