

Christ the King Catholic Primary School



Making a difference by
Inspiring a love of life and learning
We build strong foundations within
God's loving hands

Severe Behaviour Policy

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Chair of Committee Signature	Mary Baskerville and Gill Brooks

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Severe Behaviour Policy	DATE:	September 2023
EIA CARRIED OUT BY	Mary Mainwaring	EIA APPROVED BY	Mary Mainwaring

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

Severe Behaviour Policy

PART 1 – POLICY CONTEXT

1. Introduction

1.1 The Christ the King Primary School Positive Behaviour Policy is intended to encourage children to make positive choices and, through appropriate rewards and sanctions and the involvement of parents, provide a framework for children to learn self-discipline and respect. However, there are some occasions when it is necessary to apply the severe clause that is indicated in the policy. This policy explains the structure and processes of the severe clause, which, like the 'mainstream' policy, must be applied consistently.

2. Definition of 'Severe Behaviour'

2.1 The following inappropriate behaviour can be classed as 'severe' and would therefore warrant the sanctions of the Severe Clause:

- i. Hate speech (racist, homophobic/ transphobic etc).
- ii. Dangerous behaviour (e.g. violence, running away, being beyond the control of a member of staff, deliberately ignoring instructions, deliberately dangerous activities).
- iii. Deliberately damaging property/ vandalism.
- iv. Bullying, that is the repeated physical or verbal abuse to victim(s) by person(s) that continues following the implementation of the Anti-bullying policy and procedures.
- v. Violence towards staff.
- vi. Persistent disobedience or destructive behaviour.
- vii. Deliberately bringing items which could endanger others onto the school campus.

3. Severe behaviour resulting from SEND

3.1 This policy applies to all children at Christ the King Catholic Primary School, however is likely that many severe behaviours are the result of a specific Special Educational Need or Disability (SEND) or Social Emotional Mental Health (SEMH) need.

3.2 Where this is the case, staff will attempt to improve these severe behaviours by addressing the SEND needs of the child e.g. by adapting the curriculum, reducing stress factors, identifying triggers, creating bespoke behaviour plans & staff risk-assessments etc.

3.3 The school will make every effort to reduce SEND exclusions by consulting with specialist agencies at the earliest opportunity.

3.4 The school retains the right to exclude an SEND child where allowing them to remain in school would seriously harm the education or welfare of the pupil or others in the school.

PART 2: GRADUATED RESPONSE TO SEVERE BEHAVIOUR

4.0 Pre-Planning & Risk Assessing.

4.01 Where a child joins the school with a known additional needs which potentially may result in challenging behaviours, a risk assessment in the form of a 'Positive Behaviour Plan' should be completed by staff working with the child, in conjunction with the SENCO.

4.02 The Positive Behaviour Plan will include details relating to behaviours exhibited, helpful strategies and unhelpful strategies (See Appendix 1).

4.03 Pre-planning allows needs to be identified and clear strategies agreed prior to any challenging or escalating behaviours taking place and should be shared with all staff and parents to ensure a common, consistent approach.

4.1 Stage 1 - First Incident

4.11. The Headteacher or other senior staff, together with Team Teach trained staff, if necessary, act to ensure that children and adults are, in the first instance, safe from harm. Staff will always attempt de-escalating strategies (including Emotion Coaching/ Boxall/Team Teach language) as a first response to severe behaviour where the child or other children are not at risk of harm.

4.12 Where the child is at risk of harm to themselves or others, e.g. if a child is acting violently, refusing to comply with instructions intended to keep them safe or is damaging property, Team Teach trained staff may use agreed positive handling techniques to take the child to a safe place where they can calm down (Calm room, SENCOs office etc). *See Positive Handling Policy.*

4.13. If positive handling has been necessary, this will be recorded in CPOMS as soon as possible after the incident.

4.14 The Head teacher will investigate by talking to all those involved in the incident including those impacted, possible perpetrator(s) and observers.

4.15. The Head teacher or other staff involved will record the incident on CPOMS.

4.16 The child will receive a sanction which is proportionate and appropriate to the severe behaviour exhibited and will take into account any additional needs. However, there must be an appropriate sanction and opportunity for restorative dialogue and reflection.

4.17 Children with specific Behaviour plans will have sanctions adapted to match those agreed in the plan.

4.18 The Headteacher will inform the parents/carers of the victim(s) and perpetrator(s). This will usually be done by telephone and recorded as an action on CPOMS.

4.19 Parents will be invited to discuss the incident with the Headteacher and/or class teacher.

4.20 Parents will be informed that any repetition of the behaviour may result in the child going 'on report' or having an Individual Behaviour Plan.

4.21 Those impacted by the severe behaviour of another child will be offered the opportunity to discuss the incident and may be counselled by appropriate member of staff if necessary, and with parental knowledge and consent.

4.22 Staff will be made aware of the incident and asked to monitor those involved at the weekly staff meeting.

4.2 Stage 2 - Second Incident.

4.21 Where the behaviours are deemed to be the result of an unmet need, the SENCO/ Inclusion Leader will complete assessments and observations of the child and will create an Individual Behaviour Plan and/or Behaviour Support Plan which addresses both the unmet needs and provide staff with clear guidance on how to manage associated behaviours. Support from external agencies should be sought at the earliest opportunity where behaviour may be linked to unmet needs.

Where the behaviours are not believed to relate to an unmet need, then the following steps will be taken:

4.22. Parents will be informed that the child is receiving daily monitoring for a specified period (usually between 4-6 weeks).

4.23. The child is issued with a daily monitoring card on which positive behaviour is recorded, which is to be presented to the member of staff responsible for him/her at the end of each session, break time, lunch, for a comment and a signature.

4.24. At the end of a given period (day/week), the child must take the card to the Headteacher for comment and signature

4.25 Child's needs will be discussed with SENCO and parents will be offered support, and the completion of a SAFeh considered.

4.26 Boxall assessment will be completed by class teacher/SENCO and passed to SENCO.

4.27. Parents/carers may be informed that further behaviour of a similar nature may result in a Head teacher's fixed term exclusion for a day(s) duration up to a maximum of 15 days

4.28 Child will be placed on the school's Safeguarding 'Cause for Concern' list and will be discussed at Safeguarding Team Meetings.

4.3 Stage 3 - Third Incident/ Pattern of dangerous behaviours emerging.

4.31 Where a single incident of severe behaviour is judged to have put staff or pupils in significant danger or have caused harm (including deliberately hurting a member of staff) then the school may move straight to Stage 3 for a first incident.

4.31. As the behaviours demonstrated continue to jeopardise the educational/ social outcomes for the child/ their peers, the child will be issued with an Individual Behaviour Plan (IBP) if this has not been completed during an earlier stage. This will be written in consultation with the class teacher, parent, child and Inclusion Leader/ SENCO. Parents will be given a copy of this policy and the action plan.

4.32 If not completed already, parents may be asked to complete a SAFeh with the SENCO to explore issues and plan interventions.

4.33 If the child reaches Stage 3 as a result of a single serious incident, the child will be excluded from school for between 1-15 days (usually no more than 5 days), in accordance with LA and DFE regulations (*see Exclusion Policy – Part 3*). Fixed-term exclusions will usually be short (1-3 days) for first serious incidents.

