



## St Michael's Prep School

### Behaviour and Reward Policy

Date of Last Review:	October 2019	Review Period:	As required
Date of Next Review:		Owner:	MBR, FWI, ZLE, Governors
Type of Policy:	Welfare, health and safety	Board Approval	

#### Rationale

St Michael's Prep School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. Although the school has a Pre-Prep and Prep school in separate parts of the school site, we aim to operate a behaviour and reward policy that the children will recognise throughout their time here. There are changes in language and tone, but the key aims and objectives remain the same throughout. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. In the Prep school, we develop qualities of team-work and leadership through our extensive programme of extra-curricular activities and through the responsibilities for participation in the running of the school as prefects, and school council members.

When children feel safe and secure in their environment, their engagement in the learning around them increases. This feeling forms part of the wider school ethos of promoting Wellbeing among both pupils and staff.

St Michael's is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

### Background

- This policy acknowledges fully the School's responsibility to adhere to all points held within the Equality Act (2010) and has regard for Behaviour and Discipline in Schools (Jan 2016) and KCSIE 2019 and the GDPR.
- To ensure that staff (paid member of school staff) are consistent in their approach, they are reminded annually to make themselves aware of the content of the policy. Weekly staff meetings are also a regular window for timely discussions relating to individual children; this also ensures that all the staff on duty are made aware of any current behavioural issues and are mindful of how they are to be supported. Consistent boundaries and sanctions are put in place to support the child.
- Non-teaching staff, parents and volunteers will be required to pass on any observations of poor behaviour to the teaching team and they will respond with the appropriate sanctions.
- The behaviour Policy is discussed with all new staff as part of the induction process. Professional development is also supported through the attendance of selected staff on relevant courses that address behaviour management.

### Pre-Prep

The Pre-Prep children are aged between 2 and 7 years old. They are learning right from wrong and what is acceptable or unacceptable behaviour. The role of staff is to enable the children to understand the feelings of others and realise that certain actions have consequences. We teach children to take responsibility for their actions. This is supported through circle time within the classroom, PSHE lessons and assemblies. It is a part of every school day and every member of staff is expected to help the children understand good behaviour.

**The person responsible for behaviour management in the Pre –Prep including EYFS is the Head of Pre-Prep: Mrs Zerrin Leech.**

### **We aim to promote positive behaviour by rewarding appropriate behaviour**

Our **core beliefs** are:

- Behaviour can change and every child can be successful.
- Praise and a system of rewards are more likely to change behaviour than blame or punishment.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We are mindful and respectful of the Equality Act 2010 and Behaviour & Discipline in Schools (Jan 2016)
- We always consider the safety of other children and minimize disruption while helping children to acquire self- discipline.

### **Helping the Children to understand our expectations**

We have adopted a set of 'Golden Values' to encourage self-discipline, consideration for each other and our property. Which are similar but age appropriate, to those of our Prep School.

These are:

- . We are gentle
- . We are kind and helpful
- . We listen
- . We are honest
- . We work hard
- . We look after property

### **Rewards**

October 2019

All members of staff will recognize and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated by:

- Weekly Gold star awards (weekly)
- House points (daily) 100 house points earns a specific certificate in our weekly celebration assembly.
- Special responsibility roles e.g. playground buddy
- 'Golden time' set aside for a whole class demonstrating good behaviour.
- Effort cups and Achievement cups are awarded at the end of the year

### **Boundaries**

- **Rules** are concerned with safety, care and respect for each other and our environment. Rough play and potentially dangerous behaviour is unacceptable. Name calling or acts of unkindness are not tolerated. On trips and outings, all staff attending are responsible for the children's behaviour.
- Children who behave inappropriately may be temporarily separated from the group and given time to reflect on their actions.
- A child who has been upset/hurt will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

