

BISHOP WORDSWORTH'S SCHOOL

BEHAVIOUR & DISCIPLINE POLICY (Including School Rules)

A Statutory Policy

Definitions:

1. *'Parent(s)' includes guardian(s) or any person who has parental responsibility for the pupil or who has care of the pupil.*
2. *'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified*

POLICY

1. This Policy outlines what Bishop Wordsworth's School (the School) expects from its pupils in terms of their behaviour and the sanctions that will be enforced if this Policy is not adhered to. Good behaviour and self-discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

GENERAL

2. As the School is a Church of England school, all issues of behaviour are approached within the context of the Ethos Statement.
3. In order for a pupil to benefit fully from his time at the School he will have to learn to work and play in a busy and congested site. He will be expected to understand and accept that good behaviour and discipline are essential in enabling the School to run efficiently, safely and effectively.
4. It is therefore expected that all members of the School will conduct themselves politely and in a civilised manner at all times both in and out of school and be respectful to and tolerant of others. The promotion of a caring society is sought in which there is a place for all and in which all are valued for their contribution, in whatever form that might be. It is believed that this is best achieved by encouraging and rewarding pupils (see Rewards Procedure at Annex A) as well as by using sanctions when these are judged to be necessary. When serious misbehaviour warrants any type of exclusion sanction being imposed, a record is to be maintained and the totals reported to governors annually.
5. The practices which are described in this Policy are intended to ensure that each pupil has the fullest opportunity to experience a broad education during his time at the School, thus meeting the aims of the School. School Rules and Codes of Conduct apply at all times as defined at Paragraph 1 of the School Rules which are at Annex B. The Uniform Rules are at Annex C and pupils are required to comply with the School's guidelines for conduct in classrooms and during lessons at Annex D.
6. When pupils from other institutions visit the School, ultimate responsibility for discipline and behaviour management lies with the staff of the institution concerned. Visiting pupils are expected to comply with the spirit of the School rules, in terms of standards, courtesy and respect for other users of the School site.
7. **Attendance.** Regular attendance at school is required by law and pupils are required to comply with the School's Attendance Policy. A register is taken daily and at the start of each lesson, and disciplinary action is to be taken against any pupils who are discovered to be truanting or are repeatedly late; parents are also to be contacted to discuss possible reasons and the School support systems that could help. Since the amendment to the

Education Regulations in 2006, leave during term time is not permitted except in exceptional circumstances: the Attendance Policy contains full details.

8. **Medicines.** The School must be notified if any prescription or non-prescription medicines have to be taken by pupils during school hours. There are procedures for safeguarding and issuing such medicines at the School at Paragraph 22 of the Home School Liaison Policy Incorporating the Home School Partnership Agreement.

9. **Bullying.** Bullying in any form is not to be tolerated: the Anti-Bullying Policy is at Annex E.

10. **Pastoral Support Programme.** The Pastoral Support Programme (PSP) is at Annex F.

11. **Disciplinary Sanctions.** Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. The School's Discipline & Exclusion Procedure is at Annex H. This Procedure also specifies when pastoral support should be given and when a PSP should be initiated.

12. **Use of CCTV.** CCTV imagery may be used as evidence, if appropriate, to support any disciplinary action against a pupil.

13. **Multi Agency Assessment.** A multi-agency assessment is to be considered for a pupil who displays continuous disruptive behaviour that has not been improved by other disciplinary sanctions.

SEARCHING AND CONFISCATION.

14. This Section is written in accordance with the Education and Inspections Act 2006 and subsequent guidance by the Department for Education (DfE). It recognises that it is the School's first priority to ensure that pupils are in a safe and secure environment.

15. **Searching With Consent.** The Head or any member of staff may search a pupil for any item if the pupil agrees. There is no need for written or parental consent.

16. **Searching Without Consent.** The Head and other members of staff authorised by him have the power to search a pupil without the pupil's consent if they suspect the pupil is in possession of 'prohibited items' which are:

Knives blades or other weapons

Alcohol

Illegal drugs and associated paraphernalia

Stolen items

Tobacco, cigarettes, e-cigarettes

Fireworks

Pornographic images

Articles that staff reasonably suspect have been or are likely to be used to commit an offence or cause harm to any person or property (including the pupil)

Any item which has been identified in the School Rules as an item which may be searched for. All pupils and their parents or guardians are to be informed when any such item or items are added to the list of prohibited items.

17. **Confiscation and Disposal of Items.** Staff may seize, retain and dispose of any prohibited item found, as well as items they consider harmful or detrimental to School discipline (such items confiscated in school should be destroyed, subject to the requirements of para 18 being met). Staff may also confiscate an item as a sanction, if it is prohibited in the School Rules eg: use of a mobile phone on the School site without permission.

18. **Illegal Drugs and Stolen Items.** Illegal drugs and stolen items are to be handed to the police unless there is a justifiable reason not to do so. Staff are to use their

professional judgement and consider all relevant circumstances, including the value of the items seized. Where items are not handed to the police, they are to be safely disposed of or (in the case of stolen items) may be returned to the owner. Where staff are unsure if substances are illegal drugs, they are to be treated as such.

19. Electronic Devices. Staff may examine any data on any device as listed below in this Paragraph and delete data found if considered appropriate. Consent is not required from the pupil or their parents. Where staff have reasonable grounds to suspect that the device contains evidence of an offence, they are to hand it over to the police without deleting any data (including child or extreme pornography). The devices are those that:

- a. Are prohibited (or their use restricted) in the School Rules.
- b. Are reasonably suspected to have been, or likely to be, used to commit an offence, cause personal injury to any person or cause damage to property.
- c. Are used to disrupt teaching.
- d. Breach this Policy

USE OF FORCE & PHYSICAL CONTACT

20. Section 93 of 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:

- a. Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- b. Causing personal injury to, or damage to the property of, any pupil (including himself).
- c. Prejudicing the maintenance of good order and discipline at the School or among any pupils at the school, whether during a teaching session or otherwise.

21. Reasonable Force. The School does not encourage the use of force and it is to be used very rarely in special circumstances. There is no definition of when it is reasonable to use force and every situation will be judged by the person in charge at that time: further guidance is at Annex G. The degree of force used is to be the minimum needed to achieve the desired result. When School staff have had to use force on a pupil during a serious incident parents are to be informed and the incident recorded.

22. Physical Contact. As well as when using force as provided by paragraphs 14 and 15 above, school staff may make physical contact with pupils when it is necessary or appropriate to do so. This is specifically permitted in DfE guidance because a 'no contact' policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. Further guidance is at Annex G.

23. Staff Protection Under The Law. Where the School considers that a member of staff has acted within the Law: that is, the staff member has used reasonable force in order to prevent injury, damage to property or disorder – this will be used as a defence to any criminal prosecution or other civil or public law action. The School will always support staff who it considers have acted within the Law.

24. Investigations. Detail and relevant forms for the investigation of incidents are at Enclosure 1.

CHANGES IN LEGISLATION

25. If, during the currency of this Policy, any statute or statutory instrument is enacted that adds to, modifies or is in conflict with any provisions of the Policy, then the Policy will be deemed to include any such statutory provision to the extent necessary to make the Policy compliant with that provision.

MONITORING AND EVALUATION

26. Heads of School and Senior Tutor are to monitor the effectiveness of this Policy by regularly checking the recorded behaviour of pupils. The School Council and the Sixth Form Council will also be used to give feedback.

27. The Leadership Team is to review the effectiveness of the Policy and associated codes of practice annually.

28. Governors will review this Policy annually.

29. This Policy was first agreed by governors on 28 February 1995 and last reviewed on: 10.2.96, 24.2.98, 7.7.98, 6.7.99, 4.7.00, 3.7.01, 9.10.01, 2.7.02, 1.7.03, 29.6.04, 28.06.05, 27.06.06, 10.07.07, 15.07.08, 11.02.09, 24.06.10, 13.06.11, 14.06.12, 9.04.13, 18.09.13 (out of C'tee) Appendix 1 to Annex B was transferred from the Discipline Committee constitution on 10.10.13, 26.11.13, 18.11.14, 10.11.15, 17.11.16, Annex H added on 13.12.16, 02.11.17, 08.07.18, 22.06.18, 06.11.18 Revised rules on Mob phone use 1.19 & 14.02.19; new exclusion examples and Annex D: 22.11.19; App 3 & 4 of Annex B And new annexes I to L added 020420, revision of sanction structure in Annex B, that Annex changed to Annex H with other annexes promoted and investigation annexes removed to an enclosure 23.08.20, 12.11.20.

ANNEXES

- A. Rewards Procedure.
- B. School Rules.
- C. School Uniform Rules.
- D. Conduct in Classrooms and During Lessons.
- E. Anti-Bullying Policy.
- F. Pastoral Support Programme.
- G. Reasonable Force and Physical Contact.
- H. Discipline & Exclusion Procedure.

Appendix 1: Stages of Discipline Flow Chart

Appendix 2: Model Temporary External Exclusion Letter.

Appendix 3: Procedures for a Discipline Panel Considering Pupil Exclusions.

Appendix 4: Governors Discipline Panel Check List.

Appendix 5: Guide To Exclusion Papers For Governors Discipline Panel.

Enclosure:

- 1. Investigating Incidents
 - Annex A Crime Recording (Schools Protocol)
 - Annex B Drug classification.

Annex C Questioning Approaches.

Annex D Incident Investigation Form A.

Annex E Witness Statement Form B.

Annex F Incident Summary Form C.

Annex G Fixed Or Permanent Exclusion - Contextual Information For Consideration
Form D.

