



# Crockerton Church of England Primary School

Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB

Web: [www.crockerton.wilts.sch.uk](http://www.crockerton.wilts.sch.uk) Tel: 01985 212168

Headteacher: Mrs Nic Ilic

## VISION STATEMENT

*Together we learn and grow, beyond expectations, guided by our faith and values.*

## Behaviour & Exclusions Policy

*This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.*

<b>Written</b>	<b>January 2017</b>
<b>Reviewed</b>	<b>September 2020</b>
<b>Author</b>	<b>Headteacher</b>
<b>Next Review</b>	<b>September 2021</b>

*We are committed to safeguarding and promoting the welfare of children and young people*

This policy should be read in conjunction with the following policies:

- ❖ Anti-Bullying Policy
- ❖ SEN Policy
- ❖ Use of Reasonable Force Policy
- ❖ The Home School Agreement
- ❖ Attendance Policy
- ❖ Child Protection Policy

At Crockerton C of E Primary School we aim to create an environment where each child is safe and secure, and is able to enjoy learning and reach their full potential. We aim to raise the self-esteem of all members of the school community by encouraging an atmosphere of mutual respect.

The school actively works to promote British Values. Under the PREVENT guidance of 2015, school staff have been trained to be aware of the possible radicalisation of pupils through various sources. Staff will be vigilant and report any possible behaviour/ attitudes/ discussion/ language which falls under this remit to the named Designated Safeguarding Lead in school.

Our School Rules are: **Be Kind, Be Safe and Be Responsible**

### **Purpose**

- To create a safe and welcoming environment for the children
- To ensure that quality teaching and learning is able to take place
- To make sure that incidents are dealt with promptly and consistently
- To ensure that all members of the school have a common understanding of procedures

### **Aims**

- Ensure there is a consistent whole school approach to managing behaviour
- Create a secure and positive environment in which all children are valued and care, consideration and respect for others is at the heart of our community.
- Have the highest expectations of behaviour for all children, communicating this effectively to them at all times.
- Encourage children to take responsibility for their own behaviour
- Acknowledge that everyone has a part to play in our school community, are valued and should be listened to.
- Promote good behaviour through positive praise which will allow effective learning to take place and each child to realise his/her full potential.
- Create a positive learning environment where children can learn and teachers can teach.

### **Code of Conduct**

-  Persevere and try out new things.
-  Think about what you are good at and how you can improve.
-  Keep safe, be kind and be responsible.
-  Always behave in a way that allows everyone to learn and play without being interrupted.
-  Learn at home; read regularly and share your achievements out of school
-  Ask for help.
-  Tell an adult if you have any worries.
-  Wear my school uniform with pride.
-  Be a good friend to everyone.
-  Walk inside the school building and to the playground or field.
-  Demonstrate the School Values in school and within the community.
-  Show respect to staff, children, visitors, equipment and buildings.
-  Use appropriate language at all times

Stage	Behaviour Choices	Consequences and rewards
	You have gone beyond expectations.	Lots of Praise. You have been a great role model. You should feel proud.
	You are following the Code of Conduct and making good choices	You will have friends. You will be learning well. Everyone will be proud of you and you will feel proud of yourself. Praise, stickers, certificates, Spotted and dojo points.
	You are beginning to make poor choices – you need to think how you can change this quickly.	You are not learning. People might not want to play with you. You may feel disappointed in yourself others may be disappointed in you. You will miss out on dojo points and praise. If this happens regularly, contact will be made with parents.
	You have made a poor choice and are not responding to the adults who are trying to help you.	You have disrupted learning for other children. You have upset or hurt others. You have spoiled the play for other children. You will be moved away from your friends and other children and sent to Head Teacher who will decide when you can return. A behaviour form will be completed.