4.34 The school takes a zero-tolerance approach to violence towards staff and, where a child has deliberately hurt a member of staff, then they will automatically receive a fixed term exclusion.

4.35. By now the Special Needs Code of Practice will have been implemented and it is probable that the child will have a Behaviour Action Plan (if not this will begin at this stage).

4.36 Referrals will be made to external agencies e.g. Educational Psychologist or Behaviour Support Team if this has not already occurred. The SENCO and Headteacher will complete the 'Alternatives to Exclusion Primary Checklist' to ensure that all support options are being considered.

4.37. If there is a risk of immanent escalation which could lead to further exclusions, a 'Team around the child' (TAC) meeting will be arranged where all relevant agencies will be invited to share information and discuss possible strategies to improve outcomes.

4.38. Where the child is demonstrating increasingly volatile behaviour which is likely to result in further fixed term exclusion. The Behaviour Support Team will be contacted and a new Behaviour Support Plan written, using specialist advice if necessary. *It is likely that several Behaviour Support Plans (BSPs) will be needed before fully effective strategies are established so BSPs should be reviewed regularly.*

4.4 Stage 4 - Fourth Incident/ increasing frequency of dangerous behaviours.

4.41 When this stage is reached, the child's behaviour is presenting serious challenges to their own safety or educational development, that of their peers or the health and safety of school staff. At this point the child is at immanent risk of permanent exclusion.

4.42 As it is highly likely that behaviours are the result of unmet SEND needs, consideration should be made to whether:

- i. An EHCP needs assessment has begun or is ongoing;
- ii. All reasonable adjustments have already been made;
- iii. The school can safely meet the needs of the child within the current setting.

4.43 Having made all reasonable adjustments, should serious behaviour incidents continue:

- a) The Pupil will receive a further fixed term exclusion of between 1-15 days.
- b) Any exclusion longer than 5 days will involve the school organising alternative provision either within another local school or via a recognised private provider.

- c) Upon return, the child, parent and Head teacher will meet to agree a behaviour contract aimed at identifying the critical behaviours being demonstrated and strategies for avoiding them.
- d) Another Team Around the Child (TAC) meeting will be held with relevant agencies and the LA to discuss ways to avoid a Permanent Exclusion.
- e) Parents will be informed, in writing, that a further serious incident could lead to Permanent Exclusion.
- f) The Headteacher/ SENCO will refer the child's needs/ presentation to the LA Primary High Risk Group for multi-agency review.

4.5 Stage 5 – Subsequent Offences of a Similar Nature

4.51 Subsequent offences, which are not resolved by the actions taken above and which clearly put staff and/or children at risk of constant mental or physical harm, or the buildings and equipment of destruction or damage cannot be sustained.

4.52 By this stage, all other school-based options will have been exhausted and the school will contact the LA to consult with them as to options to avoid formal exclusion. Part 3 of this policy will then be followed.

PART 3: Exclusion Policy

- 5.1 All pupils benefit when behaviour is good. High standards of behaviour are important to help children feel safe and learn well. Parents and carers play an important part in this.
- 5.2 The government advises schools to focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others. Schools also need sanctions to deter pupils from misbehaving. This policy should be read in conjunction with our Behaviour Policies, SEND/Inclusion Policy and Single Equalities Policy.
- 5.3 The decision to exclude a pupil, either permanently or for a fixed period of time, will therefore only be taken as a last resort and:
- In response to serious or persistent breaches of the school's/academy's Behaviour Policy;
 - If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.
- 5.4 The Headteacher is the only member of staff in a school who can decide to exclude a pupil from the premises.
- 5.5 This policy has been written following the 2017 guidelines outlined in the Department for Education 'Exclusions from maintained schools, Academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion' and relates to the following legislation:
- The Education Act 2002, as amended by the Education Act 2011;
 - The School Discipline (Pupil Exclusion and Reviews) (England) Regulations 2012;
 - The Education and Inspections Act 2006; and
 - The Education (Provision of Full Time Education for Excluded Pupils) (England) Regulations 2007
- <https://www.gov.uk/government/publications/school-exclusion> Please note: specific guidance for Head Teachers and Parents/Carers at the back of this document (Annex B and Annex C).

6. Decision Making:

- 6.1 Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:
- consider all relevant facts and such evidence as may be available to support the allegations made, taking into account the School's Behaviour and Single Equalities Policies;
 - allow the pupil to give his or her version of events;
 - check whether the incident may have been provoked for example, by racial or sexual harassment;

- take account of any contributing factors that are identified after an incident for example, if a pupil has been subject to bullying, suffered a bereavement or other stressful life event or has mental health issues;
- consider the impact of exclusion on certain vulnerable groups, including pupils with additional learning needs and 'Children in Care';
- consult others (whilst not using the pupil's name), including the Local Authority Officer (if a permanent exclusion), being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example, members of the Governing Body's Discipline Committee;
- keep a written record of the actions taken, including any interview with the pupil. (all information must be uploaded onto CPOMS) Witness statements must be dated and should be signed, wherever possible;
- ensure that the decision to exclude is made in line with administrative law i.e. that it is:
 - Lawful (with respect to the legislation relating directly to exclusions and the School's wider legal duties, including the European Convention of Human Rights);
 - Rational;
 - Reasonable;
 - Fair; and
 - Proportionate
- establish the facts in relation to the exclusion, applying the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'

6.2 South Gloucestershire Council and this school do not authorise the use of unlawful 'informal' or 'unofficial' exclusions where pupils are sent home, even with the agreement of their parents/carers, for a 'cooling off' period. Any exclusion of a pupil must be formally recorded.

6.3 The Headteacher is responsible for the safeguarding of all pupils on roll during the school day. The only times they are not responsible are if the child is ill and has been kept at home or if they are formally excluded and the responsibility goes to the parents/carers. Elective Home Education (EHE) should never be referred to or encouraged by the Headteacher or member of staff at the school as an alternative to exclusion.

7. Alternatives to Exclusions

7.1 We are committed to using exclusion only as a last resort. Alternatives will always be considered and may include:

- the use of the Early Help process, working with external agencies and parents/carers to provide support through a Single Assessment for Early Help (SAFeH) and person centred planning approach;
- restorative justice processes;
- the use of the 'alternatives to exclusion checklist' and support from the Inclusion Support Worker (via Pathways Learning Centre);
- internal isolation (where appropriate, in line with school's Behaviour Policy);
- a managed move, in line with the locally-agreed protocol (See Fair Access Protocol for more information) <http://www.southglos.gov.uk/documents/Fair-Access-Protocol-June-2018.pdf>

8. Fixed term exclusions

- 8.1 The Headteacher may exclude a pupil for up to 45 days in any one academic year.
- 8.2 Generally, fixed-term exclusions will be for one to three days. No exclusion will be given for an unspecified period of time.
- 8.3 A fixed-term exclusion does not have to be for a continuous period. In exceptional circumstances, where further evidence has come to light, a fixed-term exclusion may be extended or converted to a permanent exclusion.

8.4 Procedures for review and appeal of fixed term exclusions

8.41 A fixed-term exclusion, which does not bring the pupil's total number of days of exclusion to more than five in a term (two termlets), will not usually be reviewed by the Governing Body Disciplinary Committee unless a written request is submitted by a parent/carer, within 50 school days of receiving the notice of the exclusion, to review the decision; however, it cannot direct reinstatement.

8.42 If a pupil is excluded for more than five days (but not more than 15) in a single term (two termlets), the Governing Body Disciplinary Committee will consider the reinstatement of the pupil, if requested to do so by the parent/carer in writing, within 50 school days of receiving the notice of the exclusion.

8.43 If a pupil is excluded for 15 days or more in one term (two termlets), the Governing Body Disciplinary Committee will meet to consider the reinstatement of a pupil within 15 school days of receiving notice of the exclusion.

8.44 If, as a result of a fixed-term exclusion, the pupil will miss a public examination or National Curriculum test, the Governing Body Discipline Committee will meet to consider the exclusion before the date of the examination or test. If it is not possible for the Governing Body Disciplinary Committee to meet, the Chair of the Governing Body may consider the exclusion independently and decide whether or not to reinstate the pupil.

8.45 A summary of the exclusion process and the Governing Body's duties to review exclusion decisions is shown in the flowchart, Appendix A.

- 8.5 Where a pupil has received multiple exclusions or is approaching the legal limit of 45 days the Headteacher will consider whether exclusion is providing an effective sanction.
- 8.6 When excluding a pupil who is a 'Child in Care', the Headteacher will ensure that the appropriate 'home' Local Authority Officer is informed.

9. Permanent exclusions

- 9.1 Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

9.2 In exceptional circumstances, where a serious breach of the School's Behaviour Policy has occurred, the Headteacher might consider it appropriate, having consulted with the CEO/DCEO or LA Officer, to permanently exclude a pupil for a first or one-off offence. Such circumstances might include:

- Where there has been serious actual or threatened violence against another pupil or member of staff;
- Sexual misconduct;
- Supplying an illegal drug, as defined within the School's Drugs and Substance Abuse Policy;
- Carrying an offensive weapon;
- Any severe form of bullying including racist or homophobic bullying; and/or
- Any action resulting in a serious health and safety issue.

9.3 In cases where a criminal offence has taken place, the police and, where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the pupil may be informed.

9.4 A Headteacher should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a 'Child in Care'. Before making the decision to permanently exclude a pupil who is a 'Child in Care' the Headteacher will discuss with the appropriate 'home' Local Authority Officer the availability of a suitable, alternative appropriate school or provision elsewhere.

9.5 If the Headteacher decides to exclude a pupil permanently they will inform the Local Authority Exclusions Officer, at the earliest possible opportunity. If the pupil lives outside the Local Authority area in which the School is located the Headteacher will also advise the pupil's 'home authority' of the exclusion without delay.

9.6 Following permanent exclusion the Governing Body is required to review the Headteacher's/Principal's decision. This review is to be carried out within 15 school days for the notice of exclusion.

9.7 The school must provide the governors (a panel of a minimum of three governors is required for this) with a full account of the reason(s) leading up to the permanent exclusion. The parent/carer and a Local Authority representative should also receive all this information. The governor review meeting is a formal meeting and must be taken seriously.

9.8 From day six of a permanent exclusion the Local Authority becomes responsible for the pupil's education. This will be organised through a Pupil Referral Unit (PRU). A placement in a Pupil Referral Unit is not supposed to be long term. An assessment will be carried out and the Local Authority will support the pupil to address the issues which lead to the permanent exclusion.

10. Process for notification of a fixed term exclusion of more than five consecutive days

10.1 A Headteacher must, without delay, notify the Governing Body and the Local Authority of:

- a permanent exclusion (including where a fixed period exclusion is made permanent)
- fixed-term exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- fixed-term exclusions which would result in the pupil missing a public examination or national curriculum test

11. Procedures for review and appeal of permanent exclusions

11.1 The Governing Body Discipline Committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion, invite the following parties to attend and circulate to them any written evidence and information received, within five school days in advance of the meeting:

- Parents/Carers;
- the Headteacher;
- CEO/DCEO; and
- a representative of the Local Authority

11.2 During the meeting, the Governing Body Discipline Committee will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

11.3 The Governing Body Disciplinary Committee, when establishing the facts in relation to the exclusion, must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. In light of their consideration, the Governing Body Disciplinary Committee can either:

- uphold the exclusion; or
- direct reinstatement of the pupil immediately or on a particular date.

11.4 The Governing Body Disciplinary Committee are legally required to notify the parents/carers, the Headteacher and the Local Authority of their decision, and the reasons for their decision, in writing and without delay.

11.5 The Governing Body Disciplinary Committee will notify the parents/carers of the date by which an application for an Independent Review Panel must be made, which is 15 days from the date of the notice in writing.

11.6 If parents/carers apply for an Independent Review Panel within the legal time frame, the Governing Body/Academy Trust will arrange for a hearing to take place, within 15 days of the parental notification, to review the decision of the Governing Body not to reinstate a permanently excluded pupil.

Appendix 1: Positive Behaviour Plan



Positive Behaviour Plan

Pupil Name:

Contributing:

Date:

Review:

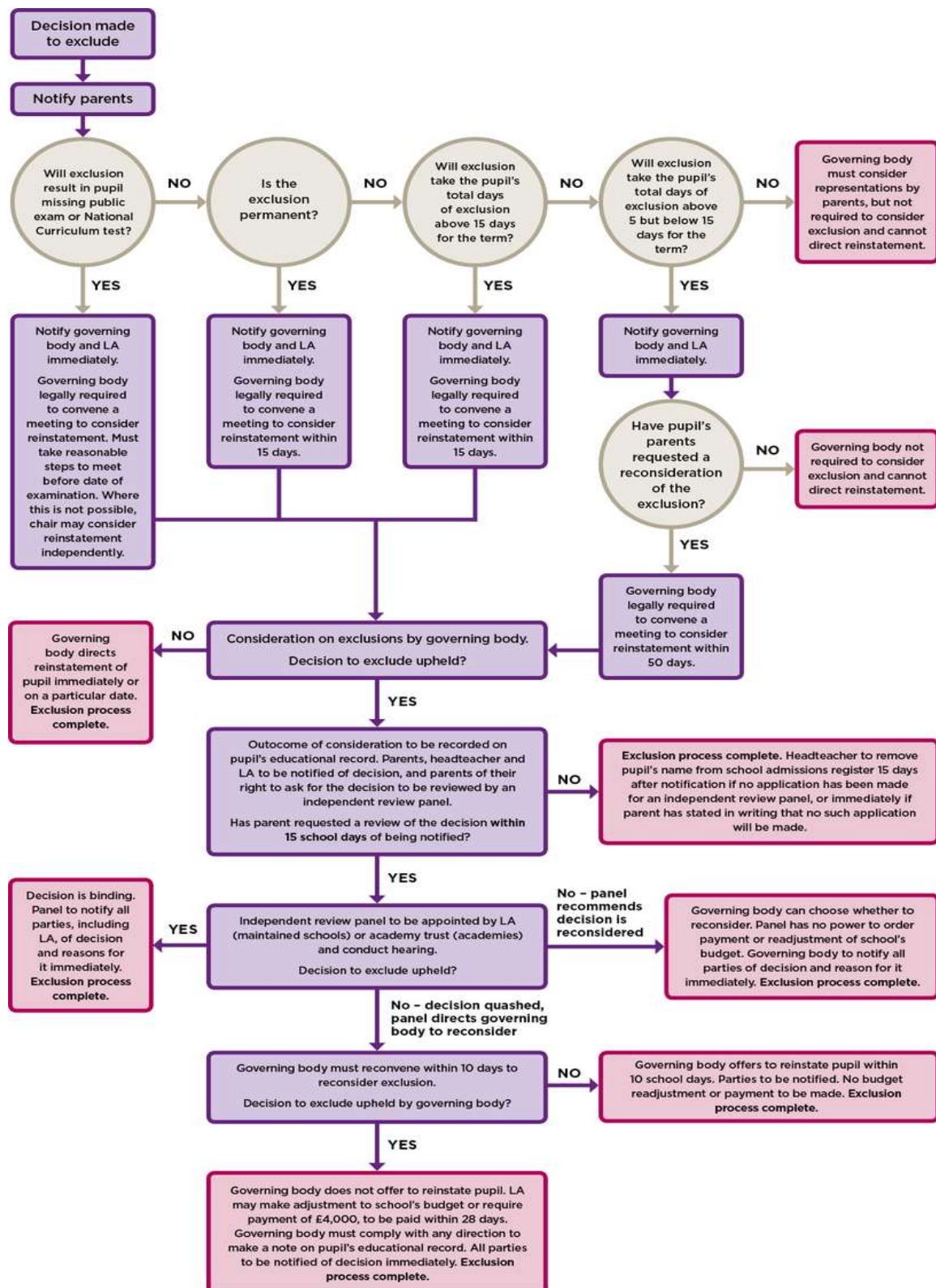
Known triggers:			
Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1: Anxious			
2: Defensive (Please indicate key adults and /or safe places outside of class)			
3: Crisis Please include physical interventions that have proven helpful or unhelpful (if absolutely necessary)			
4&5: Recovery & Depression			
6: Debrief: Listen and Learn			

