



Thaxted Primary School

Behaviour and Exclusions Policy

Policy Date: Autumn 2025	Review Date: Autumn 2026	Responsible Person: Headteacher In Conjunction with: Deputy Head and Inclusion Manager
------------------------------------	------------------------------------	--

At Thaxted Primary School we expect everyone to work together to achieve high standards of learning and behaviour, in a safe, secure, happy and stimulating environment in which both children and adults are valued and respected.

Our behaviour policy is firmly rooted in the overarching vision of our school: "Growing together, regardless of background or ability, we nurture independent learners with enquiring minds to enable them to achieve their full potential." We believe that positive partnerships with families, the community, and the school are essential in supporting our ethos, encapsulated in our six core values, the 6Rs: Respect, Responsibility, Reflection, Reasoning, Resilience and Resourcefulness. These values are fundamental to the culture of our school and guide us in our daily interactions and expectations.

We strive to create an environment that not only encourages and reinforces good behaviour but also educates and supports children when they do not meet our expectations. Our approach is proactive, aiming to foster respect, responsibility and reflection. By embedding these values in every aspect of school life, we ensure that all children feel safe, valued, and capable of making positive contributions to their community. Through collaborative efforts and clear communication, we can collectively nurture the development of every child in alignment with our school's ethos.

Aims

- To create a positive environment which encourages and rewards good behaviour.
- To promote high expectations which enables children to become independent and responsible learners.
- To view behaviour as a learning process.
- To create clear, consistent routines and systems to support the children's development and ensure the health, safety and wellbeing of everyone in our school community.
- To define acceptable standards and the principles of good behaviour.
- To empower all to recognise positive behaviour and to deal appropriately with unacceptable behaviour.
- To foster positive working relationships with parents and the school.

Our behaviour policy is driven by the commitment to provide a safe and secure learning environment, where all children can thrive. We believe that an engaging curriculum, enriched with diverse experiences, is paramount to fostering positive behaviour and a love of learning. Our dedicated staff are instrumental in nurturing an atmosphere of respect and collaboration. Year 6 children are encouraged to take on roles of responsibility, enabling them to develop leadership skills and essential life competencies. This holistic approach ensures we are not merely educating children academically, but also prioritising the development of the whole child, preparing them for future challenges.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

General Expectations

At our school, we maintain high expectations for behaviour, understanding that some children may have specific needs that require additional support. It is the responsibility of all staff to consistently remind children when expectations are not met, thereby fostering a supportive learning environment. Staff members model appropriate behaviour, and positive actions are acknowledged and celebrated. When behaviours fall below our expectations—such as disruption to learning or unkind behaviour—interventions will take place. We believe in prioritising connections; hence, we facilitate support through the relationships children have with adults, embracing the principle of connection before correction.

1. Teaching and Promoting positive management of behaviour

Through our PSHE curriculum and assemblies children have the opportunity to discuss issues and voice concerns. It is through these sessions that children are taught the level of behaviour that is expected.

In this school we create an atmosphere where:

- Children, parents and staff feel happy and confident;
- Children, parents and employees feel able to approach members of staff if they have concerns about bullying involving themselves or others.
- Concerns about bullying are taken seriously; they are thoroughly investigated and reported.
- Children take responsibility for their own actions.
- Children have enough confidence to be assertive and to be able to say “Don’t do that. I don’t like it”.

To support this principle, all children are taught regularly, through class PSHE lessons and assemblies that bullying may be emotional (exclusion from an activity or use of body language), verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe and happy is the most important thing and that every child has the right to feel safe and happy in our school.

Our values and expected behaviours are reinforced and linked to positive behaviour:

- Values and expectations explicitly taught through PSHE scheme.
- All adults in school model positive behaviour with each other and the children.
- Weekly assemblies with certificate rewards for outstanding display of one of the 6Rs, Reading Champions and Maths Medals.
- Praise from a member of the Senior Leadership Team if a child displays learning behaviours over and above those expected.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

- DOJO points to reward expected behaviour – these go forward as housepoints and children can celebrate their success within one of our four houses.
- Roles of responsibility for children within the school: School Parliament, House Captains, Playleaders, Librarians, Dinner Assistants.
- Exemplary behaviour rewarded with a place on “The Golden Bench” during assemblies.
- Postcards home.

