

# **Behaviour and Relationships Policy**

Romilly Primary School





## **ETHOS:**

This school believes that everyone has the right to feel safe at school, to learn to the best of their ability, to be treated with dignity and respect.

**All those people involved in the life and work of the school will be responsible for the implementation of this Policy.**

## **Preface**

### **The Behaviour and Relationships Policy for Romilly Primary School:**

- Ensures that every child has a right to a safe, secure and happy environment, free from physical and emotional threat.
- Ensures that relationships are at the centre of everything we do.
- Encourages independence, self-discipline thereby raising self-esteem so that everyone learns to accept responsibility for their own behaviour.
- Ensures that all everyone has a consistent approach to behaviour with clear expectations.
- Encourages parents to work in partnership with the school.
- Encourages positive, caring attitudes where everyone feels valued.
- Sets out a clear plan for encouraging a calm working ethos addressing any behaviour issues with a positive, assertive approach.

## **Policy Processes and Agreement**

A review of this policy along with responsibilities, time scales, consultation and update training will be included annually on the Self Evaluation Document and School Improvement Plan.

The behaviour policy will be updated, discussed and shared with all stakeholders annually. Feed back from parents and pupils will be given full consideration.

This Policy will be implemented alongside Equal Opportunities, Racial Awareness, Disability and Discrimination, Anti Bullying Policies, Home-School Agreements and Attendance Strategies.

Reviewed & Agreed by Staff: June 2022

Reviewed annually: June 2023

Agreed by Governors: June 2023

## **Preface**

It is important for rules and routines to run alongside each other at Romilly Primary School to ensure that the school is a safe and happy place for both pupils and staff. Clear procedures will be in place to ensure that pupils know how they are expected to conduct themselves around the school and the playground e.g. walking in corridors, opening doors for adults and younger pupils, using good manners etc. These can be regularly brought to the forefront of behaviour management through assemblies which will be run alongside the school. The explicit teaching of routines and expectations will enable pupils to know what behaviour is expected of them and enable teachers to teach, encourage and reinforce responsible behaviour.

## **Behaviour is a whole school issue.**

In order to maintain excellent standards of behaviour within school the number of school rules will be limited to three generic rules used across all classes and all situations by all

members of staff. The rules that have been chosen ensure that children are able to learn and are safe. These rules are:

- **Follow instructions first time, every time.**
- **Keep hands, feet and unkind words to yourself.**
- **Treat everyone and everything with respect.**

There are further expectations of pupils which they must be made aware of but these are not school rules but rather a list of desirable behaviour that pupils will be encouraged to display.

- ♦ Allow everyone in the class to learn.
- ♦ Use appropriate school language.
- ♦ Put your hand up to ask questions – don't call out.
- ♦ Walk in the corridors and transitional spaces
- ♦ Do not enter unsupervised areas without permission
- ♦ Be polite at all times
- ♦ Respect all pupils, staff and visitors to the school
- ♦ All children must be given the opportunity to learn without being disturbed by inappropriate behaviour
- ♦ Be kind
- ♦ Respect all property.



## **Romilly Primary School**

### **Positive Behaviour Policy**



Policies related to this: Anti- bullying policy /Home-school Agreement/Attendance strategy / Positive Handling Policy/ Equal Opportunities / Racial Awareness and Disability and Discrimination.

#### **Aim**

To provide a caring, stimulating, secure, happy environment in which each child can enjoy his/her work and is given every opportunity to achieve his/her potential.

#### **Rationale**

Behaviour is a key feature of school life about which there should be a clear, shared understanding between head teacher, staff, governors, parents and children. The behaviour policy has been developed in response to:

- An awareness that more precise support should be given to both staff and pupils in respect of their desired behaviour.
- Recent training in the use of assertive discipline and de-escalation techniques.
- Research/reports written in this topic e.g. ACEs and Trauma informed Practice/Schools.

### **Objectives**

- To develop pupils' self-discipline and self-control
- To enable pupils to be on task with their learning
- To encourage the individual child to recognise the rights of others
- To promote the school values of respect, kindness, wellbeing, perseverance, team work and resilience as well as fairness, trust and honesty

Good behaviour is necessary for effective learning and teaching to take place. We need a code of conduct and rules which the entire community abides by. This code must be explicit and clearly communicated to all teachers, LSAs, pupils and parents or carers. Children should be encouraged to take responsibility for their own behaviour.