REWARDS PROCEDURE

1. It is firmly believed that all pupils respond to encouragement irrespective of their ability. Therefore a variety of ways are used to encourage or reward a pupil when he has done something which is good by his own standards. This may refer to effort or achievement and be for academic work, for involvement in extra-curricular activities or for meeting personal goals.
2. Such effort or achievement is acknowledged by encouraging pupils in the following ways:
 - a. **Verbal and Written Encouragement.** Opportunities are looked for to congratulate pupils for good work and, where appropriate, comment to this effect is made in their exercise books, coursework folders, etc.
 - b. **Distinction – Years 7 & 8 Only.** Any member of staff may draw the attention of a pupil's tutor and Head of School to individual pieces of outstanding work or regular work of a high standard for a pupil, judged by the standard he usually achieves, or noteworthy participation in any activity, by completing the distinction form and passing it to the pupil.
 - c. **Headmaster's Distinction.** Work which is exceptionally good for a pupil, judged by the standard he usually achieves, may be "recommended for distinction", in which case it is taken to the Headmaster for countersigning. Alternatively, five distinctions may be taken to the Headmaster in a similar way. In both cases a certificate is awarded. and this is recorded on Insight (the School web portal).
 - d. **Letters of Commendation.** Parents are emailed to mark good attainment, service or effort and progress for pupils in Years 9-11. These will be awarded at the discretion of school staff and are also recorded on Insight.
 - e. **School Reports.** Wherever possible positive comments are written about each pupil's effort and attainment and provide constructive advice as to how improvement may be achieved. Pastoral offices may also mark improvements in performance/report grades and conduct by using distinctions/commendations as appropriate.
 - f. **School Colours.** Colours certificates are awarded for outstanding commitment to and achievement on behalf of School sports teams and some other extra-curricular activities where there is similar significant commitment and achievement. In addition, pupils receiving full sports colours are awarded a colour's tie appropriate to the particular sport. Half colours receive a certificate.
 - g. **School Prizes.** School subject and form prizes are awarded annually at Prize Giving. They are given for achievement, effort and service to the school community.
 - h. **Silver Cross Ties.** Ties and certificates are awarded to pupils who have demonstrated a sustained and significant commitment to serving the School and/or the wider community on a regular basis over an extended period (ie at least a once weekly commitment for a minimum of a term). Recipients will usually be in the top two years of the School but exceptions may be granted at the Headmaster's discretion.
 - i. **Certificates.** Other certificates may be awarded to pupils to acknowledge achievement. Some are generated internally, some are nationally accredited.
 - j. **Prefect and Senior Prefect Awards.** These are made in the Spring Term of Year 12 and last for one year. The awards are made on the basis of a wide range of evidence of a pupil's performance, both in the Sixth Form and in earlier years. There are also

opportunities for pupils in lower years to take on temporary prefect responsibilities at various points in their School career.

3. Winners of Colours, Silver Cross and Prefect Awards are named in the Annual Prize Giving Programme. Additionally, the names and roles of Pupils who have other leadership duties in the School community will be published in the programme.

SCHOOL RULES

1. The rules which follow set out the code of conduct pupils are expected to follow during School activities including travel between activities, when travelling between home and the School and at any time when in school uniform or otherwise identifiable as a pupil of the School. They also apply at any time when bad behaviour could have repercussions for the orderly running of the School, poses a threat to another pupil or member of the public or could adversely affect the reputation of the School. They constitute a framework for the smooth running of the School, the prevention of major difficulties to pupils, and the promotion of a caring society in which there is a place for all and in which all are valued for their contribution, in whatever form that might be.
2. Pupils are to:
 - a. Wear the approved school uniform, including on journeys to and from School, in accordance with the School Uniform Rules at Annex C.
 - b. Only leave the premises with permission.
 - c. Treat with care all school property, furniture and effects.
 - d. Report any accidents, emergencies or breakages, at once, to a member of staff.
 - e. Not play ball games anywhere on the main school site except that basketball only may be played on the sports hall yard and football only on the back yard.
 - f. Cross Exeter Street with great care and, when moving to and from Bishopgate, only by the Pelican crossing and when 'cross' is indicated.
 - g. When travelling to and from the school games field, use the pavement on the school side of Exeter Street, cross the slip road carefully and then use the underpass below New Bridge.
 - h. Obey any special rules that apply e.g. in laboratories, workshops, Sports Hall and the Dining Hall.
 - i. Follow the appropriate Codes of Conduct as drafted by the School Council.
 - j. Accept the authority of all members of staff and prefects.
3. Pupils are not to:
 - a. Bring to school or use or promote in school any solvent-based or tobacco products, (including any type of e-cigarette) alcohol, drugs (unless prescribed and notified to the School as required at Paragraph 22 of the Home School Liaison Agreement) or other banned substances.
 - b. Bring to school or use: matches, lighters, chewing gum, weapons or knives of any kind, any material that is inappropriate or illegal for children to have such as racist or pornographic material.
 - c. Leave money or valuables unattended at any time. In general pupils are discouraged from bringing valuable items (eg electronic devices etc) into school unless this is essential. Any such items remain the responsibility of the pupil, and the school cannot accept any responsibility for loss/breakage etc.
 - d. Loiter in the changing rooms.
 - e. Play gambling games or sell objects or food unless sanctioned specifically by a member of staff.

- f. Go into the following areas unless instructed to do so by a teacher: laboratories, workshops, Sports Hall and Kitchen.
- g. Tamper with any health and safety equipment, e.g.: fire extinguishers.
- h. Play unsupervised ball games with hard balls.
- i. Retrieve lost balls by climbing boundary walls, fences or roofs of buildings.
- j. Eat or drink indoors in any room except the Dining Hall, unless directly supervised or given permission to do so by a member of staff. The only exception to this is Year 7 who are permitted to use their form rooms during the first month of the Autumn Term.
- k. Ride bicycles, motor cycles or drive cars onto the site without permission.
- l. Switch on mobile phones, gaming devices etc except as allowed in these rules: see Appendix 1.

4. Pupils are expected to:

- a. Conduct themselves politely at all times, both in and out of school, including when using public transport.
- b. Treat others with respect and tolerance.
- c. Protect the good name of the School by not creating or publishing any offensive material, either in digital (computer) or paper format.
- d. Represent the School in the evenings and at weekends whenever required, given reasonable notice.
- e. Submit work that is their own and not copied – unless copying has been authorised by a teacher.

5. Pupils are strongly advised to wear helmets and suitable reflective clothing (and use lights) in poor visibility and also not to wear headphones when riding bicycles.

Appendix:

1. Rules for the Use of Mobile Phones.

RULES FOR THE USE OF MOBILE PHONES

Definition: *'Mobile phone' refers to all portable electronic devices that can be used for communication, access to the internet, listening to music, gaming, photograph or other recording. It will be a Head of School's decision as to whether any device is a mobile phone for the purpose of this Policy.*

PREAMBLE

1. **Aim.** Teaching and learning needs to be conducted in an environment free from unnecessary distractions or disruptions. The aim of these rules is to specify how and when mobile phones (as defined above) may be used by pupils in School.
2. **Application.** This Policy applies while pupils are on the School site and to certain actions at any other times (see Paragraph 10). However, the use of mobile phones during school excursions, residential trips and extra-curricular activities is at the discretion of the staff member in charge.
3. **Rationale.** This Policy is based on two precepts:
 - a. The personal safety and security of pupils is a prime consideration and therefore pupils may carry mobile phones in order that parents are able to contact their son while he is travelling to and from School.
 - b. Significant research has shown that development is affected by excessive screen time. Additionally, the increasing use of social media has led to cyberbullying being a new challenge for schools to manage.
4. **Responsibility.** The School does not accept responsibility for any loss or damage to a pupil's mobile phone including if a pupil asks a member of staff to hold it for safe keeping; for example during sports.
5. **Parental Contact.** Parents are reminded that contact with their son for urgent matters while on the School site should be via Reception.

SCHOOL RULES FOR USE OF MOBILE PHONE

Years 7 to 11. Pupils in years 7 to 11 may not switch on mobile phones on the School site except that laptops and tablets may be used under direct staff supervision. Mobile phones are not allowed out at any time on the school site including after school (other than, with permission from the teacher, for educational purposes in class).

6. **Sixth Form.** Sixth Form pupils may use mobile phones during break times (but not in the Dining Hall) and free periods. At all other times their mobile phones are to be switched off (ie not on silent or vibrate) and kept out of sight.

7. **Smart Watches.** Specific rules for 'Smart' Watches are as follows:

- a. Smart Watches with cameras are not to be brought onto the School site.
- b. Smart Watches without cameras are permitted on the School site provided the associated device and 'smart' functions are switched off in accordance with paragraphs 6 and 7 above. If a text or similar alert is received on a watch during the School day the watch will be confiscated and a sanction will be applied in accordance with paragraphs 13 to 15 below.

c. The wearing of any type of Smart Watch in either internal or external examinations is forbidden.

8. **Photographs.** Pupils may not use a mobile phone (or any other device) to take photographs or videos on the School site.

9. **Misuse.** Misuse of mobile phones will not be tolerated and it is a Head of School's decision as to whether any use of a mobile phone amounts to 'misuse'. Some examples of misuse are below and these include actions initiated outside the School site:

a. The deliberate engineering of situations where people's reactions are filmed or photographed in order to humiliate, embarrass or intimidate by publishing to a wider audience such as on Facebook or YouTube.

b. Taking photos on the school site (whether the subject has given permission or not) without the express permission of a member of staff.

c. Taking photos of other students without their permission inside or outside school when they are recognisable as a member of the school community.

d. Taking photos of staff under any circumstances.

e. Bullying by text, image or email messaging (or anything similar to any of them).

f. The use of a mobile phone for 'sexting' (the deliberate taking and sending of provocative images or text messages).

g. Pupils posting material on social network sites which might cause risk to their personal reputation or with the intention of causing harm or distress to other people.

h. Making disrespectful comments, or defamatory remarks, about school staff or other pupils.

i. Deliberately misrepresenting events.

