Behaviour & Anti-Bullying Policy

The status of the policy: Final

Purpose: The purpose is to support staff in how we assess pupils, track their progress and help them achieve the highest possible standards.

Consultation: staff & governors

Links with other policies:
- School vision
- Teaching & Learning
- Equalities
- Home School Agreement
- Child Protection & Safeguarding
- Physical restraint

Monitoring and evaluation: Welfare and Parental Involvement

Date established by governing body:

Date for full implementation: 11th October 2021

Date for review: reviewed: 1st September 2022

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1 Aims of the Policy

The aims of the Behaviour Policy are to:

- Encourage children to have high expectations for their own behaviour, develop their independence and to accept responsibility for their own behaviour
- To emphasise our Golden Rules and Jigsaw (our whole school approach to PSHE and well-being)
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- Have a consistent approach to behaviour throughout the school and beyond the school gate
- Ensure expectations are clear
- Ensure everyone is kept safe
- Raise awareness about appropriate behaviour and promote it through positive reinforcement

2 Core Beliefs

- Adults are key to the success of this policy; they need to be good role models, be consistent, positive and have a good relationships with children, parents and staff
- At times, managing behaviour can be very difficult and stressful for adults
- Every day is a new day
- Every child can be successful
- Praise and a system of rewards are more likely to change behaviour than blaming and punishing
- Using a positive system of rewards will increase children's self-esteem and thus help them to achieve more
- Celebrating success helps children to achieve more
- Reinforcing good behaviour helps our children feel good about themselves. You cannot teach children to behave better by making them feel worse.
- When using sanctions, apply these appropriately and proportionality using own professional judgment
- Some students are so starved for attention they don't care what kind of behaviour they display
- All behaviour can be seen as communicating an unmet need
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way

3   Responsibilities

3.1) Staff responsibilities

- It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.
- Treat all children fairly and with respect.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs: make adjustments to learning programmes to provide personalised learning.
- Create a safe, welcoming environment both physically and emotionally.
- Set out and use rules and sanctions clearly and consistently.
- While following this policy, staff should take into account the individual situation and use their professional judgment.
- Ensure rewards and sanctions are followed through.
- Be a good role model.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Offer a framework for social education and encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Attend staff training
- Develop a **Classroom Charter** (linked to our Golden Rules) with children and Jigsaw Charter, so that children are very clear about how they are expected to behave.

3.2 Teacher's Powers (DfE Guidance Sept 2017)

All staff

- *Have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)*
- *Can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits*
- *Can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school*
- *Have the power to impose detention outside school hours*
- *Can confiscate pupils' property*

In order to encourage good behaviour the staff are to:
- *Set a good example themselves*

- *Make clear their expectations of good behaviour*
- *Discourage unsociable behaviour by promoting mutual respect*
- *Encourage children to take responsibility for their own actions and behaviour*
- *Be consistent in their discipline of children*
- *Praise good behaviour both privately and publicly*

3.3   Children's Responsibilities

The children's responsibilities are to follow the Golden Rules. In addition to;

- To be safe and make the rights choice in school and within in the local community **(beyond the school gate)**
- To do their best to contribute to a positive learning environment, and allow others to do the same
- To follow the instructions of all school staff
- Reflect on their own behaviour and see where this can change
- To be actively involved in creating a class charter (linked to the Golden Rules)

