



**PUPIL BEHAVIOUR,
SUPERVISION, RACIAL
HARASSMENT,
ANTI-BULLYING &
EXCLUSIONS POLICY**

April 2021

POLICY NO. 56

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LEAD: Deb Rattley and Bec Gayden

GOVERNOR RESPONSIBLE: Governing Body

INDEX

Introduction	3
Chadsgrove Behaviour Principles	3
Roles and Responsibilities	3
Pupil Behaviour	3 - 4
Behaviour Management Strategies	4
Rewards and Sanctions	5
Pupil Supervision	5 - 6
Reasonable Force	6
Restricting Liberties	6 - 7
Anti-Bullying	7 - 8
Bullying Incident Record	8 - 9
Dealing with Bullying and Responding to Incidents	9
Self-Injurious behaviours	9 - 10
Confiscation	10
Working in Partnership with Parent Carers	10
Exclusions	10
Health and Safety	11
Training	11
Monitoring Policy	11
Appendices	12 - 19
1. The Use of Physical Intervention	
2. Life Space Interview	
3. WCC Exclusion from School	
4. Letter to Parent Carers explaining exclusion	
5. Reporting Behaviour Incidents	

Introduction

Chadsgrove School is a happy and harmonious learning community where staff and pupils feel safe and secure. The school is characterised by a calm and purposeful environment underpinned by relationships built on mutual respect. Our expectation is that all pupils and staff will behave in an appropriate and socially acceptable way. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. Emphasis should always be on promoting the behaviour that we want our pupils to exhibit.

Chadsgrove Behaviour Principles

1. Every pupil has the right to feel safe, valued and respected and to learn in an environment that is free from disruption from others.
2. All pupils, staff and visitors are free from any form of discrimination.
3. Staff, Governors and volunteers set an excellent example to pupils at all times.
4. Rewards are used consistently by staff in line with this policy and sanctions are applied where necessary.
5. Pupils are helped to take responsibility for their actions.
6. When behaviour incidents do occur these are addressed in partnership with families to foster positive behaviour for all pupils.
7. Physical intervention/reasonable force is used only as a last resort to maintain the safety and welfare of pupils.

With this rationale, Chadsgrove aims to promote a happy, friendly, calm and safe environment. Any form of bullying or misbehaviour can threaten the status quo and thus must be checked and dealt with promptly. The value of friendship must be emphasised and pupils are encouraged to appreciate the difference between bullying and simply 'falling out'. Ultimately, any form of behaviour that causes upset or distress within the school will be responded to in an appropriate, respectful and coherent manner.

All pupils, through School Council, have had the opportunity to contribute to the values of the school which are displayed at the front of school, in classrooms and around the building.

Roles and Responsibilities:

The Governing Body

The Governing body will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the staff to account for its implementation through Governor visits, addressing any concerns raised with Governors and reports to Governors.

The Headteacher

The Headteacher is responsible for reviewing this policy along with the SLT ensuring that behaviour principles are being upheld.

Behaviour Lead

The behaviour lead will monitor behaviour incidents via CPOMs, produce termly reports for the Headteacher, refer pupils to the Early Help team when required, support staff with the

development of behaviour and risk reduction plans and arrange Team Teach training for staff that work with pupils who have a Risk Reduction Plan (RRP).

School Staff

To report behaviours incidents on CPOMs in a timely manner and within 24hours where physical restrictive intervention has been used. See appendix 5

Pupil Behaviour at Chadsgrove School

Pupils at Chadsgrove are expected to behave reasonably at all times. Standards of acceptable behaviour arise from example, guidance, common sense, awareness of the needs of others, respect, co-operation, honesty and trust. The wide age range of ability and maturity of pupils at Chadsgrove needs to be taken into account when considering expectations and discipline. It is also important to investigate possible contributory factors to misbehaviour e.g. changed home circumstances, medication, specific disability etc. Democratically drawn up 'Class Rules' establish peer group standards and respect.