10. **Use for Teaching and Learning.** Teachers may allow pupils to use laptops and tablets under direct supervision to aid teaching and learning eg: to access the internet for research. On such occasions the mobile phone is to be in sight of the teacher at all times. No pupil is to be disadvantaged by not having a mobile phone in school.

11. **Headphones.** Headphones are not to be worn on the School Site while outside a School building.

SANCTIONS FOR MISUSE OF MOBILE PHONES

12. Misuse of a mobile telephone may lead to its confiscation, parents being informed and the imposition of sanctions including exclusion from school. If the offence is of a criminal nature it is to be reported to the Police. There is a levelled response to offences involving illicit use of mobile phones, as follows:

13. 1st incidence: communication home and after-school pastoral detention

14. 2nd incidence: communication home and after-school pastoral detention

15. 3rd incidence: Friday Detention, letter home & phone is not allowed on-site for the rest of the academic year.

16. This does not apply to 6th Form pupils. Any misuse of mobile technology by sixth form students to be dealt with in the first instance by the Sixth Form Office Staff.

SCHOOL UNIFORM RULES

INTRODUCTION

1. The Governors of Bishop Wordsworth's School (the School) consider that smart school attire is an essential part of the ethos of the School.
2. This Uniform Policy applies at all times; that is: for regular school attendance and formal school occasions.
3. Many people judge a school by the appearance of its pupils. For this reason, parents are asked to co-operate in ensuring the smart appearance of their sons and daughters.
4. The School reserves the right to decide what is and what is not acceptable.

YEARS 7 - 11

5. The regulation uniform is as follows:
 - a. Navy blue blazer with School crest.
 - b. Plain grey or black trousers which must conform to the School's standard of smartness: jeans and corduroys are not allowed.
 - c. Plain white, light grey or light blue shirt. Shirts must be tucked in and top buttons done up. Any T-shirt or vest that is worn beneath a shirt must not have any visible pattern or logo.
 - d. School tie of an approved design.
 - e. V-neck pullovers, if worn, must be plain grey or navy.
 - f. Plain black or dark brown outdoor footwear of a conventional shape and style: trainers and related styles are not allowed, nor are white or vividly coloured socks.

SIXTH FORM

6. In their appearance, as in their general behaviour, Sixth Form pupils have a particular responsibility in that they help to set the standard for the whole school. The Sixth Form Uniform Rules aim to promote smartness and confidence.
7. Sixth Form pupils are to wear suits to school for all formal occasions such as Cathedral Services, Founder's Day, Prize Giving and the Carol Service: a suit is defined below.
8. **Boys.** Specific uniform rules for boys are as follows
 - a. A suit where the jacket and trousers are of the same dark colour and material. Alternatively, except for formal occasions, a sports jacket/blazer and tailored trousers which can take a crease and are creased.
 - b. A shirt with a standard collar for a tie.
 - c. In cold weather a v-neck sweater or waistcoat may be worn under the jacket.
 - d. Smart polished shoes. Trainer style footwear or shoes of a similarly informal nature are not acceptable.
 - e. A School tie.
 - f. Any jewellery is to be discreet.
 - g. No more than one ear piercing on each ear.
9. **Girls.** Specific dress rules for girls are as follows:

- a. A suit where the jacket is of the same dark colour and material as the corresponding trousers, skirt or dress. Alternatively, except for formal occasions, a jacket with either a tailored pair of trousers or a smart tailored skirt of respectable length.
- b. A smart, sleeved top, blouse or shirt which is to cover the shoulders.
- c. Tights are to be plain, neutral coloured or dark.
- d. In cold weather a v-neck sweater or cardigan may be worn under the jacket.
- e. Smart polished shoes or polished ankle boots. Trainer style footwear, shoes of a similarly informal nature or stiletto heels are not acceptable.
- f. Any jewellery is to be discreet with no more than one ear piercing on each ear.
- g. No more than one ear piercing on each ear.
- h. Any make up and nail varnish is to be discreet.

WINTER UNIFORM

10. In cold or wet weather topcoats, in addition to a blazer, are permitted. Coats with prominent logos or of unconventional colours and styles are not allowed. 'Hoodies' are unacceptable.

SUMMER UNIFORM

11. When announced by the Headmaster, rules governing dress are modified as follows:

- a. **Boys.** Blazers/ Jackets need not be worn but long or short sleeved shirts with collars (and ties) as above are still to be worn.
- b. **Girls.** Blazers/ Jackets need not be worn but tops are to be smart and may have short or long sleeves.

12. All pupils:

- a. Blazers/ jackets must be worn to and from School and in assemblies, registrations and classes unless otherwise instructed.
- b. Pupils may remove their blazer / jacket and leave it in their locker or other safe place while they are at School.
- c. If the weather becomes very hot, pupils may be allowed to leave their blazer at home and travel without it.

CLOTHING ETC NOT PERMITTED

13. The following is not permitted and hair styles, footwear and outdoor clothing must be in keeping with these principles:

- a. Unconventional or extravagant styles and colours.
- b. Denim or canvas clothing or shoes.
- c. Jeans, casual chinos and other types of informal trousers.
- d. Hoodies, either on top of or under a jacket.
- e. Brightly coloured or patterned sweaters and sweatshirts.
- f. Clothing with prominent logos.
- g. Hair must be neat and tidy and a natural colour: unconventional styles and facial hair are not acceptable. Boys' hair is not to be below the collar unless tied back neatly.

- h. A pupil may be required to shave if necessary unless there is a medical reason for not shaving supported by a GP's letter sent to the Head of Sixth Form.
- i. Tattoos.
- j. Any studs except in ears.
- k. Visible underwear.

14. Clothes must be of correct size and not be inappropriately tight-fitting, baggy, revealing, unclean or in a state of poor repair. Décolletage is to be zero or minimal.

15. If there is any doubt as to whether an item of clothing is suitable for School the Head of Year should be consulted.

PROTECTIVE CLOTHING

16. Every pupil in Years 7, 8 and 9, and all others taking workshop courses, must have an apron for Design and Technology and Art. The School supplies aprons (for reason of hygiene) for Cookery Classes. Plastic safety glasses are to be worn by all pupils in laboratories and workshops and may be purchased from the Chemistry Department at the School.

GAMES KIT AND EQUIPMENT

17. **Boys.** The following clothes are required for games and PE:

- a. Navy PE shirt and shorts (separate rugby shorts are recommended) with the School crest purchased from the School shop.
- b. Two pairs of training shoes: one suitable for gymnasium activities in the Sports Hall and the other to be used for outdoor activities such as running.
- c. Rugby jersey (school colours and blue, reversible).
- d. Rugby socks.
- e. Plain white short PE socks.
- f. Rugby/ Soccer boots.
- g. Small kit-bag.
- h. A tracksuit of a plain colour is desirable.
- i. House polo top (compulsory for sixth form only).

18. **Girls.** As for the boys above, with the addition that girls' kit may also include blue skorts and blue/black leggings. Kit does not need to be BWS branded, but must be in school colours correctly fitting and not have an oversized logo.

19. *All games kit must be clearly marked with the pupil's name.* It is to be taken home after use for washing/ airing and brought to School on games and PE days. Games kit must not be left in School.

SOURCING UNIFORM

20. Many generic items of school uniform can be purchased from most High Street stores. School uniform may also be purchased from the School Shop which is in the courtyard of No 11 The Close and is open Mondays from 12:00 to 1pm and Wednesdays 3:30 to 4:30 pm during term time (shop@bws.wilts.sch.uk). Uniform may also be purchased online – details are available from the School website at.

<https://www.bishopwordsworths.org.uk/main-school/the-school/school-shop/>

21. The Parents Association sells second hand item of uniform.

22. In cases of hardship, the School may be able to assist with the purchase of certain items of uniform.

RELIGIOUS OR MEDICAL EXEMPTIONS

23. If a pupil or parent wishes the pupil for religious reasons to wear clothing or adopt an appearance that is in contravention of this Policy, written application must be made to the Head of Year stating the religion and the variation requested. The Head of Year may require a statement supporting the request from a person of authority in that religious community.

24. Similarly, a request for a variation to this Policy for medical reasons may be made to the Head of Year with appropriate medical evidence.

SANCTIONS

25. For minor breaches of the Policy a pupil will be warned about non-compliance and required to comply. Alternatively, the pupil may be required to wear a suit in future at all times at School.

26. For major breaches of this Policy a pupil may be required to leave the School premises to comply. The absence is to be the minimum to remedy the breach and will be treated as an authorised absence and not exclusion.

27. If a pupil continues to breach this Policy, appropriate disciplinary action will be taken in accordance with the Behaviour and Discipline Policy. This could result in temporary exclusion or, in very serious cases, permanent exclusion. Parents will always be notified and consulted before a decision to exclude is made.

BREACHES OF THIS POLICY

28. Examples of minor breaches are:

- a. Top button undone.
- b. Shirt untucked or improperly worn.
- c. Inappropriately tight-fitting or revealing clothing.
- d. Boys: Long hair unless tied back.
- e. Facial hair.

29. Examples of major breaches are:

- a. Unnatural hair colouring.
- b. Offensive clothing.
- c. A tattoo, particularly in a very visible location.
- d. Immodest or revealing clothes. (If the pupil has to be sent home to rectify).

COMPLAINTS

30. Any complaints about this Policy or its implementation must be made in accordance with the School's Complaints Procedure.