2. CLASSROOM MANAGEMENT

Classroom management is key to promoting good behaviour. At Thaxted we expect all classrooms to have:

- A positive classroom tone.
- Clear class code of conduct that has been agreed by the teacher and the class. This is slightly different in each class to ensure the children feel ownership of their code of conduct.
- Use of Class Dojo to share good work and behaviour with parents.
- Clear expectations about work and work that is set at an appropriate level for the child.
- An attractive, tidy, well-cared-for environment.
- Well-planned classrooms in which children can move easily, find resources and respect its property.
- Routines are adhered to as much as possible.

3. GENERAL EXPECTATIONS AND RESPONSES

Where behaviour does fall below our expectations, we understand that behaviour is a learning process and part of a child’s development. Ultimately, our aim is to offer the child support and guidance so that they can learn from their mistake and therefore improve their behaviour. This is the reason for our approach regarding “reflection” so that the child has the time to think about their behaviour and its impact on everyone involved, and be guided into how to prevent it happening again.

Following an incident, “Reflection Time” is built around core questions:

- What happened?
- What were you thinking/how were you feeling at the time?
- Who has been affected?
- What can you do to put this right and stop it happening again?

This “Reflection Time” can be in the form of verbal, written, a picture or an action.

4. CONSEQUENCES— See APPENDIX 1 for Flow Chart

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

When a pupil's behaviour falls below the expected standard, a range of consequences will be enforced. Through working closely and openly with pupils and their families, it is our aim at Thaxted, to resolve behavioural issues at the earliest possible stage.

The purpose of a consequence is:

- To ensure that children understand when their behaviour does not meet our expectation.
- To show that action is always taken when another child, or children, has been hurt or upset as the result of another child's behaviour.

Whatever the consequence issued, the behaviour is discussed with the child to ensure they understand why the behaviour is unacceptable. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate. It is essential that the consequence is proportional to the behaviour and therefore we have a different set of consequences for the different behaviours that children can exhibit. These work on a coloured system ranging in severity from yellow – amber – red.

Yellow

Low Level behaviour falling below expectations

- Constant chatting at inappropriate times
 - Shouting out in classrooms or corridors
 - Unfinished or unacceptable work due to time wasting
 - Not looking after resources carefully
 - Not sharing or co-operating
 - Thoughtless 'rough' play
 - Interrupting the teacher
 - Running in the corridor/classroom
 - Being disrespectful to a member of staff
 - Infringing school uniform rules.

Yellow Consequences - EYFS and KS1:

1. Children will be spoken to and reminded of expectations in the classroom
2. They will be warned that they may be sent to another teacher or senior leader to explain their behaviour.

Yellow Consequences - KS2:

1. Children will be spoken to and reminded of expectations in the classroom
2. A yellow card will be placed on their table, and/or they will be warned that they may be sent to another teacher or senior leader to explain their behaviour.

The Behaviour section of Record My is used to keep a record of low level disruption. These are monitored by the Senior Leaders and Safeguarding Leads on a regular basis. If a particular child or children appear regularly then their parents will be contacted and the child will be spoken to about their behaviour by their class teacher or potentially by a member of SLT.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Amber

Consistent low-level disruptive behaviour examples

- Yellow behaviour not improving after warning

Amber Consequences - EYFS and KS1:

1. Children will be spoken to and reminded of expectations
2. The incident is recorded on Record My
3. They may be moved within the classroom
4. Children will be asked to stay behind at playtime or lunchtime for a couple of minutes to talk about their behaviour with an adult

Amber Consequences - KS2:

1. Children will be spoken to and reminded of expectations in the classroom
2. An amber card is placed on their table or a verbal warning given and a record made on Record My
3. Children will then stay behind at playtime or lunchtime for a couple of minutes to talk about their behaviour with an adult and their name will be recorded within an amber behaviour book
4. They may be moved within the classroom

Red

Stage 1: Unacceptable Behaviour:

This is any form of violence, aggressive behaviour, rudeness to adults or racial remarks.