### **School expectations of good behaviour**

Children are expected to behave in a way that makes it possible for everyone to learn and the teacher to teach. This means following the school rules which form part of our behaviour plan.

The School rules are as follows:

- **Follow instructions first time, every time.**
- **Keep hands, feet and objects to ourselves**
- **Treat everyone, and everything with respect.**

### **Playtimes and lunchtimes**

To aid consistency and in order to promote the importance of good behaviour during these times the expectations detailed above are promoted by the midday supervisors in line with the Positive behaviour plan of the school.

### **Promoting good behaviour and discipline**

- At Romilly Primary School we seek to foster good-quality relationships between all children, all school staff and parents. We are particularly sensitive to the needs and feelings of those with additional needs.
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- The school's positive behaviour plan will be taught to every pupil and clearly displayed throughout the school.
- Staff will expect to see good behaviour. They will demand and expect positive outcomes
- We will provide a broad-based, relevant quality school curriculum.
- The school will do all it can to encourage and promote a variety of individual achievements, thus promoting self-esteem
- Rewards and correctives will be consistently applied by all staff.
- We will use support services, i.e. Educational Psychologists, The Engagement Team, Social Services Medical Support and Educational Welfare where appropriate.

### **Rewards**

Children need rewards to reinforce good behaviour and promote self-esteem. This leads to success at school. The emphasis of this policy is based on a positive approach to behaviour. The rewards that children will receive for keeping the school rules are clearly laid out in the School's Behaviour Plan and are as follows:

- Values- 'Marvellous Me's', verbal praise and stickers are given out to pupils who demonstrate positive behaviour which meets the school's values which are being promoted by staff for the half term (e.g. respect, kindness, wellbeing etc)
- Children will receive regular verbal praise for good work and behaviour (i.e. in personal, group or whole class situations)
- Children will receive regular certificates and stickers
- Teachers will provide positive feedback to parents in the form of written and/or verbal communication in, for example, weekly celebration assembly and/or Marvellous Me's.

### **Correctives**

There is a need to register disapproval and ensure that effective teaching and learning can take place. This is essential for the stability, security and success of the school.  
*Unacceptable behaviour cannot be ignored.*

*It is of the utmost importance that children understand fully that it is the behaviour which is unacceptable. Therefore, teachers need to choose their words carefully when reprimanding pupils so as to **not personalise** their remarks.*

If a child chooses not to follow the school rules, the consequences should be clearly displayed in the classroom and around the school and in the School Behaviour Policy Document and will be implemented when necessary. These will take the form of a 5 Step Behaviour Programme:

- **First time: De-escalation strategies with verbal communication**
- **Second time: Informal Reminder**
- **Third time: Formal Warning**
- **Fourth time: Thinking time in and area in the class or another class to reflect on behaviour**
- **Fifth time: Reflection.**

Any incident of serious misbehaviour will **not necessarily** follow the above criteria and the head teacher is likely to be involved immediately.

### **Challenging Pupils**

Pupils who consistently break school rules are placed on Reflection.

### **Social Skills Behaviour Programme- Reflection**

#### ***Why will children be put on Reflection?***

- Continually failing to meet our school's expected standards of behaviour or repeatedly breaking our school rules.
- Pupils demonstrating serious misbehaviour will automatically be placed on Reflection at the discretion of the behaviour management team

#### ***What will happen on the Reflection?***

- Pupils will use their break and/or lunchtime to reflect on what has happened and how to overcome/avoid it happening again. They may also have time away from the class setting to do their work. During lunch/break they will be taught social skills to help them interact well with adults and other children and a restorative approach may be used to help the child resolve the problem and improve relationships to help them move forward.
- Pupils may not be allowed to take part in any extra-curricular activities during the time they are on reflection.
- Parents/carers will be informed if their child is placed on reflection.

## **The Role of the Behaviour Lead**

### **Miss K Williams and Mrs Liz Durrant**

The Behaviour Leads are very important members of the school's Senior Management Team.