### **Sanctions**

- In the first two years of EYFS (Nursery and Kindergarten) whilst children are still learning to take turns and share, adults will intervene to ensure that children do not hurt each other and to model positive behaviour. All children are taught to be gentle and kind to their friends and will be expected to apologise if they hurt another child. Time with an adult away from an activity will be used to calmly explain why behaviour is unacceptable and to deal with 'tantrums' that are often attached to such behaviour at this young age.
- In order to promote consistency amongst all staff dealing with the children, a three stage traffic light system, is in place for children from Reception to Y2. By this age we believe most children have an understanding of consequences.
- Each morning all the name cards of the children will be placed on the green traffic light. It is our strong belief that every day must start afresh and that the previous day's behaviour is wiped out, allowing for a positive start to each child's day. The first step, as always, will be to remind the child of the expected behaviour.
- Following this, a formal verbal warning will be given to stop the behaviour that is causing the problem and the child will be asked to place their name card onto the amber traffic light that is discreetly displayed on the classroom wall. We believe that all children should be given the opportunity to redeem themselves and to return to the green traffic light through their positive change in behaviour. All children will be given an appropriate length of time in which to do this.
- If a child persists, then the child will be asked to move their name card onto the red traffic light. They are unable to redeem themselves from this position and the sanction of losing time during break will be actioned. Five minutes of break (or free activity time should the mis-demeanour happen after the lunch break) will be spent reflecting on their behaviour. They will be given space to sit quietly in the playground, or suitable space in the classroom, where they will remain under the guidance of the teacher on duty. A visual aid such as a sand timer, will be available should staff feel that this will help the child. At the end of 'time out' the child will be

expected to apologise and verbally reflect on their behaviour, before re-joining their peers.

- staff reserve the right to confiscate items that a child misuses in school. It will be kept safely and returned to the parents at the end of the school day.
- Staff on duty at playtime will record any poor behaviour and alert the class teacher. Staff on duty will deal with any incidents at the time. This may be recorded in Edaware.
- In **extreme circumstances**, where a child has physically hurt another, the child will be removed from the classroom/garden/playground until they have calmed down and had time to reflect on their behaviour; this time will be spent with the Head of Pre-Prep. The Head will listen to the child and talk about strategies for handling emotions in a non-aggressive way. She will also identify ways that the child can make amends with the child or adult they have hurt. This will be logged in Edaware.

For these rare incidents, parents will be informed about what has happened and a meeting called to discuss how we can all support their child.

A child may need to spend time out of the setting. Where this cannot be facilitated by staff, parents or carers will be asked to collect the child.

Parents will also be informed should we find ourselves persistently needing to use sanctions with their child. Equally parents should feel free to discuss any concerns they may have with the teacher. All matters will be treated in the strictest confidence.

Local agencies and professionals eg. Child Psychologists, will be approached if unacceptable behaviour continues and there is concern that there may be a deep-rooted issue that may benefit from this more specialized support. This action will always be sanctioned in conjunction with the parents and fully supported in school.

### **Children with additional needs in the Pre-Prep**

For those children with additional needs we recognise they may find it harder and take longer to understand which behaviours are appropriate in school.

For these children we will work very closely with parents and put in more scaffolding, tailored to support the specific needs of each pupil.

### **Prep School**

**The person responsible for behaviour management in the Prep school is Mr Fraser Wiseman, Deputy Head (Pastoral)**

#### **1.Rewards:**

Good behaviour and hard work are rewarded in several ways. Each St Michael's child is part of our house system. We have four houses (Dover, Leeds, Rochester & Windsor) and house points are collected by children towards their house total.

The stars, linked with the House Points scheme, are used to encourage good work and reward helpfulness.

Assemblies regularly include the recognition of achievements both in and out of the school. Certificates and cups are awarded in the presence of all so that good efforts and achievement are appreciated and valued.

Other small rewards such as good-work stickers may be given at the discretion of the teacher. Sweets are not given as rewards.

## **2. House Points and Stars:**

House points and stars provide an opportunity for staff to give regular encouragement and recognition to the pupils for effort and achievement. There are House Point Cards for all children in Years 3 to 8. These cards are credit card sized, house-coloured cards that are double sided and allow the child the opportunity to take responsibility for the collection - their rewards.

The front of the card provides the space for the collection of Silver Stars and Head Teacher Stars. The reverse of the card is for the collection of House Points below a Silver Star or Head Teacher Star.

