

Hutchinson Memorial C of E First School



Behaviour and Mental Health Policy

September 2026

Document History

Version	Version Date	Author	Summary of Changes
V1.0	September 2025	Headteacher	Change of leadership.
V2.0	September 2026	Headteacher	Change of staff, leadership and DSL.

This policy was approved as follows:

Approver:	Headteacher and LGB	Date:	September 2026
Owner:	Headteacher	Version:	2.0
LAC adoption date:	TBC	Review frequency:	Annually
Status:	Statutory	Next review date:	September 2027

This policy applies to all School Academy staff, Governance, Visitors, pupils and parents.

RATIONALE

At Hutchinson First School, we aim to be a school where children feel safe, valued and happy. Positive adult relationships are key to this, with effective teaching and learning dependent upon these relationships. We believe that nurturing these mutually respectful relationships, allows us to equip pupils with the skills and tools needed to help make positive behaviour choices.

Our school values ensure that a positive approach to behaviour is central to our culture and ethos. All staff use the 'Hutchinson Five' hand signal to remind pupils about expectations and to re-enforce our values which are:

- Respect
- Care
- Belong
- Believe
- Achieve

Hutchinson First School promotes a high standard of behaviour and a culture where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and learning to manage your own behaviour. It is essential that all adults in school have high expectations of behaviour and a clear, consistent approach to supporting pupils to manage their feelings when it is needed.

AIMS OF THE POLICY

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication.
- The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour.
- We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Thinking of a child as behaving badly disposes us to think of punishment.
- Thinking of a child as struggling to handle something difficult encourages us to help them through their distress.

PUTTING RELATIONSHIPS FIRST

- This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour.

- Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure.
- Children need predictable routines, expectations and responses to behaviour.
- These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Awareness that rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.
- Behaviour must always be viewed systemically and within the context of important relationships (i.e. a relational communication pattern rather than an internal problem).
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.
- "The parent-child connection is the most powerful mental health intervention known to mankind" (Bessel van der Kolk)

A WHOLE SCHOOL APPROACH

- Creating an inclusive and positive school ethos around behaviour is something that is driven by the Headteacher and school's staff in order to be endorsed by, and embedded across, the whole school community.
- We strongly believe that responding to the SEMH needs of children is not the responsibility of a few staff in school; it is everyone's responsibility.
- Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).
- This policy promotes the idea that the SEMH needs of all should be at the heart of the school.

AIMS AND EXPECTATIONS

At Hutchinson Memorial we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way enabling all to reach their full potential, emotionally, socially and intellectually. The primary aim of our behaviour policy is to promote good behaviour. We have class and school rules and the staff do not ignore unacceptable behaviour, but having high expectations, being good role models and rewarding pupils enables us to promote positive behaviour. (See Appendix I 'Rewards and Consequences') This policy is designed to promote good behaviour rather than merely deter unacceptable behaviour, always recognising behaviour as a form of communication, and always looking to support pupils to feel safe.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

The Headteacher will:

- Implement the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- As SENDCO will also look to support any underlying Special Educational Needs that may affect pupil's behaviour
- Keep records of all reported serious incidents of unacceptable behaviours
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Report to/meet with parents/carers when necessary
- Be aware of and understand their rights and responsibilities

(see Appendix II)

The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. The headteacher may permanently exclude a child for repeated, or very serious, acts of anti-social behaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage
- Give the opportunity to work in groups
- Make sure that pupils listen and are listened to and value others
- Help pupils to gain the ability to make choices about their behaviour
- Help pupils to be confident about their learning and enjoy it
- Help pupils understand their rights and responsibilities as citizens in our society
- Be a positive role model
- Reward/praise positive behaviour
- Use the behaviour log when necessary (for positive as well as negative comments)
- Ensure the pupils in their class know the class and school rules
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Recognise behaviour as a form of communication and look for any underlying SEND that pupil may need support with
- Make reasonable adjustments for pupils with SEND to help them manage their behaviours

Pupils will:

- Respect and care for others
- Listen to others
- Learn/work co-operatively
- Obey the class and school rules

- Resolve disputes positively
- Value and take responsibility for the environment
- When necessary carry out self-monitoring
- Be aware of and understand their rights and responsibilities (see Appendix II)
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

- Promote positive behaviour at home in order to have continuity between home/school
- Support the school when reasonable sanctions to punish a child have been used
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the headteacher or other member of the SLT then if necessary the school governors
- Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well being
- Be aware of and understand their rights and responsibilities (see Appendix II)

The Governing Body will:

- Support the school in the implementation of the policy
- Give advice, when necessary, to the headteacher/SLT about
- disciplinary issues so that they can take the advice into account when
- making decisions about behaviour issues
- Review the effectiveness of the policy

Monitoring and Evaluating:

- The effectiveness of this policy will be regularly monitored by the SLT.
- The school keeps a variety of records of incidents of good behaviour and misbehaviour /consequences

EARLY YEARS FOUNDATION STAGE

It is recognised that three, four and five year olds are still learning how to work with and get along with each other, and are finding out what's acceptable and what's not. This is the type of learning which is best shared by parents and school working together. We are tolerant and patient when helping the children get on with each other. We have a few rules to help things run smoothly.