RESPONSIBILITIES

31. The Headmaster is responsible for the implementation of this Policy for determining any compliance issues. He has delegated compliance on School uniform to key pastoral staff under the guidance of the Head of each Year.

32. All members of staff have a responsibility to ensure pupils comply with this Policy and are to deal with infringements personally, on the spot. Habitual offenders are to be reported to the respective Year Office.

CONDUCT IN CLASSROOMS AND DURING LESSONS

1. The following guidelines were agreed by the School Council and Leadership Team in April 2012 so that each pupil gains the greatest benefit from lessons.
2. **Use of Rooms.** At all times:
 - a. The room and furniture must be kept clean and litter free.
 - b. Furniture is to be left neatly arranged at the end of each lesson and break-time.
 - c. Drinking water in lessons is allowed with the member of staff's permission.
3. **Use of Rooms Outside Lesson Times.** Outside lesson times:
 - a. Tutor rooms are only for the use of the Tutor Group.
 - b. Pupils are to take responsibility for the appearance and upkeep of rooms and notice boards.
 - c. Rooms are to be used for suitable activities only and are not to be misused.
 - d. Rooms, furniture and floor coverings are to be treated with respect and care.
 - e. Unsupervised use of school ICT equipment is not allowed.
 - f. No food or drink is to be consumed in rooms.
 - g. Any problems with the room must be reported straight away to the Tutor, Duty Staff, appropriate School Office or Deputy Head Master.
4. **Code of Conduct for Lessons.** Pupils are expected to:
 - a. Arrive on time.
 - b. Be appropriately dressed.
 - c. Be fully equipped and prepared to learn.
 - d. Listen to and follow instructions.
 - e. Raise a hand to attract the teacher's attention.
 - f. Respect others and their property.
 - g. Allow pupils to learn and teachers to teach.
 - h. Not use phones or other digital communication equipment during lessons unless allowed by the teacher.

ANTI-BULLYING - POLICY STATEMENT

1. **Policy.** An awareness of both the existence of different types of bullying, and of strategies with which to combat it, is essential in a civilised and tolerant environment. The bully makes his victim's life miserable and intolerable by means of insinuation, verbal assault or physical violence. As a Church school, we approach incidents of bullying within the context of our Ethos Statement. The School's Pupil Protection and Safeguarding Policy also covers some related matters, for example peer-on-peer abuse.
2. **Content.** Four main facets of bullying are:
 - a. Indirect - excluding someone from social groups.
 - b. Verbal - name calling, insulting, discriminatory remarks.
 - c. Physical - hitting, kicking, taking belongings, damaging personal property.
 - d. Cyber Bullying – use of text messages or web spaces/e-mails/blogs etc to either send offensive materials or post them for others to view.
3. **Procedure.** A parent who suspects that their son is being bullied should contact a Head of School.
 - a. It is necessary for all staff and pupils to be vigilant, pro-active and sensitive to the needs of others.
 - b. Whoever discovers an act of bullying is to report it to the victim's tutor, or teacher on duty.
 - c. Where there is a suspicion of bullying, the victim's tutor, or Head of School, is to be alerted.
 - d. The tutor/teacher is to report it to the Head of School.
 - e. Heads of School, and their Assistants, are to consult with the tutors (of both victim and bully) and deal with the incident as appropriate.
 - f. If appropriate an investigation is to begin immediately.
 - g. Statements are to be taken from the victim, the bully and any witnesses.
 - h. Parents (of both victim and perpetrator) are to be informed.
 - i. Sanctions are to be imposed in accordance with the Behaviour Policy.
 - j. Awareness of the causes and effects of bullying are to be promoted through the tutorial programme.
 - k. Heads of School are regularly to remind pupils that bullying is not acceptable in this School.
4. **Monitoring.** Heads of School, in consultation with their tutorial teams, are to review practice on a regular basis, in the light of known incidents of bullying.

Appendix:

1. An Amplification of the School's Anti-Bullying Policy.

AN AMPLIFICATION OF THE SCHOOL'S ANTI-BULLYING POLICY

STATEMENT.

1. The staff, pupils and other members of the School community will not tolerate bullying in any form and pupils are to be made aware that the sternest measures will be taken against any individuals or groups of individuals who engage in such anti-social activity.

DEFINITION

2. "Bullying" may be defined as the persistent use by an individual or group of individuals of words or actions calculated to coerce, denigrate, intimidate, humiliate or harm any other individual or group of individuals.

3. Included within this definition is behaviour that is homophobic, biphobic or directed against transgender members of the school community.

4. It is considered that the isolated angry remark, made when tempers have flared and a temporary loss of control has resulted, is highly regrettable. However, it is important to recognise that this is not the same as persistent and/or calculated acts committed for the purpose of making an individual or group of individuals unhappy, fearful etc.

5. Bullying is often hard to identify and the question of how to respond to it can be difficult: it is a matter requiring considerable care and tact on the part of the teacher. However, all complaints of bullying are to be investigated thoroughly and the appropriate persons informed if a significant problem appears to exist or to be developing. Any parental concerns to tutors should be treated with the greatest seriousness.

POINTS TO NOTE

6. Much bullying is "unconscious" in the sense that the "bully" may simply not appreciate the effect of his conduct on others: a "bit of fun" may be a source of untold misery for the individual on the receiving end. This type of "bully" is not usually a vindictive individual; more typically he will be an ebullient, dominant, and often physically mature pupil who lacks the social maturity to perceive the impact of certain forms of conduct upon others. The tutor can be most effective in dealing with this type of bullying and usually little further action is required.

7. The real bully - i.e. the truly vindictive individual - is far harder to deal with. Tutors are to bear in mind that such individuals are often models of propriety when in the company of adults; thus a charge of bullying levelled against an apparently reasonable and polite pupil may NOT be as implausible as it might initially appear to the teacher.

8. Victims of bullying often suffer in silence - they already feel humiliated and it may simply be too much for them to admit to facing a situation with which they cannot cope. Some pupils accept bullying as part of school life – they need to be given strategies to reject it and to be assured that it is not acceptable.

9. It must not be assumed that the physically large pupil will be spared the bully's attentions; indeed, the larger pupil may well be victimised on account of his size, height, etc.

10. The bully is usually an individual who has a problem. Once the basic case of bullying has been dealt with the tutor is to try to address the underlying cause of the bully's behaviour - for example, does the individual feel socially isolated? Does he find it hard to make friends? Are there problems at home etc?

ACTION

11. Prevention is better than cure: all pupils are to be made aware of the School's policy on bullying and left in no doubt that such behaviour will not be tolerated. It is to be made clear that any victim of bullying should report the matter immediately to his tutor. Pupils are to be told that they have a duty to report the bullying of others to members of staff. This is not a "sneaks' charter" but a means of encouraging pupils to care for each other. It will also present a powerful deterrent to potential bullies.

12. Vigilance: tutors should monitor their pupils and be particularly mindful of what might be going on in tutor bases during, for example, the lunch hour. The odd "drop-in" by the tutor on a regular basis during such periods will do much to deter bullies. Tutors should note any behavioural changes in their pupils and be particularly concerned if an individual appears to be morose, isolated or withdrawn.

13. All staff have a role to play in combating bullying. It is not only the responsibility of the form tutor to be vigilant but also subject teachers, staff on duty and support staff.

14. Cyber bullying can be a pervasive problem which is difficult to tackle and (sometimes) difficult to detect. Cases of cyber bullying may be dealt with as if the offence was perpetrated in School irrespective of where and when the materials are posted.

15. Serious cases of bullying will be dealt with by the appropriate pastoral staff. Pupils are to be made aware that any act of bullying or violence directed against other pupils WILL result in a letter being sent to the parents of the perpetrator. Persistent bullies are likely to discover that their parents have been invited to come to an interview with the Head of School, or even with the Head.

16. A bully is likely to spend a great deal of time in detention and is also likely to be required to write a letter of apology to his victim(s). The sanction of exclusion may be used against the serious or persistent bully.

PASTORAL SUPPORT PROGRAMME

1. A Pastoral Support Programme (PSP) is designed to address the specific needs of the pupil and thus help him to manage his behaviour more positively. Identification of pupils for whom a PSP is needed will usually be through discussions between the School pastoral offices and the Senior Tutor but is normally to be set up for any pupil who:
 - a. Has a second fixed period of exclusion in a term which might lead to permanent exclusion.
 - b. Has been identified as being at risk of failure through disaffection and is thus at risk of exclusion.
2. The PSP is to be flexible to suit the circumstances but will often
 - a. Have nominated members of staff to oversee it, as well as handle the administration and review process.
 - b. Address both academic and social problems and involve parents, the LA and other agencies where necessary.
 - c. Have the consent of the pupil's parent(s) or guardian(s).
 - d. Involve the SENDCO.
3. The PSP is to consider and address as appropriate:
 - a. Learning difficulties and their impact on behaviour.
 - b. The possibility of changing seating arrangements in the classroom, or a teaching set or class.
 - c. The possible use of a 'buddy' or mentoring system.
 - d. The need for specialist support.
4. The PSP is to be reviewed regularly or as required if there are more behavioural incidents.

REASONABLE FORCE AND PHYSICAL CONTACT

BACKGROUND

1. There are occasions when physical intervention is an appropriate response to the risks presented in a particular situation. However, the scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
2. This Annex duplicates DfE guidance and is to be read in conjunction with paragraphs 13 to 16 of the main body of this Policy.
3. **Underpinning Principles.**
 - a. The use of force is, wherever possible, to be avoided.
 - b. There are occasions when the use of force is appropriate.
 - c. When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.

