

St Matthew's Church of England Primary School



Positive Behaviour Management Policy

Introduction

Rationale

St Matthew's Church of England Primary School is organised so that children and staff feel happy, confident and safe. We nurture this by encouraging staff and children to work closely in teams. We believe that a healthy balance between sanctions and rewards exists. We encourage everyone to implement rules fairly and consistently to foster good behaviour in a positive way within an ethos of hard work, care, commitment and responsibility.

Purpose

The school's ethos: Learning together in the Love of God and core values (Respect, Faith, Choices and Learning Together) underpin our whole school approach towards behaviour management. In terms of behaviour this means we strive to create a climate in which there is a strong promotion of positive behaviour.

This policy aims to create a common understanding of the purpose and meaning of rules and routines to create a learning environment.

Aims

As a Church of England school we aim to encourage staff and pupils to :

- value and appreciate one another irrespective of age, gender, faith, culture or race, and to acknowledge that everyone has a part to play within our school community
- develop self discipline, the ability to learn independently and work collaboratively
- nurture self esteem and a sense of personal worth
- maintain a positive, calm and purposeful atmosphere where staff can teach most effectively and pupils can learn to the best of their abilities
- listen with respect to one another and be conscious never to damage another's self-esteem or hurt anyone's feelings
- foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects

Our aim is that all those who work in or visit our school will exhibit behaviour in keeping with these aims and our ethos.

Objectives

To have in place:

- an agreed set of procedures for positive reinforcement including a reward system.
- a clear structure of sanctions.
- clear channels of communication between school and parents / carers.

Entitlement

This behaviour policy is applicable to pupils, staff and other adults visiting and working within the school. In particular it forms part of the induction policy for new staff.

- Pupils and parents are involved with Home School Agreements
- Pupils in particular circumstances may require monitoring.

Definitions of behaviour

It is important that we have agreement about what sort of behaviour we consider unacceptable. In this way, we can maintain consistency of expectations. It is worth bearing in

mind, however, that there are degrees of behaviour which gradually become less and less acceptable. For example, hitting can vary from a gentle tap to get someone's attention, through a slap which leaves a red mark to something so severe it results in winding or other injury requiring medical attention.

Unacceptable behaviour

- disobedience to a reasonable instruction
- answering back, rudeness or aggression to adults
- leaving class without permission
- disrupting lessons or the smooth running of the school, e.g. repeatedly calling out, talking when not appropriate, passing notes, getting out of seat regularly, throwing things, etc
- damaging property
- stealing
- biting, spitting, hitting and kicking
- swearing and other inappropriate language
- sexually inappropriate behaviour
- making unkind remarks
- racist comments or comments about religious matters, physical appearance
- forming gangs
- bullying
- truancy

When children's behaviour falls below an acceptable standard, a range of sanctions may be used to correct this.

Some behaviours may result in a fixed term or permanent exclusion. The actual length of exclusion will be dependent on severity, frequency, and likelihood of harm to other children/staff or other assessed risk:

- Bringing weapons, knives, blades or other dangerous objects into school, whether or not these are used.
- Serious physical assault
- Criminal damage
- One off serious incident
- Sexually inappropriate behaviour
- Smoking, alcohol and drug related incidents such as possession/smoking/drinking, selling/dealing
- Theft
- Bullying
- Racism
- Sexism.
- Extortion – demanding money with menaces
- Persistent absconding - parents will be notified if a pupil has absconded, as will the police, where appropriate;
- Persistent refusal to abide by the rules of the school/persistent low level disruption.
- Any other criminal activity

Equal Opportunities

We believe that:

- we should celebrate the worth of all our pupils.
- all members of the school community should be treated with respect.
- all children are individuals and as such behaviour strategies may need to be varied.

- some pupils with emotional / behavioural difficulties should be described in terms of 'troubled' children rather than 'troublesome'. (In these identified cases the SEN Code of Practice will apply and these pupils' behaviours will be identified, monitored and managed by the SENCO, outside agencies where appropriate, the class teacher and the Headteacher, after consultation with parents.)
- that the broad principles in this policy should be applied equally to all pupils, regardless of age, gender, faith, culture, race or disability.
- that children with disabilities are entitled to additional consideration to ensure that they do not become targets for bullying or unkind comments, and that staff should take particular care to reinforce the development of his / her self esteem.
- all children have the opportunity to participate in the school's reward system, which includes recognition in assemblies

Content of the behaviour policy: how it operates

Rights and Responsibilities

All members of the school community should work together to maintain our school ethos, and in particular to promote positive behaviour. This involves everyone having both rights and responsibilities.