Be safe:

- Keep your hands and feet to yourself.
- Walk around the classroom
- Use the toilets sensibly

Be respectful:

- Speak kindly to others.
- Use the books and resources sensibly, taking care to look after them.
- Take turns and share.

Be ready:

- Sit quietly and listen when a teacher is talking or reading a story.

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected, and all children enjoy their educational journey.

In order to maintain a safe, calm environment for learning there are three types of behaviour that children will have an immediate time out for under our one of our Top 3 rules of Be Safe:

1. Running inside
2. Shouting inside
3. Aggressive behaviours towards others – hitting, kicking, biting

If a child has three or more time outs during a session, one adult will inform the Class Teacher of Headteacher who will reinforce behaviour expectations. Parents will be informed to discuss actions.

Consistent negative behaviours must be monitored, logged on Arbor and reported to the Class Teacher and/or the Headteacher in every incidence.

APPENDIX I - Rewards and Consequences

Rewards:

To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise
- Positive feedback on all good behaviour (learning, conduct, social and emotional)
- All children will belong to a House Team and will receive points for their team.
- Weekly celebration assembly (Outstanding moments, Headteacher Award linked to school values, Special Achievements, House team winners announced)
- Pupil's work is displayed throughout the school
- Children sent to head teacher or subject leader to show their work
- Special occasion treats (eg; extra play/child choice time)

Consequences:

Stage 1: Possible consequences for minor unacceptable behaviours, including relationship issues:

- Quiet reminder
- Non-verbal signals, (e.g. Eye contact, gesturing)
- Often praising good behaviour (e.g. 'Thank you to all of you who are....') has a positive effect on those not behaving appropriately
- Discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why, emotional coaching
- Classroom and playtime behaviour monitored with sanction applied when necessary (e.g. loss of play)

Stage 2: Possible consequences for persistent minor unacceptable behaviours or a more serious unacceptable behaviour, including bullying/relationship issues:

- Serious discussion with teacher/TA/Lunchtime Supervisor on behaviour and how to modify it and why, emotional coaching
- Miss playtime/lunchtime either with class teacher or other member of staff
- Child may be sent to a member of the leadership team
- Lunchtime or playtime incidents passed onto class teachers
- Stage 2 incidents to be recorded in termly log to help monitor
- Headteacher to check records termly and speak to persistent offenders where appropriate
- Parents informed if deemed necessary or if behaviour is persistent

Stage 3a: Possible consequences for very serious unacceptable behaviour, including bullying:

- Sent to the Headteacher
- Telephone call to inform parents
- Loss of playtimes/lunchtimes
- Loss of privileges with parent consent ie: discos, trips, treats
- Stage 3a incidents to be recorded in termly log to help monitor

Stage 3b: Possible consequences for repeated issues, including bullying/relationship issues:

- Sent to the Headteacher
- Parents informed, regular meeting to monitor progress
- Loss of playtimes/lunchtimes
- Loss of privileges with parent consent ie: discos, trips, treats
- Behaviour support plan to be put into place, which may include use of communication diary to monitor behaviour and regular feedback to parents, reasonable adjustments, referrals for support if necessary (Behaviour support, Malachi, Action for Children)
- Stage 3b incidents to be recorded in termly log to help monitor

Stage 4: The most serious offences or repeated serious offences:

- As 3a and 3b
- Possible exclusion for fixed term of time to be agreed
- Stage 4 incidents to be recorded in termly log to help monitor and are reportable to the ULT

Stage 5: Persistent repeat of stage 4:

- Governor disciplinary subcommittee convened
- Possible permanent exclusion from school
- Stage 4 incidents to be recorded in termly log to help monitor and are reportable to the ULT and local authority

All the above consequences are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

Reasonable adjustments or support for behaviour:

- Emotional coaching
- Friendship support
- Interventions (language/communications, turn taking, sharing games)
- Time out

- Buddy systems
- Mindfulness and restorative practices

APPENDIX II - Rights and Responsibilities

Pupils Rights Responsibilities:

