



**THE FRYERN FEDERATION
POLICY FOR THE
MANAGEMENT OF PUPIL BEHAVIOUR
Including Anti- Bullying policy.**



Reference: DFE Behaviour and Discipline in Schools (Jan 16), DFE Preventing and tackling bullying (July 17).

HCC Exclusions Guidance for Schools 2015 and updates.

RATIONALE

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The behaviour policy is crucial in creating a caring, stimulating and secure environment in which staff and pupils can work and play safely. It promotes good behaviour, self-discipline and respect. The behaviour policy aims to prevent bullying, ensures that children complete their work and conduct themselves appropriately. We treat all children fairly and apply this behaviour policy in a consistent way. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Teachers have power to discipline pupils for misbehaviour which occurs in school, and in some circumstances, outside of school.

The power to discipline applies to all paid staff with responsibility for pupils such as teaching assistants.

Our policy is based on the United Nations Convention on the Rights of The Child.

We have high expectations of the way in which all members of the school community behave towards one another. These are based on agreed rights.

1. Children have:

- a right to feel safe
- a right to learn
- a right to be treated with respect
- a right to a good education

2. Teachers have:

- a right to teach
- a right to be treated with respect

3. Parents have:

- a right to know their child is safe
- a right to a good education for their child
- a right for their child to be treated with respect
- a right to be kept informed about their child's behaviour

4. All adults have:

- a right to be treated with respect
- a right to do their job

OUR AIMS

1. to promote a caring environment where children and adults support and respect each other
2. to make the whole school community and visitors aware of the ethos of the school
3. to ensure the safety and well being of all in school
4. to encourage co-operation, honesty, respect, politeness and good manners
5. to foster respect and tolerance of others' ideas and beliefs
6. to give children the confidence to express their needs and feelings and assert themselves positively and develop self-discipline in order to work independently and co-operatively with others.
7. to teach children the skills to enable them to
 - a) solve conflicts as peacefully as possible through a process of negotiation
 - b) to show sympathy towards and tolerance of others being aware of different needs
8. to be considerate and sensitive towards the needs and feelings of others
9. to encourage children to act appropriately and be accountable for their actions
10. to recognise that children are of equal value and are to be treated equally regardless of gender, religion, ethnic background or disability
11. to expect all adults in school to provide an appropriate role model
12. to involve parents in a community approach to positive behaviour
13. to teach children to care for resources and the environment
14. to encourage a positive learning environment where children and adults receive positive feedback through praise and reward

PRINCIPLES

At Fryern we believe that:

- Pupils should develop a sense of self discipline and an acceptance of responsibility for their own actions
- There should be no form of discrimination, harassment and bullying, and we will promote equality of opportunity
- Vulnerable pupils — such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children — receive behavioural support according to their need.
- Parents should be kept informed about the behaviour of their child
- Children should know their rights in relation to The United Nations Charter on the Rights of the Child and the responsibilities that come with these
- The rights and responsibilities of all members of the school community are ensured
- Positive behaviour is always recognised and inappropriate behaviour is always challenged
- Everything should be done to promote empathy and respect for self and others
- There should be a consistent, conscientiously followed approach to behaviour by all staff and for which all will take collective responsibility
- There should be a positive, caring relationship fostered through a positive classroom and school environment
- There should be a common framework for behaviour management, but within which there must be flexible ways of dealing with problems in order to meet individual needs
- There are a clear set of expectations and rules, with shared ownership:
Be Kind, Be Safe, Be Honest, Be Proud
which are clearly understood and promoted by all and reviewed annually

- The behaviour policy is fully understood and is consistently implemented throughout the school
- Effective systems are in place for monitoring and evaluation of this policy
- Staff use positive language stating what is expected rather than what is not wanted e.g. Not 'don't run'! But 'walk please'.
- Staff are aware that emotions are contagious. Staff will consider the emotion/mood they are projecting-is it worth catching?
- Staff are trained to use de-escalation techniques not confrontation

Curriculum

At Fryern, through our curriculum, we teach children the above-mentioned principles. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of individual children, this active involvement of children in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Lessons should have clear objectives which are understood by children and differentiated to meet the needs of a range of abilities. Feedback and assessment are used to support progress and drive future planning. This shows children that their efforts are valued and progress matters. We actively teach children our behaviour expectations for key times of the day.