## Promoting Good Behaviour

The school promotes and endorses good behaviour in a variety of ways. These include:

- Our School Values
- Discussing the school and classroom rules at the start of each school year and revisiting them as necessary.
- Demonstrating, explaining and highlighting good behaviour across the school including Worships, circle time and through our PHSE curriculum.
- Sharing and enforcing classroom/playtime/lunchtime rules
- Recognition, highlighting and celebration of positive behaviour around the school
- Verbal praise and encouragement for children to take responsibility for their own behaviour choices
- Constructive feedback, time and help for children to articulate their feelings, respond, and discuss reasons for the choices made, so that they are understand how they can make better choices/the right choice.
- Particular recognition of good behaviour from Head Teacher and other adults
- Communicating our expectations to parents through newsletters, website, class dojo and our Behaviour Policy which is kept updated on our website

## Rewards

**Children following these rules can expect:**

- Praise
- Stickers
- House points through Class Dojos
- Head Teacher's Certificates
- To be congratulated and celebrated in School Worships, Celebration Assemblies or in the Newsletter.
- A Headteacher's special 'postcard' for excellent contribution towards the life of the school.
- 'SPOTTED'- children are spotted by staff and pupils being positive role models. A coloured spot is displayed around the Main School entrance area.

- Stars will be given for special work and contribution *above and beyond* the normal expectation. Bronze, Silver or Gold Badges will then be awarded in recognition of a number of stars achieved.
- The Headteacher is always happy to give children a 'special' sticker.

Any additional rewards that staff may wish to give in recognition of special achievements should reflect the school's policy on 'Healthy Eating' (i.e. no sweets or chocolate).

In our view, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson
- Fidgeting.

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Serious disruption in class
- Running away
- Rudeness or Insolence
- Deliberate damage to property, including irresponsible behaviour in the toilet areas.
- Sexual harassment.
- Bullying

For serious incidents the Headteacher will be contacted. Incidents will be logged in the Headteacher's office. Parents will be contacted for a serious incident or for persistent low-level behaviour incidents.

If incidents are deemed to be of a criminal nature or a serious threat to a member of the public, the Police may be informed.

Some children may be given an Individual Behaviour Plan which will be reviewed at least termly. A referral to outside agencies may be made if behaviour is not improving. A multi-agency assessment may be completed.

#### Pupils' conduct outside the school gates - teachers' powers.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or

### Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

### **Exclusions**

A pupil can be excluded as a result of serious breaches of the school rules. Only the headteacher has the right to exclude pupils. In the headteacher's absence, the power rests with the most senior teacher, who should make it clear that s/he is acting for the headteacher.

Under government regulations, the headteacher can exclude a pupil more than 5 days at a time, but for a fixed term exclusion of more than 5 days the Governing Body must arrange suitable fulltime education for any pupil of compulsory school age. This should be no later than day 6.

Parents must take responsibility for the excluded child and ensure they are not in a public place without good reason.

Fixed term exclusion will be considered where a pupil's behaviour is seriously detrimental to the education or welfare of the pupil or to that of others at the school. All children have a right to learn: therefore, pupils, who after every attempt by the school to help them, continue to display behaviour that denies others this right will be excluded.

Other than in exceptional circumstances, measures which should be taken before Fixed Term Exclusion is used, include:

- Counselling provided by the class teacher, SENCO, deputy or headteacher.
- Advice sought from the Behaviour Support Team, when appropriate.
- Advice and help from the Education Welfare Officer and/or social workers.
- Involvement of the Educational Psychologist in observing behaviour and giving advice.
- A list of behaviour targets, coupled with a sticker chart.
- An Individual Behaviour Plan, shown to parents. Rewards and sanctions will be included in the plan.
- Detailed written evidence of unacceptable behaviour by the pupil.
- The involvement of parents and pupils in positive strategies to improve behaviour

Any incidents of violence, verbal abuse, threats, physical violence and intentional serious damage to personal property will be recorded. Pupils will be given the opportunity to explain their actions and witnesses will be interviewed before an incident report is written.

