

# Larmenier & Sacred Heart Catholic Primary School

## BEHAVIOUR & DISCIPLINE POLICY

Date: February 2015

Next Review: February 2017

Responsibility: Parents, Pupils & Community Committee

### 1. Introduction

Jesus taught his disciples the greatest commandment by word and example:  
'Love one another; just as I have loved you'. (John 13: 34)

1.1 The values imparted to the pupils at Larmenier & Sacred Heart Catholic Primary School are based on this '*Gospel of Love*'. This whole-school approach to the management of behaviour and discipline is part of the school's pastoral care system that is based on Christ's ministry as Shepherd. This ministry is threefold – affirming, strengthening and healing – and is concerned not with systems but with the individual needs of unique persons. Individuals are praised and encouraged as often as possible; they are listened to and consulted and are reassured that mistakes do happen and that to try again is both necessary and commendable.

### 2. Aims & Expectations

2.1 It is a primary aim of the school that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school is a caring community, whose values are built on mutual trust and respect for all. The School Behaviour and Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

2.2 The school has a number of school rules (see Appendix 1), but the primary aim of the Behaviour and Discipline Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

2.3 All pupils are treated fairly and the behaviour policy is applied in a consistent way. This policy aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

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

### 3. Strategy

3.1 The school has clear expectations on standards of behaviour which are made explicit to pupils in the school rules. These rules are displayed prominently around the school and in classrooms.

3.2 As each new academic year begins, class teachers and pupils agree and establish rules for their individual class – a class code of conduct. These are displayed in the classroom.

3.3 Throughout the year staff make constant reference to the school rules and class code of contact through positive reinforcement and supportive feedback. This empowers pupils to make informed decisions and choices about how they behave, and to take responsibility for their behaviour.

3.4 Teachers use a range of behaviour management techniques and strategies, adopting them as necessary to promote self-control and independence of learners.

3.5 Pupils are made aware of the ways in which positive behaviour is rewarded, and the sanctions that will be applied in the event of negative behaviour choices. Through this a clear understanding of expectations is established.

#### **4. Praise & Rewards**

4.1 Central to the school's Behaviour & Discipline Policy is a series of rewards and sanctions. It teaches the pupils that it is rewarding to behave well and that there are consequences associated with negative behaviour choices thus enabling them to be a part of a community based on agreed rules that seek to ensure all members feel happy and safe.

4.2 A positive approach to behaviour underpins the approach at Larmenier & Sacred Heart – fostering the self-esteem of each child. Teachers use praise that suits their style of teaching and their class.

4.3 The school praises and rewards pupils for good behaviour in a variety of ways:

- Staff reward pupils using House Points (Fire, Earth, Water and Air). Each week House Point totals are announced at the Award Assembly by the Head Boy and the Head Girl.
- Each week two pupils per class are nominated for a Merit Card which is presented at the Award Assembly. This is for consistently good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- Pupils in Years 1, 2, 3 and 4 earn the privilege of 'Golden Time' weekly for positive behaviour and good work. Pupils in Years 5 and 6 are rewarded 'Independent Learning' time. The criteria for this reward time is shared and discussed with pupils so that they are aware of the school expectations.
- Individual names and class names are recorded in the 'Good Behaviour Book' leading to the award of the cup to the winning class. The winning class is announced at the weekly Award Assembly.
- The school encourages a culture of verbal feedback, where members of staff give regularly praise and positive acknowledgement, of effort and achievement.

4.4 The school acknowledges and celebrates all the efforts and achievements of pupils, both in and out of school.

4.5 Pupils and teachers agree on additional reward systems within each classroom.

4.6 Individual pupils with additional needs linked to behaviour may have their own system for rewards and sanctions; this may be recorded on a behaviour plan or Individual Education Plan (IEP). The school may also seek the involvement of outside agencies as appropriate.

## **5. Sanctions**

5.1 The school actively promotes positive behaviour but realises that sometimes children may, for a variety of reasons, make negative behaviour choices. In all disciplinary actions it is essential to understand fully that it is the behaviour which is not acceptable and not the pupil as a person.

5.2 The school has agreed sanctions in order for pupils to learn that negative behaviour choices have consequences; this helps them to become positive members of both the school community and society.

5.3 The school deploys a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. Sanctions are deployed appropriately to each individual situation. It is important that these reflect a sense of justice and forgiveness with due regard to all, including the needs of all pupils and staff.

5.4 The school expects pupils to try their best in order to maximise on all learning opportunities. If pupils do not do so, teachers will give them a verbal warning and reinforce school expectations. At Key Stages 1 and 2 low level disruptive behaviour, e.g. being off task or not giving the teacher their full attention, is managed through the use of a visual 'traffic light' system. At Key Stage 1 and Lower Key Stage 2 an age appropriate sanction linked to each traffic light colour is given at the end of that session. A simplified version is used in the EYFS. At Upper Key Stage 2 pupils lose the privilege of 'Independent Learning' time at the end of the week. The criteria for these sanctions is discussed and clearly understood by all pupils.

5.5 If a child repeatedly disrupts their own or others' learning within a lesson they will be given 'time out' in a Key Stage Leaders' class for a set period of time. This is recorded on a 'pink slip' (see Appendix 2) which is sent with the child to the receiving teacher.

5.6 Significant behaviour incidents that happen in the classroom, around the school or in the playground are recorded in the class Behaviour Book. If a child's name is recorded in the book the class teacher informs the child's parents of the incident at the end of the school day.