"The consistent application of positive behaviour policies that are agreed by all staff and effective monitoring by senior management in schools, helps to ensure an atmosphere where expectations of good behaviour are high." (Behaviour in Wales ESTYN)

The Behaviour Lead has an important role to play in supporting and guiding staff in the consistent implementation of the whole school Behaviour Policy with particular reference to procedures and protocols.

#### **The Behaviour Leaders will:**

- ♦ Visit classrooms to offer practical advice on classroom management and organisation
- ♦ Suggest strategies that will help to improve the classroom behaviour of difficult pupils
- ♦ Suggest ways of improving the confidence and self-esteem of pupils and teachers
- ♦ Help to improve the expertise of teachers and all other staff in managing behaviour
- ♦ Remind staff and pupils of school rules, ensuring consistency throughout the school
- ♦ Support individual pupils when difficulties occur
- ♦ Organise parenting programmes
- ♦ Liaise with outside agencies in order to improve understanding of the problems experienced outside school
- ♦ Ensure that the learning needs of the pupils are not adding to difficulties of behaviour
- ♦ Take the lead in reviewing the school behaviour / discipline policy
- ♦ Ensure that recent innovations in behaviour strategies are considered
- ♦ Attend relevant courses
- ♦ Provide whole school INSETs for behaviour
- ♦ Demonstrate strategies such as the Trauma Informed approach

## **The Role of the Headteacher**

### **Miss Katy Williams - Headteacher**

If the head teacher becomes involved, she liaises with the ALNCo and outside agencies to discuss the needs of the individual child.

It is the responsibility of the head teacher, under the School Standards and Framework Act, 1998, to implement the school behaviour policy consistently throughout the school. and to report to governors , when requested, on the effectiveness of the policy. It is also



the responsibility of the head teacher to ensure the health, safety and welfare of all the children in the school.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. The role of the governors is detailed in the exclusion policy.

**Only the head teacher (or acting head teacher) has the power to exclude a pupil from the school.** The head teacher may exclude a pupil for one or more fixed periods, for up to forty five days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant. **The chair of governors and the exclusion committee is to be informed of any fixed or temporary exclusions.**

If the head teacher excludes a pupil, he informs the parent immediately, giving reasons for the exclusion. At the same time the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LEA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond the five days in any one term.

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

If the school has to use correctives, it is expected that parents will support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set out in the school's complaints policy.

## **The Unresponsive Child / The Child in Crisis**

**The vast majority of pupil behaviour will be managed effectively by the consistent use of positive recognition and the systematic application of corrective actions.**

However, there may be some instances where action has to be taken immediately to deal with a pupil's disruptive behaviour.

**It will be essential to:**

- ♦ Discover the exact nature of the problem.
- ♦ Show empathy and concern.
- ♦ Find out why, where and when a problem occurs.
- ♦ Work with the pupil to improve behaviour.
- ♦ Agree on a course of action.

There will be a small minority of pupils for whom the usual behaviour management strategies of the school are insufficient to address their difficulties. Additional steps will then need to be taken for these pupils.

At this point consideration must be taken to placing the child on the ALN register at School Action and begin to implement an Individual Learning Plan.

The class teacher, ALNCO, Behaviour Co-ordinator, and members of the Senior Management Team, should be involved in planning a way forward using detailed Individual Learning Plans. (ILPs) and a risk assessment may be carried out.

It is also essential at this point for parents / carers to be involved in planning the way forward.

**Referral for support**

Pupils who do not respond positively to the plan drawn up at School Action may be referred to the appropriate agency. These agencies could include Educational Psychologists, Education and Welfare Officers, Health Professionals, Specialist Teachers for Learning or the Engagement Team.

Before a child is referred school staff will ask the following questions:

- ♦ Is the child following class rules, rewards and consequences and are they being applied consistently?
- ♦ Have parents been involved?
- ♦ Have learning issues been discussed and has work been appropriately differentiated?
- ♦ Have Circle Time, Circle of Friends, Anger Management, Trauma Informed strategies been used?
- ♦ Have at least two ILPs been implemented and reviewed?
- ♦ Has liaison between school staff, the school doctor or nurse occurred?

**However, there is a need to be aware that occasionally there can be an emergency situation.**

For these pupils a fast track system must be used.

- It is crucial that these children are referred to the relevant services – (Educational Psychologist and the Engagement Team.)