Verbal abuse towards any member of staff by a pupil will result in the immediate removal of the pupil under the supervision of a responsible adult to allow for a 'cooling off' period during which fixed term exclusion will be considered.

Parents will always be contacted if exclusion is being considered as an option and we will talk to parents about our concerns.

If a pupil's lunchtime behaviour constitutes a threat to discipline of the school, or endangers their own safety or the safety of any member of the school community, lunchtime exclusion may be used. Parents will be asked to take their child home for the whole of the lunch time period. This would normally be for a fixed term period, usually not longer than a week. Parents will be informed in writing first; warning them that this sanction is being considered and explaining the reasons for it. An acknowledgement slip should be attached. Arrangements for providing meals for any pupil entitled to free school meals must be made.

Physical assault on a member of staff will be followed by the immediate exclusion of the pupil until investigations have been completed. In such cases the LEA and the Chair of Governors will be informed as soon as possible with a written report to follow. A copy should be kept on file and given to the injured person. A statement should be obtained from the pupil and injured party and any witnesses of the incident.

Physical assault on another pupil should be thoroughly investigated before exclusion is considered with a written report being prepared and statements from all parties concerned and all witnesses.

### **Arrangements for exclusion**

- Parents will be contacted by telephone, on the day of the exclusion and a letter will be sent home to parents, informing them of the period for which their child will be excluded and explaining the reasons for the exclusion, as well as the date that the child may return to school. It will also include information about how to make representations to the governing body and the LEA about the appropriateness of the exclusion and how to request sight of their child's school records
- The pupil will receive schoolwork to do at home during the exclusion period and arrangement for setting and marking the work will be explained to parents in the letter.
- The LEA must be informed of all exclusions, using the appropriate form.
- For exclusions totalling six days or more Governors must hold a discipline committee meeting.
- Arrangements will be made for receiving pupils back into school, which will include meeting with the pupil and their parents, and a behavioural contract to be signed, clearly stating the school's expectations for the behaviour of the pupil on their return to school. Work completed during the exclusion should be received and marked. If the pupil or their parents refuse to comply with the conditions set down for the pupil's return, permanent exclusion may be considered.
- Where a pupil is given a fixed period exclusion of 6 to 15 school days, and the total for that term does not exceed 15 school days, the discipline committee must meet between the sixth and thirteenth school days, unless an external examination is involved. They will then discuss whether additional support is needed to prepare for reintegration and if considered necessary, they will liaise with the LEA and other external agencies.
- Once the total of excluded days for that term reaches 16 or more school days, then the discipline committee must meet between the sixth and fifteenth school day from the date of the exclusion unless an external examination is involved.
- Pupils will not remain out of school for more than 15 days without a clear plan for reintegration and the school may call a multi-professional meeting to help construct such a plan.
- 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 will be stated.
- The discipline committee can decide to reinstate the child or confirm the original decision to exclude.

### **Permanent Exclusions**

Permanent exclusion involves requesting that the pupil's name be removed from the register because the school can no longer provide for the pupil's needs or safety or cope with his/her behaviour.

Permanent exclusion will only normally be considered after fixed term exclusions have been used. The pupil should have the right to explain their behaviour and this should be fully and fairly considered when a decision is taken. Witnesses to any violent or abusive behaviour should be sought and interviewed.

- A decision to permanently exclude a pupil has to be confirmed at a discipline committee meeting
- If it is intended to permanently exclude a pupil from school, parents will be notified, without delay, of the exclusion and the reason for it, by telephone and then confirmation will be made by letter. Parents should be informed that they can request support from the EWO if a child has been excluded.