Rights of Pupils

- To be able to learn to the best of their ability.
- To be treated with consideration and respect.
- To be listened to by the adults in the school.
- To know what is expected.
- To feel safe.
- To be treated fairly.

Rights of Staff

- To be treated with respect, by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.

The Rights of Parents / Carers

- To be sure their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be told when there are difficulties.

Responsibilities of Pupils

- To treat others with consideration and respect.
- To listen when it is others' turn to talk.
- To follow instructions from teachers and other staff.
- To sort out difficulties without making matters worse.
- To ask for help if it is needed.
- To let others learn.

Responsibilities of Staff

- To create a safe and stimulating environment in which pupils can learn.
- To treat pupils with consistency and respect at all times.
- To communicate regularly with parents / carers.

Responsibilities of Parents / Carers

- To get their children to school on time and ready to learn.
- To treat other people's children with respect and tell the school staff if they have any concerns.
- To talk to their children about the things they learn in school.
- To tell the teachers if their child is being bullied or upset.

Within Phases, more specific rules to encourage more positive behaviour are negotiated between staff and pupils. Pupils take ownership of the rules by being involved in the process of their development.

Our expectations of conduct:

As a Church school, we promote positive Christian values along with our school values of Faith, Respect, Learning Together and Choices. We do not expect values to be simply "caught": we believe in actively teaching and encouraging them. These positive values include:

- telling the truth
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions
- self-discipline

We will not tolerate behaviour such as:

- name calling
- physical aggression
- use of bad language
- racist remarks
- lack of respect for other people.
- lack of respect to property.

When breaches of discipline occur, staff will listen fairly to all parties and when certain of facts, will apply sanctions consistently.

Complaints

Complaints from Children

If a complaint is made:

- All children should be offered the opportunity to explain their actions fully. They should be clearly shown which aspect of the behaviour is not acceptable.
- Children need to understand what is wrong and why and what the consequences will be.

Complaints from Parents

Parents can make an appointment to see class teachers, Deputy or the Headteacher. It is not always possible to see teaching staff on demand as time and privacy may be required to discuss disciplinary matters. All complaints will be taken seriously.

Encouraging Appropriate Behaviour

It is essential that when we encounter disruption we deal with it in a positive way and use strategies to encourage the pupil to behave appropriately. The Key Strategies to deploy on the following areas can be found in the appendices

- Promoting on task behaviour
- Re-directing non-disruptive off task behaviour
- Counteracting off-task disruptive behaviour
- Addressing behaviour in difficult situations.

We use the following methods of encouraging good behaviour:

Rewards

- Non-verbal praise such as a thumbs up, nod, smile
- private praise
- public praise (in class and in assemblies)
- extra playtime at the discretion of staff (and agreed with phase leaders)
- informing parents
- being sent to the HT or DHT
- stamps or stickers
- certificates
- raffle tickets

Sanctions

Wherever possible we encourage negotiated sanctions that match the offence. Therefore in discussion with the child we:

- check the child understands why he/she is in trouble
- establish he/she knows the behaviour was unacceptable
- explore the effect that behaviour has on others
- examine strategies for avoiding the same situation in the future
- encourage children to think of or offer some alternative strategies
- problem solve.

Strategies for minor infringements.

These might normally include:

- a non-verbal signal (shake of head)
- move through the steps
- ignoring
- time out (maximum of five minutes, otherwise it ceases to be time out)
- home school books
- a private verbal rebuke and reminder of unacceptable behaviour
- repetition of task if necessary
- removal from scene of disruption
- isolation within classroom
- removal from class to an alternative supervised area
- withdrawal of privilege, e.g. loss of one break time
- informing and discussing with parents if necessary
- behaviour contract.

More serious offences.

These must be dealt with in a more formal way:

- send to another member of staff (see Referral Routes)
- logging of incidents where necessary
- informing parents – verbal, informal / formal letter
- withdrawal of major privilege
- removal from class for longer period
- send for senior member of staff
- discussion with outside agency (through SENCo)

If sanctions are being applied.