4 Strategies

At the heart of our policy is the promotion of positive behaviour and the promotion of following cycle.
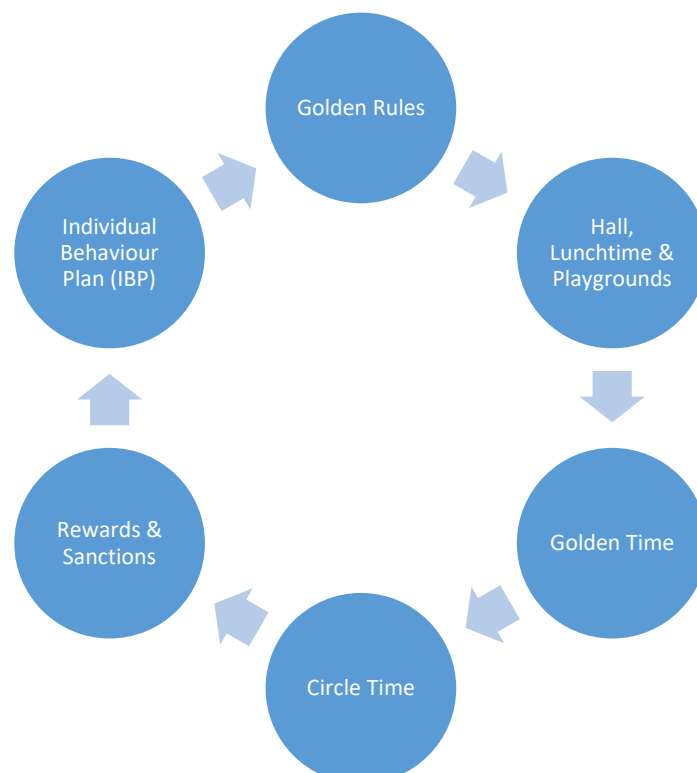
The whole school community has agreed to the following **Golden Rules**:

The Golden Rules will be displayed in all classrooms and learning spaces and should be used as a visual reminder to children of the behaviour expected.

Should inappropriate behaviour occur, the Charter can be used as a discussion point between staff and pupils to reinforce positive behaviour using the agreed sanctions.

At the beginning of the school year each class teacher will set out some class rules, which are linked to the Golden Rules. These class rules will support the positive ethos and high expectations set within Birch Hill Primary School.
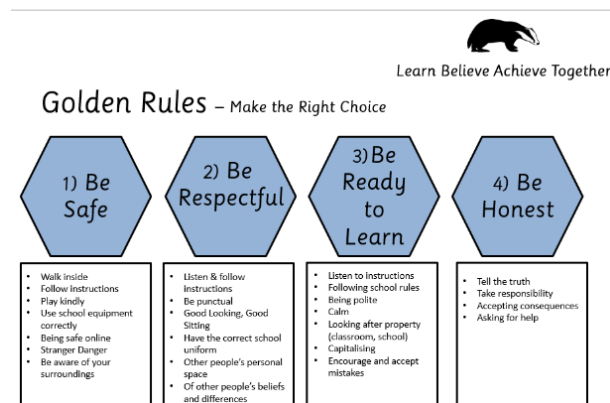
Parents will be made aware of the Golden Rules via the school website and annual Welcome to YX meeting.

To help with our learning, in every class there is a BLP (Building Learning Power) 'backpack' on display. This helps our learners to develop skills such as: questioning, revising and perseverance. Every week in assembly we share the Jigsaw puzzle piece, the BLP and Golden Rule focus for the week.

These, along with the developing a growth mindset, will aid us when learning and socialising gets difficult.

All staff should attend training to support the implementation of this policy. Behaviour is also regularly discussed at weekly Phase Meetings and SLT Meetings. The school will review this policy annually with all staff and consider their comments and suggestions.

4.1 Positive Rewards

The staff should recognise that positive encouragement promotes good behaviour in the pupils and helps to raise their self-esteem. Therefore the staff will endeavour to:

- acknowledge good behaviour on all occasions;
- make full use of positive rewards;
- give descriptive/specific praise;
- use positive feedback techniques;

The lists below are intended as suggestions. Teachers should feel free to use strategies appropriate to the age and make-up of the class as well as those with which they feel comfortable.