Although it is reasonable for pupils' behaviour to be more relaxed at lunch times, anti-social behaviour will not be tolerated. This is also true for travel on the daily school transport. Lunchtime superintendents and minibus passenger assistants and drivers can expect full support from the Headteacher and other school staff. It is important that inappropriate behaviour is responded to promptly, preferably when behaviours are initially manifested.

In general, when a pupil's behaviour falls short of acceptable standards, the class Teacher or member of staff directly involved at the time will intervene with clear explanations and instructions. If sanctions seem fair to the pupil they will respond more positively, e.g. completion of work during break if misbehaviour in class causes delay.

Should a pupil become stressed and need a quiet space they will be reminded of the 'Chill Out' Room and Soft Play Room and encouraged to spend some time there to support their well-being. If pupils are in control of their behaviour but just need a bit of space and we are confident with our knowledge of them and their behaviours, they will use these rooms with regular check ins from staff, either staff going into the room or looking in from the open door or the viewing panel in the door. Should the rooms be used for pupils who are not in control of their actions, staff will be in the room with the pupil or observing from the viewing panel in the doors if this is deemed in the best interests of the pupil and the safest action, for example a pupil may wish to throw the soft equipment around in the room to reduce their anger/anxieties. These rooms are off the main hall and easily accessible. Pupils will also be encouraged to be outside in the fresh air if this is safe to access for them and for others.

Behaviour incidents are reported to the behaviour lead via CPOMs (See Appendix 5)

Behaviour Management Strategies

All staff can support all pupil behaviour by:

- Being mindful of the quality of relationships with each other
- Reflecting and being committed to continuously improving provision
- Reflecting with parent carers and other professionals so that they are well informed and have insight and understanding of each pupil's individual needs

- Planning appropriate “scaffolding” strategies that are put in place to support self-regulation skills
- Observing, gathering and analysing data on behaviour to ensure that interventions are personalised and planned according to the individual needs of the pupils
- Working closely with the pupils, parent carers, and other professionals
- Investing time and allowing safe spaces and opportunities for pupils to practice skills, make mistakes and learn, develop and grow

This can be achieved by:

- A variety of individualised and accessible modes of communication
- Clear and realistic expectations
- Consistently applied rules and boundaries
- Routines
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

Rewards and Sanctions:

Positive behaviour will be rewarded through:

- Praise
- Good Work Assemblies
- Merit marks
- Letters, emails and phone calls home to parent carers
- Certificates, awards and trophies at the end of term assemblies

Sanctions include:

- Verbal reminders
- Sending a pupil out of the class
- Work to be completed at home or break time
- Referring pupils to a senior member of staff
- Letters, emails or phone calls home to parent carers

All pupils will be treated with respect and the reward or sanction will be appropriate to their level of understanding.

Pupil Supervision

We expect all pupils at Chadsgrove to be properly supervised by an adult whilst at school, travelling to or from school, or on school trips or residential visits.

The school takes its responsibility of acting in loco parentis extremely seriously. The level of supervision will inevitably be related to the activity in progress and the age, maturity, degree of physical disability, and susceptibility to becoming acutely unwell of the pupil.

Whilst a classroom lesson is in progress, a Teacher, or on some occasions a TA4, will always be present except for very brief periods – e.g. to answer a telephone or quickly deal with an emergency query. It is expected that a Teaching Assistant will be present to supervise the group

during these brief absences dependent on level of need. For more extended, unavoidable periods, another Teacher should be informed of the Teacher's absence and one or two Teaching Assistants should be delegated to supervise the group if a Teacher is not readily available.

In some instances, dependent on level of pupils' need, a Teaching Assistant may be regularly timetabled to work with a group of pupils, after discussion with a Teacher.

No pupil should be left in school prior to 9.00 a.m. by minibus passenger assistants or parent carers unless by prior arrangement with the Headteacher. Usually school staff are not available until this time, because of the daily staff briefing.