- To be treated with respect
- To behave respectfully to others
- To be safe and supported
- To behave in a way that keeps others and themselves safe
- To be willing to learn
- To allow others to learn
- To attend school regularly
- To make mistakes
- To own mistakes and learn from them
- To allow others to make mistakes
- To be listened to
- To give opinions in a constructive manner
- To listen to others

Parents/Carers Rights Responsibilities:

- To be treated with respect
- To behave respectfully towards others
- To be kept informed about their child's progress
- To talk to teachers if they have any concerns about their child's learning and wellbeing
- To talk to their child about what he/she does in school
- To ensure their child attends school regularly
- To be listened to and supported
- To listen to others
- To have access to information on the school's procedures for positive behaviour
- To acknowledge/respond to information and share concerns
- To have concerns taken seriously
- To share concerns constructively

Staff Rights Responsibilities:

- To be supported by peers and managers
- To ask for support when needed
- To offer support to colleagues and managers
- To be listened to
- To share opinions
- To listen to others
- To give opinions in a constructive manner
- To be treated courteously by all others in the school community
- To model courteous behaviour

- To recognise and acknowledge positive behaviour in others
- To be made fully aware of the school's system/policies/expectations
- To seek information and use lines of communication
- To receive appropriate training to increase skills in behaviour management
- To support others in developing their skills in promoting positive behaviour
- To acknowledge areas of own behaviour management skills that could be developed
- To try/use and to evaluate new approaches

MENTAL HEALTH AND WELLBEING

The school operates a nurture club where staff work with individuals and groups of children on a weekly or daily basis. These children may struggle with social skills, confidence, mental health issues or personal problems. The 1:1 and small group work is in place to offer support to those who need it, to create monitoring services for identifying vulnerable young people and to provide a place where children can talk, work on life skills, build relationships and be given opportunities to help and support them in accessing the curriculum, to the best of their ability. The planned RSHE program includes developing skills for positive relationships, kindness, and the recognition of abusive relationships. There is also a focus on consent.

[Mental health and behaviour in schools](#)

Physical Intervention:

It is the responsibility of all staff to follow the guidelines published by the Department for Education for 'The Use of Reasonable Force in Schools'. All staff must ensure that they read this documentation.

We have several staff who are RPI (Restrictive Physical Intervention) trained in school. These staff have been trained in the philosophy of providing the best *Care, Welfare, Safety, and Security* for staff and those in our care. RPI is only ever used to keep a child safe and out of harm. Staff are taught to use de-escalation techniques and restorative interactions which are always used in the first instance. They also offer proven, post-incident strategies to prevent future crises.

Physical intervention will only be used when the child is at risk of harming themselves or someone else.

Staff receive the following training on a yearly basis, enabling them to support the needs of pupils, on a day today basis:

- Emotion Coaching
- Behaviour management
- Adverse Childhood Experiences
- Autism Spectrum Disorder
- Level 1 Safeguarding

Specialist staff receive other training on specific needs such as bereavement, Advanced Safeguarding (DSL).

This policy works in cohesion with the following documents:

[Keeping children safe in education - GOV.UK](#)

[Working together to safeguard children 2023: statutory guidance \(publishing.service.gov.uk\)](#)

[Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](#)

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)

[Mental health and behaviour in schools](#)

[Behaviour and discipline in schools: guide for governing bodies - GOV.UK](#)

Hutchinson First School - SEND Policy

Hutchinson First School- SEND Information Report

Hutchinson First School – Anti-bullying Policy

Hutchinson First School - Teaching and Learning Policy

Hutchinson First School – Health and Safety Policy

Hutchinson First School Safeguarding and Child Protection Policy

MONITORING, EVALUATING AND REVIEWING

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

Reviewed: September 2026

Next reviewed: September 2027

Signed: (Head Teacher)

Date:

Signed: (Chair of Governors)

Date:

LETTERS FOR SUSPENSIONS AND EXCLUSIONS

To be used by the Headteacher and Chair of Governors.

Model letter 1

From head teacher parent of a fixed period suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[Parent's/Carers Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

I realise that this suspension may 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 **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this.

We will set work for **[Child's Name]** to be completed on the school days specified in the previous paragraph during the period of his/her suspension. You must ensure that he/she is not present in a public place without reasonable justification during this time. **[Detail the arrangements regarding the school work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee **[use the applicable term]**. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing body/management 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 should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- *Staffordshire Local Authority Fair Access and Exclusions Team*
<https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx>
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at
<http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

[Child's Name]'s suspension expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Headteacher

Model letter 2

From head teacher notifying parent(s) of a child of that child's fixed period suspension of more than 5 school days (up to and including 15 school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend **[Child's Name]** has not been taken lightly. **[Child's Name]** has been suspended for this fixed period because **[specify reasons for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days **[or specify dates if suspension is for fewer than 5 days]** of this suspension, that is on **[specify dates]**.