Signed:

Class teacher: _____ Parent: _____ Child: _____

Appendix A – Exclusions

NB: Term refers to 2 small 'termlets'



Appendix B – Alternatives to Exclusion Checklist Primary

<u>STUDENT FOCUSED INTERVENTIONS</u> Managing anger/emotions/conflict resolution Social Skills/peer relationships Mental Health Classroom behaviour skills Time out card	<u>RELATIONSHIP BUILDING INTERVENTIONS</u> Restorative mediation with key staff Micro-management daily check in/debrief Key adult support/mentoring Peer mentor schemes
<u>LEARNING INTERVENTIONS</u> Personalised learning/timetable change SMART targets/daily positive report card Literacy assessment Tutor change/house change/class swap Classroom observations (frequency/ABC charts	<u>ALTERNATIVE PROVISION</u> In school inclusion facility Off-site provision (CLIC, Engage) Specialist mentoring (Breakthrough, Impact) Early intervention strategies (school swap/intervention moves)
<u>ASSESSMENT AND PLANNING</u> SAF eh ISS/PSP/BSP with regular reviews Planning reviewed internally through 360* or similar Change Tracker Academic assessment review to check progress and access to learning EP assessment PASS/attitudinal assessment Speech and language assessment Medical needs assessment	<u>SEN STATUS</u> EHCP SEN K <u>SAFEGUARDING CONCERNS</u> ART referral SERAF My concern <u>PARENTAL ENGAGEMENT</u> Regular contact/engagement with behaviour plan

<u>RESPONSE TO ESCALATING BEHAVIOUR</u> Different day intervention Fixed period exclusions Internal exclusion/seclusion	<u>SPECIALIST INTERVENTION</u> Referral to EPS YOT FYPS CAMHS ISS School nurse Social Care GP/Paed/Medical
BEHAVIOUR DATA INTERVENTION Patterns of negative incidents from Teachers have been addressed The data is analysed regularly	

Please also refer to additional guidance for schools on dealing with behaviour that challenges document

Appendix C – Alternatives to Exclusion Checklist (2)

Secondary Partnership Inclusion Network

ALTERNATIVES TO EXCLUSION STRATEGY CHECKLIST

Student focused interventions	✓ / ✗
Managing anger / emotions	
Social skills / peer relationships	
Mental Health	
Classroom behaviour skills	
Use of time out card	
Relationship building interventions	
Restorative mediation with key staff	
Micro-management daily check-in / debrief	
Key adult support / mentoring	
Peer mentor schemes	
Student support / guild support services	
Head of Year / Asst Head of Year support	
Circle of Adults with teaching staff	
Counselling provision	
Learning interventions	
Personalised learning / timetable change	
SMART targets / daily positive report card	
Literacy assessment	
Tutor change / house change	
Classroom observations (frequency / ABC charts)	
IEP / student passport to share strategies of support	
Additional support in-class (not related to SEN)	
Academic mentoring	
Referral to EPS	
Wave 2 SEN assessment	
Alternative Provision	
In-school Inclusion facility	
Off-site provision (CLIC, Engage)	
Work experience	
Specialist mentoring (Breakthrough / Impact)	
Early intervention strategies (school swap / intervention moves)	
College course	
Work to Learn programme	
Managed move	
Specialist Intervention	
YOT	
FYPS	
CAMHS	
Other	

Assessment and planning	✓ / ✗
ISSP / PSP / BSP with regular reviews	
SAFeh	
Planning reviewed internally through 360° or similar	
Change tracker	
Academic assessment review to check progress and access to learning	
PASS / attitudinal assessment	
EHCP application	
Social / emotional/behavioural assessment	
School Health Nurse	
Medical needs assessment	
Behaviour data intervention	
Patterns of negative incidents from teachers / subjects / departments have been addressed	
The types of behaviour e.g. leaving class, refusal to follow instructions are understood and have received intervention	
The data is analysed regularly and is showing escalation	
Behaviour contract to focus on target behaviours	
Response to escalating behaviour	
Different day intervention	
Fixed period exclusions	
Internal exclusion	
SEN Status	
EHCP	
SEN Support	
Safeguarding concerns	
ART referral	
SERAF	
Parental Engagement	
Weekly contact	
Parent engagement with behaviour plan	

Appendix C – Headteacher's/Principal's Exclusion Checklist

	Yes	No
On the balance of probabilities, did the pupil do it?		
Does the incident represent a serious breach of the school behaviour policy / the final straw incident in a series of persistent breaches of the behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of the pupil or others in the school community?		
Is exclusion the appropriate response? Factors to Consider • Decision to exclude not taken in the heat of the moment • A thorough investigation has been carried out • Evidence has been considered in the light of policies and discrimination • The pupil's views have been encouraged, heard and recorded • Mitigating circumstances and provocation (bullying etc.) have been considered • Appropriate wider consultation has been considered		
Has there been involvement from specialist teachers (SEND) or Behaviour/Inclusion Service or an Educational Psychologist?		
Has a pastoral support programme been tried?		
Is there an Early Help strategy/SAFeH in place?		
Have alternatives to exclusion been considered? See Appendix B – Alternatives to Exclusion Checklist (e.g. restorative justice, mediation, internal exclusion, school to school managed move)?		
Special Considerations		
Does this pupil have an Education Health Care Plan [EHCP] (statement of special educational needs)? If so: ➤ Have you contacted the special needs officer? ➤ Has an emergency annual review been called?		
Is this pupil currently a child in the care of the Local Authority? If so: ➤ Have you contacted the Head of the Virtual School and Social Worker?		
Is this pupil subject to Child Protection procedures or a Child In Need? If so: ➤ Have you spoken to the Social Worker?		
Have issues of SEN, disability, race and care been fully considered? <i>See separate check list for considerations around the exclusion of children with SEN/disability</i>		
Has the appropriate length of exclusion been considered?		