REASONABLE FORCE & DEFINITIONS

4. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
5. Force is usually to be used either to control or restrain which can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
6. 'Reasonable in the circumstances' means using no more force than is needed.
7. Force may be used to control pupils and to restrain them.
8. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
9. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
10. School staff are always to try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
11. **Examples of Reasonable Force.** This list is not exhaustive but examples of when force might be used are:
 - a. To remove disruptive pupils from the classroom where they have refused to follow an instruction to leave.
 - b. To prevent a pupil behaving in a way that disrupts a School event or a School trip or visit.
 - c. To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

- d. To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- e. To restrain a pupil at risk of harming themselves through physical outbursts.

PHYSICAL CONTACT

12. It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. This list is not exhaustive but examples of when it would be appropriate to touch a pupil are:

- a. When comforting a distressed pupil.
- b. When a pupil is being congratulated or praised.
- c. To demonstrate how to use a musical instrument.
- d. To demonstrate exercises or techniques during PE lessons or sports coaching
- e. To give first aid.

DISCIPLINE & EXCLUSION PROCEDURE

INTRODUCTION

1. The vast majority of pupils at The School behave sensibly and responsibly both in and out of School. There may be, however, a small number of occasions when the behaviour of a pupil gives cause for concern to staff and governors. When this happens, staff and governors have a responsibility to prevent similar occurrences and to see that appropriate action is taken where behaviour is not acceptable.
2. When disciplinary problems occur, it is the School's policy to deal with them quickly by the normal internal disciplinary process and by counselling the pupil concerned. Parents are to be involved where this is appropriate. The School's experience is that most disciplinary problems can be speedily resolved in this way.
3. The School Stages of Discipline concept provides for a level of accountability in keeping with an expanding school and allows for responsibility for enforcing discipline to be spread across teaching staff, Heads of Departments (HoDs), pastoral offices, Leadership Team (LT), Deputy Headmaster and Headmaster in an effective, hierarchical way which is understood by pupils and staff. The stages below are represented in the Stages of Discipline Flow Chart at Appendix 1.
4. Staff must impose robust sanctions that will have appropriate impact.
5. **LT on Call.** LT on-call is the published rota of LT members who are available to monitor lessons at random, to target specific pupils/classes where discipline is an issue across numerous lessons and, in extreme cases, to remove pupils from a lesson. LT on-call are also to be aware of where cover lessons are taking place so that they can monitor those lessons and support cover supervisors. Each LT member is on-call for a day and may, as they feel appropriate, impose appropriate sanctions, transfer issues to HoDs, pastoral offices, the Deputy Headmaster or the Headmaster.

STAGES OF DISCIPLINE AND RESPONSIBILITY

6. Where an offence is considered sufficiently serious by the Headmaster, such as: drug, carrying offensive weapons etc, Stage 4 action is to be taken immediately.
7. **Stage 1.** All staff are responsible for challenging and reprimanding pupils; teaching staff may also sanction pupils and are to log detentions and other sanctions on SIMS. Issues are to be dealt with initially by the staff member who sees the offence. If a verbal reprimand is insufficient for behaviour in the classroom, the teacher may add a chore or a departmental/pastoral after-school detention (see Paragraphs 12 to 14): detentions are to be logged on SIMS, chores are not to be logged.
8. **Stage 2.** Classroom and academic issues which have not been resolved by the classroom teacher due to the persistent/defiant behaviour of a pupil are to be forwarded to HoDs, either in lesson-time or subsequently. Staff are to have a copy of the HoD timetable in their planners. In extreme cases the on-call LT member may be asked to attend during a lesson.
 - a. Staff addressing poor behaviour in 'public rooms' such as the dining hall, library, IT suite etc or around the School site are also to refer the issue to the on-call LT member if the issue cannot be resolved by Stage 1 action.
 - b. Non-classroom issues and tutor issues in tutor rooms, assemblies or anywhere else which have not been resolved by the tutor or staff member initially involved through

verbal reprimand/detention, or because behaviour is persistent or defiant, are to be dealt with by the appropriate Pastoral Office: the staff member is to take the pupil to the Pastoral Office. The sanctions available are: chores, pastoral detentions, Friday detentions (Paragraph 15) and, for Sixth Form pupils, loss of privileges.

c. If a pupil fails to attend either a departmental or a pastoral detention without due cause (such as illness, authorised absence or another School commitment) the detention is to be rescheduled as a Friday detention run by a Pastoral Office or LT. If this detention is not attended the issue is escalated to Stage 3.

9. **Stage 3.** Stage 3 consists of a two sub-stages for classroom or pastoral issues that have been escalated from Stage 2. The first sub stage consists of internal collaborative action for three weeks whereas the second entails parental intervention and support, again for three weeks. In both instances, the Head of the appropriate Pastoral Office is to keep the Headmaster informed at their weekly meeting and to alert LT on-call to any pupils being dealt with at Stage 3 in order that the LT On-Call can monitor those pupils in class as appropriate. Monitoring supports both the collaborative plan which has been put in place and the staff member concerned. Additionally, an unattended Friday detention is escalated to Stage 3 if it was a sanction for failing to attend a previous departmental or pastoral detention. In this case, the pupil is to report to the Deputy Headmaster who is to consider any explanation, impose a sanction if appropriate and inform the parents of the sanction and the reason for it:

a. **Sub Stage 3a.** A collaborative approach between pupil, teacher or HoD and Head of Year should be agreed and implemented. Parents are to be informed of the behaviour that has necessitated the sanction.

b. **Sub Stage 3b.** If Sub Stage 3a action does not result in resolution after three weeks, a meeting between pupil, parents and Head of Pastoral Office is to be arranged to discuss the next steps which would normally be daily/weekly reporting or a behavioural contract. If, after a further three weeks the pupil's behaviour has not improved sufficiently, the issue is to be escalated to Stage 4.

10. **Stage 4.** When previous stages have failed to resolve an issue, it is to be passed to the Deputy Headmaster who may attempt to resolve the issue or pass it to Headmaster for consideration of a period of exclusion.

SANCTIONS

11. **Advice of Detentions.** Pupils and parents are to be advised of detentions via Insight and pupils are required to check Insight every evening; ignorance will not be accepted as a defence for failure to attend.

12. **Chores.** Chores may be set at Stage 1 as an addition to a verbal reprimand: there is no requirement to log chores or verbal reprimands on SIMS. Thought must be given as to the task set so that the correct message is delivered and staff are to avoid pleasantries or thanking pupils. Examples of reasonable chores are cleaning or picking up litter but chores are not to be set which require those being punished to work with volunteers who are doing good work, eg in the dining hall, because that would send the wrong message. Chores are to be overseen by the staff setting them and checked for successful completion.

13. **Detention Schedules.** Departments are to run their own detentions (not chores) for classroom/lesson issues either at lunchtime or after-school. Subject-specific detentions, are available on SIMS for staff within the relevant department to select. Department detentions are spread across the week to avoid conflict of subjects, with the possibility of departments joining together if needed, eg Sciences; Humanities etc. Responsibility for every joint

detention must be pre-determined. Departmental lunchtime detentions run for 30 minutes, after-school detentions: as specified by the Department for up to 45 minutes.

14. After School Pastoral Detentions. After-school pastoral detentions are run by the lower and middle school pastoral offices on Mondays to Thursdays for 45 minutes, supervised by rota on the desktop and/or on Teams.

15. Friday Detentions. Friday detentions are a stepping-stone to more serious sanctions, eg a half-day internal exclusion, but are limited to one in any half-term and three in any academic year, before the issue is escalated to Stage 3. Friday detentions are run by LT and pastoral teams (by rota) for 60 minutes and are reserved for pupils with the poorest behaviour who need to receive the strongest message and also for pupils who have failed to turn up for a previous detention or who have behaved poorly in it. Parents are to be informed by email or letter of the reason for a Friday detention.

16. Detention work. Teaching staff are not required to set work and no homework, catch-up work or other academic work' is to be set for detentions. Departments and Pastoral Offices keep a bank of materials or suitable tasks, differentiated according to the type of detention and the age of the pupil. The environment set should be silent in recognition of why pupils are there, and pupils should set to their task for the duration of the detention;

17. Sixth Form. Departmental detentions and Friday detentions may be given to Sixth Form pupils but, for any non-classroom or pastoral issues, a member of the Sixth Form Office is to sanction pupils with loss of privileges rather than by pastoral Monday to Thursday detentions.

18. Where detention is given, pupils are to be given 24 hours' warning to enable them to notify their parents so that any necessary alternative transport arrangements may be made. The detention is to be recorded on SIMS and therefore parental notification will be via Insight.

19. Regrettably, however, the behaviour of certain pupils requires a stronger response than detention. Listed below are types of behaviour that will almost certainly lead to temporary exclusion or permanent exclusion from the School. In each case, the governors and staff are to take great care in deciding what sanction is appropriate and must have special regard both to the needs, welfare and safety of the pupil concerned and to those of the majority of pupils in the School.

THE LAW

20. Only the Head (or acting Head) may exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

21. Pupils whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a Governing Body meeting is triggered.

22. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents. Any exclusion of a pupil, even for short periods of time, is to be formally recorded.

23. A decision to exclude a pupil permanently should only be taken if the conditions in both subparagraphs a and b to this Paragraph are met;:

- a. In response to a serious breach, or persistent breaches, of the School's behaviour policy.
- b. Where allowing the pupil to remain in School could seriously harm the education or welfare of the pupil or others in the School.

24. **Appeals.** Parents have a right to make representations to a panel of at least three governors. (See table at Paragraph 28).