We will set work for **[Child's Name]** during the **[first 5 or specify as appropriate]** school days of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual suspension is for more than 5 days]

From the **[6th school day of the pupil's suspension [specify date] until the expiry of his suspension we [For PRUs the local authority] - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. On **[date]** he/she should attend at **[give name and address of the alternative provider if not the home school]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter].**

[School/Academy/PRU] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations, and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term the discipline committee/management committee may meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this suspension]**.

If you do wish to make representations to the discipline committee/management 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. Please advise if you have a disability or special needs which would affect your ability to attend or take part in 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 the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the discipline committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- *Staffordshire Local Authority's Fair Access and Exclusions Team*
<https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx>
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at <http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Child's Name's suspension expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely
[Name]
Headteacher

Model letter 3

From head teacher notifying parent of a fixed period suspension of more than 15 school days in total in one term.

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

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 **[reason for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of suspension or specify dates]**, unless there is reasonable justification for this.

We will set work for **[Child's Name]** during the **[first five school days or specify dates]** of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

If the individual suspension is for more than 5 days

From the **[6th school day of the pupil's suspension] [specify date]** until the expiry of his suspension we **[For PRUs the local authority - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. **[Set out the arrangements if known at the time of writing, e.g.]** On **[date]** he/she should attend **[give name and address of the alternative provider]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider] [if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]**

[School/Academy]As the length of the suspension is more than 15 school days in total in one term the governing body/management committee must meet to consider the suspension. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is **[date here — no later than 15 school days from the date the governing body is notified]**.

If you wish to make representations to the governing body/management 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 governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in 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 the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- *Staffordshire Local Authority's Fair Access and Exclusions Team*
<https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx>
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<http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Child's Name's suspension expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Headteacher

Model letter 4

From the headteacher of a primary, secondary or special school notifying the parent(s) of that pupil's permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to expel **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU) or following the recommendations of an independent review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to expel **[Child's Name]** has not been taken lightly. **[Child's Name]** has been expelled because **[reasons for the exclusion— include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school 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.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU management committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request that the case is considered by an independent review panel. The latest date by which the governing body/PRU management committee must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. All reasonable attempts to adhere to this deadline will be made by the school/academy.

If you wish to make representations to the governing body/PRU management 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 governing body/PRU management committee **[or details if not a Clerk]** of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee. You also have the right to appeal, and/or

make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- *Staffordshire Local Authority's Fair Access and Exclusions Team*
<https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx>
- The Children's Legal Centre
They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at
<http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

[Name]

Headteacher

Model letter 5

From the clerk to the governing body to parent upholding a permanent exclusion.

Dear [Parent's name]

Child's Name DOB

The meeting of the governing body/management committee at [school/academy] on [date] considered the decision by [head teacher/teacher in charge] to permanently expel your son/daughter [name of child]. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold [name of child]'s exclusion.

The reasons for the governing body/management committee's decision are as follows: *[give the reasons in as much detail as possible, explaining how they were arrived at.]*

You have the right to request that this decision is reviewed by an Independent Review Panel. You currently have up to 25 school days of receiving this letter (or specify a date) or you will lose your right of appeal.

You must set out your reasons for requesting a review in writing and send this to:

For LA maintained schools: Fair Access and Exclusion Team

<https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx>

For Academy's: insert details of clerk or chair of governors

If you feel that your child has been discriminated against you can apply to the first tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination). They have the jurisdiction to hear claims of discrimination under the Equality Act 2010. If you then wish to request an Independent Review you must do this within 15 school days of receiving their final decision or you will lose your right of appeal.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

You may at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Please advise the Clerk if you have a disability or special needs which would affect your ability to attend the hearing or if you feel it would be helpful to have an interpreter present at the meeting.

Your case will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims. A three or five member panel will comprise 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 Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may do so. The IRP must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances IRP's may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision or;
- recommend that the Governing Body reconsiders their decision, or
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you:

- *Staffordshire Local Authority's Fair Access and Exclusions Team*
<https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx>
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<http://www.childrenslegalcentre.com/>
- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely

[name]

Clerk to the Governing Body

Monitoring, evaluating and reviewing

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

Reviewed: September 2026

Next reviewed: September 2027

Signed: (Head Teacher)

Date:

Signed: (Chair of Governors)

Date: