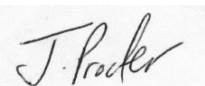




Achievement for All, Learning Together, Learning for Life



Behaviour Policy

Review cycle	1 / 2 / 3 years	
Approved/Adopted by	Full Governing Body / Executive Headteacher	Date: March 2026
Changes made in this review cycle	<p>March 2025 Appendix 7 – East Hoathly Amendments Appendix 8 - Behaviour Stages at St Mary's explained</p> <p>January 2026- 'intent' reinforced within consequence decisions.</p> <p>March 2026 – suspension and exclusion procedure and communication updated</p>	
Linked policies	<p>Individualised Behaviour Plan Supporting Documents Attendance Policy Child Protection and Safeguarding Policy Anti-bullying Policy</p>	
Signed		Date: April 2026
Position	Executive Headteacher	
Date of next Review	April 2027	

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This behaviour policy is in place for the majority of pupils in our schools. We fully recognise the importance of differentiation in managing behaviour to ensure equity for all pupils. A small minority of pupils will need an individualised behaviour plan to support them in achieving their full potential.

1. Vision and Values

All of our schools' vision and values are aligned with the Therapeutic Thinking approach to behaviour management: 'an approach to behaviour that prioritises pro-social feelings of everyone within the dynamic'. This approach recognises the importance of equity: differentiated measures to provide equal opportunities for all.

Click on each School's badge to see the Vision and Values of individual schools

<p style="text-align: center;">Chiddingly Primary School</p> 	<p style="text-align: center;">East Hoathly CE Primary School and Nursery</p> 
<p style="text-align: center;">St Mary the Virgin CE Primary School</p> 	<p style="text-align: center;">Park Mead Primary School</p> 
<p style="text-align: center;">Nutley CE Primary School</p> 	<p style="text-align: center;">Groombridge St Thomas CE Primary School</p> 

2. Everyday therapeutic approaches

Emotional Literacy

Emotional literacy is having the appropriate vocabulary to express feelings and emotions accurately, using language. Pioneer Federation schools actively teach and promote this through PSHE lessons and staff modelling this regularly.

Positive and scripted language

Staff will use positive phrasing, limited choice and scripted language. Positive phrasing promotes the expected behaviour; limited choice and scripted language deescalates a potential dangerous or difficult situation (see Appendix 1).

Behaviour flow chart

We use the behaviour flow chart (see Appendix 2) to manage all behaviour in the school. The top section of the flow chart applies to the majority of children where the rewards and consequences cater to their needs. If Early Prognosis does not resolve any concerns, children will need individual behaviour plans incorporated into or additional to any SEND plan that is already in place (see section 5).

3. Pro-social, unsocial and anti-social behaviour

Pro-social behaviour is behaviour that is positive, helpful and intended to promote social acceptance; behaviour characterised by a concern for the rights, feelings and welfare of others and behaviour that benefits other people and society. Examples of the pro-social feelings we aim to promote in our dynamic are safe, liked, involved, supported, motivated, included and understood.

Unsocial behaviour is quiet non-compliance behaviour that does not negatively affect other pupils' learning. Extroverts often communicate their negative feelings with high levels of interaction. Introverts communicate their feelings through quiet non-compliance.

Anti-social behaviour is behaviour that causes harm to an individual, a community or the environment; behaviour that is likely to cause injury, harassment, alarm or distress and behaviour that violates the rights of others. Examples of anti-social feelings we aim to protect our dynamic from are ashamed, humiliated, isolated, lonely, powerless and scared.

The policy will promote purposeful responses to behaviour, which include opportunities for learning and rehearsing how to behave pro-socially (see section 4).

4. Rewards and Consequences

The behaviour system below is a whole school approach for the majority of children however, we also utilise bespoke individualised behaviour structures and systems for pupils if required (see section 5). All children are expected to follow the Golden Rules and these are displayed visually in all areas of the school. The Federation is proactive in ensuring that pupils are involved in the setting of the Golden Rules and other age-appropriate expectations. The children have ownership over the rules and understand that they are there for them, to keep them safe and achieve their full potential.

Rewards

The reward for exceptional work is intrinsic in the child's pride of themselves and what they achieve. However, there are times when children show remarkable effort and this is reflected in the work that they produce. In these instances, it is important that this is recognised and celebrated. For some children, public praise has an adverse effect and they do not enjoy it. The schools will be mindful of child's feelings regarding public praise.

Celebration/Star Award

If, as a result of the child's engagement and focus in a lesson, a child produces an outstanding piece of work, they will be given a 'Celebration Award'. In consultation with the child, the child will be invited to share the work with another teacher and given a sticker. This piece of work will also go on display in their classroom on the 'Celebration Work'/Curriculum focus display. Children who achieve a 'Celebration award' will also be celebrated in Friday's Celebration assembly if they wish.

Headteachers' Award

If a child has gone above and beyond in their behaviour or progress, they will be awarded with the 'Headteachers' award'. The child will be invited to meet with the Executive Headteacher or Head of School, where they will discuss their learning, and be given a 'Headteacher's Award' badge. Their work will be shared in the next Friday's Celebration assembly, where they will also be presented with a certificate. The child's name will also go in the newsletter to share with parents. It is expected that each child will be awarded this once per academic year.

Each school in the Federation will also have their own individual ways of celebrating.

Below are listed some of the rewards Pioneer schools utilise.