During morning break times, a designated member of teaching staff will patrol the areas of school where pupils are taking breaks. These rotas and replacement staff are organised by the School Business Manager.

During dinner time most Teaching Assistants are on duty assisting with feeding, and many Teachers perform a voluntary supervisory role during the meal time. Superintendents and Teaching Assistants assume responsibility from the end of the meal until afternoon school starts at 1.30pm.

The Headteacher, Deputy Headteacher or Assistant Headteachers are 'on call' during this time and other members of staff will assist in an emergency should this be necessary at this time. Teaching staff assume responsibility for the pupils at 1.30pm but are expected to vacate the staff room by 1.25pm to facilitate this.

At the end of the afternoon pupils are either ushered into the hall or wait in their respective classes for their minibus passenger assistants or parent carers to collect them. The passenger assistants assume responsibility for the pupils embarking the buses (and disembarking the buses in the mornings) and on the journeys to and from school. Teaching staff are on duty in the hall each afternoon, in classrooms, in Early Years and at the main entrance.

Reasonable force

Teachers and other persons authorised by senior staff who are in charge of pupils may use reasonable force to prevent pupils:

- Causing injury to themselves or others
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Causing disruption by engaging in behaviour, which is seriously prejudicial to good order and discipline
- Causing significant damage to property

Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the pupil
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it

- Everyone has the right to self-defence, provided they do not use a disproportionate degree of force
- The use of physical force as a punishment is always unlawful

Restrictive Physical Intervention would only be used in exceptional circumstances and as a very last resort if a pupil's behaviour could not be controlled with other approaches. Restrictive interventions would be used if a pupil was in severe danger of hurting themselves, hurting others or causing serious damage to property (Appendix 1).

Please refer to the Restrictive Physical Intervention Policy No.71 for further information.

Restricting Liberties

At Chadsgrove School pupils should never be:

- In a room alone without support and supervision
- Deprived of food or drink
- Denied access to the toilet

In exceptional circumstances a pupil may be secluded in a safe space to reduce overall risk to themselves or others. Wherever possible, there should always be a least two adults present and a senior member of staff must be notified immediately.

If a pupil is secluded, the incident will be fully recorded and shared with parent carers.

Anti-Bullying

Bullying is an anti-social behaviour which affects everyone and as such, will not be tolerated in Chadsgrove.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The main types of bullying are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. name calling, racist remarks)
- Indirect (e.g. rumours, excluding others from group)
- Cyber (e.g. texting, social media)
- Emotional (e.g. Being unfriendly, excluding, tormenting)
- Sexual (e.g. explicit sexual remarks, display of sexual material, sexual gestures, inappropriate touching)

Chadsgrove staff will maintain a watchful eye for any behavioural changes in pupils, e.g. becoming shy or nervous, withdrawn or feigning illness. Pupils will be encouraged to feel safe and confident in the knowledge that they will be supported when reporting incidents. During investigation staff will remain calm and impartial, calling for support should this prove difficult. The Life Space Interview (see Appendix 2) offers a format for the effective handling of an incident. It gives time for both the pupil and adult to share their perspectives and to work together on a possible solution. Reported incidents will be investigated and recorded, in line with the school's Safeguarding policy and recorded on CPOMS.

Pupils who have been bullied will be:

- Listened to
- Helped to recognise their innate resources and self-worth
- Reassured and given emotional and practical support
- Encouraged to discuss the issue with friends or peer group
- Helped to seek a solution through manageable steps

Pupils who have bullied will be:

- Listened to
- Encouraged to understand and recognise the effect of their actions
- Encouraged to offer a genuine apology
- Helped to plan how some behaviours may be used in a positive way

In dealing with issues concerning bullying, Chadsgrove endorses the information contained within the following:

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils
- Gives Headteachers the ability to discipline pupils for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

Chadsgrove complies with this Act.

The Equality Act 2010

A key provision of the Equality Act 2010 is the public sector Equality Duty which covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

Chadsgrove complies with the Equality Duty.