House Points (individual Stars) may be awarded:

- For good effort or achievement in any subject.
- For work of a higher standard than that previously achieved.
- For encouragement of good behaviour, helpfulness and service to the school.

House Points should not be awarded for behaviours that are expected of the children.

## **3. Silver Stars:**

A Silver Star is awarded for an individual piece of work or achievement that a member of staff feels is worth 5 House Points. This work should be of very high quality and display that the child has put in a considerably higher than expected amount of work than that previously shown. Silver Stars are not awarded on a cumulative basis from individual House Points awarded.

## **4. Head Teacher's Stars:**

If a teacher feels that a pupil has completed an exceptionally outstanding piece of work or performed an outstanding feat, that pupil may be awarded a Head Teacher's Star which will be presented in Assembly. A Head Teacher's Star may also be awarded for Service to the School. A Head Teacher's Star is worth 10 House Points and the quality of the achievement/ work produced will reflect this. Any work that a member of staff feels should be considered for a Head Teacher's Star should submit this to the Head Teacher for approval. The child should only be informed of the submission if the award is given to manage expectations. Head Teacher's Stars are recorded straight into SIMS.

## **5. Collection and reporting of House Points and Stars:**

The Form Teachers collect in and record the number of House Points and Silver Stars earned by the children on a weekly basis. Head Teacher's Stars are recorded by the Head's PA. These are then uploaded onto a spreadsheet that records and tracks all the rewards the children earn as they move through the year. Children that achieve the thresholds of 100, 200, 300 & 400 house points are awarded the appropriate badge in assembly.

All of the House Points and Stars earned will go towards the House Competition at the end of the year.

## **6. Transition**

Times of change can be stressful for children and behaviour can change in response to such stress. The school plans for transition at all stages and works with parents, carers and pupils to ensure all pupils are familiar with the setting and people they will be with. Before a child joins the school they are offered Parent and Toddler sessions to meet each other see the setting and become familiar with staff and routines. From Year 2-3 transition activities are planned throughout the year where Years 3 and 2 are combined and engaged in exciting learning. Year 2 also attend lunch at Prep and an assembly. At the end of the year, Move Up Morning sees all students moving up to their new class and for those leaving the school a transition programme is planned to meet the ends of those moving schools. Work is done in PSHE lessons to allow the children the opportunity to discuss senior school expectations. For those with increased anxiety about transition the Heads of Years 6&8 and the learning Development Manager will plan closely with the receiving school transition visits which meet the pupils' needs.

## **7. General Sanction Principles:**

- Wherever possible correction should be used rather than punishment. This includes the use of individual target cards to focus behaviour on targeted improvements. These would usually run for a week before being re-assessed.
- Sanctions must be constructive and purposeful, never demeaning or humiliating. Examples of sanctions include:
- Detention during first break on Tuesdays and Thursdays (with one of the Deputy Heads) or on Friday afternoon (with the Head Teacher).
- Withdrawal of privileges.
- Confiscation of property that is being used inappropriately or without consideration.
- Assistance with domestic tasks, such as collecting litter.
- Withdrawal from a lesson, school trip or team event.
- No valuable task should be associated with punishment (e.g. copying out a poem).
- Avoid punishing a group for the crime/ mis-demeanour of an individual.
- Suspension for a specified period, removal or expulsion.

The school does not administer corporal punishment.

## **8. Discussions and warnings:**

When a child is doing something they shouldn't be, teachers will use in the first instance, non-verbal clues to indicate their views, a look, raised eyebrows, etc.

If a child does not react, a conversation will take place where the child is invited to reflect on their current actions/ omissions and consider how they might be improved and articulate this to an adult.

If the child cannot work this out, they will be told.

Exceptions to this would be if the child is behaving in a way that is immediately dangerous to themselves or others.

When a problem arises between children, the teacher discusses the matter with the children and tries to help them resolve their own differences. If this is not forthcoming, the teacher will decide what the children need to do to overcome it and will tell them. The teacher will log the incident, if need be in EdAware.

If the problem is not resolved, and it is considered appropriate, the teacher gives a clear warning to the children involved. If appropriate, sanctions may be awarded, but the focus will be on developing positive relationships.