Anti -Bullying

Bullying is a totally unacceptable form of behaviour.

Definition: What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

In line with HCC the following three conditions are used to define incidences of harmful interpersonal behaviour as bullying behaviour.

Behaviour is bullying behaviour if:

- It is repetitive, wilful or persistent;
- It is intentionally harmful, carried out by an individual or group; and,
- There is an imbalance of power leaving the person who is bullied feeling defenceless.

There are many types of bullying including:

- Physical: (e.g. hitting, kicking, theft, damage to personal property)
- Verbal (e.g. repeated name calling, personal comments which exploit, physical, racial, cultural, social or gender differences)
- Cyber bullying e.g. by use of email or mobile phone
- Indirect (e.g. Isolation of individuals from their social or peer group)
- Racial and religious bullying
- Homophobic and transgender bullying
- Bullying related to special educational needs and disability

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

If pupils receive unpleasant messages via social media they are advised not to delete them and to inform an adult at home or in school.

Impact of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, reduced concentration or truanting from school. ALL staff, governors and pupils must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

In some circumstances the consequences of bullying may lead to a child or young person to experience pronounced social, emotional or mental health difficulties. We will ensure we make appropriate provision for a child's short-term needs. This may include ELSA support. If the bullying leads to persistent, long-lasting difficulties that cause the child to have significantly greater difficulty in learning than the majority of those of the same age, then we will consider whether the child will benefit from being assessed for SEN. While bullied children will not be routinely considered as requiring SEN support, we will provide support in a proportionate and tailored way to meet individual needs. We will follow the relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, which sets out how a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

Dealing with bullying incidents

In dealing with bullying incidents, we will observe five key points.

- We will not ignore bullying.
- Staff should not make premature assumptions.
- All accounts of the incidents should be listened to fairly.
- We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed.

The following steps may be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with as soon as possible by the member of staff who has been approached.
- If this member of staff is not the pupil's class teacher, they will inform the class teacher.
- If appropriate, the class teacher will interview all concerned and will record the incident.
- The class teacher will inform the Headteacher.
- A clear account of the incident, the action taken and the outcome will be recorded and will be reported to the Headteacher.
- If the allegations have been directly reported to the Headteacher, the Headteacher will keep the class teacher informed of all incidents
- Other appropriate staff will be informed
- Parents will be informed at the discretion of the most senior member of staff who is managing the incident
- Sanctions will be used as appropriate in line with our behaviour

Pupils who have been bullied, or who encounter bullying, will be supported by:

- Being offered an opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering further support by staff or a group of pupils e.g. circle of friends and ELSA.
- Restoring self-esteem and confidence
- Children who have been bullied will be monitored and spoken to after the event to ensure that the bullying has been dealt with effectively.
- Whilst separate on site provision is not routinely offered, this may be considered in order to provide respite. It is important that the bullied child is able to continue to attend school, and feels safe on their way to and from school. In extreme cases, should the effects of bullying be so severe that it is not possible to reintegrate a child back into school, then a transfer to another school or alternative provision will be considered in accordance with the recommendations from the DFE.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong-doing and need to change
- Parents or guardians will be informed to help to change the attitude of the pupil
- Appropriate sanctions will be applied in order to show clearly that the behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably

taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

- After they have been interviewed independently, if it is deemed to be appropriate, both children may be brought together by the member of staff who has dealt with the incident to facilitate reconciliation.

The role of parents

Staff, pupils and parents should be made aware where bullying exists and share a commitment to combat it and to make the school a happier place for everyone. If a parent is concerned that their child is being bullied they should make an appointment to see the child's teacher / senior leadership as soon as possible, and explain the problem in order to discuss how the school and the parents together can stop the bullying.

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/bullying/parentscarers>

When, after investigation, we confirm a child has been bullying we will contact the parents to discuss the issues and any sanctions that will be used.

We will ask the perpetrator's parents to

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

For minor or one off incidents normal school sanctions will be applied.

