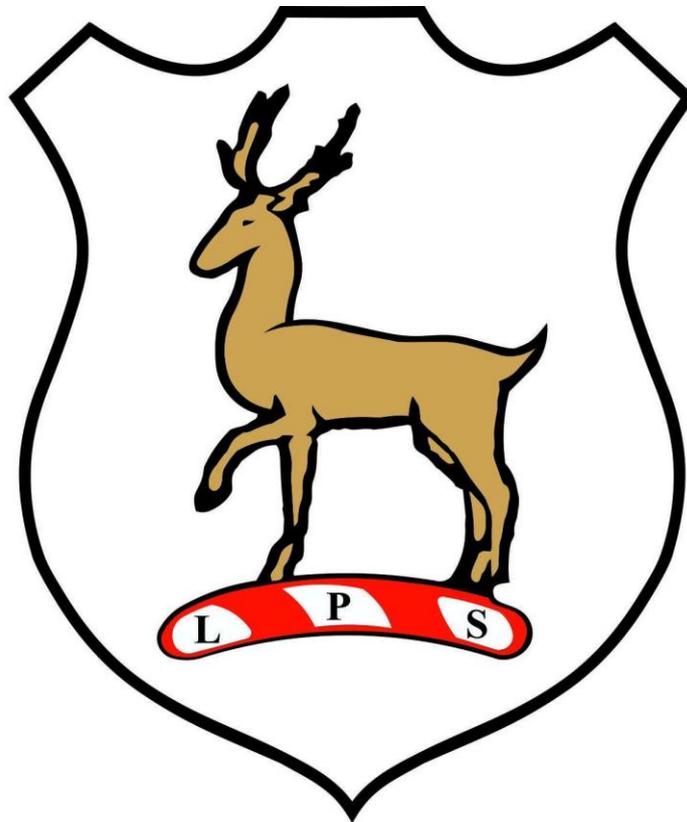


Lamphey Primary School



**Ysgol Gynradd
Llandyfai**

Positive Behaviour

Policy

January 2017

To be Reviewed – January 2018

Aims

It is a primary aim of Lamphey Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy is not primarily concerned with rule enforcement, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Staff Responsibility

Behaviour Management is the responsibility of all staff at Lamphey.

All members of the school community (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:-

- esteeming children and adults as individuals and respecting their rights, values and beliefs.
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- rejecting all conduct involving bullying or harassment
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging one another.

Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children, staff and visitors in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism. All incidents of bullying, racism and other hate crimes are reported to the Governing Body termly.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The actions taken follow Pembrokeshire County Council's EXCLUSION PROCEDURES FOR PRIMARY SCHOOLS (Jan 2016) (*Appendix 1*)

The Role of the Class Teacher

It is the responsibility of class teachers to ensure that discipline is enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The Classroom Code is written and displayed by the children of that class. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the case record. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the ALNCo, or the Deputy Headteacher and if necessary the Headteacher

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the ALNCo and the Headteacher) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents and Carers agree to a Home School Agreement when enrolling their child at the school. Parents are expected to adhere to the Home School Agreement and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteacher and Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

Organisation

School Rules

The main school rules were generated by the children for everybody. The school rules are put up in each classroom. They should be revisited with the children at the beginning of each term and at other times when necessary.

The School Rules are as follows:

- ***Always respect school property and the property of others.***
- ***Always be calm and considerate in and around school.***
- ***Always be honest and take responsibility for your actions.***
- ***Always treat people the way you want to be treated.***
- ***Always have good manners.***

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.

Circle Time/SEAL

- All classes use Circle Time and SEAL (Social & Emotional Aspects of Learning) sessions as a tool for promoting positive behaviour. Circle Time and SEAL sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.
- A SEAL programme is taught / integrated into the Foundation Stage curriculum.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards agreed through phase team meetings. This can include Star Charts, stickers, certificates, letters to parents, rewards.
- Pupils may be sent to another member of staff including the Headteacher to re-enforce the praise where they may receive a sticker or small reward
- Letters/postcards are sent home to parents/carers to celebrate positive behaviour and achievements.
- The Headteacher actively encourages staff members to send children to him for good behaviour, improved attitudes to learning, and outstanding achievement.
- Lamphey Primary school expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.
- If behaviour is inappropriate then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- There are 'Time Out' tables in every classroom where a child can be placed in order to reflect on his/her behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Deputy Headteacher or Headteacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Deputy Headteacher or Headteacher. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If bullying has occurred parents and carers are informed as well as the Governing Body
- Racist incidents will not be tolerated in any form. If racism has occurred parents and carers of both pupils are informed as well as the Governing Body.