- a. A representation should be notified to the School as soon as possible but must be within 30 days of receipt of the notice of exclusion.
- b. For permanent exclusions only, parents may subsequently request a review by an independent review panel and thereafter, may request the Education Funding Agency (EFA) to look at whether the case was handled properly but the EFA cannot overturn the exclusion.
- c. If parents wish to make an allegation of discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). Such a claim must be made within 6 months of receipt of the notice of exclusion.

EXCLUSION - BEHAVIOURAL EXAMPLES

25. **Temporary Exclusion.** Examples of behaviour that will almost certainly lead to temporary exclusion:

- a. Repeated refusal to obey the School rules.
- b. Serious or repeated disruption of other pupils' learning.
- c. Serious or repeated bullying (physical, verbal or cyber).
- d. Posting of offensive material online.
- e. Serious or repeated racial or sexual harassment.
- f. Attacks on other pupils which result in little or no injury.
- g. Possession of a small amount of a banned substance or associated paraphernalia on School premises or on a School trip.
- h. Possession of a knife, blade or other weapon on School premises or on a School trip where it is clear that it was being carried by mistake and without intent to cause fear, injury or damage.
- i. Refusal to accept staff authority or use of abusive language towards staff (including posting inappropriate or offensive materials in paper or electronic form).
- j. Vandalism of School property.
- k. Theft.

26. **Permanent Exclusion.** Examples of behaviour that will almost certainly lead to permanent exclusion are below. Any behaviour that brings the School into disrepute may be seen as a contributory factor (in accordance with Paragraph 1 School Rules at Annex C): exclusion:

- a. Repeated or persistent behaviour of the type given under temporary exclusion.
- b. Attacks on pupils resulting in injury.

- c. Physical attacks on staff regardless of severity.
- d. Serious criminal damage to School property.
- e. Dealing, clear intent to deal any banned substance, or possession of a large amount of such a substance.
- f. Possession of an offensive weapon, including a knife, blade or other weapon with malicious intent, or explosives.
- g. Posting of offensive material online with a clear malicious intent.

PROCESS

27. The School is to inform parents by telephone if their son is to be excluded. Written confirmation is to be sent by first class post and email within one day and is to give the reason for exclusion, the period of exclusion and the date and time of return, together with other relevant information for parents. A template external temporary exclusion letter is at Appendix 2 to this Annex. Following any exclusion the pupil will be expected to attend a 'reintegration' meeting with School staff when he returns to School. His parents should be invited to attend also together with any other relevant agencies.

28. **Governors Discipline Panel.** A Governors' Discipline Panel is to be formed if temporary exclusions in total add up to more than 15 days in any term, if a public exam would be missed, if the parents disagree with an exclusion of more than 5 days or if the pupil is to be excluded permanently. Further information on the relevant arrangements is available from the School or the Department for Education website. The conduct of a discipline panel is at Appendix 3 to this Annex, a governors' discipline panel check list is at Appendix 4 and a guide to papers required for a governors' discipline panel is at Appendix 5. A chart of when a panel must meet, parents' right to attend and other detail is below:

No of days exclusion in term	5 or fewer	5 1/2 to 15	More than 15 or permanent exclusion	Pupil will miss public exam
Right to make written representations	Yes	Yes	Yes	Yes
Right to meet with governors	No. Meeting at governors' discretion	Yes if parents request	Yes. Governors must meet parents	Yes. Governors must meet parents
Timescale for meeting	None	Within 50 school days of exclusion	Within 15 school days of exclusion	ASAP but before examination if practicable
Reinstatement possible	No	Yes	Yes	Yes

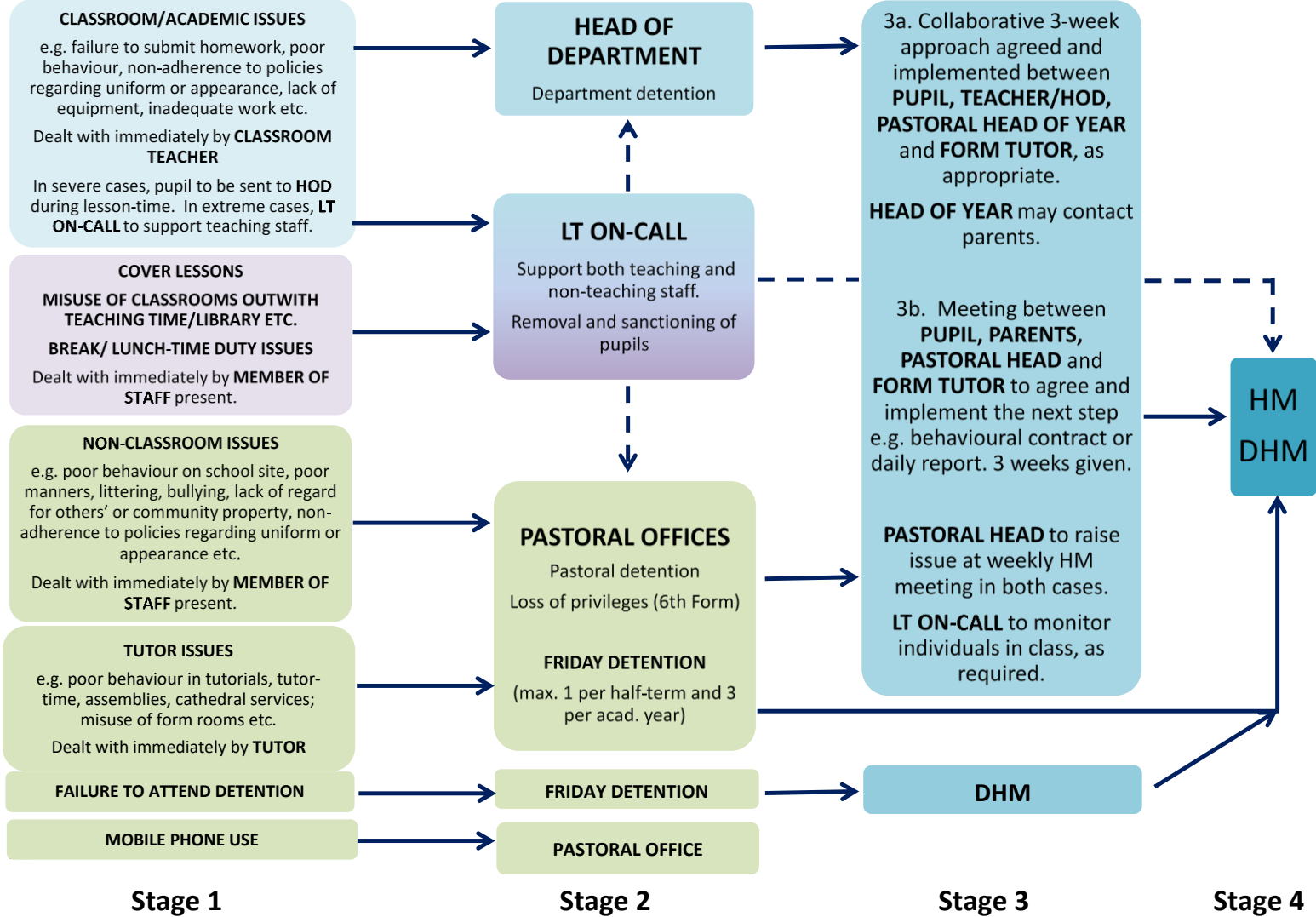
29. **Provision of Alternative Education.** If the length of any single temporary exclusion is greater than 5 days the School is to make suitable arrangements for the equivalent of full time education from the beginning of the sixth day, in accordance with the appropriate national regulations.

30. **Pastoral Support Programme.** The School's Pastoral Support Programme (Annex F) sets out the procedure to be followed in the event of a pupil being considered for exclusion from the School.

Appendices:

1. Stages of Discipline Flow Chart.
2. Model Temporary External Exclusion letter.
3. Procedures for a Discipline Panel Considering Pupil Exclusions or Permanent Exclusion.
4. Governors Discipline Panel Check List.
5. Guide To Papers Required For Governors Discipline Panel.

STAGES OF DISCIPLINE FLOW CHART



**MODEL LETTER - FROM HEAD MASTER NOTIFYING PARENT OF A FIXED PERIOD
EXCLUSION** [on School headed paper]

CONFIDENTIAL

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Pupil's Name]** for a fixed period of **[Period of Exclusion]**. This means that **[Pupil's Name]** will not be allowed in school for this period.

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

You have the right to make representations to the School Board of Governors'. If you wish to make representations please contact the Company Secretary preferably by email to **[Co Sec email address]**, or otherwise via the School address above as soon as possible but within 30 days of the date of this letter.

[Insert following if exclusion is five days or fewer and where a public examination is not missed and where total number of exclusions in a term is not more than fifteen]. However, please note that, for this short period exclusion, governors will only consider any written representation that you wish to make but are not required to meet you and may not change the period of exclusion.

[Insert following if exclusion 5 1/2 to 15 days] You will then be invited to attend a governors' discipline panel where your representations will be considered. You may bring a friend to the panel.

[insert following if this exclusion brings total to more than 15 days in a term or a public exam would be missed] Whether or not you make representations, you will be invited to attend a governors' discipline panel where the exclusion will be considered. You may bring a friend to the panel.

You also have the right to see a copy of **[Name of Pupil]**'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 his school record. There may be a charge for photocopying.

You have a duty to ensure that your pupil is not present in a public place in school hours during the first 5 school days **[or specify dates if exclusion is for fewer than 5 days]** of this exclusion, that is on **[specify dates]**. I must advise you that you may be prosecuted or receive a penalty notice if your pupil is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

If you wish external advice it may be obtained from the EWO Local Education Team at Wiltshire Council (01225 718230) or the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of pupils in state maintained schools and offers information and support on state education in England and Wales, including advice on exclusion from school. They can be contacted on 0300 0115 142 or at www.ace-ed.org.uk. Advice is also available from Coram's Child Law Advice Service at

childrenslegalcentre.com/get-legal-advice/education/ 0300 330 5485. Government guidance is best obtained by 'googling' "exclusion guidance"

[If exclusion less than 6 days insert the following] During the period of his exclusion work will be set for **[Name of Pupil]** on Insight or is to be collected from the relevant member of staff. Please ensure that the work is completed and brought to the reintegration meeting.