St Mary's Primary

- Golden Broom
- Reading Miles
- Skills Builder Certificate
- Sports Awards
- LSF (Love, Strength & Faith) Award
- Attendance Ted

Park Mead Primary

- Golden Broom
- Skills Builder Stickers
- Sports Awards
- Park Mead Postcards

- Attendance Ted

•

East Hoathly Primary

- Skills builder certificates
- Class-Based Rewards- including Marble Jars & Table Points
- School Values certificates
- East Hoathly Postcards
- Golden leader award
- Lexia and TTRS certificates
- Sporting achievements
- Headteacher awards

Chiddingly Primary

- Skills Builder Certificates
- Chiddingly Values Postcards
- Lunchtime Top Table
- Golden Broom
- Reading Box, Trophy and Matilda

Nutley

- School Values certificates

Groombridge

•

Consequences

All children are supported in their learning in the way that suits them best – this includes how to manage their behaviour if they are feeling negative. If a child displays behaviour that goes against the Golden Rules the following stages will be adhered to, consistently, by all staff. The symbols for these stages are displayed in all areas of the school to provide clarity for all children and staff:



Expectation



Helping hand



Consequence



Repair



Expectation

The staff member will give a verbal reminder of the expectation of the Golden Rules. They will use language that is pro-social, explaining the impact of the behaviour and modelling appropriate behaviour where necessary.



Helping Hand

If the challenging behaviour continues, in discussion with the child, the staff member will explore other methods of support that can be put in place to allow the child to succeed.



Consequence

If the above two stages do not help the child to correct their behaviour, there are two steps of consequence that will happen. If a child is in a situation where their behaviour may be a danger to themselves or others, a protective and educational intervention may be put in place (see below - Protective and Educational Intervention). The context of behaviour and interaction will be considered when deciding on consequences. e.g. the intent of the pupil.

Reflection: Step 1

If the child continues to break the Golden Rules after stages 1 and 2 (**Expectation** and **Helping Hand**), they will be given Step 1 reflection slip (see Appendix 3- **Repair**). Examples of behaviour that warrant this step are calling out, chatting, time wasting, lack of respect for other people or property, preventing themselves or others from learning etc.

The reflection slip will be completed at the most appropriate time as deemed by the **adult supporting the child**. This will only happen when the child is able to regulate, relate and reason. A record of the slips will be kept in a class folder with the class teacher. If the frequency of Step 1 reflection slips becomes a concern, the class teacher will arrange to meet with the parents or carers to discuss further support that may be needed.

Reflection: Step 2

Step 2 reflection sheets are issued for the following behaviour (**Consequence**):

- Behaviour (verbal or physical) that is intentionally dangerous to others
- Swearing and any offensive language
- Repeated disruptive behaviour despite stages 1 and 2 (**Expectation** and **Helping Hand**)

The child will complete a Step 2 reflection sheet (see Appendix 4- **Repair**) with a member of the **Senior Leadership team**, at the most appropriate time for the child. The form could be scribed by the adult and it would not be done in front of other children. The member of SLT will call parents once the reflection sheet has been completed to inform them and a copy of the Step 2 reflection sheet will be sent home with an accompanying letter (see Appendix 5). A record of the Step 2 reflection sheets will be kept in a folder within the headteacher's office.

If repeated reflection time is not impacting positively on the behaviour, staff will need to consider whether support from outside agencies is needed and whether early prognosis is required (see section 3).

Along with the SLT, teachers will regularly review the behaviour records to monitor any potential patterns or trends in behaviour linked to bullying – see Anti-Bullying Policy on the website.

Protective and Educational intervention

Protective and Educational interventions are measures that are taken to protect the child and others from the situation they are in. A protective intervention must be followed by an educational intervention in order to be pro-social. Both interventions require an adult's support and supervision to be successful.

Protective interventions are the removal of a freedom to reduce access to the situation that is escalating the harm in order to reduce and to manage harm (both physical and disruption to education). They are solely actions to ensure no further harm occurs in the short term.

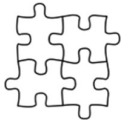
If there is **unforeseeable behaviour** (behaviour not covered by the policy and never previously experienced or so historic we believe will not reoccur) the school may need to use restrictive physical intervention as all members of school staff have a duty of care to prevent serious harm i.e. where there is a high or immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principal of using minimum force). See *Physical Intervention Policy*.

An **education intervention** is the learning rehearsal or teaching so the freedom can be returned. This is a longer-term consequence to establish pro-social skills to help the child to understand the impact of their behaviour so it starts to become part of their internal discipline.

Examples of protective interventions could include increasing staff ratio; limited access to outside space; escorted in social situations; restricted off-site activities; differentiated teaching space and exclusion.

Examples of educational interventions could include completing tasks; rehearsing and practicing strategies, scripts and behaviours; assisting with or planning repairs and conversations or explanations.

Sometimes a protective intervention is needed immediately until the child has been successful in the educational intervention.



Repair

Once the child has filled in the reflection sheet, the adult who issued the reflection will support the child to follow up the agreed actions to 'repair' the situation – e.g. apologising to others, tidying away equipment, completing missed work etc in order to be ready for the next learning sessions. This provides a clear end to the **consequence** and a 'fresh start'.

5. Individual behaviour plans

A minority of children will require an individual behaviour plan if:

- The behaviour policy (see section 4) is not impacting on their behaviour
- The behaviour they are displaying is not defined by the policy, as shown by the behaviour flowchart (Appendix 2).

Some children who require these may have an underlying SEND and/mental health disorder. Staff have been given training to understand trauma, adverse childhood experiences (ACEs) and attachment issues. An individualised behaviour plan may include:

- Early prognosis
- Risk calculator
- Conscious and subconscious analysis
- Anxiety analysis
- Predict and prevent plan
- Therapeutic Tree
- Risk reduction plan

For more information on these documents, please see Individualised Behaviour Plan Supporting Documents on our website.