Age Appropriate Sanctions

- All classrooms record negative behaviour in a Behaviour Log.
- All serious incidents are recorded electronically and a hard copy kept in the Incidents File, kept in the Headteacher's Office (*Appendix 2*).
- Teachers need to ensure all staff, particularly lunchtime supervisors, know that a child is under sanction or has behaviour targets.

Nursery and Reception Classes.

- Teachers and Learning Support Assistants (LSAs) must speak to the children about their behaviour using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are moved.
- During independent sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are seated away from the activity and their peers.
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Headteacher or Deputy Headteacher or spend time out in another classroom.
- Staff meet daily to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual behaviour plan (*Appendix 3*) might be arranged in consultation with ALNCo, Head, Deputy and Parents/Carers.

Classes 1 and 2

- Teachers warn children verbally if their behaviour is inappropriate.
- Second warning and the child's name is noted in the Teachers diary
- If behaviour does not improve they are sent to time out for 4 minutes. The time out table is where a pupil can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the Foundation Phase or the Deputy Headteacher.
- If there are persistent behaviour issues or incidents with a child the class teacher will inform a member of the Senior Management Team who will then speak or send a letter to the parents/carers. A behaviour plan would then be considered.

Key Stage 2

- Try to diffuse the situation
- Teachers warn children verbally if their behaviour is inappropriate.
- If their behaviour continues the child receives a second warning and the child is placed on the time out table where they can be seated away from classmates for a chance to calm down, reflect or continue their work silently.
- If the child is not calm and cooperative after some time at the table then they can be sent to another teacher in the Key Stage or the Headteacher.
- If there are persistent behaviour issues or incidents with a child the class teacher will inform a member of the Senior Management Team who will then speak and send a letter to the parents/carers. A behaviour plan would then be considered.
- The teacher might also decide to make the child stay in at playtime or give them lunch time detention. Lunchtime detentions are recorded in the class behaviour log. Detentions are only issued by class teachers.
- If a child continues to not follow the behaviour policy an internal exclusion (moved to another class for an agreed period of time) may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the incident file.
- In cases of violence the parents are always informed either verbally, by letter, or phone call.
- Children that are identified, because they regularly display negative behaviour will have a behaviour plan written between the class teacher, ALNCo and shared with the parents. Advice may be sought from Behavioural Support Officer for the Local Authority.

Detention

(To miss a lunch time or/and playtime break)

A detention may be given to be if a child hasn't finished work / homework or low level behaviour issues in the classroom or outside during play. The child will work in the foyer. The class teacher must record the detention in the classroom behaviour log and if 3 detentions occur the parents will be contacted.

Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment. Adults warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues timeout inside for 5 minutes.
- Any more serious incidents such as aggressive behaviour, either physical or verbal, are dealt with by the Headteacher or the Deputy Headteacher.
- Positive behaviour is rewarded with stickers and/or a visit to the Headteacher/ Deputy Headteacher.

- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan. Lunchtime supervisors will inform class teacher if there have been incidents with the children.

Foundation Stage Monitoring / Playground Expectations

- Positive behaviour acknowledged.
- Poor behaviour is reported verbally to class teacher- a record of poor behaviour is noted
- Persistent concerns and emerging behaviour patterns are monitored at weekly planning meetings

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a behaviour log. If parents are contacted this is recorded within the log. This log is to be kept in the classroom.
- Children who are involved in minor incidents will have the incident recorded in the log detailing the incident, the child's response and action taken. All serious incidents will be recorded electronically and a hard copy kept in the Incident File in the Headteacher's Office.
- The Headteacher will have copies of letters that are sent home regarding behaviour (positive and negative). All letters will be kept in the Headteacher's office in the Incidents File.
- All serious incidents are recorded in the Incident File in the Headteacher's office.

Behaviour Triggers – (Children are immediately sent to Headteacher or Deputy Headteacher or a member of the SMT will go to the incident on request)

- physical violence or threatening behaviour to children or staff
- swearing intentionally to cause offence
- bullying (these are recorded separately and reported to the Governors)
- racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
- repeated disobedience
- continued inappropriate behaviour
- If a child refuses to go to the Headteacher or Deputy Headteacher, the class teacher will send a Learning Support Assistant or a pupil to request assistance from the Headteacher or the Deputy Headteacher. In the playground a Lunchtime supervisor will send another child to inform the Deputy Headteacher or the Headteacher of the situation.
- If sent to the Headteacher or Deputy Headteacher, a phone call will be made to parents/carers as soon as possible.
- The Headteacher or Deputy Headteacher will log parent contact/incidents in the Incident File, kept in the Headteacher's Office.

