**OLD OAK PRIMARY SCHOOL**

**OUR POLICY FOR PROMOTING POSITIVE BEHAVIOUR**

**Agreed by the school community in June 2022**

**Behaviour Principles:**

Our vision is for the community to see Old Oak as their school, a success in the community; a happy school where everyone is valued and respected. To enable each child to achieve their full potential and make the most of the opportunities and choices offered to them, we aim to provide a secure and stimulating environment that promotes independence, self-esteem, health and well-being

Our vision statement above is central to the education we offer at Old Oak. We believe that promoting positive behaviour is a whole school responsibility and a partnership with parents/carers. It is important that a high standard of behaviour is expected by the whole school and wider community and promoted and that means of doing so are under regular review.

As a child’s behaviour encompasses every aspect of education, this policy should be read in conjunction with the Teaching and Learning Policy, Policy for Special Educational Needs, Attendance Policy, Staff Handbook and Health and Safety Policy, anti-bullying policy, safe guarding policy and child on child abuse policy.

Our school vision and IPC values underpin promoting positive learning behaviours and are used as our tool to manage behaviour throughout the school. Our school values are below, these are displayed in public areas and all classrooms- in addition to this, each class has an agreed class charter written at the beginning of the year explaining how the children in each class will adhere to the school values:

**An effective thinker**: We are inquisitive learners and we ask lots of questions.We think about how we learn and talk about learning about learning.

**Adaptable:** We cope well with new and sometimes unfamiliar situations. We can think differently when we need to.

**Resilient:** We try our hardest in everything we do- we know that sometimes it is easy to give up- we don’t!

**Ethical:** We know the difference between what’s right and wrong.

**Respectful:** To be polite and treat others in the way we wish to be treated.

Everyone is unique and we respect everyone’s differences.

**An effective communicator:** speak to each other politely and share what we are thinking or feeling.

**Empathetic:** We think of other people’s needs and we think about how we can make people feel through our actions and words.

**An effective collaborator:** We take turns in conversation and share ideas. We work together as a team and a community.

**Our Aims to promote positive behaviour :**

**Giving children responsibility by:**

* Encouraging children to understand and to take control of their own behaviour
* Encouraging personal responsibility and awareness of the needs of others
* Giving the children the chance to show adults how they are promoting the school values and are able to make good choices.
* Encouraging and supporting children in analysing how an incident could have been avoided
* Encouraging children to respect property and care for the environment

# Staff

* There is collective responsibility for behaviour management within the school
* All Staff understand the school vision, values and rules and apply these as a class charter agreement to manage behaviour in the classroom.
* All staff are able to acknowledge difficulties and ask for help.
* There is good communication between staff and an acknowledgement of joint responsibility.
* Staff roles in relation to behaviour management are clearly defined. They support the key relationship between the class teacher and pupil
* SLT support all staff in managing behaviour and communicate regularly with parents and carers regarding children.

#  Parents and Governors

Parents and Carers can help to develop more positive behaviour by:

* Supporting the school in promoting positive behaviour, and by taking time to understand the school’s policy on this.
* Valuing good attendance and punctuality
* Being a good role model on school premises
* Meeting with the school to discuss concern
* Our governors are involved effectively in helping to support the school’s behaviour policy and promoting our school values and help to resolve any areas of concern regarding behaviour.

# Parents/Carers sign a Home/School Agreement when their children are admitted to the school

**STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR in the classroom or learning time elsewhere in the building:**

**Providing an effective teaching and learning environment by:**

* Meeting children’s educational and emotional needs by setting appropriate tasks
* Involving children in setting their own goals and targets for learning
* Establishing good relationships between teacher, child and peers in class
* Fostering good home/school and community links

**Celebrating achievement by:**

* Using a quiet word, encouraging smile
* Writing a positive comment on a child’s work
* Displaying work
* Showing work in presentations, shows, assemblies and weekly sharing assembly
* Showing work to other children, classes and teachers or DHT/ HT
* Informing parents/ carers
* Recognising achievement in other children
* IPC Exit Points
* IPC value assemblies in class every Tuesday. Children nominate each other for promoting the school values and give an example for celebration.

**STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR in the playground:**

* Encouraging children to play games
* Pre-empting a situation and taking necessary action and encouraging children to make the right choice.
* Listening carefully and taking appropriate action
* Allowing children to calm down in a supervised area inside- Juniper room- soft seats or an appropriate place in the playground.
* Providing a range of outdoor equipment and activities to stimulate, entertain and engage children.
* Being proactive not reactive
* Adhering and talking about the school values and using examples of children making good choices as role models
* IPC value slips
* Top Table Invites

**By giving children responsibility:**

* Allowing children to walk up and down stairs on their own
* Allowing children to choose where they sit at lunch within the rules set.
* Asking children to help with ‘jobs’ like helping the new and youngest children and becoming a Helping Hand in the lunch hall.

**Steps and strategies for dealing with unacceptable behaviour in the playground:**

When dealing with incidents it must be remembered that it is the behaviour that is unacceptable, not the child.

The sanctions below apply according to the nature of the incident, the severity of the incident, the age of the child and the teacher’s knowledge of the child.

Sanctions are to encourage change, so those children can learn from their mistakes, rather than be punitive. **The first step is to prevent the incident.**

**Strategies may include**: Trying to avoid confrontation, reminding children what is acceptable behaviour, using positive language, reminding the children of the school values and class charter, acknowledge good examples of behaviour, moving the child – this list is not exhaustive.

Stage 1:

Verbal warning and reminder of the school values and highlighting which value they are not following- a brief discussion about making the right choice- morality.

Stage 2

Time out on the wall for a set period of time to reflect.

## Stage 3

At break time- sent to DHT or SENCO by calling their phone, or at lunchtime, sent to the DHT who will complete a behaviour sheet and log it or a another member of SLT on duty. It will be kept in the behaviour folder under the relevant term. Teachers will be informed and if necessary parents. Parents would always be informed if one of the incidents listed below occurred. The DHT would speak to parents or make a phone call- NOT the class teacher. An evidence sheet will be completed by the adult that witnessed the incident. In early years, the child will receive a penalty time of reflection on the wall and in serious cases the Headteacher or DHT will be called to deal with the child.

I**f a child has been involved in anything of a physical nature, been verbally rude to an adult or child, sworn, said a racist, sexist, homophobic or other inappropriate comment they will be sent straight to the DHT.**

 If a child is already involved with SLT, who are managing his or her behaviour, and/or SLT have regular contact with parents, then these stages may not be followed. This is at the discretion of SLT and the child’s individual needs and action plan at the time.

**Steps and strategies for dealing with unacceptable behaviour in the classroom or learning time within the building:**

# Strategies to avoid-

* Unnecessary sshing to gain quiet- this isn’t hugely effective
* Sad and happy faces as in charts
* Shouting
* Own set of Class rules as we ALL need to stand by the charter using the IPC goals, not adding another set of class rules too. This means we are consistent and uniform in managing positive behaviour.

When dealing with incidents it must be remembered that it is the behaviour that is unacceptable, not the child.

The sanctions below apply according to the nature of the incident, the severity of the incident, the age of the child and the teacher’s knowledge of the child.

Sanctions are to encourage change, so those children can learn from their mistakes, rather than be punitive. **The first step is to prevent the incident.**

**Strategies may include**: Trying to avoid confrontation, reminding children what is acceptable behaviour, using positive language, reminding the children of the school values and class charter, acknowledge good examples of behaviour, moving the child – this list is not exhaustive.

The stages below are for guidance. Depending on the situation a certain stage may be missed. In class behaviour-

**If a child has been involved in anything of a physical nature, been verbally rude to an adult or child, sworn, said a racist, sexist, homophobic or sexist comment they will be escorted straight to DHT or SENCO by calling their phone or will be collected by DHT or SENCO.**

# Stage 1

* Child displays inappropriate behaviour
* Child is given a verbal warning and asked to consider their actions and make the right choice. They are told if they do not make the right choice a second time then they will miss 5 minutes of break time.
* Teacher asks the child to reflect on behaviour and tells them they will be asking them in a few minutes to inform them of what they have reflected on.
* The Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.