For more serious incidents individual sanctions will be imposed in conjunction with parental involvement. The sanctions set out in the main body of the behaviour policy will be adhered to and the following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of the school premises
- Fixed term exclusion
- Permanent exclusion

Prevention

At the start of each school year, pupils will be reminded of the procedure they should follow if they encounter, or are the victims of bullying. The school takes part annually in anti bullying week. We also use our PSHE programme and associated anti-bullying work. Regular assemblies cover themes such as bullying, respect, manners, respecting differences etc Our behaviour and anti bullying policy is part of our staff induction pack. We have emotional literacy support assistants (ELSA). We follow the Anti-bullying guidance for schools.

This policy should be read in conjunction with safeguarding, PSHE, and confidentiality policies.

Help organisations and advice

Advisory Centre for Education (ACE) 0800 800 5793

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0800 800 2222

Youth Access 020 8772 9900
Bullying Online www.bullying.co.uk
Childline 0800 1111

Hampshire County Council Advice on Bullying

<https://documents.hants.gov.uk/childrens-services/bullying-2.pdf>

Cyber Bullying and online safety

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/safeguardingchildren/onlinesafetyguide>

Exclusion

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Rewards

This school rewards good behaviour as it believes that this will develop an ethos of respect, kindness and cooperation. It is designed to promote and acknowledge good behaviour.

We praise and reward children for good behaviour, social skills and work throughout the day in a variety of ways. We recognise that our language choices are very important when celebrating a child. Rewards include class based and school wide rewards:

- House points
- Acorns – whole class reward
- Verbal praise - be specific e.g. well done for sitting and listening well on the carpet
- Celebrations in assembly - worker of the week or linked to 4Bs
- Peer praise
- Certificates or Postcards home
- Headteacher awards

Responses

Behaviour is driven by feelings, and feelings are affected by experiences. Behaviour is a language and it is the challenge of staff to look beyond it to work out the message being communicated. The best chance of a positive outcome from a situation involving challenging behaviour comes when positive relationships are maintained and developed.

Remember – de-escalation not confrontation. Distraction is a good technique to use.

People acquire habitual behaviours over time so change will not be instant. However, it can be achieved through consistency of approach and team work. In all our actions we must communicate a positive regard for the individual. It therefore helps to know:

- Their history
- Their level of understanding
- Their behaviour patterns
- Their characteristic ways of responding to authority, stress, rules, boundaries and support strategies.

When staff consider the behaviour of those they care for they should try to recognise the feelings which may be driving the behaviour and look at removing the pressure rather than blaming the person. Remember, during a crisis situation the first person who needs to remain or regain calm is the member of staff.

If there is persistent, disruptive behaviour – particularly including ‘low level’ disruption like inappropriate talking, movement, tardiness, carelessness - consider the checklist below in the first instance to see if there are interventions that could be applied that would reduce tension and help address the behaviours.

Checklist for initial interventions

Physical factors

- Room layout
- Seating arrangements
- Space
- Lighting
- Noise
- Temperature
- Ventilation
- Hunger
- Access to materials
- Appropriateness of equipment
- Access to outside areas
- Storage of belongings
- Ease of movement in the room

Curriculum factors

- Task difficulty
- Stimulus overload or deprivation
- Interest level
- Teaching method
- Relevance
- Variety of materials
- Availability of attention
- Communication style
- Consistency between staff
- Appropriate goals

Social factors

- Expectations
- Quality of relationships
- Grouping arrangements
- Time available for the child
- Level of peer support

Choice and structure

- Timetabling arrangements
- Predictability
- Transition times
- Ability to exercise choice
- Familiarity with routines
- Preparation in advance for changes to routine
- Opportunities for physical movement
- References to charter/ rules/rights/responsibilities

Support Systems

If there is a persistent problem the class teacher and the SENCo will draw up an Individual Behaviour Management Plan/risk assessment to support the child in partnership with parents and relevant agencies/partnerships. Detailed records will be kept about the behaviour of children with a behaviour plan. All staff working with the child will be fully informed. This will give a consistent approach throughout the schools. Advice and guidance will be sought from outside agencies in order to best support the child when required. Regular contact will be maintained with parents to discuss behavioural issues.

We will ensure support is provided for all adults working with children with behaviour difficulties. It is school's practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. Staff will receive training in order to support children with behavioural needs. The school will make reasonable adjustments for those children with SEND needs. This may involve a separate reward system.

In extreme circumstances a child may be withdrawn from certain activities, this is not to be viewed as a punishment but as a strategy to avoid further incidents and to keep the child and others safe. In extreme cases where it is felt that children are in danger reasonable force may be used to restrain a child in accordance with Hampshire policy. This would be recorded and parents informed.

We have an open-door policy where parents and carers are encouraged to visit to discuss any issues or difficulties.

Sanctions

The school employs a number of sanctions to enforce the school behaviour expectations (Be kind, be safe, be honest, be proud) and to ensure a safe and positive learning environment.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff e.g. on the way to or from school, when taking part in any school organised activity or if the misbehaviour poses a threat to another pupil or the orderly running of the school. (ref section 25DFE Behaviour and Discipline in Schools Jan 16)

Response – Step One

If a child's behaviour is disrupting learning in class:

- First warning given, clearly using the child's name and stating the expectation that is not being followed. State the behaviour you wish to see. e.g. *** this is your first warning for not being kind.
Consider making changes to environment etc (see initial interventions)
- Second warning given, as above

No change in behaviour

- Child withdrawn from class and asked to complete their work in another room
- Child completes work during break/lunch time
- Child completes work under supervision of SLT

Class teacher to have a conversation with parents regarding behaviour expectations and supporting school with this

Response – Step Two

- For repeated inappropriate behaviour, complete a code of conduct slip with the child which asks them to identify the part of the behaviour expectations that the child has not met and how they will improve or make amends.
- This will need to be signed off by an adult during the day.
- Parents contacted by SLT.

Response – playground

If a child's behaviour is overly physical, inappropriate or unkind in the playground:

- First warning given, clearly using the child's name and stating the 'rule' that is not being followed. State the behaviour you wish to see. e.g. F this is your first warning for not being kind.
- Second warning given, as above
- No change in behaviour, child withdrawn from playtime (walk round with an adult)
- Class teacher informed
- Depending upon the severity of the incident parents contacted and further response
- Code of conduct for playtimes/lunchtime

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others:

- The class teacher will remove the class
- Send a red card / phone to the office. (Any adult must respond immediately to a red card. Child with red card will continue to SLT).
- A member of SLT will respond to provide support
- IBMP to be put in place and parents involved
- For repeated or serious anti-social behaviour, a child may be excluded in line with county guidelines.

If a child's behaviour is seriously inappropriate, either in school or during an extra-curricular club, the child may be withdrawn from that or other activities (including residential visits.) In some circumstances a child may be withdrawn from certain activities, this is not always to be viewed as a punishment but as a strategy to avoid further incidents and to keep the child and others safe.

Children may be asked to complete work at lunch or break time if this has not been completed during lesson time. Staff will allow reasonable time for the child to eat, drink and use the toilet.

Any malicious accusations against school staff will be investigated by the headteacher and action taken, this may involve the use of outside agencies.

Exclusions

Exclusions should be avoided wherever possible and other methods of managing behaviour will be tried first. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Where a school is excluding a pupil who has a disability which manifests itself in physical behaviour they will have to show that they have made reasonable adjustments in

accordance with the Equality Act and considered 'alternative options' before issuing exclusion. (C&C v The Governing Body of a School [2018] UKUT 269 (AAC)).

Exclusion may only be used in response to: serious or persistent breaches of the school's behaviour policy **and** where allowing him or her to remain in school would seriously harm the education and welfare of the child or others in the school

Exclusions are not used for:

- non-attendance, lateness or poor academic performance
- minor incidents eg not doing homework, not wearing uniform,
- effecting a change in placement

There are two types of exclusion:

1. Fixed period exclusion – will be for a fixed number of days. Exclusions must not exceed 45 days in an academic year either as a single exclusion or in a number of shorter exclusions added together. They can be for lunchtimes for a short period. In exceptional cases fixed period exclusions may be extended or made permanent.
2. Permanent exclusion. Permanent exclusion means the headteacher believes that the school can no longer meet the needs of the child. The headteacher believes that the child should not be allowed back at the school.

The headteacher's decision is reviewed at a meeting by a panel of governors. Parents and child have the opportunity to have their say at the meeting and they may be represented by someone who can speak on their behalf, or they can be supported by a friend. If the governors agree with the headteacher's decision to permanently exclude the child, parents have a legal right to review with an Independent Review.