6. Suspension and Exclusion

As part of a **Protective Interventions**, the SLT may decide that an **Internal Fixed Term Suspension** is required. See internal suspension record in Appendix 9.

The Pioneer Federation follows the **East Sussex Exclusion Guidance for External Suspension or Permanent Exclusions** – see embedded below and all Pioneer websites and refers to **External Suspension or Permanent Exclusions**.



esc-
exclusions-guid
ance-November 2025

Extracted from ESCC Exclusion Guidance 2025- In this policy the word '**suspension**' is used to refer to what legislation calls an **exclusion for a fixed period**. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the **word 'exclusion'** this includes both suspensions (fixed-period exclusions) and permanent exclusions.

External Suspension or Permanent Exclusion is used as a last resort and only as a **protective consequence**, in response to serious or persistent breaches of a school's behaviour policy **and** when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil and others in the school ([ESCC Exclusion Guidance, 2025](#)).

If a child's behaviour is deemed to be dangerous to themselves or others in the school community (with intent), under Health and Safety grounds and following a review of the situation by the Headteacher an exclusion will be used as a **protective intervention** in order **for the school to assess, review and plan for the child's safe return to the school**.

An exclusion is a legal document and is an extreme measure, and one that is avoided wherever possible. Should this action be required, consideration will be given to the needs of the child and liaison between external agencies, parents, SLT and Governors will take place to ensure a reintegration into school. Please also see the Pioneer SEND Policy.

Pioneer protocol following a serious incident

- A one-day fixed-term suspension will be issued immediately to ensure the safety and wellbeing of pupils and staff.
- The parent/carer will be informed of the incident and the suspension with a follow up letter emailed to the parent/carer.
- A further investigation will be undertaken within a period of up to 24 hours, in line with Local Authority guidance.
- Following the investigation, the school will determine the appropriate next steps. This may include:
 - the issuing of a **permanent exclusion**, where appropriate or
 - the issuing of a **new fixed-term suspension** of up to five school days.

The exclusion documents will detail that something will be different and have changed for the child on their return. This information will be discussed at the **reintegration meeting**. See reintegration meeting template embedded below.



Reintegration
template portrait vers

The Pioneer schools will explore a wide range of strategies as part of **reintegration**.

If a child is at risk of **Permanent Exclusion**, Pioneer schools will always ensure that they have explore a wide range of strategies and if appropriate will also make enquiries with the Local Authority regarding **dual registration** and a **managed school move**. The Head will ensure that **parents** are also informed of this communication with the Local Authority and **that the child is at risk of Permanent Exclusion**.

Exclusion and Suspension template letters are included in **Appendix 9**.

For full details of exclusion procedural elements (including decision making process, written notification requirements, review/representation rights, and time limits) please refer **East Sussex Exclusion Guidance- embedded above and on Pioneer websites**.

7. Glossary of terms

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within the policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrinsic motivation: Motivated to perform an activity to earn a reward or avoid punishment.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Intrinsic motivation: Motivated to perform an activity for its own sake and personal reward.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour, which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsocial behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

8. Appendices

1. Positive phrasing and scripted language
2. Behaviour Flowchart
3. Step 1 reflection slip
4. Step 2 reflection sheet
5. Step 2 parent letter
6. Visual aids
7. Behaviour Stages at St Mary's explained
8. Suspension and exclusion templates

Appendix 1 - Positive phrasing and scripted language

Negative to positive phrasing examples

- Stop being silly- put the pen on the table
- Stop running – we walk in the corridor
- Calm down – stay seated in your chair

Limited choice

- Where shall we talk, here or in the library?
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?

Disempowering the behaviour

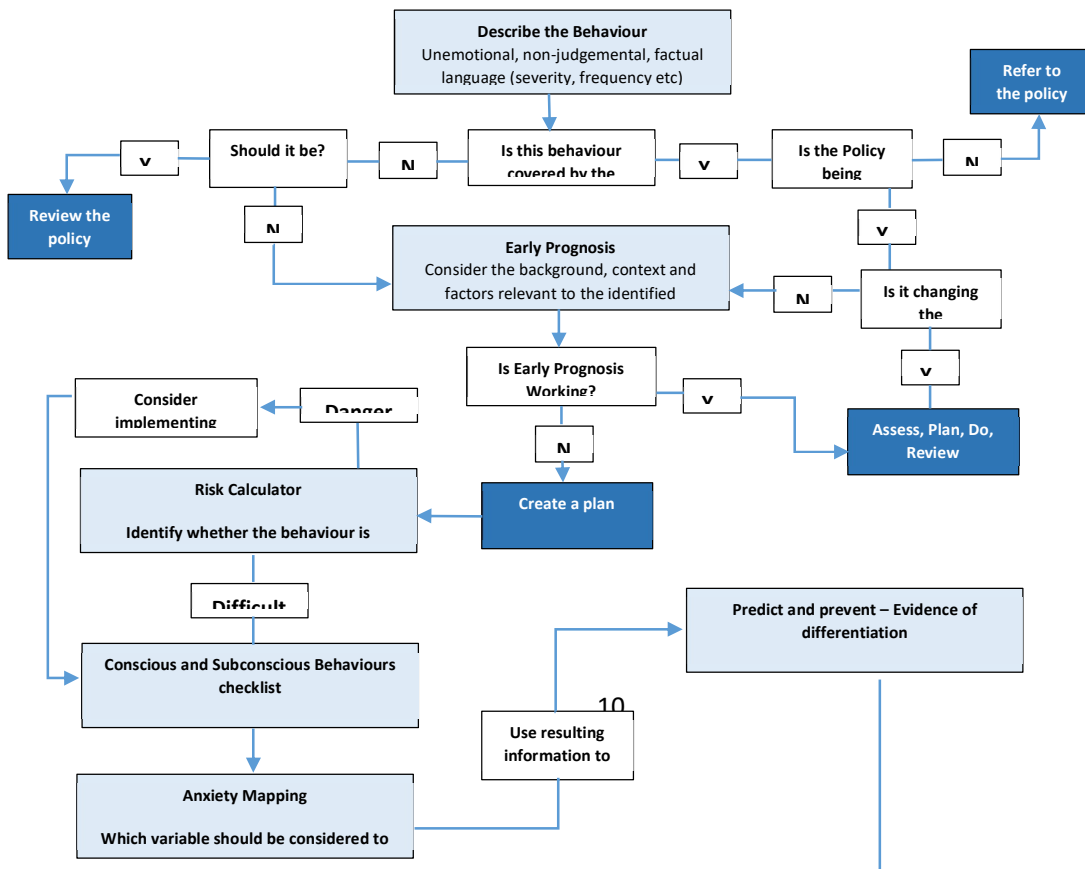
- You can listen from there.
- Come and find me when you come back.
- Come back into the room when you are ready.
- We will carry on when you are ready.