Then it is important to remember:

- pupils should not be deprived of access to any curriculum area,
- pupils may finish uncompleted work at playtime or dinner time but should not be given extra Maths or English as a punishment as this may provide a negative image of academic work
- no pupils should be left anywhere in school unsupervised while completing a sanction
- parental involvement should begin as soon as your concern does
- Staff should only use physical restraint to prevent a serious incident (e.g. absconding, injury to self or others)
- Staff should not leave their class unattended

Sanctions		
Step	Sanction	Example
Step 1	Warning	A verbal warning is given to the child. "I've asked you once already, I'm going to have to give you a warning, please don't interrupt when I'm talking"
Step 2	Five minutes time out within the class	The child is already on step 1 and continues to interrupt/ disrupt the lesson
Step 3	Five minutes time out in another class	The child is already on step 2 and continues to interrupt/ disrupt the lesson. E.g. Year 1 children to be sent to Year 2, Year 4 children to be sent to Year 5
Step 4	Children to be sent to deputy or head teacher	The child is on the third step and has not acted to improve their behaviour. A more serious incident where it is necessary to send the child directly to the DHT/ HT

- All classes have the behaviour steps on display.
- If the nature of the behaviour more serious, then staff should use their professional judgement when deciding whether the child should go on step 1 or be placed on a higher step.
- If the behaviour is judged to be a step 4, for example, violence or racism, then the child should be sent straight to the deputy or the head teacher.
- If immediate help is required then the red card should be sent to a member of SLT

EYFS

In EYFS each child is treated as an individual. In cases of anti-social behaviour, staff always explain why such behaviour is unacceptable. Staff use only positive guidance, redirection and setting of clear cut boundaries that will enable the child to become self disciplined. The aim is to encourage children to be fair, respect property, respect others and to be responsible

for their own actions. Discipline and guidance is consistent and based on the understanding of the individual needs and development of the child. Aggressive physical behaviour towards staff or a child is unacceptable, staff will intervene immediately when a child becomes physically aggressive to protect all children and encourage more acceptable behaviour.

Resources

Staff can get further advice from:

- Phase leaders
- SLT
- Head and Deputy
- SENCO, who, if necessary, may contact other outside agencies.

Policy on Bullying

What is bullying?

- A bully is someone who uses their strength or power to hurt or frighten others.
- A bully is not necessarily bigger or stronger. He/she can be any shape or size.
- Bullying is when someone is made to do something by using force or threats. It may be physical or verbal.

Most children cope with falling out with other children and the little arguments that develop between friends are soon sorted out and forgotten. This is not bullying and may even be considered as growing up. However, when problems are more serious and children become extremely unhappy because actions of others, this is deemed as bullying. It is important that each case is taken seriously and seen to be investigated.

Sometimes, people will use their power in an unpleasant way over others. This is bullying and to some extent happens in all schools.

Unchecked bullying also damages the bully who learns that he / she can get away with violence, aggression and threats and that sort of behaviour gets them what they want.

Dan Olweus, an expert in the prevention of bullying, says that bullying includes:

- deliberate hostility and aggression towards the victim
- a victim who is weaker and less powerful than the bully or bullies
- an outcome that which is always painful and distressing for the victim.

Bullying can be:

- Physical: pushing, kicking, hitting, pinching and any other forms of violence, threats (e.g. 'If you don't give me your dinner money, you'll be sorry'.)
- Verbal: name calling, sarcasm, spreading rumours, persistent teasing.
- Emotional: excluding (i.e. sending to Coventry), tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- Racist : racial taunts, graffiti, gestures.
- Sexual: unwanted physical contact or abusive comments.

Persistent bullying can result in:

- Depression
- Low self esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide.

Why do some children become bullies?

Some children turn to bullying as a way of coping with a difficult situation such as the death of a relative or parents divorcing. Some are victims of abuse themselves and take their humiliation and anger out on others. Some want to be "top-dog" and are prepared to use aggression and violence to command obedience and loyalty.

Helping the bullying child

- See if he/she has any idea about why they bully and what they think might help them stop.

- It's the behaviour that is unacceptable, not them as a person.
- Set up some sort of award for good behaviour.
- If the child bullies when faced with certain situations, help him/her work out and practice alternative ways of behaving.
- Praise the child when things go well; create opportunities for him/her to shine.
- Give him/her some time and space to cool off.