- Public praise in the classroom and at Celebration or KS/Team assemblies;
- Badges and stickers for good behaviour and good work;
- Effort /Progress / Behaviour awards;
- Praise during circle time;
- Displaying the children's work in the classroom to acknowledge their achievements.
- Star readers;
- Call in parents to show good work; ("Just A Note"/Postcard Home" to let parents know children have done well)
- Behaviour link chart/book to parents. (This is a positive use of a link book).
- Home Learning/Achievement board
- Golden time

- PSHE charts - Friendship tree;
- Head Teacher award; children are selected to take good work to HT on Friday afternoon;
- Friendship tree/wheel etc.
- Awarding merit marks for good work and behaviour leading to the presentation of certificates at a whole school assembly;
- Class targets & agreed rewards;
- Golden Rules
- Individual Star charts;
- Houses Points/ Chart
- Building Learning Power (BLP) certificate
- End of Term behaviour Effort, Progress, Awards
- Individual Sticker charts;
- The Star tree

4.2 Sanctions

Sanctions should be applied fairly and should be appropriate, taking into account the incident, the behaviour, in terms of severity and duration. When applying sanctions, staff should use their professional judgment. The purpose of a sanction is to

- help children learn that consequences follow actions;
- deter the children from misbehaving again;
- deter other children from misbehaving;
- encourage children to reflect on their behaviour(s)
- to develop understanding that a society has rules.

This procedure begins when a child has been provided with an opportunity to correct their behaviour and chooses not to do so. Staff will reinforce the school's Golden Rules and state the behaviour they want to see, giving the child an opportunity to change their behaviour for the better. If a child

continues to break the Golden Rules or show unacceptable behaviour they will be moved onto the warning system, shown below.

The procedure is progressive and children move up the levels if they do not change their behaviour. Each day is a new day and children are given a fresh start.

Interventions will be recorded on CPOMs. CPOMS is software for monitoring Safeguarding, wellbeing and all pastoral issues. It works alongside our existing safeguarding processes and is monitored by Phase Leaders and Deputy Head.
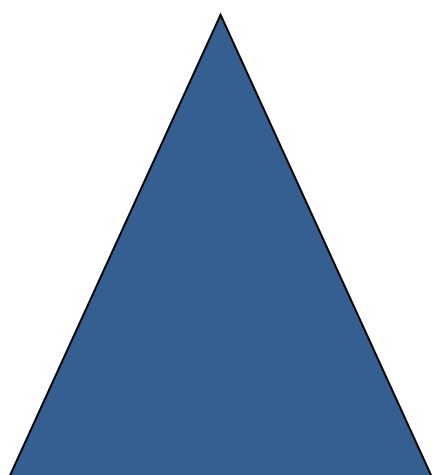
Red card: Sent to Senior Leadership Team (SLT)
Orange: Time Out – sent to link class
Yellow: Time Out - in class
Green for Growth
KS1 **Star: Outstanding Behaviour/achievement** **Lower Juniors – Mr Happy** **Upper Juniors – Thank you card**

We use a graduated system for sanctions. All children start on **Green for Growth**

- Yellow
- Orange
- Red

There is also the opportunity to be moved onto the star (KS1), Mr Happy (LJ) or receive a postcard (UJ) for outstanding achievement/behaviour thus rewarding those children who consistently follow the school rules and learning behaviour.

Within each section, teachers should feel free to use strategies appropriate to the age and make-up of the class.

At any stage staff may want to discuss behaviour with the parents.

Verbal Warnings are used at **all** stages.

- You must give children ample opportunities and encourage them to change their behaviour
- Give children suggestions in how to change their behaviour
- You may also decide to;
  - o separate them from those individuals with whom they are behaving inappropriately

- take a child aside and speak to them quietly and discuss what has happened and talk about the consequences of the child's actions.

Yellow

- Separate children who are behaving inappropriately
- Sit in an isolated seat within the classroom
- Lose part of their playtime

Orange

- Work in another classroom for a limited period and
- Lose part of their golden time
- Fill in a behaviour refection sheet in discussion with the teacher/adult

Red

- Sent to a member of the Senior Leadership Team / Headteacher for Lunchtime reflection (up to15 minutes)

4.3   Different Sanctions

- Loss of some Golden Time
- Time Out – in class, or in another class
- Loss of break time, or lunchtime

At any stage staff may want to discuss behaviour with the parents
See also Serious Behaviour Incidents for sanctions for more serious incidents.