[If exclusion over 5 1/2 days, insert arrangements for pupil's education to continue]

I take a very serious view of this defiance of school rules, particularly as pupils are made well aware of them and why they apply. Should there be any further recurrence it is likely to lead to further sanctions.

Please ensure that **[Name of Pupil]** reports to **[name of member of staff]** in the **[location]** at **[time]** on **[date]** for a reintegration meeting.

Yours sincerely

[Name]

Head Master

**PROCEDURES FOR A DISCIPLINE PANEL
CONSIDERING PUPIL EXCLUSIONS OR PERMANENT EXCLUSION**

1. The Panel's procedures follow the guidelines contained in relevant DfE statutory and other guidance.
2. Appeals/ representations concerning exclusions are to be made to the Company Secretary who, in consultation with the Chair of Governors, is to convene a Discipline Panel at a time suitable to parents, governors and the LA (LA for a stated pupil only). The Company Secretary should act as secretary to the Panel. The Panel is to comprise of at least three governors, who, if possible, have no prior knowledge of the incident, pupil, any victim or the family or families affected. The Panel should preferably include a Parent Governor and the pupil should normally attend.
3. All parties are to be informed of the procedure at the Panel hearing as soon as a hearing is requested by parents or is required under Annex B Paragraph 14.
4. Parents may be accompanied by a friend or otherwise be represented and may submit written evidence. All evidence from parents and the School is to be sent to the Company Secretary normally at least 9 days before the hearing and he is then to distribute to all parties, normally by email, with an arrival target of 7 days before the hearing. These time limits may be reduced with the agreement of all parties involved. Relevant extracts from the DfE statutory Guidance on exclusions are to be included with the evidence together with this appendix.
5. The Panel is to meet prior to the hearing to discuss issues which panel members have identified from the papers and to determine how those issues can be clarified in the hearing. Also, if the pupil is attending, they should decide, based on the age and level of understanding of the pupil, whether it is appropriate for the pupil to attend the entire hearing or for a short time and if so, at what point during the proceedings they think this would be appropriate. These deliberations at the pre-meeting are to be included in the Minutes as an annex to the Minutes.
6. During the pre-meeting questions to both parties should be planned by the Panel using the check list at Appendix 4 which, for permanent exclusions is also to be completed as a record of the proceedings and then may be used as a comprehensive report for any subsequent review by an independent panel.
7. **Panel Duties.** Irrespective of whether or not the parent(s) attend the Panel, or appear to accept the decision to permanently exclude their child, the Panel must thoroughly examine the Head's decision. The Minutes of the meeting must demonstrate that the Panel have fulfilled their statutory duty to *"consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the School"* and also to *"consider whether the Head's decision to exclude the pupil was justified based on the evidence"*. The Panel is to:
 - a. Decide, on the balance of probabilities, whether the pupil was responsible for the actions for which he/she was excluded.
 - b. Decide whether the exclusion was lawful, rational, reasonable, fair, proportionate and therefore merited the period of exclusion awarded.

- c. Decide whether the Law and the relevant procedures in this Annex were correctly followed by the School.
- d. For exclusions totalling over 5 days in a term or permanent exclusion: decide whether the pupil should be reinstated immediately, reinstated by a particular date or not reinstated.
- e. Inform the parent or pupil (if over 18) and the Head of its decision.
- f. Report its decision to the next meeting of the Governing Body.

8. **Pupil Disciplinary Record.** The Panel is to have access to the disciplinary record of the pupil concerned.

9. **Panel Voting.** If all panel members do not agree, a decision shall be by simple majority.

10. **Conduct of Meeting.** The Meeting is to be as informal as possible, consistent with the principles of natural justice and is to be minuted. The aim is to ensure that the views of all parties are heard in an impartial way. The governors are to take note of the parent's representations, scrutinise the School's case and then consider if the Head made the correct decision to exclude. The procedure is to follow the following general format but note that a parents' friend or representative is not a witness, may therefore not give evidence and their role is solely to advise, help or give comfort to the parents:

- a. Introduction of all by Chair.
- b. Chair confirms all have received Meeting papers.
- c. Chair advises that no panel member has any detailed prior knowledge of the issues except for that in the evidence papers and that the decision made will be solely on the evidence in the papers and as presented to the panel at the hearing.
- d. Chair describes format of Meeting.
- e. School Representative (Rep) describes events and reason for exclusion and calls any witnesses.
- f. Panel members may question the School Rep and any witnesses.
- g. Parents/ pupil may question the School Rep and any witnesses.
- h. Parents/pupil present their case against exclusion and call any witnesses.
- i. Panel members may question parents/pupil and any witnesses.
- j. School Rep may question parents/pupil and any witnesses.
- k. School Rep sums up (no new evidence).
- l. Parents/ pupil sums up (no new evidence).
- m. The Chair checks that no party has any more they wish to say. (No new evidence).
- n. Chair explains that the decision will be made with reference to DfE Guidance and that the panel will decide whether the pupil was responsible for the conduct alleged and if so whether exclusion was a lawful, rational, reasonable, fair and proportionate response.
- o. The Chair explains that the Panel may decide to:
 - (1) Uphold the exclusion or
 - (2) Direct reinstatement either immediately or by a particular date.

p. The Chair explains that the decision and full reasons for that decision will be sent by letter normally within 2 week days.

q. The Chair thanks all parties for attending and all leave except the panel members and the minute taker. The Panel then deliberates.

11. The Panel decision may be given verbally after deliberation but is also to be issued in writing within two days.

12. The Minutes may be seen by any of the parties involved after they have been approved by all panel members.

**APPENDIX 4 TO
ANNEX H TO
BEHAVIOUR & DISCIPLINE POLICY**

GOVERNORS DISCIPLINE PANEL (GDP) CHECK LIST

1. Current government guidance states that any decision to exclude, must be lawful; rational; reasonable; fair; and proportionate. When establishing the facts in relation to an exclusion decision the governing body must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'. The check lists in the tables below should be used by the Panel.

EXCLUSION FOR A 'ONE OFF' OFFENCE			
Evidence		Appropriateness of Head response	
Was a thorough investigation carried out?		Does the offence represent a serious breach of the school behaviour policy? Did the Head take into account any extenuating circumstances when considering the exclusion?	
Was sufficient evidence gathered?		Do witness statements include statements from any victim and from the excluded pupil Are the witness statements signed and dated?	
Did the Head inform parents in writing?		Did the Head follow government guidelines re notification of the exclusion?	
Did the pupil have any identified special educational needs or a disability (SEND)? If yes - Did the pupil have a recent SEND review? If no – Might the pupil have SEND that to date have not been recognised?			
Are there any extenuating circumstances that might reasonably mitigate exclusion for the pupil? Has the Head considered the pupil's context (e.g. is the pupil eligible for Free School Meals (FSM), a young carer, from an ethnic group with a high rate of exclusions, being bullied, or suffering from poor mental health, or has the pupil experienced a recent bereavement?)			
Was the pupil asked for their view prior to the decision to exclude?			
Has the Head explained explicitly why allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school			

EXCLUSION AS A RESPONSE TO ONGOING SERIOUS BEHAVIOUR CONCERNS	
Evidence of early identification and possible alternative strategies used	
Is there clear evidence of the behaviour in question occurring over a period of time?	
Is there evidence that: <ul style="list-style-type: none"> • The School followed the Behaviour and Discipline Policy and any other relevant policies? • The parents and pupil had been informed about these policies? • The pupil was asked for their view prior to the decision to exclude? 	

<p>Did the School evidence include:</p> <ul style="list-style-type: none"> • Identification of the pupil’s additional behavioural, social and/or emotional needs using the SEND Code of Practice • Plans and reviews of targets and strategies including the use of rewards/feedback and other motivators to help the child learn new behaviours – outcomes of reintegration or other meetings with parents? • Details of consultation with relevant outside agencies to help develop support strategies for the school staff and the child to use e.g. Educational Psychology, Advisory Teaching Service, Health or Social Care Services? And • Were these strategies reviewed and evaluated? • (If in existence) an Educational Health & Care Plan (EHCP) and did the School review the EHCP in light of the pupil’s deteriorating behaviour? 	
<p>Did the School</p> <ul style="list-style-type: none"> • Set up a Pastoral Support Plan (PSP) and identify additional support from the school, parents and any other relevant agency to prevent the exclusion? • Meet their PSP commitments? • If the PSP had been completed successfully, did the school consider setting up a new plan when the behaviour deteriorated? 	
<p>Did the Head</p> <ul style="list-style-type: none"> • Consider proportionate alternatives to the permanent exclusion e.g. fixed period exclusion or a Managed Move? • Take into account any extenuating circumstances when considering permanent exclusion? • Consider the pupil’s context (e.g. is the pupil eligible for FSM, a young carer, from an ethnic group with a high rate of exclusions, being bullied, or suffering from poor mental health, or has the pupil experienced a recent bereavement?) • Explain explicitly why allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school 	

QUESTIONS AND EVIDENCE

2. A pupil may only lawfully be excluded permanently when he/she has breached the School’s Behaviour and Discipline Policy seriously or persistently and where allowing him/her to remain in School would seriously harm the education or welfare of the pupil or others in the School. Governors must be satisfied that both conditions have been fulfilled to uphold the permanent exclusion.

4. To reach a decision, governors must also consider:

- The interests and circumstances of the pupil who has been excluded, including the circumstances in which the pupil was excluded.
- The interests of other pupils and people working at the School.
- Whether the Head has taken all reasonable steps to establish the true facts of the incident that prompted the exclusion.
- The likely impact of the exclusion on the pupil who has been excluded.
- The likely impact on the School and whether the exclusion can be considered an appropriate sanction.

5. The Table below should be used as a check list that all areas are covered and as a planner for questions to be asked at the Panel meeting

Lawful Legally sound – exclusion procedures followed including informing parents, witness statements as well as any broader legal considerations, Child Protection, SEN Code of Practice, Equalities Act etc	
Questions to ask	Evidence
Rational Time taken to consider the evidence and advice sought from any relevant professionals before decision made to exclude. Pupil given the opportunity to express their view	
Questions to ask	Evidence
Reasonable Based on expectations or demands within the realms of what is possible and achievable for that child. Alternatives considered and support provided to reduce the risk where appropriate	
Questions to ask	Evidence

Fair That any extenuating circumstances were considered as well as any differences in response to other child in the same or similar situation - not biased	
Questions to ask	Evidence
Proportionate Why permanent rather than fixed period exclusion was appropriate.	
Questions to ask	Evidence

6. After the other parties have left the meeting, Governors are to:
- a. Consider statements and other evidence from the school and the parents.
 - b. Consider whether there is sufficient evidence that the pupil did what is alleged.
 - c. Consider the fairness of the exclusion in relation to the treatment of any other pupils involved in the same incident.
 - d. Have regard to the Department for Education guidance "*Exclusion from maintained schools, academies and pupil referral units in England*" (as issued September 2017) on the appropriate use of exclusion and consider whether that guidance has been followed.
 - e. Have regard to the School's Behaviour and Discipline Policy, Equalities Policy, Anti-Bullying Policy (at Annex G to this Policy) and Special Educational Needs Disabilities & Medical Needs Policy.

- f. Consider whether the Head has tried sufficient strategies to improve the pupil's behaviour before resorting to exclusion and whether any further strategies could be tried as an alternative to exclusion.
- g. For permanent exclusions: satisfy themselves that all possible strategies to improve a pupil's behaviour, including the use of a PSP, have been tried and failed.
- h. For permanent exclusions: satisfy themselves that the pupil has breached the School's Behaviour and Discipline Policy seriously or persistently and where allowing him/her to remain in School would seriously harm the education or welfare of the pupil or others in the School.
- i. Consider interests and circumstances of the pupil who has been excluded, including the circumstances in which the pupil was excluded.
- j. Consider the interests of other pupils and people working at the School.
- k. Consider the likely impact of the exclusion on the pupil who has been excluded.
- l. Consider the likely impact on the School and whether the exclusion can be considered an appropriate sanction.
- m. Decide whether to uphold the Head's decision to exclude and state the reasons for their decision. The decision letter must detail how the pupil has breached the School's Behaviour and Discipline Policy seriously or persistently and why allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School. The governors must detail how, in reaching their decision, they have balanced the needs, interests and welfare of the excluded pupil against the needs, interests and welfare of the wider School community;
- n. Decide, if they do not uphold a permanent exclusion, the date the pupil will return to School. This date is to be included in the decision letter to parents and no conditions can be imposed on the pupil in respect of that return (although the School will consider a formal reintegration strategy before the pupil returns, and to include parent in that reintegration).

**GUIDE TO EXCLUSION PAPERS
FOR GOVERNORS DISCIPLINE PANEL**

1. The papers are to include the following:
 - a. A cover sheet - name of the School, pupil, date of birth and date of the Governors' Disciplinary Panel.
 - b. A contents page - Sections A- E below .
 - c. Page numbers to aid navigation of the pack during the meeting.
 - d. Information in the relevant table below and the Head's summary report below.

EXCLUSION FOR A 'ONE OFF' OFFENCE	
INCLUDE	DO NOT INCLUDE
Section A – Exclusion Notification	
<ol style="list-style-type: none"> 1. A summary of the reason for the permanent exclusion 2. Copy of the relevant exclusion letter sent to parents 3. If the Head issued a short fixed period exclusion in the first instance in order to investigate an incident, both letters should be included 	Any other exclusion letters
Section B – Evidence Relating to the Incident	
<ol style="list-style-type: none"> 1. Witness statements including a statement by the child being excluded (Forms A and B). The investigating member of staff should also complete a contemporaneous statement (Form C). 2. For witness statements <ol style="list-style-type: none"> a. Check that they are signed and dated. b. Check that they were completed before decision to exclude. If written statements are completed after the date of the permanent exclusion, the head should include notes of verbal statements obtained as part of the evidence collection. c. Consider whether the names of all child witnesses, apart from the child being excluded should be blocked out. If so, originals need to be made available for governors as part of their deliberation if required. d. Any evidence that led to the decision to exclude (including Form D, and "<i>Record of Drug Related Incident</i>" if relevant). 	Behaviour logs or statements relating to academic attainment or behaviour other than the incident that led to the exclusion
Section C – School Support	
<ol style="list-style-type: none"> 1. Prior support for child's SEN needs as well as any action taken to support the child as a result of the exclusion. 2. SEN statement review. This review should take place before the PANEL 3. Details of any other relevant support in place for the pupil. 	

Section D – Parent Submission

<ol style="list-style-type: none">1. Any paperwork sent to the Clerk to the Panel by the parents.2. The school may include notes of meetings held with parents during the exclusions process.	School opinion or comment about the parents' involvement in the pupil's education
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Section E Appendices

Relevant extracts from the School's Behaviour and Discipline Policy and any other relevant School policies with an explanation of how the School ensures all parents know how to access the policies.	
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EXCLUSION FOR PERSISTENT DISRUPTIVE BEHAVIOUR

Any decision to exclude, must be lawful (with respect to the legislation relating directly to exclusions and the School's wider legal duties) rational; reasonable; fair & proportionate.

INCLUDE	DO NOT INCLUDE
Section A – Exclusion Notification	
<ol style="list-style-type: none"> 1. A summary of the reasons for the permanent exclusion 2. Copy of the most recent exclusion letter sent to parents 3. Copy of all exclusion letters from the current school relating to behaviour that led to this exclusion 	Information on file relating to exclusions from previous schools
Section B – Evidence Of Persistent Disruptive Behaviour	
	Evidence of academic attainment levels
Section C – School Support	
<ol style="list-style-type: none"> 1. Any action taken to support the child's behaviour prior to the exclusion. The pre – exclusion checklist is designed to help Heads ensure all possible support had been provided. Therefore the following is to be included. 2. IEP or equivalent. <ol style="list-style-type: none"> a. Samples of target setting and support strategies identified. b. Evidence of review of strategies. c. Evidence of referrals/involvement of outside agencies to support child's behaviour. 3. PSP or equivalent including review paperwork 4. Managed Move paperwork. <ol style="list-style-type: none"> a. Original agreement and review paperwork 5. SEN statement review: scheduled before the Panel if possible. 6. Details of any alternatives to permanent exclusion considered <ol style="list-style-type: none"> a. List of any alternatives considered and reasons judged not to be appropriate e.g. Managed Move, long fixed period exclusion, use of alternative provision b. Notes of any discussion / emails relating to alternatives considered /explored 	Copies of every individual target card/IEP or equivalent. It is sufficient to provide a sample noting what that sample represents.
Section D – Parent's Submission	
<ol style="list-style-type: none"> 1. Any paperwork sent to the clerk by the parents. 2. The school may include notes of meetings held with parents during the exclusions process. 	School opinion or comment about the parents' involvement in the pupil's education

Section E Appendices	
Relevant extracts from the School's Behaviour and Discipline Policy and any other relevant School policies with an explanation of how the School ensures all parents know how to access the policies	

Ref: [PUPIL NAME]

1. The reasons for my decision to permanently exclude [NAME] were based upon the safety and well-being of all pupils, staff and [NAME]. In reaching my decision I was informed by the current Government Exclusions Guidance, specifically

2. A decision to exclude a pupil permanently may only be taken:

- a. In response to serious or persistent breaches of the school's behaviour policy; and
- b. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

3. The particular circumstances around this exclusion are as follows: *[Brief factual summary of the events leading to the exclusion]*

4. The impact of [NAME's] behaviour was:

- a. .
- b. .
- c.

5. The DfE states that any decision to exclude must be lawful, rational, reasonable, fair and proportionate and I consider that the exclusions was: [Explain how the exclusion was]:

- a. **Lawful.** [legally sound – exclusion procedures followed including informing parents, witness statements as well as any broader legal considerations, Child Protection, SEN Code of Practice, Equalities Act etc].
- b. **Rational.** [Time taken to consider the evidence and advice sought from any relevant professionals].
- c. **Reasonable.** [Based on expectations or demands within the realms of what is possible and achievable for that pupil]
- d. **Fair.** [That any extenuating circumstances were considered as well as any differences in response to other child in the same or similar situation - not biased]
- e. **Proportionate.** [Why permanent rather than fixed period exclusion was appropriate].

6. As well as the guidance issued by government, the School policies below apply.:

7. **Our Behaviour and Discipline Policy states:**

- a.
- b.
- c.

[and if applicable]

8. **Our PSHE Policy states:**

- a.
- b.
- c.

9. **Our Home School Agreement Policy states:**

- a.
- b.
- c.

10. **SEN/Anti bullying/Physical Intervention/Drugs etc**

11. I am satisfied that in this case I had no alternative to permanent exclusion and ask the Governors' Discipline Panel to uphold my decision.