- A risk assessment may be carried out.
- A Pastoral Support Programme may be prepared and implemented. This is important for the child who is at risk of exclusion

The main principles behind the Pastoral Support programme (PSP) are as follows:

- The Pastoral Support Programme is a school based intervention. The behavioural outcomes for the child to work towards should be precise and realistic.
- The programme is implemented if a child is at risk of permanent or long term fixed exclusion or is disaffected.
- The needs of the pupil will be addressed and a graduated response implemented, drawing on the range of expertise within the school.

### **Pastoral Support Plans**

Pastoral Support Programmes (PSPs) are for pupils who do not respond to the school's actions to combat disengagement and disaffection and need longer-term intervention.

PSPs are plans for learners to manage their behaviour better. At Romilly Primary School, we engage with the Education Engagement Services and parents to establish a PSP. These will be reviewed regularly.

### **Reduced Timetable**

For pupils who require a flexible approach to schooling, the Education Engagement Services and parents will be engaged, and a plan will be established. Where a decision has been made to reduce a pupil's time in school, the timings and agreement will be outlined on a PSP and reviewed regularly.

### **Managed Move**

In cases where it would be appropriate to consider a managed move from one school to the other, Romilly Primary School will engage with the Engagement Services and Vale of Glamorgan County Council's Managed Move guidance.

*'if a school feels that it can no longer manage the behaviour of a particular learner, the school may arrange, normally through the LA, for another school to take over the learner's education.'*

(Welsh Government's Exclusion from schools and pupil referral units, November 2019, guidance)

## **Exclusion**

Exclusions may take place:

- In response to serious breaches of a school's discipline policy.
- Once the range of alternative strategies (PSP) have been tried and failed.
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or of others in the school.
- In all cases the school will follow the LEA guidelines for exclusions with reference to Circular 1/2004

In all cases it must be the decision of the **Miss Katy Williams - Headteacher** who is accountable to the Governing Body and the LEA guidelines. No other members of the staff can make the decision to exclude, **except for Miss I yagambrun/N Williams – Deputy/assistant Headteacher in the prolonged absence of the Headteacher.**

**All Exclusions are official. 'Soft Exclusions' sending children home unofficially for misbehaviour is not permissible and is illegal even with the permission of the pupils' parents.**

## Playground Behaviour

### Children will expect to:

- ♦ Play cooperatively, safely and use of school equipment and the 'Scrapstore' materials appropriately
- ♦ Receive kind behaviour from other children
- ♦ Receive respect and firm but fair treatment from the adults on duty

### Midday Supervisors will expect

- ♦ To feel that they are a valued part of the school structure
- ♦ The children to be well behaved and respectful
- ♦ To have First Aid Training if needed
- ♦ To have a copy of the school Behaviour Policy as a guide
- ♦ To have training in playground activities / 'Playpod' use, games and behaviour management
- ♦ To have the use of school rewards and consequences
- ♦ To have back up from the teaching staff in the school when there are problems that they are unable to solve

### Playground rules and routines

**The rules at playtime are consistent with the rules throughout the school day:**

1. **Follow instructions first time, every time.**
2. **Keep hands, feet and unkind words to yourself.**
3. **Treat everyone and everything with respect.**

The routines at playtimes should be explicitly taught to pupils.

- ♦ The bell will be sounded at the end of play time
- ♦ At break-times (but not lunchtimes) children will stop when the bell sounds and begin to line up as instructed by the adults on duty. All children are expected to tidy away all resources.
- ♦ Pupils will only use the grass during continual dry weather, the adults on duty will determine when it is dry enough to do so.
- ♦ Pupils must stay away from the out of bounds areas.
- ♦ All children will be expected to walk to their class lines where class teachers should be ready to receive them
- ♦ Classes will enter school in an orderly fashion, ready for learning
- ♦ The equipment monitors will check, collect and store all playground equipment
- ♦ Children who are hurt should go to the First Aider
- ♦ Games will be played in the appropriate zones
- ♦ Rewards will be given for good behaviour
- ♦ Corrective actions will be applied consistently for problem behaviour

### **Playground Corrective Actions**

- Adults on duty must deal with behaviour immediately applying appropriate corrective actions in line with the behaviour policy.
- Issues that cannot be dealt with effectively on the yard should be referred to the class teacher.
- Serious incidents should be referred to a member of the senior management team.