Appendix D – Exclusions Guidelines lined to letters

FIXED TERM up to and including 5 days in one term (can be cumulative) Model Letter 1	FIXED TERM adding up to more than 5 days and up to 15 days in one term (can be cumulative) Model Letter 2	FIXED TERM adding up to MORE THAN 15 days in one term and no more than 45 days in school year (can be cumulative) Model Letter 3	PERMANENT Model Letter 4
1. Immediately inform parents/carers of type and length of exclusion and reasons for exclusion. 2. Inform parents/carers of right to make representations to Gov. Body (model letter 1). 3. Inform LA and record on SIMs. 4. Make arrangements for setting and marking work. 5. Make arrangements for a re-integration meeting that plans how future behaviour will be managed (not compulsory but good practice). 6. Maintain school exclusions database in order to monitor an aggregate of fixed term exclusions. 7. Report exclusions termly to Gov Body. 8. Contact Inclusion Support Worker (via Pathways Learning Centre) for advice and support (not compulsory but good practice).	1. Immediately inform parents/carers of type and length of exclusion and reasons for exclusion. 2. Inform parents/carers of right to make representations to Gov. Body (model letter 2). 3. Inform Gov. Body to arrange meetings between 6th and 50th schools days following exclusion, if parent has requested a meeting. 4. Inform LA and record exclusion on SIMS within one school day. 5. Make arrangements for setting and marking work for the first 5 days. 6. Make arrangements for a re-integration meeting that plans how future behaviour will be managed (not compulsory but good practice). 7. Ensure all required documentation is made available to Gov. Body, Parent and LA when required. 8. Comply with Gov. Body's resolution to either decline to reinstate or to reinstate either immediately or by a specific, if Governors so resolve. 9. Start/Continue a SAFeH and engage with external agencies and parents/carers as a preventative approach to develop an action plan. Ensure parents/carers & pupil's views are included in action plans and reviews (not compulsory but good practice). 10. Continue working with Inclusion Support Worker (via Pathways Learning Centre) and possible referral to High Risk Group (HRG). For all fixed term exclusion over 5 days • Arrange suitable full time education from the 6th day • Inform parents/carers of arrangements for education during the exclusion	1. Immediately inform parents/carers of type and length of exclusion, and reasons for exclusion. 2. Inform parents/carers of right to make representations to Gov. Body (Model letter 3). 3. Inform Gov. Body to arrange meeting on or before 15th school day – statutory meeting. 4. Inform LA (and Home LA if not S. Glos) responsible officer for exclusions via email. 5. Make arrangements for setting and marking work for the first 5 days. 6. Make arrangements for a re-integration meeting that plans how future behaviour will be managed (not compulsory but good practice). 7. Ensure all required documentation is made available to Gov. Body, parent/carer and LA. 8. Comply with Gov. Body's resolution to either decline to reinstate or to reinstate either immediately or by a specific, if Governors so resolve. 9. Start/Continue a SAFeH and engage with external agencies as a preventative approach and parents/carers as a preventative approach to develop an action plan. Ensure parents/carers & pupil's views are included in action plans and reviews (not compulsory but good practice). 10. Continue working with Inclusion Support Worker (via Pathways Learning Centre) and ENSURE there is a referral to High Risk Group (HRG). For all fixed term exclusion over 5 days • Arrange suitable full time education from the 6th day • Inform parents/carers of arrangements for education during the exclusion	1. Immediately inform parents/carers of type of exclusion and reasons for exclusion. 2. Inform parents/carers of right to make representations to Governing Body (Model letter 4). 3. Inform Governing Body to arrange meeting on or before 15th school days. 4. Inform LA (and "Home" LA if not S Glos) responsible officer for exclusions via email and phone to inform LA of the PEX and that information has been uploaded via SOFIE. 5. Complete a referral to Pathways Learning Centre (if pupil lives in South Glos) without delay to make the appropriate provision from the 6th day. Information to be sent secure (e.g using SOFIE) and a copy to be sent to Exclusions and Licensing team (SOFIE/Local Authority/Ad Hoc/Exclusions and licensing) When notifying PLC, please check with them that the information has been received by telephone. 6. Make arrangements for setting and marking work for the first 5 days (If fixed term made permanent start counting again from the date the exclusion is made permanent). 7. Ensure all required documentation made available (5 school days before the hearing) to Governing Body, parent/carer and LA, using secure communication. 8. Comply with Gov. Body's resolution to either decline to reinstate or to reinstate either immediately or by a specific, if Governors so resolve. 9. Maintain the pupil on the school roll until the parental right to ask for the decision to be reviewed (para. 79 - 82) is exhausted.

Notes: Any reference to page numbers or paragraphs refers to **Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – September 2017**

- Letters may need to be translated into other languages where the parents/carers first language is not English.
- For all exclusions – if the child loses the opportunity to take a public examination or National Curriculum Test the Governing Body MUST be informed. (Para's 40, 49, 55, 57 and 62 and **Annex A** Flowchart of DfE Exclusion Guidance Sept 2017 and **Annex B A non-statutory guide for head teachers.**)
- Lunchtime exclusion counts as half day.
- A child in the care of the LA (or in voluntary care) should not be excluded without considering alternative options for supporting the pupil and discussion with the LA to ensure suitable alternative full –time provision from Day 1. (summary and Para's 21, 23-25, 48, 50 and **Annex B A non-statutory guide for head teachers** DfE Exclusion Guidance Sept 2017).
- At all stages of the process, schools should consider the range of interventions available to meet the behavioural needs of the pupil e.g. SAFeH. Inclusion/Behaviour Support, EP.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.
- Pupils aged 18 or over have the right to represent themselves instead of parent/carer.
- Any decision to exclude must be made in line with the principals of administrative law i.e. that it is lawful, rational, reasonable, fair and proportionate.
- Governors should not interpret a parent's acceptance of full-time education off-site as signalling agreement with the Headteacher's decision to exclude.



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Appendix E Model letter 1 – Fixed Term Exclusion (up to 5 days/lunchtime exclusion)

**Model Letter 1
FROM HEADTEACHER**

Fixed period exclusion (Suspension) of 5 days or less

Where a public examination will be missed, please insert the following text into the letter at **

'As a public examination will be missed, the Governing Body/Academy Trust will try to consider the exclusion before that date or the Chair of Governing Body/Academy Trust may exceptionally consider the exclusion and decide whether or not to reinstate [pupil's name] or allow return for the duration of the examination.'

Dear **[Parents Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[period of exclusion]**. This means that **[he/she]** will not be allowed in school for this period. The exclusion begins on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **(Reason for Exclusion)**.

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude **[Child's Name]** permanently.

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion 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.

We will set work for **[Name of child]** during the **[..... days]** of the exclusion **[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 present your case about this decision to exclude **[Name of child]** to the school's governing body. If you wish to do so please contact **[Name of Contact]** on/at **[Contact Details-Address, Phone Number, email]** as soon as possible. Whilst the governing body has no



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power to direct reinstatement, they must consider any existing evidence presented by yourself and may place a copy of their findings on your child's school record.