Red Stage 2: Behaviour Examples

- Amber or yellow behaviour consistently repeated after adult intervention
- Any form of verbally aggressive or physically violent behaviour
- Racist remarks or behaviour
- Swearing/bad language
- Dangerous behaviour
- Spitting
- Biting
- Hurting others
- Inappropriate touching of other children's bodies (this could be a child protection issue)
- Deliberately preventing other children from learning
- Fighting
- Stealing
- Bullying or cyber bullying
- Deliberately damaging the property belonging to the school or to a member of the school community
- Any form of peer on peer abuse

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Red Stage One Consequences:

1. The child will be sent out of the classroom and to an available member of SLT (if the child refuses to leave the room then another child will bring the 'red face' to the office and a member of office staff will find a member of SLT as soon as possible)
2. The child will be sent for Reflection Time at the following break or lunchtime with a member of SLT (whoever is on duty)
3. Class teachers will log the incident on Record My.
4. During Reflection Time-a Reflection Form will be completed, behaviour discussed or picture drawn as appropriate.
5. At the end of the school day the class teacher will inform the child's parent about the incident. If the parent collects the child from school, this will be done face to face. If the child walks home alone or is going home with another parent or after school club then a WEDUC message will be sent home. If it is dealt with by SLT and of a more serious nature, SLT will make a phone call home.
6. These are monitored by the Senior Leaders and Safeguarding Leads on a regular basis.

Red Stage 2

Ongoing Unacceptable Behaviour

Unacceptable behaviour at Stage 2 is very serious and parents will be invited to be involved in the strategies to improve their child's behaviour. Outside agencies will often be involved e.g. Specialist Teachers or Educational Psychologist.

Red Stage 2 Consequences:

1. The child will be sent out of the classroom and to an available member of SLT (if the child refuses to leave the room then another child will bring the 'red face' to the office and a member of office staff will find a member of SLT as soon as possible)
2. The child will be sent for Reflection Time at the following break or lunchtime with a member of SLT (whoever is on duty)
3. During Reflection Time, a Reflection Form will be completed.
4. The Learning Assistant or teacher will complete a STAR analysis
5. The child may have a session working with the Headteacher or Deputy, as appropriate
6. When the headteacher and Safeguarding Team meet weekly they will analyse Record My log and Reflection Forms.
7. Meeting with parents
8. The child may be supported by reporting to a member of the senior staff about the target (s) on their special behaviour reward chart.
9. The Inclusion Leader will make contact with the specialist teacher for advice if relevant.

Red Stage 3

Behaviour is a serious breach, or persistent breaches, of the school's Behaviour Policy.

Examples include:

- Refusal to accept school rules or school authority;
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare;

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

- Verbal aggression or physically violent behaviour towards other children or a member of staff;
- Threatened violence and carrying an offensive weapon.
- Repeated racist behaviour.

Red Stage 3 Consequences:

These incidents will be dealt with by the Headteacher or the Deputy Headteacher in their absence and the action taken will be recorded.

1. The child will work with another member of staff and parents will be informed.
2. A meeting will be arranged at the earliest opportunity between the parents and the Head Teacher/Deputy Head/Inclusion Leader to agree a period of close contact, during which an agreed support programme is followed at home and school.
3. The class teacher, the Head/Deputy/Inclusion Leader will be fully involved in setting appropriate targets for the child.
4. The Inclusion Leader and class teacher will work with a specialist teacher to gain advice and support
5. The child may be given a mentor in school who will work closely with the child, class teacher, parents, Inclusion Leader and outside agencies to support the child in improving his/her behaviour.

5. PLAYTIMES AND LUNCHTIMES

At playtimes and lunchtimes, our colour system will be followed and duty staff are responsible for ensuring high standards of conduct are maintained. An emphasis is put on intervening before a misbehaviour occurs. We have playtime rules as follows:

- Play fairly at all times-no rough play allowed
- Be kind and thoughtful to others-including all adults
- Show responsibility for play equipment

Children are encouraged to approach a member of staff when they have a problem which they are unable to resolve. Depending on the severity of the behaviour, one or more of the following actions listed below will be taken.

Through discussion the children will be encouraged to resolve the problem themselves. The adult or play buddy will serve as the referee ensuring turns are taken and that each party has an opportunity to put forward how he/she feels. The adult could give 1:1 support and enforce consequences, if needed.