Scripted language





Child's name followed by...

- I can see something has happened
- I am here to help
- Talk and I will listen

Appendix 2 – Behaviour flowchart



Appendix 3 – Step 1 reflection slip

 Step 1: Reflection & Repair Slip		
Name:		Date:
		
Stop (Behaviour)	Start (Golden Rule)	Toolkit (Repair)

Appendix 4 – Step 2 reflection sheet

Step 2 Reflection Sheet

Name: _____

Class: _____

Date: _____

Discussed with: _____



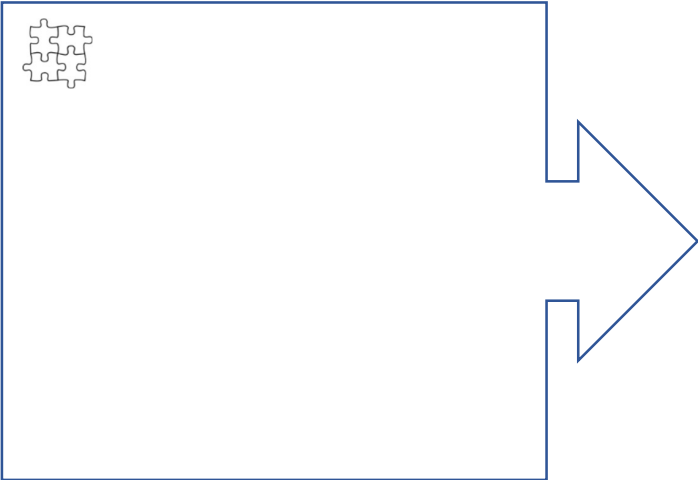
What happened?

Why did it happen?

How does it affect you?


How does it affect others?

What can you do to fix it?



A rectangular box with a blue border. In the top-left corner, there is a small icon of a puzzle piece. A large, hollow arrow points from the right side of the box towards the right-hand box.

Which Golden Rule did you break?



A scroll-shaped box with a blue border. The top edge is rolled up, and the interior is blank, intended for writing.

Step 2 visual support for comic strip conversation

<p>What happened before?</p>		<p>What happened after?</p>
<p>What zone were you in? Red Yellow Blue Green</p>		<p>How did it affect others?</p>
<p>Repair</p> <p>What could you do?</p>		<p>Which Golden Rules were broken?</p> <p>Ready Respectful Safe</p>
		<p>How will everyone feel?</p>

What

Who

When

Where

What doing

Appendix 5 – Step 2 Parent Letter

Date: _____

Dear Parent/Carer,

We are writing to inform you that your child, _____, completed a Step 2 Reflection sheet today during Playtime / Lunchtime / Classtime for:

As a result of this, they completed the attached reflection sheet and discussed their behaviour with a member of the Senior Leadership Team.

Our behaviour policy is built around encouraging pro-social behaviour: that which is positive, helpful, and benefits those around us. As a part of the reflection time, your child has discussed the impact of their behaviour on others and how to repair (stage 4 of our behaviour policy) any negative repercussions from their behaviour.

We would be grateful if you could follow this up at home and discuss the above behaviour with your child to help reinforce pro-social behaviour.

Please do not hesitate to contact us or your child's class teacher if you have any questions.

Thank you for your support.