4.4   Time Out class links

(RR)	↔	(1OS)
(RW)	↔	(1M)
(1OS)	↔	(2OB)
(1M)	↔	(2M)
(3A)	↔	(5D)
(3RD)	↔	(5S)
(4G)	↔	(6S)
(4K)	↔	(6H)

4.5   Guidance on implementing sanctions
All staff need to remember the following when implementing sanctions

- Be respectful at all times
- Be consistent
- Use professional judgement
- Comment on the **behaviour** and not the child
- Give private rather than public reprimands where possible

- Take time to repair and rebuild
- Monitor behaviour patterns and keep careful records
- Follow agreed procedures
- Don't take poor behaviour personally
- Make sure all relevant parties are kept informed
- Ask for help if necessary

5   Lunchtime Arrangements

Like the rest of the school, lunchtimes should be a safe and engaging time for children. To support this, we have 'Zone' areas in the playground. These include; sports zone, creative zone and craze zone, there is also a free-flow zone and skipping zone. The Buddy's run a games and puzzle zone in the studio when the weather permits and the Sports Leaders run an activity programme on the lower playground. There is a timetable, each half term, for the different zones.

At lunchtimes, we have a KS2 'calm room' that is run by Nurture practioners and a KS1/EYFS 'calm room' which is run by teachers on a rota basis. These rooms are by 'invitation' only and enables those children who find the playground difficult to have a safe, supervised and calm area in which to play.

We expect all children to follow our Golden Rules at lunchtime. Children not following the charter may be given a warning and encouraged to change their behaviour, if this does not happen children may be sent to Time Out. There is a Time Out rota, which teachers rotate. There is always a member of SLT on duty every day.

6   Beyond the School gate

Schools have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable' in circumstances such as;

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform,
- in some other way that identifiable the pupil as a member of Birch Hill

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

7   Serious Behaviour Incidents

Any serious behavioural incidents are referred directly to the Headteacher or another member of the Senior Leadership Team (SLT). It may include the following:

- •   Carrying a knife or offensive weapon
- •   Violence towards another child or adult
- •   Verbal aggression
- •   Where a child poses a risk to their own safety or that of others
- •   Homophobic abuse
- •   Racist behaviour
- •   Bullying (including cyber-bullying)
- •   Sexually inappropriate behaviour / Harmful sexual behaviour (HSB)
- •   Malicious damage to school property
- •   Leaving the school without permission
- •   If a child has needed to be physically restrained

The adult dealing with the incident will record the details on Cpoms and in the Serious Incident Log (Red 'Bond' Book).

Parents/carers will be informed. If a child is extremely violent they will automatically be sent to the Headteacher/SLT.

8   Monitoring

All teachers, TAs and HLTAs have access to CPOMs.

Children who are involved in incidents which are deemed serious enough by the adults involved, will have the incident recorded on CPOMs. If the incident occurs at lunchtime, the incident must be logged by the adult who has dealt with the incident.

Incident

Categories
☐ attendance ☑ Behaviour ☐ CAF ☐ Child Protection
☐ COVID-19 Welfare Checks ☐ outside agencies ☐ Parent Contact ☐ Safeguarding

Behaviour Subcategories
☐ Golden Rule - Be Honest ☐ Golden Rule - Be Ready to Learn
☐ Golden Rule - Be Respectful ☐ Golden Rule - Be Safe ☐ Orange Card
☐ Red Card
☐ Serious Behaviour Incident (this will also need to be written in the Red Bond Book)

9   Anti-Bullying

There is no legal definition of bullying, however, we defined it as any behaviour, that is repeated over a period of time, by an individual or group that is intends to hurt them (physically or emotional, such as intimidate, frighten, harm or exclude), and where there is imbalance of power in the relationship. This can happen face to face or online.