The Equality Act also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by

excluding a pupil or subjecting them to any other detriment. Again, Chads Grove complies with this law.

The Education Act 2011

The wider search powers included in the Education Act 2011 give Teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Chads Grove will use these powers if it is felt that there are justified reasons for doing so.

Bullying Incident Record

Chads Grove School maintain a record of all bullying incidents on CPOMS

Any form of racial or sexual harassment will not be tolerated.

In line with Government definitions Romany, gypsy and traveller pupils are considered to be an ethnic minority.

Dealing with Bullying and Responding to Incidents

Chads Grove will:

- Involve parent carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- Involve pupils so that they understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- Regularly evaluate and update its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- Implement disciplinary sanctions where necessary so that others see that bullying is unacceptable
- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality
- Provide effective staff training so that all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems and where to seek support
- Work with the wider community such as the police and Worcestershire County Council, if necessary, in order to ensure that problems are resolved
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on
- Create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- Celebrate success so that a positive school ethos is created
- Investigate and act upon any reports of bullying outside school if this is reported to school staff

Malicious accusations against school staff

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

Please refer to our Safeguarding Policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Self-Injurious Behaviour

Some pupils, especially those with Profound and Multiple Learning Difficulties (PMLD), may sometimes harm themselves by actions such as biting or hitting themselves. At Chadsgrove, these behaviours are always treated as a form of communication; staff will endeavour to discover why the pupil is behaving in this way. For example, pupils with PMLD, or other specific conditions, may self-harm in order to gain sensory stimulation, in order to avoid certain situations that are difficult for them or in order to gain attention or to request something.

Staff will restrain pupils where necessary, in order to keep them safe and to prevent further harm, then attempt to support the pupil in accessing their personal well-being strategies to calm them and change their behaviour.

Confiscation

Any prohibited items listed below found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline; these items will be returned to pupils after discussion with senior leaders and parent carers if appropriate. Searching and screening pupils is conducted in line with the DFE's latest guidance on searching, screening and confiscation.

These items include:

- Knives
- Weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the pupil.

Working in Partnership with Parent Carers

We need to be in constant communication with our parent carers when behaviours are challenging. Regular meetings need to be held and information and strategies need to be discussed as soon as possible.

Exclusions

We would never want to exclude any pupil from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion. The school also adheres to the Statutory Guidance and Regulations on exclusion that came into effect on 1st September 2012. We refer to this guidance in any decision to exclude a pupil from school. (Please see Appendix 3.) A letter will be sent to parent carers explaining the process of the exclusion. (Please see Appendix 4.)

Statutory Guidance on exclusion is provided by the Department for Education Guidance: 'Exclusion from maintained schools, academies and pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion', 2012 – updated in September 2021.

<https://www.gov.uk/government/publications/school-exclusion>

Health and Safety

In addition to the general health and safety practices of the school, the following policies may be pertinent:

- Restrictive Physical Intervention Policy No.71
- Manual Handling Policy No.49

Training

Identified staff receive training on Team Teach from the 'Positive Behaviour Support Team' (PBST). A list of trained staff is held centrally on the single central record. Staff receive refresher training if required. Staff are free to contact the company at any time to ask for support and guidance. The school pay for this service through a 'Service Level Agreement'.

Monitoring of the policy

This policy will be reviewed on a yearly basis and monitored on a regular basis by the Headteacher.