Consequences:

- If the playground rules are not being followed or a member of staff sees something which may be dangerous or cause someone harm, they will speak to the child/children involved and ask them to stop.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

- If this behaviour continues or the child/children are disrespectful in anyway they will be required to stay with the adult for five minutes and then go back to play.
- If this behaviour carries on or there are any more incidents within the same playtime then the child/children will be brought inside to see a member of the SLT and have Reflection Time also the incident will be recorded on Record My.
- If there is a single incident at the end of playtime the child's class teacher will log it onto the Record My system.
- At the end of the school day the class teacher will inform the child's parent about the incident. If the parent collects the child from school, this will be done face to face. If the child walks home alone or is going home with another parent or after school club then a WEDUC message will be sent home.

Dinner Hall Rules

- Walk sensibly around the dinner hall
- Talk quietly at all times
- Use good manners e.g., please, thank you, eating nicely, being respectful
- Tidy away all food, plates and cutlery sensibly

6. PASTORAL SUPPORT PROGRAMME

- For pupils at risk of exclusion, a Behaviour Management Plan will be drawn up, based on star analysis completed. Staff will be made aware when these need to be completed for a particular child. A BMP is a school-based strategy designed to help the pupil to manage his/her behaviour more successfully.
- A BMP is particularly important for those pupils whose behaviour is deteriorating rapidly, and will identify clear and realistic behavioural outcomes for the child to target. The programme will be agreed with parents. It will usually last for 6 weeks in the first instance with a review after 2 weeks. These often involve indications of triggers for challenging behaviours and the correct responses to de-escalate situations and allow the child to regulate themselves to more moderate behaviour.
- The Headteacher will be the school's representative in matters relating to the implementation of a BMP.

7. SUSPENSION AND EXCLUSION FROM SCHOOL

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Fixed Term suspension

- For some Red Stage 3 incidents a fixed period of suspension is likely to result. It is expected that suspension, when there has been no previous history of serious inappropriate behaviour and where parents are not already involved in dialogue with the school, will be an extremely rare occurrence. However, the Head will use the consequence of suspension for a first offence if the incident is sufficiently serious to merit this.

Permanent exclusion

- A pupil may, in extreme cases, be permanently excluded following a serious one-off breach of the school's Behaviour Policy. At Thaxted Primary School, this could apply in the event of serious or threatened violence against a pupil or member of staff.
- The decision to exclude a pupil will be lawful, reasonable and fair and will adhere to the DfE document '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement; Sept 2022*'. It will also take into account the impact of the child's behaviour on the other pupils in the school, and whether the entitlement of the majority to an education without disruption, is being put at risk.
- Permanent exclusion is the final step in the process; it is an acknowledgement that the school, despite its investment in supporting and encouraging a child to modify his/her behaviour, is no longer effective and does not have the capacity to bring about the desired change and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). Any suspension or exclusion of a pupil, even for short periods, such as a half day, must be formally recorded. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.

Procedures for suspension or exclusion

The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

To facilitate this schools are asked to forward a copy of the suspension letter issued to parents to suspensions@essex.gov.uk

In addition, when the headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the pupil's social worker, if they have one, and the Virtual School head if the pupil is a child in care.

Following the decision to suspend/exclude a pupil, the Headteacher must:

- Inform the child's parents or guardians without delay, of the period of the suspension or permanent exclusion and the reason(s) for it (see Appendix 3)
- Inform the parents in writing of their right to appeal to the Governing Body and to ask for an independent review panel to meet.
- The local authority must be informed without delay of all exclusions regardless of the length of the exclusion by forwarding a copy of the suspension letter issued to parents to

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

suspensions@essex.gov.uk

- In addition, when the headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the pupil's social worker, if they have one, and the Virtual School head if the pupil is a child in care.
- It is important that pupils continue to have access to learning during their exclusion so that they continue to make progress and achieve. Schools should provide work for the first 5 school days of any exclusion. Parents and carers are responsible for ensuring that their children are supervised during school hours on these days and complete the work which has been set. This will ensure that they will have the best chance to keep up with their learning and be less at risk of becoming involved in anti-social activities. The Education Access Team within Essex County Council are responsible for providing sixth day provision for Permanently Excluded pupils.
(See Appendix 4 for timeliness of exclusion procedure)

All permanent exclusions must be considered by the Governing Board Discipline Committee and parents have the right to make representations at this meeting. If the Governing Board refuses readmission of an excluded pupil, parents can request for this decision to be reviewed by an Independent Review Panel.