## **Appendix**

### **Rewards and Corrective Actions Additional Guidance Notes**

#### **Rewards**

Positive recognition motivates pupils to choose appropriate behaviour and creates a positive atmosphere in the classroom.

It also allows pupils who almost routinely follow the 'behaviour' plan to receive appropriate recognition for this.

It increases pupils' self-esteem and helps improve relationships by focussing on positive as opposed to negative aspects of interaction.

School Routines (to be explicitly taught and revisited regularly)

- ♦ Allow everyone in the class to learn.
- ♦ Use appropriate school language.
- ♦ Put your hand up to ask questions – don't call out (unless otherwise asked )
- ♦ Walk in the corridors
- ♦ Do not enter school without permission at play time
- ♦ Be polite at all times
- ♦ Respect all pupils, staff and visitors to the school
- ♦ All children must be given the opportunity to learn without being disturbed by inappropriate behaviour
- ♦ Be kind
- ♦ Respect all property.

Whole School Rewards are:

- ♦ Verbal praise
- ♦ Non-verbal praise, e.g. 'thumbs up' or smile.
- ♦ Stickers
- ♦ Gold Book
- ♦ Marvellous Me
- ♦ Recognise and display achievements

### **Corrective Actions: Refer to the '5 Step Reflection Programme' (See Page 7)**

- ♦ Should be designed not to humiliate pupils i.e. be fair, appropriate and commensurate to the cause
- ♦ Corrective actions should always begin with the least amount of intervention necessary e.g. non-verbal actions, using pupils name, talking to pupil on an individual basis to explain why actions are causing a problem etc.
- ♦ Should be organised into a hierarchy that clearly indicates what will happen
- ♦ Do not have to be severe to be effective
- ♦ Be immediate
- ♦ Must be appropriate for the pupils and the staff must feel comfortable using them
- ♦ Be applied consistently but individual circumstances should be taken into account

When the pupil first breaks rules he/she should receive:

- **First time: De-escalation strategies with verbal communication**
- **Second time: Formal Reminder**
- **Third time: Formal Warning**
- **Fourth time: Time out in another class to reflect on behaviour**
- **Fifth time: Reflection**

### **Further Corrective Actions**

- ♦ Removal from the group (class).
- ♦ Interruption of break or lunch-time privileges.
- ♦ Withholding privileges.
- ♦ 'Internal exclusion' from, for example, part of the school or a particular lesson or peer group as negotiated by SMT.
- ♦ Completion of assigned work or extra work.
- ♦ Carrying out a useful task in the school / helping others.
- ♦ Reflection sheets.

After one or more of the recommended sanctions is applied severe incidents should be logged.

Policy evaluation advice

Exclusion Booklets and information

Referral Forms

Classroom Management Strategies for NQTs and experienced teachers

Playground Behaviour Policy

Training in Behaviour Strategies for LSAs and MDS

Anti- Bullying Policy, notes, checklist and sample Bullying Policy

Pastoral Support Plan Forms

## **Evaluation of the Behaviour Policy**

### **Appropriateness:**

Does it:-

- Meet the aims described?
- Support the general ethos of the school?
- Meet the aims described?

**Efficiency:**

- Could things be done more simply?
- Have resources been effectively implemented?
- Have some unnecessary aspects been included?