## **9. Code of Conduct**

The expectations of behaviour that apply to children, also apply to all staff and parents. Children expect adults to be role models and all adults, whatever their role are mindful of this at all times on school grounds.

We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should understand what is expected of them and why, as well as the consequences of poor behaviour. The understanding comes from behaviour modelled by older children and staff. Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them in Assemblies, form time and via the School Council, which meets regularly.

Parents and Guardians who accept a place for their child at St Michael's undertake to uphold the school's policies and

regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

Our Prep School Code of Conduct is as follows;

St Michael's Prep School

### Code of Conduct

This was created by School Council in October 2013

At St Michael's we are all individuals within our peer group.

We understand that what we think, say and do is important and our thoughts, words and deeds can have an impact on others.

We will always endeavour to create positive relationships and will look to resolve any differences with maturity, honesty and understanding.

We will always try to earn respect by showing respect and will treat others as we would like to be treated ourselves.

Everyone has a right to feel secure and to be treated with respect at St Michael's, particularly the vulnerable.

Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, gender or sexual orientation or physical disability or learning need.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

#### **As students of St Michael's Prep School, we will:**

**Be kind and polite to others.**

**Always take pride in our appearance.**

**Be good ambassadors for St Michael's when away at school events.**

**Always try our hardest in everything that we do.**

**Show respect for our peers and adults.**

**Walk quietly on the left hand side.**

**Keep our classroom tidy.**

**Be respectful of other people's property.**

#### **10. The Card System:**

The system is structured around the use of three different cards. Card one is a 'WHITE CARD' will be awarded for failing to meet academic standards. Card two is a 'YELLOW CARD' and is issued for persistently failing to meet behavioural standards or minor acts that warrant some sanction. Card three is the most serious 'RED CARD' and is for major offences. When multiple cards of a certain colour are received, additional higher sanctions will result.

For three Yellow cards\*, a Red card is issued. Parents will be asked to meet with staff at school. A target card would be used with the pupil to focus on aspects of the child's work or behaviour more closely and to give the child ownership of

next steps.

\*If a child receives one Yellow Card in a term, the total is brought back to zero for the following term. If two have been awarded in a term, these are carried over to the next term as this may be the start of a pattern that might otherwise have been overlooked if the total was reduced to zero. When a child has reached 3 red cards in one year (and receives the resulting ½ day exclusion), this remains with the child and is carried over to the following year. 2 Red cards, or less, will return to zero, as will single Yellow cards.

For three Red cards, the child in question is likely to be suspended from school. The duration of the suspension will be determined by the Headteacher, taking into account the reasons behind the Red cards.

It is likely to be half a day the first time, one day the second time, three days the third time and permanent exclusion after that. Each of these thresholds would be achieved with each subsequent Red card, either for a one-off event or for cumulative Yellow cards.

At any point, if the Headteacher deems it appropriate, a serious offence would result in more rapid progress towards permanent exclusion from school.

White and Yellow cards = morning break detention Music IT room on a Tuesday or Thursday with a Deputy Head.

Red Card = normally Friday afternoon Headteacher's detention (1 hour – 4.00pm to 5.00pm)

Signed by Parent and Headteacher

## **11. Involvement with Parents**

A child in the Prep School is learning to become responsible for themselves. Accordingly, the school would not normally notify the parents if a yellow / white card is issued. The benefits of this are to encourage children to become self-directing and to enable them to make mistakes that help them grow up without involving their parents. Once a parent meeting has been held it would however be the case that subsequent issues warranting yellow / white cards, would be communicated to parents. We welcome parental support in boundary setting and in sharing our expectations of the behaviour of children. Parents are usually informed when a second Yellow Card has been issued in a term to allow for a conversation to take place at home in order to assist in avoiding a third card.

The system structure is as follows:-

- The system is supervised by the Deputy Heads.
- Pupils issued with a card will have their name placed on a register in the staff room by the member of staff that has issued the card. This is then used by the Deputy Heads to log children's attendance.
- A child who does not turn up for a detention without a verifiable, justified reason will be awarded an additional detention to be completed on the following detention day. A note of the non-attendance is recorded on the original card.