Appendix 1

The Use of Physical Intervention

Guidance to teaching staff and support staff

1. Physical intervention should only be used in exceptional circumstances, i.e. if the pupil's behaviour presents a danger to:
 - a) The child him or herself
 - b) Other people
 - c) Serious damage to property
2. Physical intervention should be used only as a last resort, i.e. if dialogue and diversion have failed.
3. It should not be used to force compliance with staff instructions unless related to the above and should not be used as a form of punishment.
4. Physical intervention should not continue longer than necessary. As soon as it is safe to do so the physical intervention should be gradually relaxed.
5. The age and the size of the pupil should be taken into consideration when applying physical intervention. Only the minimum amount of physical intervention to prevent injury or damage should be used.
6. Wherever possible the presence of another member of staff is advisable if physical intervention has to be used. This is particularly important where a male Teacher has to restrain an adolescent girl.
7. If a pupil is determined to leave the premises Teachers may:
 - a) Use their physical presence to obstruct the exit and to remonstrate with the pupil.
 - b) Use appropriate physical intervention to prevent him/her from leaving if in serious danger of injuring themselves or others.
8. Any incident involving the use of physical intervention should be reported, verbally to the Headteacher immediately and this should be followed by a written report of the incident on CPOMs within 24 hours.

APPENDIX 2

Life Space Interview (for after an incident)

- I Isolate (find quiet corner)
- E Explain (listen to account of incident)
- S Share (tell how it looked from other side)
- C Connections (relate to other incidents or feelings & behaviours)
- A Alternatives (what else could you do?)
- P Plan (what are you going to do)
- E Evaluate

APPENDIX 3

WORCESTERSHIRE COUNTY COUNCIL'S EXCLUSION FROM SCHOOLS

For a wide variety of reasons, it may be that a pupil is excluded or is at risk of being excluded from school. The Exclusions Service in Worcestershire can provide advice and guidance about exclusions to all parties with an interest in the process: parent carers, schools and governors.

Parents, Guardians and Carers have the right to:

- Play a full part in the partnership between school and home which secures a successful education
- Receive prompt oral and written communications from the Headteacher about an exclusion from school
- Meet the Headteacher to discuss the decision to exclude a pupil from school
- Be advised of special arrangements for supply, collection and marking of work during the first five days of any exclusion
- Make a statement (your case) to the Discipline Committee about the decision to exclude your child permanently or for more than 15.5 days. (You may wish to bring a friend or a legal representative at your request with you. You may also wish to bring your child with you to speak on his/her own behalf)
- Request a Discipline Committee hearing for any exclusion between 5.5 and 15 school days
- See any of your child's school curriculum records during the period of exclusion
- Be informed of the right of appeal against the Discipline Committee's decision (permanent exclusion only)
- Know where to find further advice about the procedure

As a parent carer it is important that you ensure your son's/daughter's attendance at school, and ensure compliance with the school's Behaviour or Discipline Policy.

It is also important that you attend parents' evenings and other invitations to discuss your son's/daughter's performance at school.

The Headteacher will:

- Tell you by telephone or interview followed by letter why your child has been excluded
- Tell you if the exclusion is for a number of days and the date that your child will return to school, including lunchtime exclusions, or if it is permanent
- Give you a chance to discuss the exclusion
- Tell you if special arrangements need to be made, for example, over work experience placements or taking examinations
- Tell you of your right to make a written or oral statement to the school's Discipline Committee (make your case) against the decision to exclude your child

- Tell you the latest date by which you can put a written statement to the Discipline Committee
- Tell you that you have a right to see any of your child's curriculum records
- Make sure your child has work supplied by the school during the first 5 days of any exclusion
- Inform you of arrangements for on-going education provision from the 6th day of any fixed term exclusion over 5.5 days.

The Discipline Committee will:

- Be advised if your child is permanently excluded, is excluded for more than 5 days or missing a public examination through a fixed term exclusion
- Meet between the 6-15th school day to consider the exclusion, if your child is excluded for more than 15 school days in a term, or is permanently excluded
- Note that lunchtime exclusion is equivalent to one half school day and should be reviewed and calculated in accordance to the timescales above
- Will decide whether or not to confirm exclusions as above
- Consider any exclusion between 5 and 15 days, where no public examination is being missed at the request of the parent carer
- Invite the local authority (LA) to attend the hearing
- Invite you to be accompanied by a friend or legal representative at the hearing
- Invite you to put your case in writing as well as orally, depending on your preference
- Tell you how the hearing will be conducted and how decisions are made
- Tell you about your rights to request an Independent Review Panel and to have an SEN expert present at the review.