**Effectiveness:**

Does it:-

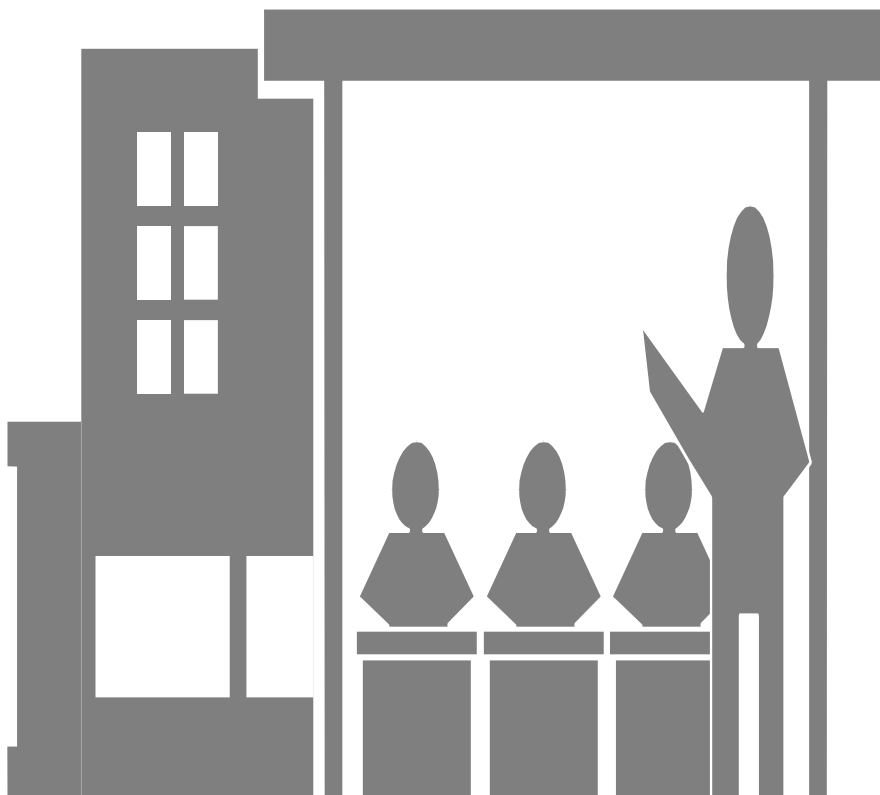
- Have parts that could be operated to better effect?
- Support the day to day, handling of behaviour difficulties?
- Allow for all to be treated in an equitable and fair way?
- Support principles of equal opportunities?

**The effectiveness of the policy will be measured by:-**

- A reduction in the number of pupils receiving sanctions.
- A reduction in the number referred to external agencies.
- A reduction in the number of low level disruptions in classrooms
- A reduction in the number of fixed term exclusions

<b>FIXED PERIOD AND LUNCHTIME EXCLUSION FROM SCHOOL</b>
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**Advice for Parents/Guardians**  
**Information for Headteachers/Teacher in Charge of the PRU/Governors.**

VALE OF GLAMORGAN COUNCIL

## **INTRODUCTION**

This booklet contains advice for Parents/Guardians and information for Headteachers, Teacher in Charge of the PRU and Governors, for pupils who have been excluded from Local Authority County, Controlled, Voluntary Aided, Foundation and Special Schools.

References in this booklet to school and Headteacher should also be read to mean the PRU and the Teacher in Charge of the PRU.

**It is important to note that the Education Act 2002 states that all professional parties must by law have regard to the guidance contained in Circular 1/2004.**

Procedures apply to all schools and the PRU in the Vale of Glamorgan and include pupils above and below compulsory school age.

This guide is not exhaustive and it is recommended that circular 1/2004 is consulted.

Independent advice can be sought from:-

The Advisory Centre for Education (ACE) ~ Telephone Number 020 7704 9822

Special Needs Advisory Project (SNAP) ~ Telephone Number 01446 747681

Throughout this booklet there is reference to the Education Welfare Service; an Education Welfare Officer is able to assist by offering further information and practical advice. If you wish more information about this service or if you have any queries please contact:-

**Mrs J Werrett 01446 709147**

## **EXCLUSION**

**Only the Headteacher has the right to exclude your child.** If the Headteacher is absent, then the most senior teacher may exercise this power.

**The Governing Body or its Discipline Committee must not be involved in the decision to exclude** ~ it has to remain impartial in order to discharge its duty to fairly review the use of exclusion and to exercise its power to reinstate pupils when appropriate.

**Your child should only be excluded:-**

- in response to serious breaches of the school's behaviour policy;  
and
- if allowing your child to remain in school would seriously harm the education or welfare of your child or others in the school.

**Your child should not be excluded for:-**

- minor incidents;
- poor academic performance;
- lateness or truancy;
- pregnancy;
- breaches of school uniform rules or rules on appearance (including jewellery and hairstyle), except when your child persistently defies such rules and where all other avenues for resolving disputes have been exhausted;
- your behaviour e.g should you refuse or are unable to attend a meeting.