Other children may deliberately provoke a bully, especially if they think the bully is trying to reform. Explain to the child that he/she may be taunted and provoked but he/she should try not to respond aggressively.

Who are the victims?

Children who bully pick on people because they need a victim. They will find something about the victim to focus on such as:

- wearing glasses
- appearance (hair colour/size)
- having protruding ears
- being in a wheelchair
- coming from a different culture.

This so called difference is just an excuse which the bully needs to "justify" his/her behaviour. Therefore, at St Matthew's, we aim to provide an environment in which differences are appreciated and children feel valued in order to give individuals some self-esteem.

Possible signs of bullying

A child may indicate by his / her behaviour that he / she is being bullied. The child may:

- be frightened of walking to or from school
- be unwilling to go to school (may even be school phobic)
- feel ill on a regular basis
- begin truanting
- begin doing poorly in their school work
- become withdrawn, start stammering, lack of confidence
- become distressed and anxious, stop eating
- have possessions go missing
- begin stealing money (to pay the bully)
- continually "lose" money
- refuse to say what is wrong (too frightened)
- begin to bully other children or siblings
- become aggressive and unreasonable
- give improbable excuses to explain any of the above.

What do we do?

We at St Matthew's believe any form of indiscipline, including bullying, can be alleviated by positively promoting and rewarding good behaviour. However, we also acknowledge that the problem will not be completely eradicated but in order to prevent any such problem from escalating we can put the following procedures in place:

- take any problem that may be deemed as bullying or anything that may lead to a case of bullying, be taken seriously and seen to be investigated
- interview the parties concerned separately and individually
- interview any witnesses
- decide an appropriate action :

- obtain an apology from the bully/bullies to victim
 - impose sanctions against bully/bullies
 - inform bully/bullies' parents
 - insist on return of borrowed or stolen items
 - hold lessons (PHSE), class discussions, assemblies about bullying
 - provide a safe haven during school hours for victim
 - encourage the bully to change his / her behaviour
- A follow up meeting with the victim's family should be held to report progress
 - Members of staff should be informed about the incident and the action taken
 - A written record of the incident, interviews and actions taken should be kept.

Strategies

Together we can help to control bullying very effectively.

- It is essential that the children are encouraged to talk to someone if they are experiencing any emotional problem that is worrying him / her or causing some anxiety: a friend or an adult – (parent, a relative, a teacher, a lunch time supervisor)
- Children should be given the opportunity to discuss strategies in the classroom particularly at the beginning of a new school year.
- The children should be encouraged to support each other and tell his/her teacher if he/she is worried about someone else being bullied.
- Notices should be displayed around school to the effect that bullying is unacceptable and will not be tolerated.

Appendices

Strategies

Key Strategies for Encouraging Appropriate Behaviour

1. Positive Repetition: When giving directions repeat them, and get pupils to repeat them back to you.
2. Positive Recognition The power of praise. It is important to remember to include specific behavioural feedback for a pupil being appropriate. "Well done, I am pleased you are"
3. Rewards. Stickers, certificates, etc.
4. Scanning. When working with individual / group take time out to scan room and look for and recognise on-task behaviour.
5. Circulating. Circulate around room while pupils are working independently giving positive recognition.
6. Teaching Alternative Behaviour. It may be that the pupils may not fully understand what behaviours are expected. They may need to be taught what is appropriate.

Key Strategies for Re-directing Non Disruptive Off-Task Behaviour

1. The Look. Non verbal communication can show that you are aware someone is off task. A look that states: "Should you really be doing that? What do I expect from you at the moment?"
2. Use of Name. Use the pupil's name when giving an instruction to others. "I want you all, Lucy, to look this way", etc.
3. Physical Proximity. Your presence close to the pupil, when talking to others or giving instructions can re- direct.
4. Proximity Praise. Praising pupils adjacent to off task pupils will re-affirm your instruction.
5. Moving In. Move close to the student and quietly restate your directions or expectation. "I need / expect you to"
6. Moving Out. It may be necessary for some pupils to ask them to come to you. As above, speak quietly and firmly restate your wishes.
7. Motivational Challenge. Redirect the pupil with a challenge to finish task in set time / finish set number in set time etc.
8. Provide Choice of on task or consequence. It may be that offering a reminder of the consequences may bring the pupil back on task.