Yours sincerely,



Mr J Procter

Executive Headteacher

Head of School

Appendix 6 – Visual aids



Expectation



Helping hand

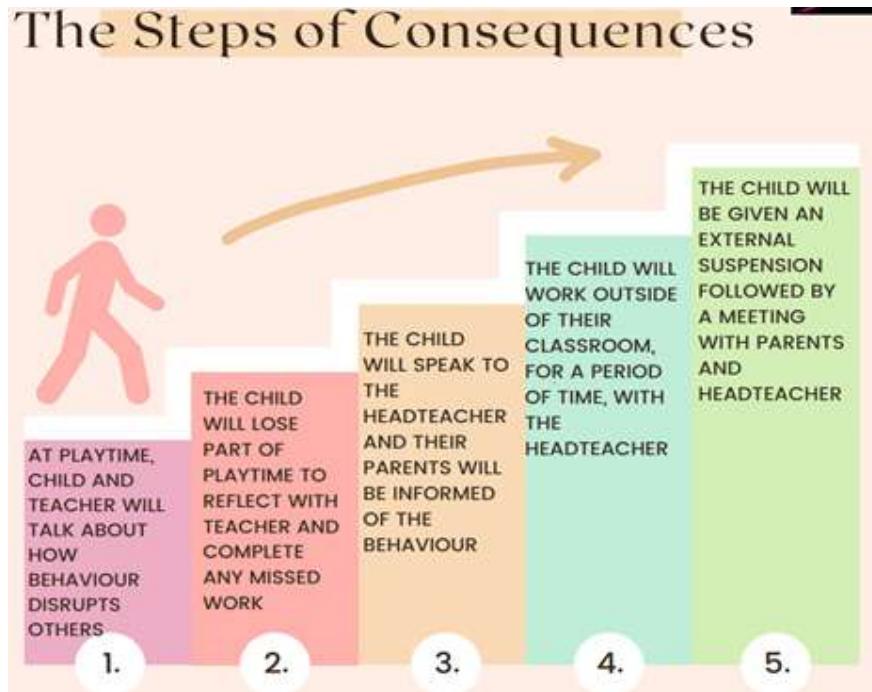


Consequence



Repair

Appendix 7 – East Hoathly Amendments



Step 1 – Discussion at playtime to discuss behaviours

Step 2 – A step 2 means children in KS1 will lose 15 minutes. KS2 children will lose 30 minutes of lunch time. If behaviours persist:

Step 3 – Children will go to SLT and parents will be contacted. A step 3 will also be issued without following any of the other sanctions if a child is physical, dangerous or swears.

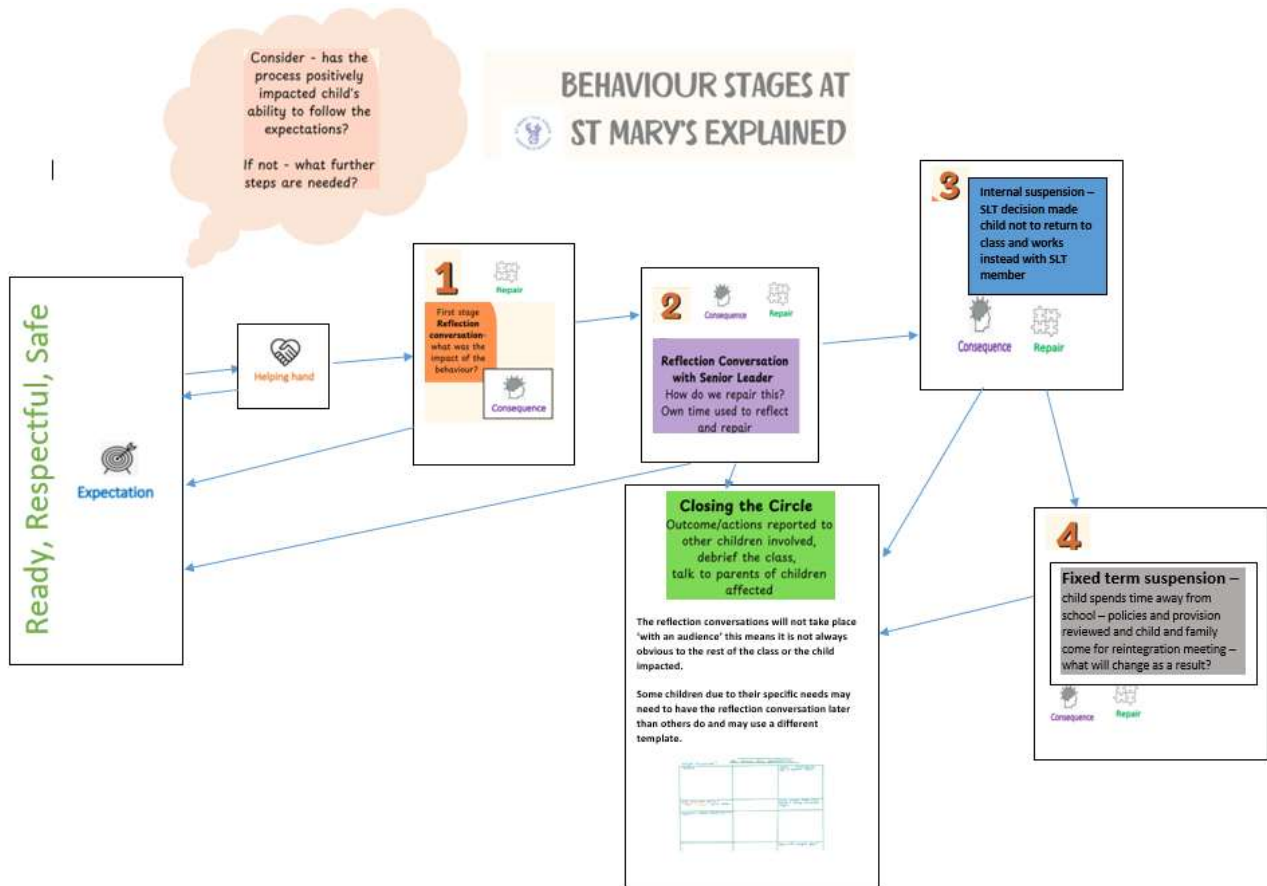
If behaviours persist:

Step 4 - Children will have an internal suspension or external suspension after a step 3.