**The Headteacher can:**

**EXCLUDE A PUPIL FOR A FIXED PERIOD**

**This can be up to 45 days in 1 academic year.**

**OR**

**EXCLUDE A PUPIL AT LUNCHTIME ~ each lunchtime exclusion counts as a ¼ of a school day**

**OR**

**EXCLUDE A PUPIL PERMANENTLY**

The Headteacher must report exclusions to the Governing Body and the LEA.

The Education Welfare Officer will be informed and, if you wish, can contact you to discuss the situation in more detail.

The information in this booklet relates to:-

**FIXED PERIOD and LUNCHTIME EXCLUSION**

There is a separate booklet for Permanent Exclusion.

**THE ROLE OF THE HEADTEACHER**

**The Headteacher should:-**

- not exclude in the heat of the moment;
- ensure that an appropriate investigation has been carried out;

- consider all the evidence taking account of the school's behaviour policy/equal opportunities policy and where appropriate the Race Relations Act and the Disability Discrimination Act;
- allow your child to give his/her version of events;
- check if the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- consult others if necessary but not a member of the Governing Body's Discipline Committee;
- consider if allowing your child to remain in school would be seriously detrimental to the education or welfare of your child or others in the school;
- have exhausted all strategies available to the school e.g use of:-
  - a Pastoral Support programme (PSPs) ~ this is a plan drawn up using a multi-agency approach to assist your child to better manage their behaviour;
  - a restorative justice process ~ this would provide the opportunity, if appropriate, for your child to redress the harm that has been done to a victim;
  - internal exclusion ~ your child may be removed from lessons in order to diffuse a situation ~ this should be short term measure;
  - a managed move ~ consideration may be given to moving your child to another school ~ this would only be done with your agreement and the assistance of the LEA. It should be noted that this strategy would rarely be used in the Vale of Glamorgan as it is extremely difficult to arrange transfers particularly at secondary level. **You should never be pressured into removing your child from school.**

## **OTHER RELEVANT ISSUES**

### **Lunchtime Exclusions**

- If your child's behaviour is particularly difficult at lunchtimes, it is possible, through discussion with the Headteacher and your agreement for your child to go home for lunch;  
If this is not feasible,
- The Headteacher may exclude for the lunch period, placing the legal responsibility back to you;

- Lunchtimes exclusions should be a short term measure only, with regular review of whether it continues to be an appropriate approach;
- The Headteacher will let you know of the duration and the arrangements for providing a free school meal if your child is entitled to one.

### **Behaviour Outside School**

- On school business ~ your child's behaviour will be subject to the school's behaviour policy and treated as though it had happened on school premises;
- Not on school business ~ your child could be excluded if there is a clear link between his/her behaviour and maintaining good behaviour and discipline in the school.

### **Voluntary Withdrawals**

- The National Assembly does not believe that influencing or encouraging parents to voluntarily withdraw their child is an appropriate response to deal with troublesome behaviour;
- Being asked to keep your child at home pending an appointment with the Headteacher is an exclusion and should follow the exclusion procedures;
- Unofficial exclusions are illegal.

### **Setting and Marking of work**

- In all cases of more than a days exclusion, the school should provide work, it is your responsibility to ensure that work sent home is completed and returned for marking;
- The Governing Body is responsible for ensuring that the school complies with these requirements.

## **WHEN YOUR CHILD HAS BEEN EXCLUDED**

The Headteacher has to make contact with the relevant person which means:-

- yourself if your child is aged 10 or below;
- yourself and your child if your child is 11 or above;
- your child if over compulsory school age.

The Headteacher will make contact with you (by phone if possible) and will also write to you and/or your child within 1 school day; letters must confirm:-

- the precise period of your child's exclusion;
- the reasons for his/her exclusion;
- yours and/or your child's rights to make representations to the Governing Body's Discipline Committee, in the case of exclusions from the PRU representations are made to the LEA;
- the person to be contacted to make representations.

Letters should also confirm:-

- the latest date by which the Discipline Committee must meet to consider representations;
- that you have the right to see and have a copy of your child's educational record upon written request to the school;
- the date and time when your child should return to school;
- the arrangements for enabling your child to continue their education, including the setting and marking of work;
- details of a contact at the LEA who can provide advice;
- the telephone number for the Advisory Centre for Education (ACE) helpline (020 7704 9822).

