



Maidensbridge Primary School

Good Behaviour Policy



Ratified by the full Governing Body: November 2015

Reviewed by staff: October 2015

Reviewed by pupils: October 2015 (Junior Leadership Team)

Next review: November 2017

This policy complies with articles 3, 4, 12, 15, 19, 20, 23, 28, 29, 31, 37 & 40 of the United Nations Convention on the rights of the child.

Mission Statement

At Maidensbridge Primary School we aim for all children to achieve their potential. For all to have the right to engage in non- disruptive learning in an environment where mutual respect is a core value and the atmosphere is one which enables effective learning.

Children in Maidensbridge Primary School will feel safe, secure and valued and there will be a culture where achievement at every level will be celebrated. Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education. To this end the school will work with parents as partners to teach the children acceptable behaviour to enable them to cope in the outside world.

Aims of the policy and procedures

To promote an ethos where:

1. Agreed expectations are established and acted upon fairly and consistently.
2. Good behaviour, manners and effort are encouraged, rewarded and used as a model for others to follow.
3. Property is respected and pride in the school and each other is nurtured.
4. Negative attitudes and behaviour are dealt with promptly and are not tolerated.
5. Where children's individual rights are respected.
6. Parents are involved in the process of promoting high standards of behaviour.
7. Children are helped to understand that they have a responsibility for their own actions and that they affect others.

Guidelines

1. All adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults should act as good role models and this **includes the style and tone of language used to children.**
2. The ethos of the school should be reflected in a charter.
3. School and classroom rules and rewards need to be shared and displayed as constant reinforcement of good behaviour.
4. Children should know and understand their rights and understand that they have responsibilities for upholding the rights of others.
5. Children need to be encouraged to become self-disciplined, to be responsible for their own actions, in order to develop their confidence and independence.
6. Children need to know the consequences of negative behaviour. They also need to understand that they can improve their behaviour and make a new start.
7. Parents need to be informed of school expectations and should be informed at an early stage when problems occur.
8. Work within classrooms must take account of individual ability.
9. Poor behaviour needs to be monitored with notes and dates recorded.

Behaviour will be monitored by use of charts, books, or similar which will be kept by the teacher or other adult who will record significant incidents, these will be monitored by the head teacher. Since September 2008, the school has used a whole-school behaviour scheme which promotes and helps with the recording of behaviour. This is known as the "Good to be Green" scheme. Guidelines for staff as to the way to use the "Good to be Green" scheme are included as an appendix to this policy.

Individual behaviour books or charts may also be used to track the behaviour of individual children. They may go home at the end of each day or week where appropriate to be signed by parents. The head teacher will monitor them as necessary.

Rewards and Sanctions

We aim to promote good behaviour in school by giving children who behave well a high profile in school. We will notice children who do work quietly and well and they will be singled out for reward. Good behaviour and effort are encouraged and rewarded, publicised and then used as a model for others to follow. Examples of good behaviour will be consistently highlighted and acknowledged by a system of rewards. Rewards help to identify positive aspects of each child's behaviour and making them aware of their abilities and qualities and so building self-esteem.

Rewards include

- Praise – when children reach or surpass the adults' expectations.
- Telling parents: phone call home or letter/good news postcard home
- Written comments on work.
- Merits awarded
- Badges/stickers to stick on to work or to wear.
- Recognition in front of the group / class / school.
- Raffle tickets / classroom 'prize' schemes for exceptional work/behaviour
- Recognition at an assembly
- Certificates to reward work or behaviour
- Whole class rewards
 - 25 – Extra Play
 - 50 – Non-uniform day
 - 75 – Own choice
 - 100 – A treat (to be negotiated with the children involved)
- Extra privileges e.g. 5 minutes extra break
- Sharing the good event by being sent to the Headteacher for praise
- Responsible jobs around school
- Achievement awards – Praise Assembly
- Star Pupil/Person of the week award
- Praise for staying "Green" on the whole school scheme.

Each class may have its own system to reward good behaviour and work but this will work in tandem and contribute to the "Good to be Green" scheme. Lunchtime Supervisors play an important role in maintaining good discipline at dinnertime. They may also inform the class teacher to alert incidents of children showing good behaviour.

Sanctions

Before investigating an incident it is important to give all involved time to calm down and it is important not to react too quickly to decide upon the sanction. It is important that all positive encouragement strategies are used to attempt to get the child to avoid the need for sanctions.

- Ensure antecedents are explored
- Listen carefully to both parties.
- Offer both parties strategies for the future.

- Check that all parties believe that the handling of the situation is being handled fairly.

Available Sanctions

N.B. Always explain the behaviour that you **do** want.