# Stage 2

* Child displays inappropriate behaviour  Child has been through the above process.
* The child is told they will miss 5 minutes of break, morning or lunch- they have an opportunity to earn it back if they make the right choices for the remainder of the session.

# Stage 3

* Child displays inappropriate behaviour  Child has been through the above process.
* Child is escorted with note to another teacher for reflection time. Child is in other class for set period of time.
* Child is returned to class.
* The Teacher then speaks with the child to ensure the child has reflected and understood the significance of their actions.
* The child will miss their whole break- supervised in the Art room by an adult- it is the class teacher’s responsibility. If nearer to lunchtime they will miss 15 minutes of their lunch time.

# Stage 4

* Child has been through all the previous strategies
* Child again displays inappropriate behaviour
* Child is sent to a member of the senior leadership team for a set period of time immediately.
* The incident will be recorded in the behaviour log- the child will be taken to Juniper room at lunch time and will reflect on their behaviour and complete the log with DHT or SENCO.
* Parents will be contacted by DHT or SENCO.

# Stage 5

* Child has been through all the previous strategies
* Child again displays inappropriate behaviour
* Child is sent to the headteacher for a set period of time immediately. The behaviour log is used.

# Stage 6

* Child has been through all the previous strategies
* Child again displays inappropriate behaviour
* The headteacher contacts parents and invites them in for a meeting to discuss their child’s behaviour and strategies to move forward.
* Child is internally excluded with DHT or SENCO for a fixed period of time
* The child is removed from the playground for morning and lunch breaks for a fixed period of time.
* Parents are contacted daily to report on the child’s behaviour.

# Stage 7

* Child has been through all the previous strategies
* Child again displays inappropriate behaviour
* Child is excluded for a fixed term- see exclusion policy in the appendix. The school follows national and local authority guidance relating to fixed term and permanent exclusion. For more information, please follow this link:

https://www.rbkc.gov.uk/education-and-learning/ace-team/attendance-childemployment/exclusion-s/tri-borough-exclusions.

**Depending on the seriousness of the incident certain stages maybe missed out and the head teacher and parents informed immediately. The school has an inclusive philosophy and aims only to reach Stage 7 if all other options have been explored.**

**Behaviour log-** please see appendix- The DHT will complete the behaviour logs if she has dealt with the incident- if it is of a serious enough nature or warrants the DHT to deal with the issue- pls see the codes below to explain this.

**Category Codes**- **IL-** inappropriate language- including name calling, for example- racist, homophobic, **DB**- disruptive behaviour **AB**- aggressive behaviour. **CB**- ‘cyber bullying’- using social media to be unkind or inappropriate (See behaviour policy for examples.)  **CC Child on child abuse- see separate policy**

# Child on Child abuse- please see child on child abuse policy

Below is a list of what counts as a problematic and unacceptable behaviour. Child on child abuse is most likely to include, but may not be limited to:

 bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers;

* **physical abuse** such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
* **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
* **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; • **causing someone to engage in sexual activity without consent**, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
* **consensual and non-consensual sharing of nudes** and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
* **upskirting,** which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; • **initiation/hazing type violence and rituals** (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

# The principle of a zero-tolerance approach

At Old Oak Primary School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour policy.

We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

At Old Oak Primary School, we will not tolerate child on child abuse but we will not demonise any child. We will support and listen to all of the children involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

The response to each incident should be proportionate. For example, we might address a ‘lower-level’ incident such as a sexist comment through education, our curriculum and the way our school promotes respect through the IPC values.

The use of exclusion from school will only in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault. We will balance the importance of safeguarding other children with the need to support, educate and protect the alleged perpetrator(s). We will gently but firmly condemn the behaviour, not the child.

 The DSL will have a plan in place to help the alleged perpetrator(s) modify their behaviour – this may involve counselling or clinical care.