If behaviours persist:

Step 5 - External suspension will also be given after an internal suspension has been given and educational consequences have not had the right impact. A reintegration meeting held with SLT and Parents.

Appendix 8 - Behaviour Stages at St Mary's explained



Appendix 9 – Suspension and Exclusion templates

Template 1 – internal suspension for a fixed period



Internal suspension record

School:		
Name:	Year group:	Date:
Incident summary:		
Internal suspension period:		
Outside agency support:		
Outside agencies informed?		
Parent/carer discussion:		
Agreed?		
Signed (SLT):	Signed (Parent/carer):	

Template 2 – external suspension for a fixed period

Dear [parent's name]

I am writing to inform you of my decision to suspend [child's name] for a fixed period between the dates [specify period] inclusive. This means that [child's name] will not be allowed in school during this period. The suspension begins/began on [date] and ends on [date]. [child's name] should return to school on [first school day following the end of the Suspension].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [child's name] has not been taken lightly. [Child's name] has been suspended for this period because [specify full reason(s) for exclusion].

[The following two paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that [child's name] is not present in a public place in school hours during the period of this suspension between [specify period] inclusive unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority or be prosecuted if [child's name] is present in a public place during school hours without reasonable justification on the specified dates. If so, it will be for you to demonstrate reasonable justification.

We will set work for [child's name] to complete on the days specified in the previous paragraph, i.e. the school days during the period of the suspension when you must ensure that they are not present in a public place without reasonable justification. [Detail the arrangements for this]. Please ensure that the work set is completed and returned promptly to us for marking.

You have the right to make representations about this exclusion to the Governors. If you wish to make representations please contact **[name of contact]** at **[contact details – to include address, telephone number, e-mail]**, as soon as possible. Please note that for this length of suspension the Governors do not have to meet with you, they also have no power to direct reinstatement. However, they must consider any representations you make and they may place a copy of their findings on **[child's name]**'s school record.

You should also be aware that if you think that discrimination has occurred under the Equalities Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which claims for disability discrimination should be sent is SENDIST, 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU (Tel: 0300 303 5857, Email address: send@justice.gov.uk) Making a claim would not affect your right to make representations to the Governors' Disciplinary Committee/Management Committee

[The following paragraph applies to all suspensions of primary-aged pupils and may be used for suspension of up to 5 days for secondary aged pupils if the head teacher/teacher in charge chooses to hold a reintegration interview].

You are requested to attend a reintegration interview with **[child's name]** at the school on **[date]** at **[time]**. If that is not convenient, please contact **[enter name of person to be contacted]** as soon as possible to arrange a suitable alternative date and time. The reintegration interview will be conducted by **[enter "me" or the name and position of the person who will conduct the reintegration interview]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be supported. Please note that failure to attend a reintegration interview may be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[child's name]**'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 this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Child's name]'s suspension expires on **[date]** and we expect them to return to school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Head Teacher/Principal

Template 3 – suspension for a fixed period over 5 days including 6th day provision

Dear **[parent's name]**

I am writing to inform you of my decision to suspend **[child's name]** for a fixed period between the dates **[specify period]** inclusive. This means that **[child's name]** will not be allowed in school during this period. The suspension begins/began on **[date]** and ends on **[date]**. **[child's name]** should return to school on **[first school day following the end of the fixed period exclusion]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[child's name]** has not been taken lightly. **[Child's name]** has been suspended for this fixed period because **[specify full reason(s) for exclusion]**.

[The following three paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that **[child's name]** is not present in a public place in school hours during the first five days of suspension, in this case between **[specify period]** inclusive unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority or be prosecuted if **[child's name]** is present in a public place during school hours without reasonable justification on the specified dates. If so, it will be for you to demonstrate reasonable justification.

We will set work for **[child's name]** during the **[first 5, or specify other number as appropriate]** days of this suspension. **[Detail the arrangements for this]**. Please ensure that the work set is completed and returned promptly to us for marking.

[If the individual exclusion to which this letter applies is for more than 5 days include the following paragraph]

From the **[6th school day of the pupil's exclusion - specify date]** until the expiry of this suspension we will arrange suitable alternative full-time education for **[child's name]**. Between the dates of **[dates between which suitable alternative full-time education has been arranged]** **[child's name]** should attend **[name and address of the alternative provider if not the home school]** between the hours of **[specify the start and finish times of the alternative provision, including the times for morning and afternoon sessions where relevant (this may not be identical to the start time of the home school)]** and report to **[staff member's name]**. **[If applicable, include information about transport arrangements from home to the alternative provider. If arrangements for provision from the sixth school day cannot not finalised by the time this letter is sent then say that the arrangements for suitable full time education will be notified shortly in a further letter.]**

You have the right to make representations about this exclusion to the Governors' Disciplinary Committee/Management Committee. If you wish you have the right to request a meeting of the Governors' Disciplinary Committee/Management Committee to consider reinstatement of **[child's name]** and make representations at that meeting as the period of this suspension brings **[child's name]**'s total number of days of suspension to more than 5 but fewer than or equal to 15 days in a term. If you request a meeting the latest date by which the Governors' Disciplinary Committee/Management Committee must meet is **[specify date, which must be no later than the 50th school day after the date on which the Governors' Disciplinary Committee/Management Committee was notified of the exclusion to which this letter relates]**. If you wish to make representations to the Governors' Disciplinary Committee/ Management Committee please contact **[name of contact]** at **[contact details – address, telephone number, e-mail]**, as soon as possible and within the deadline specified. You may be accompanied by a friend or representative, including a legal representative, if you wish. Please advise if you have a disability or any special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think that discrimination has occurred under the Equalities Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which claims for disability discrimination should be sent is SENDIST, 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU (Tel: 01325 289350, Email address: sendist@hmcts.gsi.gov.uk) Making a claim would not affect your right to make representations to the Governors' Disciplinary Committee/Management Committee

[The following paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions of up to 5 days for secondary aged pupils if the head teacher/teacher in charge chooses to hold a reintegration interview. The paragraph also applies to secondary age pupils where the exclusion to which this letter relates is for more than 5 days].