Key Strategies for Disruptive Off -Task Behaviour

1. Moving In / Out. Move close to the student and quietly restate your directions or expectation. "I need / expect you to" It may be necessary for some pupils to ask them to come to you. As above, speak quietly and firmly restate your wishes.
2. Warning (1st Consequence). When it is apparent that a pupil is not making the right choices then issue a warning restating the specific direction. "Lucy, I need you to you are choosing not to. That is a warning".
3. Positive Recognition. After a warning has been chosen, look for opportunities to recognise positive behaviour.
4. 2nd Consequence Provide the consequence in a calm matter of fact manner, reminding the pupil that they have chosen the consequence.
5. 3rd Consequence. As above and in line with steps
6. 4th Consequence. As above, but refer to SLT and consider informing parents. .
7. Severe Case. Send to Headteacher/Deputy/Phase Leader as appropriate

Key Strategies for Behaviour in Difficult Situations

1. Parental Involvement. Parents can offer unique support. It is important that they are aware of your concerns and that they are contacted as soon as you feel necessary. (Not too soon but equally not too late). Meet with them to explain issues
2. SLT Involvement. See referral route as to procedures.
3. One to One. Meet with the pupil to discuss your concerns relating to their behaviour. The goal is not to punish but to raise awareness of the situation. This meeting should be brief (max 10 minutes).
4. Action Plan. When the referral route and sanctions have been implemented and are not effective, then an individual set of strategies may be needed. This may take the form of an individual behaviour plan, either informal (in the early stages) or written (if this is a problem which has existed considerable length of time). Where a child is at risk of exclusion, or has been excluded, a Behaviour Plan should be negotiated with parents/carers

Avoiding Exclusion

There are some times when excluding a pupil is necessary (such as a 'one off' serious incident or sexual inappropriate behaviour) but as a school we aim to keep this as a last resort. We try to do everything we can to avoid this happening:

- We use all the sanctions and rewards detailed in this policy
- The SENCO works closely with parents and class-teacher
- The Learning Mentor or appropriate member of staff may support individuals on a short term, regular or long term basis. This may be in class support, withdrawal or working on a particular programme – e.g. self esteem or anger management. All this is decided on a case by case basis.
- We have some support staff who are deployed to support non-statemented children with behavioural issues on a short term basis – or longer if necessary
- As a very last resort, we may arrange for a child to receive a reduced programme of contact with school, e.g. mornings only for a short while to reduce the opportunity for exclusion-worthy behavioural incidents. This is always done with a view ultimately to re-integrate the child back into full time education