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities). We will listen and take the wishes of the victim(s) into account and that their wishes will inform our response, but the DSL will make the final decision.

## The process for responding to reported incidents

This section is to be read in conjunction with our safeguarding policy.

If staff are dealing with an allegation of child on child abuse, they should follow the school's safeguarding policy.

A risk-assessment will be carried out by the DSL (or a deputy) and will take the lead, supported by other agencies as required. This will be:

* Decided on a case-by-case basis;
* Underpinned by the principle of a zero-tolerance approach (see above) to sexual violence and sexual harassment, meaning it’s never acceptable and it won’t be tolerated.

By carrying out the risk assessment, this will inform whether we need to:

* Manage the incident internally;
* Refer to early help;
* Refer to children’s social care;
* Report to the police.

## Reporting Behaviours

‘Lower-level’ incidents can occur far more frequently than severe incidents, and can underpin the problematic ‘normalised’ culture. Children should call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. We will always take their safety and wellbeing seriously, listen to them, act on their concerns and not tolerate or accept abuse.

**Reporting incidents benefits everyone, including:**

* The victim(s): by stopping the problem and getting the help and support they need
* Other people: by preventing it happening to someone else
* The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Calling out behaviour as it happens will help all children understand what is and is not acceptable. If the incident is very ‘low level’ – for example, a child making a comment that staff have reason to believe they don’t fully understand – it may be appropriate to explain why it wasn’t acceptable and ask the child to apologise to the victim on the spot.

If a child displays any of the above behaviours, Old Oak Primary School will get parents involved immediately. We will let parents know what their child has said or done, and that we would like them to talk about it as a family. This will help:

* Get the parents on board in condemning the behaviour;
* Start an important conversation between the child and their parents about acceptable and unacceptable sexual behaviour; • Work towards a solution together.

This can just be a quick phone call or a meeting at the gate but it’s important that it happens immediately and every time staff have concerns about their child’s behaviour.

## Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school Premises, the school reserve the right to monitor and improve behaviour beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

* taking part in any school organised or school related activity;
* travelling to or from school;
* wearing school uniform;
* in some way identifiable as a pupil from our school;
* poses a threat to another pupil or member of the public;

# Restraint of Pupils

At Old Oak School the use of physical force is rarely used and only in extreme cases, usually when a pupil is violent and threatening the safety of other children, themselves, or staff. Another example might be when a child is causing physical disruption, the class has been removed and the child’s negative behaviour continues, affecting the education of other children.

Teaching staff are by law allowed to intervene – see government guidance, however, where practicable, only staff who have received appropriate restraint training will be involved in such incident.

**EVIDENCE LOG- Behaviour and Well being**

|  |  |  |
| --- | --- | --- |
| **Date**    | **Category- pls see codes**   | **Location and Time of day**  |
| **Names of children involved**   | **Names of staff involved**   | **Witnesses**  |

**Category Codes**- **IL-** inappropriate language- including name calling, for example- racist, homophobic, **DB**- disruptive behaviour **AB**- aggressive behaviour. **CB**- ‘cyber bullying’- using social media to be unkind or inappropriate (See behaviour policy for examples. )

**Incident**

**IPC values- which ones have not been adhered to?**

**Action taken-**

**To be taken-**

**Signed**

## Appendix Behavior Policy: Exclusions

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### 1. Aims

Our school aims to ensure that:

 The exclusions process is applied fairly and consistently

 The exclusions process is understood by governors, staff, parents and pupils  Pupils in school are safe and happy

### 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.](https://www.gov.uk/government/publications/school-exclusion)

It is based on the following legislation, which outline schools’ powers to exclude pupils:  Section 52 of the [Education Act 2002,](http://www.legislation.gov.uk/ukpga/2002/32/section/52) as amended by the [Education Act 2011](http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted)

 [The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1033/made)

 Sections 64-68 of the [School Standards and Framework Act 1998](http://www.legislation.gov.uk/ukpga/1998/31)

In addition, the policy is based on:

 Part 7, chapter 2 of the [Education and Inspections Act 2006,](http://www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/2) which looks at parental responsibility for excluded pupils