The Local Authority must be informed of any Permanent Exclusions

Procedures for permanent exclusion: Action by the Governing Body

The Governing Board will nominate a pool of three to five governors, none of whom may be a member of staff, to serve as the Discipline Committee as the need arises. A clerk to the Discipline Committee will also be nominated. The quorum for the Committee is three members.

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

The meeting should serve for the purpose of enabling the parents to have their views heard and for the parents to hear the views of the school.

The process and decision of the meeting and the reason for the decision should be clearly communicated to the parents without delay.

8. PUPIL SUPPORT SYSTEMS

At Thaxted we understand that how a child behaves can be a sign of an underlying issue. Staff will look for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends.
- A child who is unable to concentrate on classwork.
- A child who may become disruptive and/or aggressive in class.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

In such cases any emotional/behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or a group. We may also take the decision to refer to an outside agency for additional emotional support.

The safety of all children is paramount and the consequences for unacceptable behaviour exhibited by children with SEND will be in line with the information in the 'Consequences' section of this policy. All children's behaviour is responded to consistently, although reasonable adjustments are made to accommodate individual needs wherever possible.

9. PHYSICAL INTERVENTION

Any physical intervention strategies comply with guidance detailed in our 'Positive Handling' Policy. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place. If Positive Handling is needed this will be recorded and parents will be informed.

10. ANTI-BULLYING

See the school's Anti-Bullying Policy.

11. RECORDING INCIDENTS

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice. Behaviour incidents from amber upwards, are recorded on the electronic "Record My" system by the first member of staff aware of the incident. SLT monitor and analyse the Record My entries at least half termly and report to Governors each term

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

APPENDIX 1

Behaviour Flow Chart



The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

APPENDIX 2

Model ECC Suspension & Exclusion letters

Model Letter 1:

From Head Teacher notifying parent of a suspension of 5 days or fewer in one term, and where a public examination is not missed.

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The suspension will start on **[date]** until the **[date]**. Your child should return to school 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 period because **[reason 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]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** to be completed on the days specified in the previous paragraph. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Board. If you wish to make representations please contact **[Name of contact]** on/at **[contact details – address, phone number, email]** as soon as possible. The governing board must consider any representations you wish to make but it cannot direct reinstatement and is not required to arrange a meeting with parents.

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 make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Board.

You **[and your child]** 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 school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

[Child's name]'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]Headteacher

Model Letter 2

From Head Teacher notifying parent of a suspension of more than 5 days (up to and including 15 school days) in a term.

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The exclusion will start on **[date]** until the **[date]**. Your child should return to school 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 period because **[reason 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]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** during the **[first 5 or specify other number as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her suspension we will provide suitable full-time education. **[Set out alternative provision arrangements; if not ascertainable, it must be provided in a subsequent notice no later than 48 hours before the provision is due to start]**

On **[date]** he/she should attend **[give name and address of alternative provider]** at **[specify the time]** and report to **[staff members name]**.

As the period of suspension is more than 5 school days in a term, you have the right to make representations to the School's Governing Board and request that my decision be reviewed. The latest date by which the Governing Board must meet is **[specify date – no later than the 50th school day after the date on which the Governing Board were notified of this exclusion]**. If you wish to make representations please contact **[Name of contact]** on/at **[contact details – address, phone number, email]** as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Governing Board must consider reinstatement where possible. If the pupil has returned to school before the Governing Board meet, they must still place a copy of their findings on the pupil's school record.

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 make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the School's Governing Board.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338
<https://www.essexsendiass.co.uk/>

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 school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed

[Child's name]'s suspension expires on **[date]** and we expect **[Child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Headteacher

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Model Letter 3

From Head Teacher notifying parent of a suspension of more than 15 school days in one term.

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a period of **[number of days]** days. This means that he/she will not be allowed in school for this period. The exclusion will start on **[date]** until the **[date]**. Your child should return to school 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 period because **[reason 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]**. I must advise you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on the specified dates unless there is reasonable justification.