*

You should also be aware that, if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to First-tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded. Making a claim would not affect your right to make representations to the **[governing body/Academy Trust]**.

The following information may be helpful:

- The statutory exclusions guidance 'Exclusion from maintained schools, Academies and pupil referral units in England 2017' can be found at:
<https://www.gov.uk/government/publications/school-exclusion>

Along with information and advice for parents:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

Please note that the Department for Education refer to Fixed Period Exclusions as 'Suspensions'.

- The Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am – 8 pm Monday to Friday, except Bank Holidays and 24th December to 1st January.
- **[Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team, South Glos Parents and Carers/ Supportive Parents]**

[Name of Child]'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**.

Yours sincerely

[Name]

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk



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Appendix F – Model Letter 2 – Fixed term Exclusion (6-15 days in one term)

**Model Letter 2
FROM HEADTEACHER**

Fixed period exclusion (Suspension) of 6-14 days where cumulative number of exclusions in one (long) term fall total less than 15 days

Where a public examination will be missed, please insert the following text into the letter at **

‘As a public examination will be missed, the [Governing Body/Academy Trust] will try to consider the exclusion before that date or the Chair of [Governing Body/Academy Trust] may exceptionally consider the exclusion and decide whether or not to reinstate (pupil’s name) or allow return for the duration of the examination.’

Dear [Parents Name]

I am writing to inform you of my decision to exclude [Child’s Name] for a fixed period of [period of exclusion]. This means that [Child’s Name] will not be allowed in school for this period. The exclusion begins on [date] and ends on [date]. Your child should return to school on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child’s Name] has not been taken lightly. [Child’s Name] has been excluded for this fixed period because (Reason for Exclusion).

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude [Child’s Name] permanently.

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, that is on [specify dates]. It will be for you to show that there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification.

We will set work for [Name of Child] during the [first 5] school days of his [or her] exclusion [specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

(Delete the following paragraph if this exclusion is 5 days or less)

From the [6th school day of the pupil’s exclusion [specify date] until the expiry of his exclusion we will provide suitable full-time education. On [date] he should attend [give name and address of the alternative provider if not the home school] at [specify the time – this may not be identical to the



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start time of the home school] and report to [staff member's name]. (If applicable – say something about transport arrangements from home to the alternative provider). If not known, say the arrangements for suitable full time education will be notified by a further letter.

You have the right to request a meeting of the **[governing body/Academy Trust]** to whom representations and my decision to exclude can be reviewed. As the period of this exclusion is more than 5 school days in a term the **[governing body/Academy Trust]** must meet if you request it to do so. The latest date by which the **[governing body/Academy Trust]** must meet, if you request a meeting is **[insert date – no later than 50 school days after the date on which the governing body were notified of this exclusion]**. If you do wish to challenge the decision to exclude before the **[governing body/Academy Trust]** 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. 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 present at the meeting.

You should also be aware that, if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to First-tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded. Making a claim would not affect your right to make representations to the **[governing body/Academy Trust]**.

The following information may be helpful:

- The statutory exclusions guidance 'Exclusion from maintained schools, Academies and pupil referral units in England 2017' can be found at:
<https://www.gov.uk/government/publications/school-exclusion>

Along with information and advice for parents:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

Please note that the Department for Education refer to Fixed Period Exclusions as 'Suspensions'.

- The Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am – 8 pm



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Monday to Friday, except Bank Holidays and 24th December to 1st January.

- **[Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team, South Glos Parents and Carers/ Supportive Parents**

[Name of Child]'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**.

Yours sincerely

[Name]

Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk



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Appendix G – Model Letter 3 – Fixed term exclusion (15 days or more in one term)

Model Letter 3

FROM HEADTEACHER

Fixed period exclusion (Suspension) of 15 days or more, or where cumulative exclusions in one (long) term total 15 days or more

Where a public examination would be missed, please insert the following text into the letter at **

‘As a public examination will be missed, the [Governing Body/Academy Trust] will try to consider the exclusion before that date or the Chair of Governing Body/Academy Trust may exceptionally consider the exclusion and decide whether or not to reinstate (pupil’s name)’ or allow return for the duration of the examination.’

Dear [Parents Name]

I am writing to inform you of my decision to exclude **[Child’s Name]** for a fixed period of **[specify period of exclusion]**. This means that **[Child’s Name]** will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

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 for this fixed period because **(Reason for Exclusion)**.

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude **[Child’s Name]** permanently.

[Use this paragraph for pupils of compulsory school age]



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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 this exclusion, that is on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

We will set work for **[Name of Child]** during the **[first 5]** school days of his/her exclusion **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

(Delete the following paragraph if this exclusion is less than 6 days)

From the **[6th school day of the pupil's exclusion - specify date]** until the expiry of this exclusion we will provide suitable full-time education.

[The following information must be included with this notice where it can reasonably be found out within the timescale]

The arrangements for [pupil name]'s education are as follows:

- the start date for any provision of full-time education that has been arranged for the child during the exclusion;
- 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; and
- any information required by the pupil to identify the person they should report to on the first day.

[Use if education arrangements are not available by the date of this letter]

The arrangements for [pupil name]'s education will be set out in writing shortly in a further letter.

As the length of the exclusion is 15 school days or more in total in one term the governing body must meet to consider the exclusion. At the meeting you may make representations to the governing body if you wish. The latest date on which the governing body can meet is **[date ... no later than 15 school days after the date on which the [Governing Body/Academy Trust] was notified of this exclusion]**. If you wish to make representations to the governing body 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, whether you choose to make representations



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or not, be notified by the Clerk to the **[governing body/Academy Trust]** of the time, date and location of the meeting. Please advise if you have a disability or special needs that 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 present at the meeting.

**

You should also be aware that, if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to First-tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded. Making a claim would not affect your right to make representations to the **[governing body/Academy Trust]**.

The following information may be helpful:

- The statutory exclusions guidance 'Exclusion from maintained schools, Academies and pupil referral units in England 2017' can be found at:
<https://www.gov.uk/government/publications/school-exclusion>

Along with information and advice for parents:

<https://www.gov.uk/school-discipline-exclusions/exclusions>

Please note that the Department for Education refer to Fixed Period Exclusions as 'Suspensions'.

- The Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am – 8 pm Monday to Friday, except Bank Holidays and 24th December to 1st January.
- **[Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team, South Glos Parents and Carers/ Supportive Parents]**



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[Name of Child]'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**.

Yours sincerely

[Name]

Headteacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk



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Appendix H – Model Letter 4 – Permanent Exclusion

Model Letter 4

FROM HEADTEACHER

For Permanent Exclusion

Where a public examination would be missed, please insert the following text into the letter at **

‘As a public examination will be missed, the [Governing Body/Academy Trust] will try to consider the exclusion before that date or the Chair of [Governing Body/Academy Trust] may exceptionally consider the exclusion and decide whether or not to reinstate (pupil’s name) or allow return for the duration of the examination.’

Dear [Parent’s Name]

I regret to inform you of my decision to exclude [Child’s Name] permanently with effect from [Date]. This means that [he/she] will not be allowed in this school unless [he/she] is reinstated by the school’s [governing body/Academy Trust].

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 permanently because [Reason for Exclusion – also include any relevant previous history here].