## **12. Records and Privacy:**

- All sanction cards are handed to the Deputy Heads, at the time of the detention.
- The child that has received the sanction must be clearly told why they have been given the sanction and what to do in terms of fulfilling the detention.
- All cards issued including date, issuer and reason for issue are logged on the school DMS (Data Management System), SIMS.
- The issuing member of staff updates the individual child's behaviour log in SIMS with all relevant incidents.
- Incident sheets are available to be electronically completed where more description is needed of incidents which may be more serious. All such incidents are recorded and listed on the pupil record in the school DMS.
- Racist and Bullying Incidents are recorded against the child's name in SIMS through the appropriate behaviour



type.

- Through SIMS, analysis of behaviour patterns can be tracked. This is used to identify time and location points that require greater supervision or observation. An annual pastoral report is prepared for Governors that collates data on rewards and sanctions issued.

Records of disciplinary data are the property of the school. They are not routinely shared with senior schools unless requested (see Transition Policy). Under GDPR a pupil or parents may ask for data regarding an incident to be deleted but where this forms part of data to satisfy compliance with regulatory requirements this will not be agreed. Historical discipline records will be kept to meet the requirements of IICSA (the Inquiry into Child Sexual Abuse).

### **13. Sanction procedures for Year 3:**

Year 3 form teachers will deal with most behavioural matters themselves. The 'card' system will not normally be used in the first term but does still apply.

### **14. Persistent and serious problems:**

Parents will be asked to meet the form teacher, Deputy Head or Head as appropriate.

The Head must be informed of all such meetings, and records kept on the DMS.

Copies of meeting minutes are given to parents.

All Red Card sanctions will result in a Friday Head Teachers after-school detention until 5:00pm. This will be on the first available Friday, but may not be on the Friday following an individual incident.

Matters involving suspension or expulsion will be dealt with by the Head, in conjunction with the Chair of Governors.

### **15. Malicious allegations against staff**

If a child has been found to have made an allegation against a member of staff that was untrue, the matter will be referred to the Head Teacher as a serious disciplinary incident. As stated in section 21.3 (below), a child that has made an unfounded, malicious allegation against a member of staff will be subject to exclusion. This could be temporary or permanent. The staff member will be supported by the Head of Prep or Pre- Prep throughout the process. Once allegations have been investigated and a decision made, the matter is then deemed closed. Historical issues that have, in the opinion of the investigating officer and Chair of Governors, been dealt with, will not be re-visited unless they relate specifically to a new investigation not previously considered.

### **16. Other sanctions:**

If a child is given a target card, it should be seen and signed off at the end of the day by the Deputy Head (or another member of SLT if the DH is absent) and the parents. The report card should be handed to the class teacher at the start of the lesson and any behaviour related to the specific targets be noted on the card before returning to the child to take to next lesson. In order to give the child ownership of their behaviour, targets should be agreed with the child at the point of awarding the card and they should have input into the process.

Spent cards are retained by the Deputy Head (Pastoral) at the end of the period. Cards can be extended up to two weeks. Three weeks would be exceptional and would only be agreed with parental consent. Other sanction cards (White, Yellow & Red) can still be awarded during the period of having a target card.

### **17. Punishing Poor Behaviour**

The decision to punish a pupil must be made by a paid member of school staff. The Head Teacher can, at her discretion, extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. Corporal punishment is illegal in all circumstances.

### **18. Children with additional needs.**

There are some children at St Michael's Prep School who have additional needs and as a result of their needs find it

harder to understand and follow rules and who are more prone to engaging in unwanted behaviours.

The majority of pupils at St Michael's Prep School respond positively when staff work within the behaviour guidelines. A small percentage of our pupils need additional support to improve their behaviour.

We do this by:

- working in line with this Policy
- putting in more scaffolding, tailored to the specific needs of each pupil.