 Section 579 of the [Education Act 1996,](http://www.legislation.gov.uk/ukpga/1996/56/section/579) which defines ‘school day’

 The [Education (Provision of Full-Time Education for Excluded Pupils) (England)](http://www.legislation.gov.uk/uksi/2007/1870/contents/made)

[Regulations 2007,](http://www.legislation.gov.uk/uksi/2007/1870/contents/made) as amended by [The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3216/contents/made)

### 3. The decision to exclude

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is 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.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

 In response to serious or persistent breaches of the school’s behaviour policy, **and**

 If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher 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)

### 4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

### 5. Roles and responsibilities

**5.1 The headteacher**

### **Informing parents**

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

 The reason(s) for the exclusion

The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent

 Information about parents’ right to make representations about the exclusion to the governing board and how the pupil may be involved in this

 Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

 The start date for any provision of full-time education that has been arranged

 The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant

 The address at which the provision will take place

 Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours’ notice with parents’ consent.

### **Informing the governing board and local authority**

The headteacher will immediately notify the governing board and the local authority (LA) of:

 A permanent exclusion, including when a fixed-period exclusion is made permanent

 Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term

 Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil’s ‘home authority’ of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the governing board and LA once a term.

#### **5.2 The governing board**

Responsibilities regarding exclusions is delegated to a disciplinary committee consisting members of the governing board consisting of at least 3 governors.

The disciplinary committee has a duty to consider the reinstatement of an excluded pupil (see section 6).

#### **5.3 The LA**

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

#### 6. Considering the reinstatement of a pupil

A disciplinary committee consisting members of the governing board will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

The exclusion is permanent

It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term

It would result in a pupil missing a public examination

If requested to do so by parents, the disciplinary committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the disciplinary committee will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The disciplinary committee can either:

 Decline to reinstate the pupil, or

 Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the disciplinary committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true ‘on the balance of probabilities’, which differs from the criminal standard of ‘beyond reasonable doubt’, as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil’s educational record.

The disciplinary committee will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the disciplinary committee decision will also include the following:

 The fact that it is permanent

Notice of parents’ right to ask for the decision to be reviewed by an independent review panel, and:

* The date by which an application for an independent review must be made
* The name and address to whom an application for a review should be submitted
* That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil’s SEN are considered to be relevant to the exclusion
* That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the local authority to appoint an SEN expert to attend the review
* Details of the role of the SEN expert and that there would be no cost to parents for this appointment
* That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
* That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review

 That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

#### 7. An independent review

If parents apply for an independent review, the local authority of Hammersmith and Fulham will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the disciplinary committee of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

 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

 School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

 Headteachers or individuals who have been a headteacher within the last 5 years A person may not serve as a member of a review panel if they:

Are a member of the local authority or governing board of the excluding school

 Are the headteacher of the excluding school, or have held this position in the last 5 years

 Are an employee of the local authority or the governing board, of the excluding school

(unless they are employed as a headteacher at another school)

 Have, or at any time have had, any connection with the local authority, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartially

 Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

 Uphold the governing board’s decision

 Recommend that the governing board reconsiders reinstatement

 Quash the governing board’s decision and direct that they reconsider reinstatement

(only when the decision is judged to be flawed)

The panel’s decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

#### 8. School registers

A pupil's name will be removed from the school admissions register if:

 15 school days have passed since the parents were notified of the exclusion panel’s decision to not reinstate the pupil and no application has been made for an independent review panel, or

 The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a pupil’s name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

#### 9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

 Agreeing a behaviour contract

 Putting a pupil ‘on report’

Restricting access to communal areas at play and lunchtimes  Internal isolation

#### 10. Monitoring arrangements

The Headteacher monitors the number of exclusions every term and reports back to the governors. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the Curriculum and Achievement Committee every 2 years. At every review, the policy will be shared with the governing board.

#### 11. Links with other policies

This exclusions policy is linked to our

* Behaviour policy
* SEN policy
* Safe guarding policy
* Child on Child abuse policy