The four main types of bullying are:
- physical (hitting, kicking, theft)
- verbal (teasing, name calling, racist, sexist, making threats or otherwise hurtful remarks)
- indirect (spreading rumours, excluding someone from social groups)
- Cyber-bullying (bullying via mobile phone or online (for example email, social networks and instant messenger)
- Social (isolation and rejection from peer groups)

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying can be:
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical: pushing, kicking, hitting, punching or any use of violence;
- Racist: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments;
- Homophobic: because of, or focussing on the issue of sexuality;

- Verbal: name-calling, sarcasm, spreading rumours, teasing;
- Cyber: all areas of internet ,such as email & internet chat room misuse, mobile threats by text messaging & calls; misuse of associated technology , i.e. camera &video facilities

Bullying behaviour at this school is regarded as particularly serious and all staff take firm action against it. Each member of staff makes it very clear to his/her own class that bullying behaviour is not acceptable either in the classroom, on the playground or anywhere else in school, and incidents of bullying will always be reported and dealt with.

Headteachers have the legal power to make sure pupils behave outside of school premises. We take seriously bullying that happens anywhere off the school premises, in the local area and cyber-bullying that has an impact on children's welfare within school.

All members of staff positively encourage good behaviour from the children and nurture in them a caring and co-operative attitude. They discuss with their classes the value of friendship, personal feelings, and attitudes towards others of a different race, age, culture or gender. It is school policy to recognise children who behave well.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

The staff are aware of the differences between bullying and boisterous behaviour and they ensure that the children are adequately supervised at all times. The staff are aware of early signs of distress produced in some children who are being bullied and understand the reasons why they may become victims of such behaviour. Therefore, all members of staff are required to:

- find time to listen to children who say they are being bullied;
- give support to both victims and bullies in order to prevent re-occurrence;
- involve parents and explain any actions taken in school so that they can give their help and support to the situation;
- keep a written record;
- Involve buddies/peer mentor

If further action is required the teacher will report the bullying incident to the team leader and then the deputy head or Headteacher who will give their support and guidance.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE (Jigsaw), circle time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

School Senior Leadership Team (SLT) will decide if the incident needs to be logged as a Serious Behavioural Incident. All serious incidents are report to school governors for monitoring.

10   Procedures

1. Children must report bullying incidents to staff. Staff need to be aware of children who appear to be being bullied: changes in behaviour can indicate this.

2. In cases of serious bullying, the incidents will be recorded by staff in a diary and reported to the head on the fortnightly evaluation.

3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem;

4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly;

5. An attempt will be made to help the bully (bullies) change their behaviour;

6. The bully (bullies) may be asked to genuinely apologise;

7. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Pupils who have been bullied will be helped and supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- trying to restore self-esteem and confidence
- discussing what happened
- discovering why the pupil became involved
- establishing the wrongdoing and need to change
- informing parents or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Warnings to cease offending
- Removal from the playground for set periods of time
- Exclusion from certain areas of school premises (internal exclusion)
- Fixed-term exclusion(s)
- Permanent exclusion

Children with specific behavioural needs

As an inclusive school, we recognise that some children have specific needs with regards to their behaviour. For these children, the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan (EHCP or IBP). These plans will indicate the actions to address and support their needs. These are monitored by the class teacher, and all staff working with the pupil should know and implement the agreed strategies for that pupil.

11   Multi-agency support:

Some children will have times in their school lives when they need special educational support. Individual pupil needs should be identified as early as possible. Class teachers have a (red) behaviour file containing checklists and observation records which they can use for assessment. The teacher will discuss their concerns with the parent and use this information to help identify any necessary provision – i.e. the way the child will be supported and helped to improve his or her behaviour. Various strategies can be implemented and have proved to be effective:

- A reward programme

- A behaviour contract

- Weekly reports and/or meetings with parents

- Good news books

Any child who presents a persistent behaviour problem will be considered for Special Educational Needs & Disability (SEND). At this stage the SENCo will determine whether it is appropriate to collect further information from outside agencies, e.g. health, social or educational welfare agencies, Behaviour Support, Family Intervention Team (FiT). An individual education plan may be implemented and reviewed with the child and the parents every half term. The IEP will need to reflect any psychological / medical diagnosis and any expert advice offered

12.   Physical Restraint/ Reasonable force:

The DfE guidance 'Use of reasonable force' (July 2013) explains that all members of staff can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

12.1   What is reasonable force?

1. 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.