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school. The school will follow Pembrokeshire County Council's EXCLUSION PROCEDURES FOR PRIMARY SCHOOLS (*Copies of letters - Appendix 4*)

Exclusions will occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff (Police and Social Services may be contacted if deemed necessary by the SMT)
- Children continually use racist, homophobic or sexist language towards other pupils or staff.
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Appendix 1

SUMMARY OF EXCLUSION PROCEDURES FOR PRIMARY SCHOOLS

Length of Exclusion [*1]	Notification Letter	Notify LA	Notify Chair of Pupil Discipline Committee	Pupil Discipline Committee (PDC) Action Required
	To Parent			
For exclusions totalling 5 days or less	Primary Letter 1	Weekly	No requirement to inform immediately, termly report to GB	The PDC must consider any representations received from the parent. They cannot direct reinstatement but can put a record of their considerations on the pupil's educational record.
For one or more exclusions totalling 6 – 15 days	Primary Letter 2	Within 1 school day	Within 1 school day	The Chair of the PDC must convene a meeting of the PDC, if requested by the parent to do so , between 6 to 50 school days after the date of the exclusion. The meeting may direct reinstatement.
For one or more exclusions totalling 16 days or more	Primary Letter 3	Within 1 school day	Within 1 school day	The Chair of the PDC must convene a meeting of the PDC to consider the exclusion within 6 to 15 school days after the date of the exclusion.
For a permanent exclusion	Primary Letter 4	Within 1 school day	Within 1 school day	The Chair of the PDC must convene a meeting of the PDC to consider the exclusion within 6 to 15 school days after the date of the exclusion.

Notes:

*1 length of exclusion refers to the number of days IN ONE SCHOOL TERM

Appendix 2

LAMPHEY PRIMARY SCHOOL

INCIDENT COVER SHEET

Child's Name: _____

Date Type of Incident With whom	Notes	Actions	Signed

Appendix 3

Headteacher - Mr S. Thomas

Date

BEHAVIOUR MANAGEMENT PLAN

To be followed in conjunction with the school's Restorative Practice philosophy

Name of Pupil

Date of Birth

Age years

Relevant Medical Conditions

Levels of Behaviour	Describe behaviour and triggers	Supportive action and intervention. Verbal advice, reassurance, negotiation, choices, distraction, consequences, planned ignoring, withdrawing, cool off, other
Stage 1 Low Level Behaviour		
Stage 2 Medium Level Behaviour		
Stage 3 High Level Behaviour		
Signatures: Parent Class teacher Headteacher Date:		

Appendix 4

(From headteacher notifying parent/carer of a fixed term exclusion of less than 6 days)

Dear **[parent's/carer's name]**

I am writing to inform you of my decision to exclude **[pupil's name]** for a fixed term of **[period of exclusion in days]**. This means that **[pupil's name]** will not be allowed in school for the period of exclusion which began on **[date]**.

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 term because **[reason for exclusion]**.

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

You and **[pupil's name]** have the right to make representations to the school governors' pupil discipline committee. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, email]**, as soon as possible. While the discipline committee has no power to direct reinstatement they must consider any representations you make and may place a copy of their findings on your child's school record.

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

A **[parent/carer]** also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. For advice on how to make a claim contact SENTW on 01597 829800 or by email SENTW@wales.gsi.gov.uk . Claim forms can also be downloaded from their website sentw.gov.uk . The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. You should be aware that your failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on you.

You may want to contact Caroline Huggins, System Leader for Behaviour and Attendance at Pembrokeshire County Council, on 01437 775022, who can provide advice. Pembrokeshire Parent Partnership Service is also available to offer advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk .

[Pupil's name]'s exclusion expires on **[date]** and we expect **[pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Headteacher

(From headteacher notifying parent/carer of a fixed term exclusion of 6 to 15 days or where cumulative exclusions in the same school term fall within this range)

Dear **[parent's/carer's name]**

I am writing to inform you of my decision to exclude **[pupil's name]** for a fixed term of **[period of exclusion in days]**. This means that **[pupil's name]** will not be allowed in school for the period of exclusion which began on **[date]**.

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 term because **[reason for exclusion]**.