Key behaviour techniques and whole school systems include:

- Register disapproval and explain why.
- Whenever possible reprimands should not be public. Concentrate on the behaviour rather than the child.
- Each class teacher must have a class charters and accompanying rules in their classroom.
- Each class teacher must have reward/sanction systems in their classroom
- Warn children that their behaviour is unacceptable and **what will happen next**.
- Isolate the child for a short period. **They must still remain in sight of an adult**. This may involve the child being isolated within the classroom or being sent to another class with suitable work. **Children should not stand outside classrooms**.
- The child can be given extra or alternative tasks as a diffusing strategy.
- Loss of privileges.
- Letter of apology or writing what happened during an incident. **'Lines' or other meaningless punishments should never be set as a sanction**.
- Parents should be spoken to at the end of the day if at all possible or a letter/note sent home outlining a serious incident-this communication is very important. Please seek the agreement of either HT/DHT/Senior Teacher before doing this.
- If a child is asked to leave the class regularly the class teacher must inform the Headteacher, who will also inform the parents/invite the parents in.
- Refer to the Deputy or Head. A member of staff should be nominated in charge of a pupil who has been sent out of class and if that person becomes unavailable another staff member should take over (loco parentis).
- In the case of severe or extreme incidents the situation should immediately be brought to the attention of the Headteacher or Deputy Headteacher see list below.
- Detention system (of 3 mins / 5 mins or longer period of a lunchtime) may be operated if deemed appropriate. Children should still have access to their toilet break, break-time snack/drink and their lunch.

The following behaviours should be referred to the Headteacher/Deputy Headteacher and will be recorded:

- Violations of the Anti-bullying Policy.
- Racist/homophobic name calling
- Repeated violence (any violent incident should be recorded)
- Children exploring themselves or being involved in inappropriate play of a sexual nature.
- Fighting

- Inappropriate language directed at others. Damage to property
- Stealing
- Threatening behaviour to an adult
- Insolent/disrespectful behaviour to an adult
- Swearing
- Blatant refusal to follow instructions / work
- Violations of the school's E-Safety and/or Mobile Phone/Device Policy.

Exclusions

Occasionally, there will be children who seriously breach the terms of this Good Behaviour Policy and who may be considered for a period of exclusion from the school.

Before considering excluding a child, the school will always ensure that:-

- The appropriate strategies and interventions have been in place to ensure the child's needs have been met. This may also include a productive partnership between home and school, as well as a multi-agency intervention. **See Behaviour and SEND.**
- There are lawful, reasonable and fair grounds to exclude the child from school.
- An assessment is undertaken to gauge the impact on the education and welfare of the pupil and other children if they remain in the school.

Excluding a child from school for a fixed period (or permanently) is a decision that is not taken lightly and serves as the final sanction available to the school.

The decision to exclude a child will be taken by the Headteacher or the Deputy Headteacher in the event of their absence.

Parents will be contacted by the Headteacher to inform them of the decision and this will be confirmed in writing to them. See Appendix A

Parents have the right to appeal their child's exclusion and independent advice on following the procedure by contacting the local authority. Details to do this will be issued on the exclusion letter to parents.

In relation to exclusions, the school refers to the DfE document '***Exclusions from maintained schools, Academies and Pupil referral units in England: A guide for those with legal responsibilities in relation to exclusion***'.

Penalty Notices

Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Head teacher (and/or completed a Leave of Absence Application) detailing the 'exceptional circumstances' they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed and Authorised.

Parent/Carers can be issued with Penalty Notices should any Leave of Absence be taken without any Application/Request being made.

Parents/Carers should ensure that any Request/Application is made in advance (how many days?) of any Leave of Absence to be taken.

Parents/Carers should consider ensuring that they know if any Leave of Absence requested can be Authorised by the Head teacher before planning, booking or paying for any part of a Leave of Absence.

Legislation dictates that a Leave of Absence Requests/Application can only be considered if it is from a Parent/Carer with whom the pupil normally lives.

Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with or from any other family member cannot be considered under any circumstances.

Behaviour and SEND

When a pattern of poor behaviour, disruption, anti-social behaviour within school or in the playground occurs involving a pupils with a SEN for behaviour the following stages need to be followed;

1. Intervention Strategy

- SENDCO made aware
- Parents made aware that there is concern about behaviour
- Senior Leadership Team awareness for monitoring purposes
- Behaviour modification used
- Circle of friends/circle time use to create a supportive environment and increase of self esteem
- Individual behaviour book kept which records positive behaviour as well as problems. This will be monitored weekly by class teacher.

If the above does not significantly improve behaviour then a provision map of support will be drawn up and where appropriate, a risk assessment will be completed.