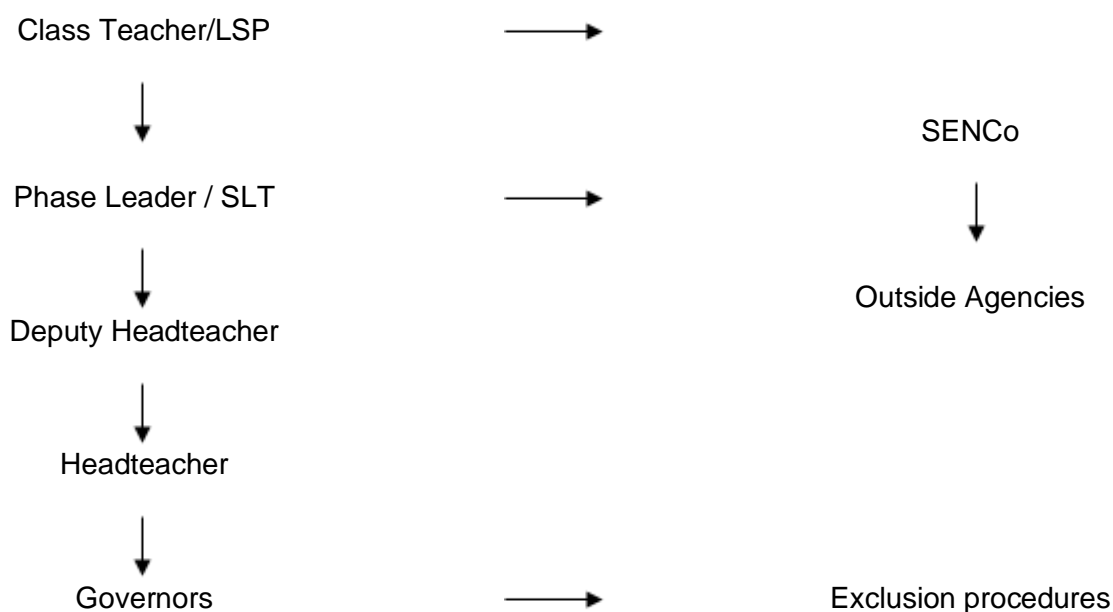
Recognising Children's Achievements

In line with our promotion of positive behaviour, we consider it vital to recognise children's achievements, both academic and social. The following is a brief list of current practice.

- Stickers : Given by class teachers, phase leaders, deputy, Headteacher
- Good work certificates presented
- End of term raffle for good work
- Recognition in phase/ whole school assemblies
- Learning Hero assembly

Referral Routes

Discipline Referral Route
(for more serious incidents.)



Procedures for Excluding a Pupil

Head teachers, governors and independent review panels should have regard to this guidance in discharging their functions in relation to the latest act. The guidance should be read alongside Section 6 of the Circular which explains the steps that should be taken before resorting to exclusion and when exclusion should be used.

Note: these procedures apply to all maintained schools and all pupils including those above or below statutory school age. The procedures do not apply to independent schools, city technology colleges, pupil referral units, free-standing nursery schools, or sixth form colleges which have no statutory duty to apply these procedures.

Responsibilities of the Headteacher

Informing parents about the exclusion

1. A Headteacher who excludes a pupil should make sure the parent is notified immediately, ideally by telephone, and that the telephone call is followed by a letter within one school day. An exclusion should normally begin on the next school day.
2. Letters about fixed period and permanent exclusions should explain :
 - why the Headteacher decided to exclude the pupil and the steps taken to try to avoid exclusion;
 - the arrangements for enabling the pupil to continue their education, including setting and marking the pupil's work;
 - the parent's right to state their case to the Governing Body's Discipline Committee;
 - who the parents should contact if they wish to state their case (usually the Clerk to the Committee);
 - the latest date the parent can put a written statement to the Discipline Committee;
 - the parent's right to see their child's school record;

- if the exclusion is for a fixed period, the length of the exclusion and the date and time the pupil should return to school;
- if the exclusion is for lunchtimes only, the length of the exclusion (normally no more than five school days) and the arrangements for providing a meal for any pupil entitled to free school meals;
- if the exclusion is permanent, the date the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident;

All correspondence should be in plain English and avoid unnecessary jargon. Exclusion cases should be treated in the strictest confidence.

3. A Headteacher who extends a fixed period exclusion or, exceptionally, converts a fixed period exclusion into a permanent exclusion, should again write to the parent explaining the reasons and making the other points above. Where an exclusion is extended there is a new right for the parent to state their case to the Discipline Committee.

Informing the Discipline Committee and the LA

4. The Headteacher should inform the Governing Body's Discipline Committee and the LA immediately of :
 - all permanent exclusions;
 - all exclusions which result, separately or in total, in the pupil missing more than five school days in any one term, or which deny pupils the chance to take a public examination.

Short fixed period exclusions of one to five school days should be reported termly, unless the LEA asks for more frequent reports.

5. For each exclusion reported the school should give :
 - the name of the pupil;
 - the length of the exclusion;
 - the reason(s) for the exclusion;
 - the pupil's age, gender, ethnicity, and whether they are on the SEN Code of Practice or have a statement of special educational needs;
 - whether the pupil is looked after by the Local Authority.