We will set work for **[child's name]** during the **[first 5 or specify other number as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her suspension we will provide suitable full-time education. **[Set out alternative provision arrangements; if not ascertainable, it must be provided in a subsequent notice no later than 48 hours before the provision is due to start]**

On **[date]** he/she should attend **[give name and address of alternative provider]** at **[specify the time]** and report to **[staff members name]**.

As the period of this suspension is more than 15 school days in one term the school's Governing Board must meet to consider the exclusion. The latest date by which the Governing Board must meet is **[specify date – no later than the 15 school days from the date which the Governing Board were notified of this suspension]**.

At the hearing you have the right to make representations to the Governing Board. If you wish to make representations and wish to be accompanied by a representative or friend, please contact **[name of contact]** on/at **[contact details – address, phone number, email]** as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the Governing Board of the time, date, and location of this meeting. 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. Please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Governing Board must consider reinstatement where possible. If the pupil has returned to school before the Governing Board meet, they must still place a copy of their findings on the pupil's school record.

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 make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Body.

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 school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

[Child's name]'s suspension expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Headteacher

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Model Letter 4

From Head Teacher notifying parent of that pupil's permanent exclusion.

Dear **[Parent's name]**

I am writing to inform you of my decision to permanently exclude **[child's name]** with effect from **[specify date]**. This means that he/she will not be allowed in this school/PRU unless he/she is reinstated by the School's Governing Board.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's name]** has not been taken lightly. **[Child's name]** has been excluded because **[reason for exclusion- include any other relevant previous history]**.

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

Alternative arrangements for **[child's name]** education to continue will be made. For the first five school 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 school for marking. From the sixth school day of the exclusion onwards – i.e from **[specify date]** the Local Authority, will provide suitable full-time education.

[Where the pupil lives in a local authority other than the excluding school's 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 school day of exclusion. You can contact them at **[contact details]**

As this is a permanent exclusion the school's Governing Board must meet to consider the exclusion. The latest date by which the Governing Board must meet is **[specify date – no later than the 15 school days from the date which the Governing Board were notified of this exclusion]**.

At the hearing you and your child, if they are over the age of eighteen, may make representations to the Governing Board. The Governing Board can either reinstate your child immediately or on a particular date or decline reinstatement. If the reinstatement is declined, you have the right to request an Independent Review. If you do wish to make representations and wish to be accompanied by a friend or representative, please contact **[Name of contact]** on/at **[contact details – address, phone number, email]** as soon as possible.

You will be notified by the Clerk to the Governing Board of the time, date and location of this meeting. 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 **[contact]** if it would be helpful for you to have an interpreter at the meeting.

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 make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination).

Making a claim would not affect your right to make representations to the Governing Body.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 03330 138913 <https://www.essexsendiass.co.uk/>

You may wish to contact Education Access at Essex County Council - 03330 131157 or 03330 131150.

Yours sincerely

[Name]

Headteacher

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Model Letter 5

From the clerk to the Governing Board to the parent upholding the permanent exclusion.

Dear **[parent's name]**

The meeting of the Governing Board at **[school]** on **[date]** considered the decision by **[Head Teacher]** to permanently exclude your son/daughter. The Governing Board, after carefully considering the representations made and all the available evidence, has decided not to reinstate your child.

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

If you wish for this decision to be reviewed by an Independent Review Panel, please notify **[name of clerk to the review panel at the school or address of Essex County Council's Statutory Appeals Service if the school has subscribed to their services – please contact the Education Access Service prior to sending the letter to parents to confirm which you will be using - this alters the process used by parents to request an Independent Review and an additional form may be required]** of your request. You must set out the reasons for your review in writing, and, if appropriate this may also include reference to any disability discrimination claim you may wish to make. Please send this notice to by no later than **[specify the latest date – the 15th school day after the parents would receive this letter – weekends, bank holidays, school holidays and non-pupil days do not count]**.

The Review Panel will rehear all the facts of the case. If you have fresh evidence to present to the panel you may do so. The panel must meet no later than the 15th school day after the date on which your request for a review is lodged. In exceptional circumstances panels may adjourn the hearing until a later date.