If problem still persists:

As well as the above, the school SENDCo to ask for help from external agencies,

- Educational psychologist
- Behaviour Support Service Team
- Child & Family Service
- CAMHS
- School Nurse
- Any other appropriate agency e.g. counselling service, family social workers.

Appendix A – Model letters to be issued to parents in the event of their child’s exclusion.

Model letter 1

From head teacher/principal (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[Parent’s/Carers Name]**

I am writing to inform you of my decision to exclude **[Child’s Name]** for a fixed period of **[specify period]**. 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 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]**.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion from **[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 **[Child’s Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee of **[School/Academy/PRU]**. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing body/management committee has no power to direct re-instatement, they must consider any representations you make and may place a copy of their findings on your child’s school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

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

For your information the following sources of advice are available to you.

- Chris Warner, Exclusion Officer, Dudley LA on 01384 814394.
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

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

Yours sincerely

[Name]

Headteacher (teacher in charge in case of a PRU)

cc Child's school file

Model letter 2

From head teacher (or teacher in charge of a PRU) notifying parent(s) of a child of that child's fixed period exclusion of more than 5 school days (up to and including 15 school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The exclusion start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

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

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 **[specify dates]** of this exclusion. 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. It will be for you to show that there is reasonable justification for this.

We will set work for **[Child's Name]** during the first 5 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.

From the 6th school day of the pupil's exclusion **[specify date]** until the expiry of his/her exclusion we **[for PRUs the local authority] - 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]** will provide suitable full-time education. On **[date]** he/she should attend at **[give name and address of the alternative provider if not the home school]** at **[specify the time - this may not be identical to the 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 that the arrangements for suitable full time education will be notified by a further letter]**.

You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make 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 discipline committee/management committee must meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is **[specify date - no later than the 50th school day after the date on which the discipline committee were notified of this exclusion]**. If you do wish to make representations to the discipline committee/management committee, 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 the exclusion relates to a disability your child

has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the discipline committee.

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

For your information the following sources of advice are available to you.

- Chris Warner, Exclusion Officer, Dudley LA on 01384 814394.
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

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

Yours sincerely

[Name]

Headteacher (Teacher in charge in case of a PRU)

cc Clerk to Governors Committee

Model letter 3

From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of more than 15 school days in total in one term.

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** 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]**.

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 the exclusion **[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 **[Child's Name]** 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.

From the 6th school day of the pupil's exclusion **[specify date]** until the expiry of his/her exclusion we **[For PRUs the local authority - 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.]** will provide suitable full-time education. **[Set out the arrangements if known at the time of writing, eg] On [date] he/she should attend [give name and address of the alternative provider] at [specify the time - this may not be identical to the 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 that the arrangements for suitable full time education will be notified shortly by a further letter]**

As the length of the exclusion is more than 15 school days in total during 1 term, the governing body/management committee of **[School/Academy and PRU]** must meet to consider the exclusion. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is **[date here - no later than 15 school days from the date the governing body is notified]**. If you wish to make representations to the governing body/management committee 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 or not, be notified by the Clerk to the governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal,

and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the governing body/management committee.

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

For your information the following sources of advice are available to you.

- Chris Warner, Exclusion Officer, Dudley LA on 01384 814394.
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

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

Yours sincerely

[Name]

Headteacher (teacher in charge in case of a PRU)

cc Clerk to Governors' Committee

Model letter 4

From the headteacher of a school/academy (or the teacher in charge of a PRU) notifying the parent(s) of that pupil's permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school/academy/PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU).

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

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion from **[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 **[Child's Name]**'s education to continue will be made. For the first 5 school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking. From the 6th school day of the exclusion onwards, from **[specify the date]**, the local authority will provide suitable full-time education.

[Where Child 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 6th school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU management committee 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 Review Panel. The latest date by which the governing body/PRU management committee must meet is **[specify the date - the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. If you wish to make representations to the governing body/PRU management committee 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 or not, be notified by the Clerk to the governing body/PRU management committee 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 **[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/PRU management committee.

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

For your information the following sources of advice are available to you.

- Chris Warner, Exclusion Officer, Dudley Local Authority on 01384 814394 or at Christine.Warner@dudley.gov.uk
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

Yours sincerely

[Name]

Headteacher (teacher in charge in case of a PRU)

cc Clerk to Governors' Discipline Committee

Model letter 5

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion.

Dear **[Parent's name]**

Child's Name DOB

The meeting of the governing body/management committee at **[school/academy/PRU]** on **[date]** considered the decision by **[head teacher/teacher in charge]** to permanently exclude your son/daughter **[name of child]**. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold **[name of child]**'s exclusion.