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



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Alternative arrangements for **[child's name]**'s 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 **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards – i.e. from **[specify the date]** the local authority **[give the name of the authority]** must arrange suitable full-time education for any pupil of compulsory school. South Gloucestershire Pupil Referral Unit (Pathways Learning Centre) will provide suitable full-time education at Pathways Learning Centre. **[set out the arrangements if known at time of writing, if not known say that arrangements will be notified shortly by a further letter or by phone]**. I have forwarded your details to the Pupil Referral Unit (Pathways Learning Centre) and they will be in touch shortly. They can be contacted on 01454 862630.

[Add this paragraph where a 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 **[give contact details]**.

As this is a permanent exclusion the governing body must meet to consider it. The meeting must consist of at least 3 Governors, unless the exclusion results in your child missing a public examination or national curriculum test. At the meeting, you may make representations to the governing body and you may wish and ask them to reinstate your child in school. The **[Governing Body/Academy Trust]** committee have the power to reinstate your child immediately or from a specified date; or, alternatively, they have the power to decline to reinstate your child, in which case you may request an independent review of their decision by requesting an independent review panel.

The latest date on which the governing body/academy trust must meet is **[dateno later than 15 school days after the date on which the governing body were notified of this exclusion]**. We will endeavour to arrange the meeting at a date and time that is convenient for you to attend within this timeframe. If you wish to make representations to the **[governing body/academy trust]** 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, whether you chose to make representations or not, be notified by the Clerk to the **[governing body/academy trust]** of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend or take part in the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.



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The governing body/academy trust will ask for written evidence from the school in advance of the meeting (including witness statements and other relevant information held by the school such as those relating to a pupil's SEN) and will endeavour to circulate this information to you and all those who will be present at the meeting at least five school days in advance of the meeting. If you have any written evidence that you would like to submit to the governing body/academy trust, please send this to the Clerk to the governing body/academy trust at the earliest opportunity.

[Use if a Maintained school]

The local authority Attendance, Exclusions and Licensing Team will be invited to send a representative from the local authority to attend the meeting. Where possible, the local authority representative will prepare a statement based on the evidence pack circulated by the Clerk. You may wish to contact the local authority's Attendance, Exclusions and Licensing Team to discuss this or if you have any questions about the exclusion procedures on 01454 863403 or by email amanda.lowe@southglos.gov.uk.

[Use if an Academy].

You may request that the local authority and/or the home local authority attend the meeting of the academy's governing board as an observer; that representative may only make representations with the governing board's consent. Where possible, the representative will prepare a statement based on the evidence pack circulated by the Clerk. You may wish to contact the local authority's Attendance, Exclusions and Licensing Team to discuss this or if you have any questions about the exclusion procedures on 01454 863403 or by email amanda.lowe@southglos.gov.uk.

You should also be aware that, if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to First-tier Tribunal (Special Educational Needs and Disability) (<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>) or the County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded. Making a claim would not affect your right to make representations to the **[governing body/Academy Trust]**.

The following information may be helpful:



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- The statutory exclusions guidance 'Exclusion from maintained schools, Academies and pupil referral units in England 2017' can be found at:
<https://www.gov.uk/government/publications/school-exclusion>

Along with information and advice for parents:
<https://www.gov.uk/school-discipline-exclusions/exclusions>
- The Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com/>. The advice line is open from 8am – 8 pm Monday to Friday, except Bank Holidays and 24th December to 1st January.
- **[Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team, South Glos Parents and Carers/ Supportive Parents]**

Yours sincerely

[Name]

Headteacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk

Home/school LA (if different from the above)



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Appendix I – Model Letter 5 - From the Governing Body of a school notifying a parent of its decision not to reinstate a pupil

Model Letter 5

FROM CLERK TO THE GOVERNING BODY/ACADEMY TRUST TO THE PARENT OF A PERMANENTLY EXCLUDED PUPIL DECLINING TO REINSTATE A PERMANENTLY EXCLUDED PUPIL

NOTE THAT THE TIMESCALE FOR REQUESTING AN INDEPENDENT REVIEW PANEL HAS BEEN CHANGED DUE TO THE TEMPORARY CHANGES MADE TO THE EXCLUSIONS PROCESS DUE TO COVID-19:

- **FOR EXCLUSIONS BETWEEN 25 SEPTEMBER 2020 AND 24 SEPTEMBER 2021, PARENTS HAVE 25 SCHOOL DAYS TO REQUEST AN INDEPENDENT REVIEW PANEL FROM THE DATE OF RECEIPT OF THIS LETTER;**
- **FOR EXCLUSIONS FROM 25 SEPTEMBER 2021, THE TIMESCALE FOR REQUESTING AN INDEPENDENT REVIEW PANEL REVERTS BACK TO THE ORIGINAL 15 SCHOOL DAYS FROM THE DATE OF RECEIPT OF THIS LETTER.**

- Please forward a copy of this letter to the LA.

*- **Maintained schools only:** Please also forward a copy of this letter to Neil Young (Democratic Services) for information –*

neil.young@southglos.gov.uk (cc: SchoolAppeals@southglos.gov.uk).

Dear **[Parent's Name]**

PERMANENT EXCLUSION: [ENTER PUPIL NAME] [ENTER D.O.B 00.00.00]

The meeting of the **[governing body/Academy Trust]** at **[school]** on **[date]** considered the decision by **[head teacher]** to exclude permanently **[name of pupil]**. The **[governing body/Academy Trust]**, after carefully considering the representations made and all the available evidence, decided **[name of pupil]** should not be reinstated.



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The reasons for the [governing body/Academy Trust]'s decision are as follows: [give the reasons in as much details as possible, explaining how they were arrived at, making reference to how the DfE exclusion guidance has been followed].

You have the right to ask for the decision to be reviewed by an **Independent Review Panel**. You must set out the reasons for your application in writing and may also include reference to any special educational needs that are considered to be relevant to the exclusion.

[use if a maintained school or an academy with a contract for IRP with the local authority]

If you wish to apply for an independent review, please notify:

Neil Young, Principal Democratic Service Officer, South Gloucestershire Council:

neil.young@southglos.gov.uk

With a copy to: SchoolAppeals@southglos.gov.uk

No later than [specify the latest date – for permanent exclusions between 25 September 2020 and 24 September 2021 **25 school days** after receipt of this letter; for permanent exclusions from 25 September 2021 onwards, **15 school days** after receipt of this letter].

[if an academy arranging an Independent Review Panel – insert the relevant contact details for the appointed Clerk]

The role of the independent review panel is to review the Governing Body/Academy Trust's decision not to reinstate a permanently excluded pupil. The panel can decide to:

- Uphold the exclusion decision
- Recommend that the Governing Body reconsiders their decision; or
- Quash the decision and direct that the Governing Body considers the exclusion again

You have the right to require the local authority/Academy Trust to appoint an SEN expert to attend the review regardless of whether your child has recognised special educational needs.

The role of the SEN expert is to provide impartial advice to the independent review panel on how special educational needs might be relevant to the exclusion. If you wish the Local



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Authority/Academy Trust to appoint an SEN expert to attend the review, you must make it clear in your application. There would be no cost to you for this appointment.

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

If you have not lodged an application to review by **[repeat latest date]** you will lose your right to this review. Please inform Neil Young if you have a disability or special needs which would affect your ability to attend or take part in the hearing or if it would be helpful for you to have an interpreter present at the hearing. **(This will be different for an Academy who is arranging their own Independent Review Panel – insert the relevant contact details for the appointed Clerk)**

In addition, if you believe that the exclusion has occurred as result of discrimination, you 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. Making a claim would not affect your right present your case to the Independent Review Panel. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded.