- The LEA will be informed immediately of any permanent exclusion.
- A discipline committee meeting must be held within 6 to 15 school days of the parents being informed of the headteacher's decision to exclude the child. This meeting will include parents, governors and representative/s from the LEA to see whether or not the permanent exclusion is to be upheld. The Local Education Authority and the parents have a right to make representation at all discipline committee meetings. If the governors decide not to reinstate the pupil, the parents have the right to make representations to the LEA to appeal against the exclusion. The LEA may order reinstatement or uphold the exclusion. The governors may then appeal to an Independent Appeal Committee against a reinstatement order
- The discipline committee must constitute at least three governors, who have had no previous involvement in the exclusion. One of the governors will chair the meeting. Neither the headteacher nor an elected county councillor can be a member of this committee.
- Other people invited to the meeting could be a friend or representative of the parents, the Education Welfare Officer, the headteacher and other members of staff involved, representatives from other agencies who have been involved. A clerk will minute the meeting.
- The discipline committee should satisfy itself that all-possible support to improve a pupil's behaviour was tried and has failed. This support should have included a pastoral support programme. Once the evidence has been presented, the discipline committee will meet on its own and reach a decision which must be communicated to the parents on the same day.
- The committee can either decide to uphold the exclusion or direct the headteacher to reinstate the child.
- If a decision is made to reinstate the child, discussion will take place with the LEA and the school to see whether short-term support is necessary to support the child. If the decision is made to uphold the permanent exclusion the discipline committee will confirm this in writing, together with details of how parents may appeal against the decision
- If parents appeal, the school must continue to provide work for the excluded child.

#### Appeal Hearings

- The Appeal Panel must meet within 15 school days of the date that parents appeal. Responsibility for constituting an appeal panel, appointing members and a clerk and choosing the chair rest with the LEA.
- The headteacher, governing body and LEA may make written representations and this evidence should be made available to panel members and parents four working days in advance of the hearing. A legal or other representative of the Discipline Committee may also be present. The child may also attend at the parents' request, providing notice is given to the clerk of the committee, although the meeting can refuse this if it has a good reason for doing so. Parents can bring a friend or representative to the meeting as long as notice is given to the clerk.
- The clerk of the Appeal panel should serve as an independent source of advice on procedure for all parties to the appeal. That person should not have served as clerk to the previous discipline committee hearing.
- The appeal panel will hear from all present, then retire and announce its judgement that day and confirm it in writing that day.

Forms and sample letters to be used for exclusion purposes are appended to this policy (Appendix 1).

## Appendix 1

### MODEL LETTER 1 - FROM HEAD TEACHER 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

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

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

You have the right to make representations to the governing body. If you wish to make representations please contact **[Name of Contact]** on/at **[Contact Details – Address, Phone Number, email]**, as soon as possible.

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 SEN and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Procession House, 55 Ludgate Hill, London, EC4M 7JW.

You also have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of 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.

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

You may wish to contact **[Name of EWO]** at **[LEA Name]** LEA on/at **[Contact Details – LET Address, Phone Number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) - an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822

**[Name of Child]**'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**. I am sure it would be helpful for us to meet to discuss **[Name of Child]**'s return to school before they are due back. Please could you contact **[Name]** to arrange a convenient time and date.

Yours sincerely

**[Name]**

Head teacher

**MODEL LETTER 2 - FROM HEAD TEACHER NOTIFYING PARENT OF A FIXED PERIOD EXCLUSION OF MORE THAN 5 AND UP TO AND INCLUDING 15 SCHOOL DAYS IN TOTAL IN ONE TERM, OR WHERE A PUBLIC EXAMINATION WOULD BE MISSED**

Dear **[Parent's Name]**

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

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

You have the right to request a meeting of the governing body at which you may make representations and the decision to exclude can be reviewed. As the length of the exclusion is more than 5 school days in one term the governing body must meet if you request it to do so. The latest date by which the governing body can meet is **[insert Date – no later than 50 school days from the date the governing body is notified]**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **[Name of Contact]** on/at **[Contact Details – Address, Phone Number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend 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 SEN and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, 7<sup>th</sup> Floor, Windsor House, 50 Victoria Street, London, SW1H 0NW

You also have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of 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.