You are requested to attend a reintegration interview with **[child's name]** at the school on **[date]** at **[time]**. If that is not convenient, please contact **[enter name of person to be contacted]** as soon as possible to arrange a suitable alternative date and time. The reintegration interview will be conducted by **[enter "me" or the name and position of the person who will conduct the reintegration interview]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be supported. Please note that failure to attend a reintegration interview may be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[child's name]**'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 this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm; or ACE Education who can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Child's name]'s exclusion expires on **[date]** and we expect them to return to school on **[date]** at **[time]**.

Yours sincerely,

[Name]Head Teacher/Principal

Template 4 – permanent exclusion letter

Dear **[name(s) of parent(s)]**

I am writing to inform you of my decision to permanently exclude **[child's name]** with effect from **[date]**. This means that **[child's name]** will not be allowed in this school unless they are reinstated by the Governors' Disciplinary Committee/Management Committee.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[child's name]** has not been taken lightly. **[Child's name]** has been permanently excluded because **[specify full reason(s) for exclusion]**.

[The following three paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that **[child's name]** is not present in a public place in school hours during the first five days of this exclusion, in this case between **[specify period]** inclusive unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the Local Authority or be prosecuted if **[child's name]** is present in a public place during school hours without reasonable justification on the specified dates. If so, it will be for you to demonstrate reasonable justification.

Alternative arrangements for **[child's name]**'s education to continue will be made. We will set work for **[child's name]** during the first 5 days of this exclusion. **[Detail the arrangements for this]**. Please ensure that the work set is completed and returned promptly to us for marking.

From the sixth school day of the exclusion onwards, i.e. from **[specify the date]** the Local Authority will provide suitable full-time education. I have informed the Local Authority of your child's exclusion and you will shortly receive contact from the Inclusion and Alternative Provision (INCAP) team who will let you know the arrangements for **[child's name]**'s education from the sixth school day of exclusion.

As this is a permanent exclusion the Governors' Disciplinary Committee/Management Committee must meet to consider **[child's name]**'s reinstatement. You may attend the review meeting and make representations to the Governors' Disciplinary Committee/Management Committee and ask the panel to reinstate your child if you wish. The Governors' Disciplinary Committee/ Management Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, they may decide not to reinstate **[child's name]** in which case you may ask for the Governors' Disciplinary Committee/Management Committee's decision to be reviewed by an Independent Review Panel. The latest date by which the Governors' Disciplinary Committee/ Management Committee must meet is **[specify date, which must be no later than 15 school days after the date on which the Governors' Disciplinary**

Committee/Management Committee was notified of the exclusion to which this letter relates]. You will be notified by the Clerk to the Governors' Disciplinary Committee/Management Committee of the time, date and location of the meeting whether you choose to make representations or not. If you wish to make representations to the Governors' Disciplinary Committee/Management Committee please contact **[name of contact]** at **[contact details – address, telephone number, e-mail]**, as soon as possible after being notified of the date of the meeting. You may be accompanied by a friend or representative, including a legal representative, if you wish. Please advise if you have a disability or any special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think that discrimination has occurred under the Equalities Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which claims for disability discrimination should be sent is SENDIST, 1st Floor, Darlington Magistrates Court, Parkgate, Darlington, DL1 1RU (Tel: 01325 289350, Email address: sendist@hmcts.gsi.gov.uk)

Making a claim would not affect your right to make representations to the Governors' Disciplinary Committee/Management Committee.

You also have the right to see a copy of **[child's name]**'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 this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm; or ACE Education who can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Yours sincerely,

[Name]

Head Teacher/Principal

Template 5 – invite to Governors' Disciplinary Committee

Dear **[parent's name]**

I am writing to advise you that the meeting of the Governors' Disciplinary Committee/Management Committee to consider the reinstatement of **[child's name]** regarding their exclusion from school during the period **[start date and end date of the period of exclusion]** will take place at **[place]** on **[date]** at **[time]**. You have the right to make a request to hold the meeting via the use of remote access. Should you wish to do this please contact **[enter "me" or the name of contact]**

If you would like to attend the meeting of the Governors' Disciplinary Committee/Management Committee, please contact **[enter "me" or the name of contact]** at **[contact details – address, telephone number, e-mail]** as soon as possible. You will have the opportunity to make representations to the panel. **[Child's name]** may attend the hearing with you. You may also be accompanied by a friend or representative, including a legal representative, if you wish. If you intend to be accompanied, please let **[enter "me" or the name of contact]** know. Please advise if you have a disability or any additional? needs which would affect your ability to attend a meeting at the school. Also, please inform **[enter "me" or the name of contact]** if it would be helpful for you to have an interpreter present.

At the meeting the Chair will explain the order of proceedings and a copy is enclosed with this letter for your information.

If you wish to make a written representation this should be forwarded to me at the above address at least five school days before the meeting, i.e. by **[insert date]** so that it may be circulated in advance to the members of the Committee and to all parties including the Head Teacher.