[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 should meet no later than the 15th school day after the date on which your application is lodged. In exceptional circumstances panels may adjourn a hearing until a later date.](#)

The following sources of free and impartial information will allow you to make an informed decision on whether and how to seek a review of the Governing Body's/Academy Trust's decision:

- The statutory exclusions guidance 'Exclusion from maintained schools, Academies and pupil referral units in England 2017' can be found at:
<https://www.gov.uk/government/publications/school-exclusion>
Along with information and advice for parents:
<https://www.gov.uk/school-discipline-exclusions/exclusions>
- Guidance on making a claim of discrimination to the First-tier tribunal –
<http://www.justice.gov.uk/tribunals/send/appeals>
- The Children's Legal Centre – www.childrenslegalcentre.com The advice line to contact about education law is 0300 330 5485, open from 8am – 6 pm Monday to Friday.



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[Where considered relevant by the head teacher include the following]

- The Traveller Education Services (EMTAS) or Supportive Parents for SEN pupils.

If you do not intend to make an application for a review of this decision you may confirm this in writing to me, but please note, once the Governing Body has received your decision **not** to apply for a review, the head teacher will remove your child's name from the school register.

Yours sincerely

[Name]

Clerk to the [Governing Body/Academy Trust]

Cc: Head teacher

Attendance, Exclusions and Licensing Team



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Appendix J – Model Letter 6

Model Letter 6 FROM CLERK TO THE GOVERNING BODY/ACADEMY TRUST TO THE PARENT OF A PERMANENTLY EXCLUDED PUPIL REINSTATING A PERMANENTLY EXCLUDED PUPIL

Dear **[Parent's Name]**

PERMANENT EXCLUSION: [ENTER PUPIL NAME] [ENTER D.O.B 00.00.00]

The meeting of the governing body at **[school]** on **[date]** considered the decision by **[head teacher]** to permanently exclude **[name of pupil]**. The **[Governing Body/Academy Trust]**, after carefully considering the representations made and all the available evidence, have decided to reinstate **[name of pupil]** with effect from **[date]**.

The reasons for the **[Governing Body/Academy Trust]**'s decision are as follows: **[give the reasons in as much details as possible, explaining how they were arrived at, making reference to how the DfE exclusion guidance has been followed]**.

You and **[your child or pupil's name]** will be invited to attend a reintegration meeting with **[Name of head teacher]**. The purpose of the reintegration meeting is to discuss how we can best manage your child's return to school.

You may wish to contact the local authority's Attendance, Exclusions and Licensing Team to discuss this or if you have any questions about the exclusion procedures on 01454 863403 or by email amanda.lowe@southglos.gov.uk

Yours sincerely

[Name]

Clerk to the [Governing Body/Academy Trust]



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Cc Head teacher
 Attendance, Exclusions and Licensing Team



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Appendix K– Model Letter 7

Model Letter 7

FROM CLERK TO THE GOVERNING BODY/ACADEMY TRUST TO THE PARENT OF A PERMANENTLY EXCLUDED PUPIL DECLINING TO REINSTATE A PERMANENTLY EXCLUDED PUPIL FOLLOWING AN INDEPENDENT REVIEW PANEL

Dear **[Parent's Name]**

PERMANENT EXCLUSION: [PUPIL NAME] [D.O.B 00.00.00]

Following notification of the decision of the Independent Review Panel, which recommended that the **Governing Body/Academy Trust** reconsider the reinstatement of **[name of pupil]**, a Governor Panel was convened on **[date]**.

The **[Governing Body/Academy Trust]**, after carefully considering the information that was available to the initial Governor Panel and the findings of the Independent Review Panel, decided **[name of pupil]** should not be reinstated.

The reasons for the **[Governing Body/Academy Trust]**'s decision are as follows: **[give the reasons in as much details as possible, explaining how they were arrived at, making reference to how the DfE exclusion guidance has been followed]**.

You may wish to contact the local authority's Attendance, Exclusions and Licensing Team if you have any questions about the exclusion procedures or the next steps, on 01454 863403 or by email amanda.lowe@southglos.gov.uk

Yours sincerely

[Name]

Clerk to the [Governing Body/Academy Trust]

Cc Head teacher
Attendance, Exclusions and Licensing Team



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Appendix L– Model Letter 8

Model Letter 8

FROM CLERK TO THE GOVERNING BODY/ACADEMY TRUST TO THE PARENT OF A PERMANENTLY EXCLUDED PUPIL OFFERING REINSTATEMENT OF A PERMANENTLY EXCLUDED PUPIL FOLLOWING AN INDEPENDENT REVIEW PANEL

Dear **[Parent's Name]**

PERMANENT EXCLUSION: [PUPIL NAME] [D.O.B 00.00.00]

Following notification of the decision of the Independent Review Panel, which recommended that the **Governing Body/Academy Trust** reconsider the reinstatement of **[name of pupil]**, a Governor Panel was convened on **[date]**.

The **[Governing Body/Academy Trust]**, after carefully considering the information that was available to the initial Governor Panel and the findings of the Independent Review Panel, have decided to reinstate **[name of pupil]** with effect from **[date]**.

The reasons for the **[Governing Body/Academy Trust]**'s decision are as follows: **[give the reasons in as much details as possible, explaining how they were arrived at, making reference to how the DfE exclusion guidance has been followed]**.

You and **[your child or pupil's name]** will be invited to attend a reintegration meeting with **[Name of head teacher]**. The purpose of the reintegration meeting is to discuss how we can best manage your child's return to school.

You may wish to contact the local authority's Attendance, Exclusions and Licensing Team to discuss this or if you have any questions about the exclusion procedures on 01454 863403 or by email amanda.lowe@southglos.gov.uk

Yours sincerely

[Name]

Clerk to the [Governing Body/Academy Trust]

Cc Head teacher
Attendance, Exclusions and Licensing Team



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Appendix M– Model Letter 9

Model Letter 9

FROM HEADTEACHER

For Rescinded Permanent Exclusion

Dear **[Parent/Carer's name]**

Further to my decision to permanently exclude **[Child's name]** effective from **[date]**; I am writing to inform you of my decision to withdraw this permanent exclusion **[insert description of the reason]**.

[If the pupil is reinstated use the following paragraph]

I would like to confirm that **[child's name]** is welcome to return to **[school's name]** and in order to facilitate **[child's name]**'s reintegration I have planned a reintegration meeting on **[date]** at **[time]** in school.

[If the pupil is leaving the school use the following paragraph]

Once **[Child's name]** has started at **[receiving school's name]** his/her name will be removed from **[sending school's name]**'s roll. **[Enter details of any interim arrangements]**

As we notified the local authority of the permanent exclusion, a copy of this letter has been sent to the Attendance, Exclusions and Licensing Team at South Gloucestershire Council **[Include the details of the home authority if the pupil living in a different local authority]** to inform them that the permanent exclusion has been withdrawn.

You may wish to contact the local authority's Attendance, Exclusions and Licensing Team to discuss this or if you have any questions about the exclusion procedures on 01454 863403 or by email amanda.lowe@southglos.gov.uk

Yours sincerely

[Name]
Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk



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