The Local Authority (LA) will:

- Receive copies of all the papers related to the exclusion
- Be invited to attend any hearing that is set up
- Not give their view of the appropriateness of the exclusion
- Advise the Discipline Committee and you about the exclusion
- Draw attention to the current Exclusions Guidance during School Disciplinary Committee meetings and present questions for consideration by all parties

There are three sorts of exclusion:

Fixed Term Exclusion

A pupil may be excluded for any period up to 45 days in any school year. A date must be given for the pupil's return to the same school.

Lunchtime Exclusion

A pupil is excluded from school during the lunchtime period.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered, (Section 3.2, Exclusion from Maintained schools, Academies and Pupil Referral Units in England).

Permanent Exclusion

It is not intended that the pupil will return to the same school. Pupils will be reintegrated into another suitable school after a period in alternative provision. Parent carers may choose to apply to another school through Pupil Admissions using a CA1 form by contacting the Admissions Team.

Appendix 4
Letter to Parent Carers explaining exclusion

From the Headteacher of a primary or secondary school notifying the parent(s)/carers (S) of that pupil's permanent exclusion (paragraph 103b).

Dear **[Parent Carers Name]**

I regret to inform you of my decision to permanently exclude **[Pupil's Name]** with effect from **[date]**. This means that **[Pupil's Name]** will not be allowed in this school unless he/she is reinstated by the governing body/the discipline committee or by an appeal panel.

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

[for pupils of compulsory school age — next 3 paragraphs] 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, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **[Pupil's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Pupil'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]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter]**.

[Where pupil lives in a local Authority other than Worcestershire] 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. At the Review meeting you may make representations to the Governing Body if you wish and ask them to reinstate your child in school. The Governing Body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Appeal Panel. The latest date by which the Governing Body must meet is **[specify the date — the 15th school day after the date on which the Governing Body was notified of the 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 school contact]** on/at **[school 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 Body 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 the meeting. Also, please inform **[school contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governing Body.

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

You may wish to contact Eileen Hughes at Worcestershire LA (01905 766628, ehughes@worcestershire.gov.uk), who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parent carers of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808. If your child has special educational needs the Parent Carer Partnership are able to offer advice and support 01905 727940.

Yours sincerely

[Name]
Headteacher

What to do if a pupil presents with behaviour that is challenging

If a pupil is known to have challenging behaviour a Behaviour Strategy Plan (BSP) or Risk Reduction Plan (RRP) will be in place and accessible on the shared drive. Always follow the guidance on the plan to ensure consistency across our staff team.

Always report when a pupil presents with challenging behaviour. This enables the behaviour lead to do a termly behaviour analysis to highlight any pupils of concern.

Follow the guidance below to report incidents correctly.

Did the incident require a member of staff to use Team Teach?

NO

YES

1. Report on CPOMS selecting the behaviour incident category
2. Communicate the incident to Parent Carers of all pupils involved
3. Inform any staff working with the pupil so they are aware

1. Report on CPOMS selecting the behaviour incident category
2. Fill in the Team Teach Red Book
3. Communicate the incident to Parent Carers of all pupils involved
4. Inform any staff working with the pupil so they are aware

Always Report the Following.....

1. Pupils name
2. Date and time of the incident
3. Brief details of the incident and any reasons why this might have happened
4. If first Aid was required state who, what and by which first aider
(Staff to report any harm/injury in staff accident/incident book)
5. How the incident has been reported to Parent Carers
6. Any other relevant information you feel is required

If a Team Teach technique is used the incident must be reported in the RED Team Teach book located in the main office. The book must be kept in a locked cabinet. If you enter an incident into the book you must give the book to either Bec Gayden or Deb Rattley to be signed so they can return it back to the locked cabinet after the incident and before the end of the day.