This might include:

- changing the class group/input from the TA/varying the classroom management
- making the routines/strategies more detailed
- drawing up an Individual Behaviour Plan/Risk Assessment detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Creation of parent/pupil contracts – which are regularly reviewed
- Individual interventions
- Input from educational psychologist where required (EP) observations and targeted support with teachers, parents & pupils (six week intervention)
- drawing on additional resources from beyond the school e.g. CAHMS, alternative provision (full/part time)

A sympathetic application of the behaviour system is offered to those for whom it is appropriate but the right of all children to learn, feel safe and enjoy school is balanced against this. If a red card is to be issued to a child with additional needs a discussion will take place with the Head of Learning Development and the parent will be informed.

Staff should be aware that certain behaviours may cause them to suspect that a child may be or is likely to be at risk of suffering significant harm. Where this is the case the staff member must follow the guidance within the School's Safeguarding Policy.

## **19. Physical Restraint**

Occasionally there may be the need for staff to restrain children. Guidance about what is permitted is in our safe restraint policy and the document "Use of Reasonable Force" DFE July 2013. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to any person (including the pupil themselves)
- Causing damage to the property of any person (including the pupil themselves)
- The Act also defines to whom the power applies as follows:
- Any teacher who works at the school
- Any other person whom the head teacher has authorised to have control or charge of pupils"
- All staff at St Michael's undergo training in safer restraint. We endeavour to facilitate training for groups of staff on a rolling rota basis, over INSET days at the start of term. This does mean that some new staff may not receive training immediately upon their arrival at the school, but are put through the course as soon as possible.
- Staff are advised always to use their voices first, to use the minimum force necessary to restrain a child for the shortest possible period of time. Their training specifically deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that are set out in the ATL's Guidance "Restraint".

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used
- The chances of achieving the desired result by other means.
- The relative risks associated with physical intervention compared with using other strategies

Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree a protocol for managing that individual pupil's behaviour.

- A Safe Restraint Record is kept on file and copied to parents.

## **20. Teaching and Learning**

St Michael's aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasize the positive and deal with the negative in a sensitive and tactful way. All our staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

## **21. Temporary or Permanent Exclusion Procedures**

The Head is notified of a serious disciplinary incident.

**21.1** There is a thorough investigation of the facts of the case. All those involved, either directly or as a witness, are interviewed with two members of staff present and records made of their statements.

**21.2** According to the seriousness of the event, temporary or permanent exclusion might follow. It is also determined whether this exclusion needs to occur immediately, e.g. for the protection of other pupils.

**21.3** The Chair of Governors oversees all aspects of the head's work and is kept informed if an exclusion is made. Examples of serious breaches of the rules and regulations include

- Drug abuse
- Alcohol and tobacco abuse
- Theft
- Bullying including cyber bullying.
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment
- Racist, sexist abuse or homophobic abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Malicious allegations against staff

The parents of the pupil are invited to the school, the matter is explained and discussed and the school's decision is given. Parents are informed at the beginning of the process and kept informed, where appropriate, throughout.

## **22. Appeals against exclusion:**

- Parents seeking to appeal against temporary or permanent exclusion of a child should write to the Chair of the Governors (care of the school) stating the reasons why they feel the exclusion is inappropriate or inequitable.
- An appeal board is established made up of members of the governing body not involved in the original decision.
- The complete school records of the child, including all correspondence and records relating to the exclusion are made available to the board and also to the parents of the child.
- The parents of the child present their case to the board without the Head being present.
- The Head then presents the school's case to the board without the parents of the child being present.
- The appeal board determines whether in their sole discretion it is then necessary to meet again with the parents of the child, the Head or to interview third parties. If the meeting is not adjourned until another date the Governors indicate to the parents and to the Head a date by which they will render a response to the parents.

Policies which inform this document include:-

Complaints Procedure  
Safe Restraint of Pupils  
Safeguarding Policy  
AEND Policy

DS March 2013  
Reviewed JAI and FWI September 2013 and January 2014  
Updated Feb 2015 RMA FWI JAI  
Updated May 2015 FWI RCH  
Updated Nov 2015 FWI  
Reviewed Feb 2016 FWI and ZLE  
Updated March 2016 JAI  
Next review due July 2016  
Updated Nov 2016 FWI and ZLE  
Updated KCSIE 2018 JAI  
Updated KCSIE 2019 JAI  
Updated Oct 2019 FWI & ZLE