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

You may wish to contact **[Name of EWO]** at **[LEA Name]** LEA on/at **[Contact Details – LET Address, Phone Number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) - an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at <http://www.ace-ed.org.uk/> **[Insert reference to local sources of independent advice if known]**

**[Name of Child]**'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**. I am sure it would be helpful for us to meet to discuss **[Name of Child]**'s return to school before they are due back. Please could you contact **[Name]** to arrange a convenient time and date.

Yours sincerely

Head teacher

MODEL LETTER 3 - FROM HEAD TEACHER 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 **[Period ]**. This means that **[Child's Name]** will not be allowed in school for this period. The exclusion begins/began on [date] and ends on [date].

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

As the length of the exclusion is more than 15 school days in total in one term the governing body must meet to consider the exclusion. At the review meeting you may make representations to the governing body if you wish. The latest date on which the governing body 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 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 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 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 to the SEN and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, 7<sup>th</sup> Floor Windsor House, 50 Victoria Street London SW1H 0NW

You also have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of 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.

The school will continue to set work for **[Name of Child]** during the period of **his/her** exclusion **[Please insert what arrangements are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

You may want to contact **[Name of EWO]** at **[LEA Name]** LEA on/at **[Contact Details – LET Address, Phone Number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state maintained schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at <http://www.ace-ed.org.uk/>. **[Insert reference to source of local independent advice if known]**

**[Name of Child]**'s exclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**. I am sure it would be helpful for us to meet to discuss **[Name of Child]**'s return to school before they are due back. Please could you contact **[Name]** to arrange a convenient time and date.

Yours sincerely

Head teacher

## MODEL LETTER 4 - FROM HEAD TEACHER NOTIFYING PARENT OF A PERMANENT EXCLUSION

Dear **[Parent's Name]**

I regret to inform you of my decision to exclude **[Child's Name]** permanently from **[Date]**. This means that **[Child's Name]** will not be allowed back to this school pending a meeting of the Governing body. Alternative arrangements for **[Child's Name]**'s education will need to be made. In the first instance 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.

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

As this is a permanent exclusion the governing body will meet to consider it. At the review meeting you may make representations to the governing body if you wish. The latest date on which the governing body can meet is **[Date – no later than 15 school days from the date the governing body is notified]**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **[Name of Contact]** on/at **[Contact Details – Address, Phone Number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body 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 the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You also have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of 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.

Alternative education other than setting work will be provided for **[Name of Child]** if the exclusion continues beyond 15 school days. A **[School's Maintaining LEA]** LEA representative will contact you to discuss this.

You may also wish to contact **[Name of EWO]** at **[LEA Name]** LEA on/at **[Contact Details – Address, Phone Number, email]**, who can provide advice on what options are available to you. Additionally, you may find it useful to contact the Advisory Centre for Education (ACE)- an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk) **[Insert reference to source of local independent advice if known]**

Yours sincerely

**[Name]**

Head teacher

**MODEL LETTER 5 - FROM THE CLERK TO THE GOVERNING BODY TO THE PARENT OF A PERMANENTLY EXCLUDED PUPIL UPHOLDING A PERMANENT EXCLUSION**

Dear **[Parent's name]**

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

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

You have the right to appeal against this decision. Peter Shire will be writing to you in the next few days advising you of the procedure and the period of time you have to indicate if you wish to appeal or not.

I would advise you of the following sources of advice : **[repeat details from the original exclusion letter, i.e. a named LEA officer and the Advisory Centre for Education and any local sources of independent advice]**

The arrangements currently being made for **[pupil's name]**'s education will continue for the time being. However, new arrangements to provide full-time education for **[pupil's name]** are being made and **[name of Senior EWO]** will liaise with you shortly about these new arrangements. If you have any questions about this please contact **[Senior EWO]**.

Yours sincerely

**[name]**

Clerk to the Governing body