2. Force is usually used either to control or restrain. This 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 student needs to be restrained to prevent violence or injury.

3. 'Reasonable in the circumstances' means using no more force than is needed.

4. As mentioned above, schools generally use force to control pupils and to restrain them. 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.

5. 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.

6. School staff should always 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.

12.2   When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

• In a school, force is used for two main purposes – to control pupils or to restrain them.

• The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

• remove disruptive children from the classroom where they have refused to follow an instruction to do so;

• prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

• 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;

• prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

• restrain a pupil at risk of harming themselves through physical outbursts.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

13   Discriminating Between Behaviour Patterns

Bullying
- May be focused on younger smaller children and timid children - increasingly relying on threat or force.
- Wilful conscious desire to hurt, threaten and frighten
- Spoiling other children's play and activities - showing violence and hostility

- Using rough intimidating behaviour

Bossiness

- Telling others what to do in a bossy, arrogant manner (usually grow out of it as they mature and learn social skills).

Boisterousness

- Rowdy uncontrolled behaviour - may be dangerous but not vindictive - high spirited, not unfriendly.

14   Equal Opportunities

Due regard will be paid to the Equality Act (2010) and the school's equal opportunities policy to ensure that children are not discriminated against in the application of this curriculum policy.

15   Special Educational Needs

Due regard will be paid to the school's Special Educational Needs policy to ensure that pupils with special needs are catered for in the application of this curriculum policy.

16   Health and Safety

Due regard will be paid to the school's health and safety policy to ensure that school guidelines are followed in the application of this curriculum policy.

17   Monitoring, evaluation and review

Staff and Governors will review this policy annually and assess its implementation and effectiveness. Incidents will be documented and reported to Governors by the headteacher in their termly report; serious incidents will be reported to the local authority. The policy will be promoted and implemented throughout the school.

Appendix

• Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

• The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

• Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required. Exclusion Guidance (DfE 2017)

A number of options are available to head teachers/teachers in charge in response to a serious breach of behaviour policy:

a) **restorative justice**, enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process.

b) **mediation,** through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g. a pupil and a teacher, or two pupils;

c) **internal exclusion** can be used to defuse a situation(s) that occur in school that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods, or for a whole day. Internal exclusion should be for the shortest time possible and should be subject to review.

d) **managed move** to another school to enable the pupil to have a fresh start in a new school. We may ask another head teacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.

e) In extreme cases **fixed-term exclusions** may be triggered by particularly abusive violent or damaging behaviour. In most cases it is expected that a Behaviour Support Plan, including pastoral support, will be tried out before such action is contemplated.

The length of a temporary exclusion will depend on the severity of the behaviour.

Any child excluded for more than 5 days will be provided with tuition. Where shorter temporary exclusions are concerned homework will be provided.

When a child returns from a temporary inclusion a reintegration meeting is set up. This will involve the parents, the child, the Local Authority Inclusion Officer and the Headteacher.

f) If the behaviour continues and the support available proves unsuccessful a **permanent exclusion** may be considered. A permanent exclusion is a very serious decision and the Headteacher will consult with the Deputy Headteacher and Chair of the Governing Body before enforcing it.

THE LAW

a. As legislation is often amended and Regulations introduced, the references made in this Policy may be to legislation that has been superseded. For an up to date list of legislation applying to schools, please refer to the GovernorNet website www.governornet.co.uk and the Health and Safety Executive website www.hse.gov.uk.

i. Education Act 2002.
ii. Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002.
Current guidance (Sept 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Parent Guide to Exclusion

The DfE have published a useful guide to exclusion for parents

http://schools.bracknell-forest.gov.uk/sites/default/files/assets/exclusion-guidance-for-parents.pdf

Bracknell forest have also published *A GUIDE FOR PARENTS ON EXCLUSION APPEAL REVIEW PANELS*

http://schools.bracknell-forest.gov.uk/sites/default/files/assets/a-parents-guide-exclusions-appeals-nov-2017.pdf