Responsibilities of the Governing Body

The Discipline Committee

6. The Governing Body should set up a Discipline Committee made up of three or five governors (not including the Headteacher), to review the use of exclusion within the school, including considering the views of the parent of an excluded pupil, and deciding whether or not to confirm exclusions of more than five school days or those where a pupil would miss an opportunity to take a public examination. The Governing Body should also appoint a clerk to the Discipline Committee to provide advice on the exclusions process and handle the administrative arrangements for considering exclusions. The Governing Body may nominate three or five governors to serve on the Discipline Committee or a pool of governors from which three or give will serve as the Discipline Committee to consider particular exclusions. The quorum for a meeting is three. If a governor has a connection with the pupil or the incident that could affect their ability to act impartially they should not serve at that hearing. If four members consider an exclusion, the chair has the casting vote.
7. If the exclusion is fewer than five days, the Discipline Committee cannot direct re-instatement, but should consider any statement from the parent. For exclusions of more

than five days in a term, or where a pupil loses the opportunity to take a public examination, the Discipline Committee should consider the exclusion and decide whether the pupil should be re-instated. If a pupil has been excluded several times for fewer than five days each time, the Discipline Committee should meet once the pupil meet once the pupil has missed more than five days in the term. If the same pupil is excluded again that term, they should meet again to consider the exclusion. Provided that the time limits are met (see paragraph 9 below) Discipline Committees may use a meeting to consider more than one exclusion.

8. If an exclusion for fewer than five days causes the pupil to miss sitting a public examination, the Discipline Committee should try to meet before the public examination. The normal minimum time limits do not apply. If, exceptionally, the chair of the Committee does not consider it practical for the Committee to meet, the chair may consider the exclusion and decide whether to re-instate the pupil. Apart from this, the procedures for considering these exclusions are the same as the procedures for exclusions of more than five days in a term. The following paragraphs explain the procedures.

Setting up the meeting to consider an exclusion

9. On receiving notice from the Headteacher that a pupil has been excluded for more than five days, the clerk should :
 - For an exclusion of between six school days and 15 school days in a term, set up a meeting between the 6th and the 30th school days to consider the exclusion. (The minimum time limit allows the parent and the LEA time to put together their cases, and for a “cooling off” period between the Headteacher’s decision and the Governors’ consideration);
 - For an exclusion of over 15 school days, set up a meeting between the 6th and 15th school day after that notice to consider the exclusion;
 - Invite the parent and the LEA to the meeting, at a time and place convenient to all parties, as far as possible within the time limits. The parent may be accompanied by a friend or a legal representative at their request;
 - Ask for any written statements in advance of the meeting;
 - Circulate any written statements, ensuring that the identity of pupils is concealed, and a list of those who will be present at the hearing to all parties attending.
10. Unless there are strong reasons to refuse, the chair of the Discipline Committee should allow the excluded pupil to attend the meeting and present their case if the parent and the pupil ask for this. But the parent formally remains the appellant unless the pupil is over 18.
11. If the pupil is back at school before the Discipline Committee meets, the meeting still enables the parent to give their views. The Discipline Committee can also consider whether more information should be added to the pupil’s record (see paragraph 16).
12. If the pupil is still excluded when the meeting takes place, the Discipline Committee should decide whether to direct re-instatement. In reaching their decision the Committee should :
 - consider the parent’s and LEA’s statements;
 - have regard to the guidance on the appropriate use of exclusion in Section 6 of this document, and consider whether the Headteacher has tried sufficient approaches to improve a pupil’s behaviour before resorting to exclusion, and whether any further strategies might be an alternative to exclusion;

- For permanent exclusion, the Discipline Committee should satisfy itself that all possible strategies to improve a pupil's behaviour were tried and have failed. Strategies should include those in this guidance, including a Pastoral Support Programme. For children with statements of SEN, revising the statement might be better than resorting to exclusion;
 - If the Headteacher has not used exclusion in line with this guidance, the Discipline Committee should normally direct re-instatement.
13. If the Discipline Committee decides to direct re-instatement it should discuss with the LEA whether extra short term support would help to ensure successful re-integration. If the Discipline Committee confirms a Headteacher's decision to exclude, it should be satisfied that there are satisfactory arrangements for the pupil to continue their education while away from school.
14. The Discipline Committee should notify the parent and the LEA of their decision, within one school day of the hearing, giving the reasons. The Committee may not attach conditions to the re-instatement of the pupil.
15. The Discipline Committee uphold the Headteacher's decision to exclude a pupil permanently, it should write within one school day to the parent :
- Giving the reasons for the decision;
 - Explaining the parent's right to appeal to an independent review panel to which the parents can make oral and written statements and have the right to request a SEN expert to be present at the Review.

After the meeting:

A note of the Discipline Committee's views on the exclusion should normally be placed on the pupil's record with a copy of the Headteacher's exclusion letter.

Next Review: summer term 2016