The reasons for the governing body/management committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at.]**

Within a legal timeframe you have the right to ask for the decision to be reviewed by an Independent Review Panel. You can also apply to the first tier Tribunal (Special Educational Needs and Disability) for disability discrimination or the County Court (for other forms of discrimination) who have the jurisdiction to hear claims of discrimination under the Equality Act 2010.

The legal time frame for an application to the Independent Review Panel is:

- Within 15 school days of receipt of this letter (**specify a date**).
- Where an application has not been made within this timeframe but within 15 schools days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to exclusion.

You must set out the reasons for requesting a Review in writing and send this to, the Democratic Services Manager, Clerk to the Independent Review Panel, Legal and Democratic Services, Council House, Priory Road, Dudley, DY1 1HF.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

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

Please advise the Clerk, Democratic Services Manager, if you have a disability or special needs which would affect your ability to attend the hearing. Also, please inform the Clerk if it would be helpful for you to have an interpreter present at the hearing.

Your request will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims. A 3 or 5 member panel will comprise of a serving, or recently retired (within the last 5 years), Head Teacher, a serving, or recently serving, experienced Governor and 1 lay member who will be the Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may

do so. The IRP must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances the IRP may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision
- recommend that the Governing Body reconsiders their decision
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you.

- Christine Warner, Dudley Local Authority Exclusion Officer on 01384 814394.
- You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0345 345 4345 or at <http://www.childrenslegalcentre.com>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24 December to 1 January.
- Dudley SENDIASS (formerly Parent Partnership) on 01384 818097/98.

Yours sincerely

[name]

Clerk to the Governing Body (or clerk to the Management Committee in case of a PRU)

cc Headteacher

Behaviour- rewards and sanctions overview for staff 2015

- Each class teacher must have class rules, reward/sanction systems displayed in their classroom. This is so that the relevant points can be physically pointed out to remind children, often without a verbal clue.
- All attempts should be made to praise and reward children whilst not wishing to dilute the effect.
- It is important to remind children of what is expected at the start of a session or at frequent intervals. Try to be explicit in your instruction rather than general as this helps to avoid misunderstanding of expectation.
- If frequent gentle reminders do not seem to be working a warning should be given as a 'last chance' before the sanctions start to be used.
- If a child is sent to work/calm down in a different classroom, this must be recorded in a class book/list by the teacher who has sent them out (reason for sad marks).
- If a child is asked to leave the class regularly the class teacher must inform the Headteacher, who will also inform the parents.

- Home-school contact may be arranged to support class rewards/sanctions.

- If an individual child has an IBP, support may be required to help them comply with the class rules, extra rewards and sanctions may be put into place for these children to support them. Extra home-school agreements may be organised. Any child who has had a temporary exclusion should have a Pastoral Support Plan drawn up to support them in school, outside agency support will be included on this plan and sanctions that should be put into place.

- If a child exhibits any of the following behaviours they must be sent straight to the Headteacher/Deputy Headteacher:
 - Bullying
 - Racist/homophobic name calling
 - Repeated violence (any violent incident should be recorded)
 - Children exploring themselves or being involved in inappropriate play of a sexual nature
 - Fighting
 - Inappropriate language directed at others.
 - Damage to property
 - Stealing
 - Threatening behaviour to an adult
 - Insolent/disrespectful behaviour to an adult
 - Violation of the schools E-Safety and Mobile Phone/Device Policies.

How the "Good to be Green" scheme works.

The Good to be Green scheme is worded deliberately to encourage staying Good to be Green. Please try to see it in this positive way rather than the cards being used as a threat of sanctions. The dividing line for this is quite narrow but as long as the positive slant is maintained then the scheme will be successful.

- The Green scheme starts afresh each day with all cards being green and children given chance to start with no reference to the previous day.
- The yellow card should only be used when the suggested actions written above are exhausted.
- Try to give the children chance to avoid the yellow and red cards at all times.
- If a pupil is a persistent 'offender' then the relevant management chain should be followed as indicated. Eventually the HT should be informed.
- The HT will attempt to visit at least once per week to look at the chart.
- If the chart is all green then a silver privilege card will be awarded. The reward can be at the class teacher's discretion but should be in line with a small reward e.g. five minutes extra break.
- The silver card will remain on the green chart until the privilege has been used and then the card should be returned to the HT.
- The DHT also has a supply of the silver cards and can also award a privilege.
- The scheme means that the HT and DHT can see instantly when they arrive in a class who has been behaving well. Those pupils who seem to get frequent cards will be addressed by the HT or DHT – staff should also consider whether the focus on the behaviour of these pupils is equitable with others.