### **DISCIPLINE COMMITTEE RESPONSIBILITIES**

The Governing Body should establish a Discipline Committee of at least 3 Governors. The role of the Committee is to review the use of exclusions within the school. **For exclusions from the PRU the LEA is the responsible body and will follow the procedures set out below.**

**The Discipline Committee must for exclusions:-**

- totalling 5 school days or less in any one term, consider any representations made by you and/or your child. The Discipline Committee cannot direct

reinstatement but can put a record of their considerations on your child's educational record;

- totalling 5 but not more than 15 school days in any one term, arrange to meet if you and/or your child request ~ the meeting has to be arranged between the 6<sup>th</sup> and 50<sup>th</sup> school day from the date of the exclusion. The Discipline Committee may direct reinstatement;
- totalling more than 15 school days in any one term, meet between the 6<sup>th</sup> and 15<sup>th</sup> school day from the date of exclusion. You and/or your child will be invited to attend. The Discipline Committee may direct reinstatement.

Once the exclusion has exceeded 15 school days the Discipline Committee must meet again to consider each subsequent exclusion in the same term. You and/or your child will be invited to attend any subsequent meetings.

If an exclusion would result in the pupil missing a public examination the Discipline Committee should try to meet before the examination.

## **THE MEETING WITH GOVERNORS**

The Clerk to the Discipline Committee will notify you and/or your child of the meeting date, circulate any written statements and provide a list of those who will be present at the meeting.

In the case of short fixed period exclusions your child may have returned to school before the meeting is arranged. The meeting can still be held as it will give an opportunity for everyone to discuss the reasons for the exclusion and explore ways forward.

The panel will hear the reasons for the Headteacher's decision and then listen to your views and/or your child's views.

To help you put forward your views, you and/or your child may bring a friend or a legal representative.

## **WHAT HAPPENS AT THE MEETING**

The Discipline Committee is not a court of law but serves as a structured approach to ensure fairness and consistency.

**The Discipline Committee should consider:-**

- any representations made by you and/or your child;
- whether the Headteacher has complied with the exclusion procedure and has had regard to the National Assembly's guidance (Circular 1/2004) before excluding your child;

- appropriate school policies, including the school's published behaviour policy, equal opportunities policy, anti-bullying policy, special educational needs policy and race equality policy.

**The Chairperson will:-**

- introduce her/himself and explain the reason for the meeting and the basic procedures;
- offer to stop at any time to clarify any points;
- ask the Headteacher to outline the reasons for the exclusion decision;
- offer you and/or your child (or a representative) an opportunity to ask questions of the Headteacher;
- offer Governors the opportunity to ask questions of the Headteacher;
- ask you and/or your child (or a representative) to make any representations you may wish to offer;
- offer the Headteacher the opportunity to ask questions of you and/or your child (or representative);
- offer all Governors the opportunity to ask questions of you and/or your child (or representative);
- ask the LEA, if in attendance, for any observations or comments;
- offer both parties the opportunity to sum up.

## **WHAT HAPPENS AFTER THE MEETING**

The Discipline Committee must notify you and/or your child and the LEA of their decision within one school day of the date of the hearing, giving reasons for their decision.

Where reinstatement is directed the Committee may not attach conditions to the reinstatement.



A note of the Discipline Committee's views on the exclusion should be placed on your child's record along with a copy of the Headteacher's exclusion letter and other relevant papers.

### **EXTENDING THE FIXED PERIOD EXCLUSION**

In exceptional cases ~ usually where further evidence has come to light ~ a fixed period exclusion may be extended for a further period not exceeding **45 school days** or converted to a permanent exclusion.

In such cases the Headteacher must write to you and/or your child explaining the reasons for the change.

### **RELEVANT LEGISLATION**

Education Act 2002

National Assembly Circular 1/2004 ~ Exclusion from Schools and PRUs

The Education (Pupil Exclusions and Appeals) (Maintained Schools) (Wales) Regulations 2003

The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (Wales) Regulations 2003

Race Relations Act 1976 (amended 2000)

Sex Discrimination Act 1976

Disability Discrimination Act 2001

Human Rights Act 1998

Education (Pupil Records) (Wales) Regulations 2001