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

You and **[pupil's name]** have the right to request a meeting of the school governors' pupil discipline committee at which you may make representations and the decision to exclude can be reviewed. As the **[length of the exclusion is / cumulative days of exclusion this term are - insert whichever is appropriate]** more than five school days (or equivalent) the committee must meet if you request it to do so. The latest date the committee can meet is **[date – no later than 50 school days from the date of the exclusion]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, email]** as soon as possible.

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

A **[parent/carer]** also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. For advice on how to make a claim contact SENTW on 01597 829800 or by email SENTW@wales.gsi.gov.uk . Claim forms can also be downloaded from their website sentw.gov.uk . The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. You should be aware that your failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on you.

You may want to contact Caroline Huggins, System Leader for Behaviour and Attendance at Pembrokeshire County Council, on 01437 775022, who can provide advice. Pembrokeshire Parent Partnership Service is also available to offer advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk .

[Pupil's name]'s exclusion expires on **[date]** and we expect **[pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Headteacher

(From headteacher notifying parent/carer of a fixed term exclusion of 16 days or more or where cumulative exclusions in the same school term are 16 days or more)

Dear **[parent's/carer's name]**

I am writing to inform you of my decision to exclude **[pupil's name]** for a fixed term of **[period of exclusion in days]**. This means that **[pupil's name]** will not be allowed in school for the period of exclusion which began on **[date]**.

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 term because **[reason for exclusion]**.

The school will continue to set work for **[pupil's name]** during the period of **his/her** exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking. Alternative education other than setting work will be provided for **[pupil's name]** if the exclusion has not been overturned within 15 days. A representative from the Education Service at Pembrokeshire County Council will contact you to discuss this.

As the **[length of the exclusion is / cumulative days of exclusion this term are - insert whichever is appropriate]** more than 15 school days (or equivalent) the school governors' pupil discipline committee must automatically meet to consider the exclusion. At the review meeting you and **[pupil's name]** may make representations to the committee if you wish to do so. The latest date the committee can meet is **[date – no later than 15 school days from the date of the exclusion]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, email]** as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

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

A **[parent/carer]** also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. For advice on how to make a claim contact SENTW on 01597 829800 or by email SENTW@wales.gsi.gov.uk. Claim forms can also be downloaded from their website sentw.gov.uk. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

You and **[pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. You should be aware that your failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on you.

You may want to contact Caroline Huggins, System Leader for Behaviour and Attendance at Pembrokeshire County Council, on 01437 775022, who can provide advice. Pembrokeshire Parent Partnership Service is also available to offer advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk.

[Pupil's name]'s exclusion expires on **[date]** and we expect **[pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely
[Name]
Headteacher

(From headteacher notifying parent/carer of a permanent exclusion)

Dear [parent's/carer's name]

I regret to inform you of my decision to exclude [pupil's name] permanently from [date]. This means that [pupil's name] will not be allowed back to this school unless reinstated by the school governors' pupil discipline committee or by an appeal panel.

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 permanently because [reason for exclusion - also include any other relevant history here].

Alternative arrangements for [pupil's name]'s education will need to be made. In the first instance we will set work for [pupil's name] and would ask you to ensure this work is completed and returned to school for marking. Alternative education other than setting work will be provided for [pupil's name] if the exclusion has not been overturned within 15 days. A representative from the Education Service at Pembrokeshire County Council will contact you to discuss this.

As this is a permanent exclusion the school governors' pupil discipline committee will meet to consider the exclusion. At the review meeting you and [pupil's name] may make representations to the committee if you wish to do so. The discipline committee has the power to reinstate [pupil's name] immediately or from a specified date, or alternatively, has the power to uphold the exclusion in which case you may appeal to an independent appeals panel. The latest date the committee can meet is [date – no later than 15 school days from the date of the exclusion]. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details: address, phone number, email] as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

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

A [parent/carer] also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. For advice on how to make a claim contact SENTW on 01597 829800 or by email SENTW@wales.gsi.gov.uk. Claim forms can also be downloaded from their website sentw.gov.uk. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

You may want to contact Caroline Huggins, System Leader for Behaviour and Attendance at Pembrokeshire County Council, on 01437 775022, who can provide advice on what options are available to you. Pembrokeshire Parent Partnership Service is also available to offer advice and support. They can be contacted on 01437 776354, Monday to Friday 9am-5pm, or by email pps@pembrokeshire.gov.uk

Yours sincerely
[Name]
Headteacher