In determining your review, the panel can make one of three decisions: they may uphold the Governing Board's decision; recommend that the Governing Board reconsiders reinstatement; or quash the decision and direct that the Governing Board reconsiders reinstatement.

If you have not submitted your request for an Independent Review by **[repeat latest date]**, you will lose your right to do so. Please advise if you have a disability or special needs which would affect your ability to attend the hearing. Also please inform **[name of clerk to the review panel]** if it would be helpful for you to have an interpreter present at the hearing.

You may wish to contact Education Access at Essex County Council on either 03330 131157 or 13330 131150.

You may find it useful to contact the following services who will be able to offer you free and impartial advice:

The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com

Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk

Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

SEN Information Advice & Support Services Network (formerly known as the local parent partnership) on 01245 204338 <https://www.essexsendiass.co.uk/>

The arrangements currently being made for **[child's name]** education will continue.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Yours sincerely

[Name]

Clerk to the Discipline/Management Committee

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

APPENDIX 3

DfE Reasons for Suspension & Exclusion

The DfE expects schools from the beginning of academic year 2020/21 to **cease** the use of “**Other**” as a reason for an exclusion. September 2020 also sees the introduction of 5 new exclusion reasons. The expansion of exclusion reasons aims to give schools more scope for accurately coding the reasons for exclusion as outlined below.

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health
PP	Physical assault against pupil
PA	Physical assault against adult
VP	Verbal abuse / threatening behaviour against pupil
VA	Verbal abuse / threatening behaviour against adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage to property
TH	Theft
DB	Persistent or general disruptive behaviour

From September 2020 the DfE gives schools the opportunity to utilise up to three reasons for any exclusion. Schools will be able to record a main reason and, if required, a second and third.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Timescales for suspensions and exclusions

Number	Action Taken	Number of school days
1	The Headteacher should, as far as possible, establish the facts of the behaviour in question	On the day of the incident or as soon as possible afterwards
2	Notify the parent and send letter	Same day as decision to exclude
3	If suspension is for more than 5 days, or an exclusion, Headteacher notifies the discipline committee and LA	Immediately
4	Parents should indicate whether or not they intend to make representations to the discipline committee	Within 15 days of letter sent
5	Response by the Headteacher to the parent's request to access the child's curricular or education records	As soon as possible but within 15 school days
6	The clerk to the discipline committee convenes a meeting to consider whether or not to uphold the Head teacher's decision for all suspensions over 15 days and at parents request for 15 days or under. As far as possible this should be at a time and place convenient to all parties. Written statements and procedures should be circulated in advance of the meeting.	For an suspension of between 1 and 15 days the committee must meet between the 6 th and 50 th day (only if the parent requests a meeting) For an suspension over 15 days the committee must meet between the 6 th and 15 th day.
7	The discipline committee should notify the parent and the LA of their decision and their reason in writing	Within one school day
8	Parent's notification of the appeal against the disciplinary committee's decision to uphold a exclusion	Within 15 days of the clerk's notification of the decision
9	Independent Review Panel meets to consider the parent's appeal	Within 15 days from the parent's receipt of the notice. (In exceptional circumstances the LA has the discretion to extend the period)
10	Clerk to the Independent Review Panel sends out notification of the decision to all parties	By the end of the second school day after the appeal hearing.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

Appendix 4 – STAR Analysis

‘STARN’ Analysis: “All behaviour communicates a need”

Example format for analysing the communicative function of behaviour

Date:	Day:	Time:	Lesson:
Student(s) involved:	Completed by/Role:		Teacher:
	What happened at the time?	What can we do to respond to the underlying needs and promote positive behaviour in the future?	
<u>Setting:</u>			
<u>Trigger:</u>			
<u>Action:</u> (Exact description of behaviour)			
<u>Result:</u> (outcome/impact for pupil and others)			
<u>Needs communicated by the behaviour</u> e.g. ‘SEAT’ Sensory... Escape (negative emotions/anxiety, shame/stress/tiredness)			

<p>Attention/Attachment (positive emotions/reassurance/belonging) Tangible (object, toy, food/drink)</p> <p>Other needs, e.g. from Glasser's Choice Theory...Roots and Fruits??</p>		
---	--	--

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.

The schools Behaviour Policy will be reviewed and shared by the Headteacher with the Governing Board annually.