If a child is at risk of permanent exclusion a more extension programme of pastoral support may be created.

Guidance for parents

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Guidance for Schools: Hampshire Exclusions Guidance Summer 15 and updated forms

Help from the Local Authority.

- Primary Behaviour Service (primary schools only)
- Education Inclusion Service (EIS) which may offer support in school or in one of its education centres
- Educational Psychology Service (EPS)
- Locality Team

Child and adolescent mental health service may be accessed via the family doctor. This service offers family support and counselling and referral for psychiatric assessment, if appropriate.

Role of Headteacher

Only the Headteacher has the legal power to exclude a pupil.

In all cases of exclusion, the Headteacher will:

- Contact the parents by telephone to inform them of the exclusion

- Send a letter to the parents and a copy to the LEA (See exclusion guidance for Hampshire schools)
- Send all exclusion notification forms to the LEA (See exclusion guidance for Hampshire schools)
- Inform the Chair of Governors

Role of the Governing Body

The Governing Body has a Governors' Pupil Discipline Committee with a Clerk to provide advice on the exclusions process and administration. The Clerk is not be a member of the Governing Body. If the Clerk needs advice this can be obtained from the LEA Exclusions Team. The Governors' Pupil Discipline Committee should:

- Comprise of three or five members of the Governing Body
- Include a range of different types of governor
- Not have connections with the children involved

They should meet between six and fifteen days after exclusion notification to discuss fixed term exclusions of over five days and permanent exclusions.

The Discipline Committee should listen to all views and at the end of the meeting decide:

- Whether the pupil was responsible for the behaviour described
- Whether the Headteacher had adhered to guidance
- Whether the extent of the sanction was appropriate

The Discipline Committee cannot "raise" an exclusion but can uphold an exclusion, reduce a permanent exclusion to a fixed period, reduce the days of a fixed period or reinstate the child.

Role of the Clerk

- It is the role of the Clerk to arrange review meetings that all can attend, ensuring both governors and parents receive appropriate paperwork, including statements
- Advise the chair of the committee on procedures and the agenda (See exclusion guidance for Hampshire schools)
- Take accurate notes and file these in case of appeal
- Within a day of the meeting inform parents of the committee's decision and the reasons for it (See exclusion guidance for Hampshire schools), copy this letter for the Headteacher and Exclusions Officer

Role of the LA

It is the role of the LA to:

- advise on procedures relating to all exclusions and ensure these have been carried out effectively
- Support schools in planning for provision for children excluded for more than fifteen days or being reintegrated into the present or new school.
- To give a view on the appropriateness of the exclusion and present a view at Independent Appeal Panels.

Schools are responsible for setting and marking of work during a fixed period exclusion.

Monitoring and Review of the Policy

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy will be reviewed on an annual basis.

Policy Links

Teaching and Learning

Physical Intervention

Safeguarding

Confidentiality

Inclusion

The learning toolbox

Fryern learner

Date Reviewed: September 2022

APPENDIX A

Suggested agenda for the meeting of the Governors' Pupil Discipline Committee (in line with good practice guidance relating to Tribunals)

- ☐ Introduction by chairman of the Committee and explanation of procedures
- ☐ Submission by the headteacher
- ☐ Questions by parents
- ☐ Questions by LEA
- ☐ Questions by governors
- ☐ Submission by parents
- ☐ Questions by headteacher
- ☐ Questions by LEA
- ☐ Questions by governors
- ☐ LEA view (where LEA represented)
- ☐ Questions by headteacher
- ☐ Questions by parents
- ☐ Questions by governors
- ☐ Summing up by headteacher including any responses necessary following the LEA view.
- ☐ Summing up by parents
- ☐ Decision by Governors' Pupil Discipline Committee (made in private after discussion when all other parties except the clerk have left the room).

The clerk should make concise minutes of the meeting. These will be required, particularly, should the parent appeal to the Independent Appeal Committee.

The Committee's decision must be made known to the parents, the Headteacher and the LEA within one school day of the meeting. A copy of this should be placed in the pupil's file together with a copy of the original exclusion letter