The committee will consider the representations made by all parties and decide whether to reinstate **[child's name]**, either immediately or by a particular date.

If the Governors' Disciplinary Committee/Management Committee cannot direct reinstatement due to the period of exclusion having expired and your child having already returned to school they will place a copy of their findings on the child's school record.

As stated above, I would be grateful if you would let me know if you will be attending the meeting and if so, whether you will be accompanied.

Yours sincerely,

[Name]

Clerk to the Governors' Discipline Committee/Management Committee

Enc.

Template 6 –Governors' Disciplinary Committee outcome letter

Dear **[parent's name]**

I am writing to confirm the decision reached by the Governors' Disciplinary Committee/Management Committee at their meeting on **[date of Governors' Disciplinary Committee/Management Committee meeting]** to consider reinstatement of **[child's name]** from **[name of school]** School.

After careful consideration of all the evidence available and the representations made to the Governors' Disciplinary Committee/Management Committee, the committee has decided to

EITHER

not reinstate **[child's name]** for the following reason(s) **[inset reasons in as much detail as possible explaining how they were arrived at]**

OR

direct reinstatement from **[specify date]** for the following reason(s)

[insert reasons in as much detail as possible explaining how they were arrived at]

[Where reinstatement has been directed insert the next paragraph, omit the subsequent paragraphs and go to "Yours sincerely,"]

The Head Teacher or a senior member of staff will contact you shortly to discuss the arrangements to be made for **[child's name]** to return to school

[Where the child has not been reinstated insert the following paragraphs]

You have the right to ask for this decision to be reviewed by an Independent Review Panel. If you wish the decision to be reviewed by the Independent Review Panel please notify the Schools Appeals Manager on 01273 – 481583 **[or other body if Independent Review Panel hearings are not arranged for the Academy / School by the Local Authority]** in the first instance. You should then set out the reasons for requesting a review in writing and send this to: Schools Appeals Manager, East Sussex County Council, Room C3F, County Hall, St Anne's Crescent, Lewes, BN7 1UE **[or other body if Independent Review Panel hearings are**

not arranged for the Academy / School by the Local Authority] no later than **[specify the latest date by which a review may be requested, i.e. 15 school days from the date on which notice in writing of the Governing board's/College Central Management Committee's decision not to reinstate was sent to the parents (notice is deemed to have been given on the same day if it is delivered directly, or the second working day after posting if it is sent by first class mail)]**. If you feel that your child has special educational needs relevant to this exclusion you should refer to this in your written statement. If you have not requested that a review is held by **[repeat latest date]** you will lose your right to have the decision of the Governors' Disciplinary Committee/Management Committee reviewed.

An Independent Review Panel comprises one serving, or recently retired (within the last 5 years) Head Teacher, one serving, or recently serving, experienced governor and one lay member who will be the Chairman. The review panel will rehear all the facts of the case. If any party has fresh evidence to present to the panel they may do so.

If you ask for the Governors' Disciplinary Committee/Management Committee's decision to be reviewed by the Independent Review Panel you have the right to require that an expert in Special Educational Needs (SEN) attends the review at no cost to you. You may require that an SEN expert attends the hearing irrespective of whether the school believes your child has special educational needs or not. The SEN expert's role is analogous to an expert witness, providing impartial advice to the panel on how special educational needs may have been relevant to the exclusion. Should you request a review of the Governors' Disciplinary Committee's/Management Committee's decision and you wish an SEN expert to be appointed please let the Schools Appeals Manager **[or other body if Independent Review Panel hearings are not arranged for the Academy / school by the Local Authority]** know.

I should also inform you that if you request a review of the Governors' Disciplinary Committee's/ Management Committee's decision you may, at your own expense, appoint a representative, including a legal representative, to make written and/or oral representations to the Independent Review Panel and that you may also bring a friend or supporter to the review. If you intend to be accompanied please let the Schools Appeals Manager **[or other body if Independent Review Panel hearings are not arranged for the academy/school by the Local Authority]** know. Please also advise if you have a disability or any additional needs which would affect your ability to attend the meeting and if it would be helpful for you to have an interpreter present.

Where a representative of the Local Authority attended the Governors' Disciplinary Committee/Management Committee meeting and made representation, they or another representative will also **[in the case of an Academy, add "at your request"]** attend the review and submit a statement in advance.

In determining the outcome of a review the panel can make one of three decisions: they may uphold the decision not to reinstate your child; they may recommend that the Governors' Disciplinary Committee/Management Committee reconsiders its decision not to reinstate your child; or they may quash the decision and direct that the Governors' Disciplinary Committee/Management Committee considers reinstatement again. A panel should only quash a decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review.

You may find it useful to seek advice through Coram's Child Law Advice service which can be found through their <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm; or ACE Education who can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>. Further information can be found: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>, and if your child has special education needs you can seek support through <http://www.ipsea.org.uk/>

You may also wish to refer to relevant sources of information about exclusions. The guidance from the Department for Education, entitled "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" is available at

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions)

Yours sincerely,

[Name]

Clerk to the Governors' Discipline Committee/Management Committee

Template 7 –withdrawal of a suspension or permanent exclusion

Dear **[parent's name]**

Further to my letter of **[date of letter giving notification of exclusion]** I am writing to advise you that I am, on this occasion, withdrawing my earlier decision to

EITHER

suspend **[child's name]** for a fixed period between **[insert dates of start and end of suspension]**

OR

permanently exclude **[child's name]** from the school

I have decided to withdraw the exclusion on this occasion for the following reasons.

[insert reasons]

Yours sincerely,

[Name]

Head Teacher/Principal