5.7 Individual cases of particularly challenging behaviour (for example, hurting another child, use of inappropriate language, damaging school property, racial incidents etc) may warrant a child being sent directly to the Deputy or the Headteacher. Appropriate sanctions will be set and discussed with all people concerned. All cases of such behaviour are logged either in the class behaviour book, or the school behaviour folder.

5.8 The safety of pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop an activity and prevent the child from taking part for the rest of that session.

5.9 These systems allow pupils to reflect on their actions, attitude and behaviour. Where appropriate, strategies will be implemented to encourage positive behaviour choices.

## **6. The Role of Staff**

6.1 It is the responsibility of all adults in school to ensure that the school rules underpin the behaviour of all pupils whether they are in the classroom, around the school, in the playground or out on an educational visit.

6.2 It is the responsibility of class teachers and support staff to ensure that the school rules are enforced, and that the class behaves in a responsible manner during lesson time. Great importance is attached to giving a calm and orderly start to each day.

6.3 Members of staff have high expectations of pupils in terms of behaviour and they strive to ensure that all pupils work to the best of their ability. Teachers and support staff treat each pupil fairly, with respect and understanding, and enforce the classroom code consistently. All members of staff provide good role models as they show respect for each other and for the children.

6.4 The school puts great emphasis on ensuring pupils are fully prepared for school in order to maximise on learning opportunities. At KS2, class teachers communicate with parents through the use of a 'red slip' (see Appendix 3) if:

- Their child's homework is not handed in on time or is completed to an unsatisfactory standard
- Their child is not wearing full school uniform or does not have their full PE kit in school.

6.5 In all cases red slips are sent home for parents/carers to read and sign, and should be returned to the class teacher the following day. Class teachers keep a record of the red slips that have been issued to pupils. Class teachers will meet with parents if red slips have to be issued to a child on a persistent basis.

6.6 The class teacher maintains a record of significant incidents in the class Behaviour Book. If a pupil misbehaves repeatedly in class this is first dealt with within the classroom. However, if misbehaviour continues, the class teacher should seek help or advice from the Key Stage Leader, in the first instance, then the SENCo or a member of the Senior Leadership Team. The class teacher reports to parents if an incident related to their child has been recorded in the class behaviour book.

6.7 Key Stage Leaders monitor class Behaviour Books each week to look for patterns and identify trends over time. They support pupils through discussion and positive reinforcement. If there is no improvement in behaviour and a child's name continues to appear in a class behaviour book (3 times in a half term) the Deputy Head will be informed. The Deputy Head will meet with the child and put an individual plan in place to support and monitor the child's behaviour. This will be done in association with parents and advice will be sought from the school SENCo, as appropriate.

6.8 Each term class teacher's report to parents/carers about the progress of their child, in line with whole school policy. The class teacher will contact a parent/carer if there are concerns about the behaviour or welfare of a child. The class teacher, in association with the SENCo, liaises with external agencies, as necessary, to support and guide the progress of each pupil.

## **7. The Role of the Headteacher**

7.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour and Discipline Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

7.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, by supporting staff in the implementation of the policy and by ensuring that the full written policy is available to all staff members.

7.3 The Headteacher keeps records of all reported serious incidents of misbehaviour in the school behaviour folder. Parents will be contacted and informed, as appropriate.

7.4 The Headteacher is under a legal duty to publicise the Behaviour and Discipline Policy in the form of a written document on the school website.

7.5 The Headteacher must take steps, at least once a year, to bring the policy to the attention to all pupils, parents and school staff.

7.6 The Headteacher decides whether to exclude a pupil, for a fixed-term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupils against those of the whole school community.

7.7 The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated acts or a very serious act of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after all efforts have been exhausted to keep the child in school. The school Governors will be immediately notified of any exclusion.

## **8. The Role of Parents/Carers**

8.1 Parents/Carers are prime role models of behaviour for children. In line with the school's Mission Statement and the Home-School Agreement, the school places great value on parental support.

8.2 The school works collaboratively with parents/carers, so pupils receive consistent messages about how to behave at home and in school.

8.3 The school expects parents/carers to support their child's learning and to cooperate with the school, as set out in the Home-School Agreement. The school endeavours to build a supportive dialogue between the home and the school, and staff will inform parents/carers if there is a concern about their child's welfare or behaviour. Parents/carers will be offered an opportunity to discuss the situation and how they can work with the school to encourage positive behaviour.

8.4 If the school has to use reasonable sanctions to punish a pupil, parents/carers should support the actions of the school. If a parent/carer has any concern about the implementation of the Behaviour and Discipline Policy and the way that their child has been treated, they should initially contact the class teacher. It is school policy that parents do not approach other parents or pupils regarding a concern or issue.

8.5 If the concern remains, they should contact the Headteacher or Deputy Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in line with the school's complaints procedure.

## **9. The Role of Governors**

9.1 The Governing Body has a duty to consult with the school community as the school Behaviour and Discipline Policy is formulated. The overall affect should be to help secure an understanding of the policy throughout the school.

9.2 The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

9.3 The Headteacher has the day-to-day authority to implement the School Behaviour and Discipline Policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **10. Bullying**

10.1 The school does not tolerate bullying of any kind. Pupils are taught that bullying (verbal or physical) is not tolerated in school and that it is important that a member of staff is told when bullying occurs. The school takes a serious view on any incidences of bullying in its different forms, including cyber bullying. If the school discovers that an act of bullying or intimidation has taken place, the school acts immediately to prevent any further occurrences of such behaviour. Staff act to support the pupil who has been bullied and the pupil who has bullied. All cases of bullying are referred to the Headteacher and a register of incidents is kept. Please refer to the Anti-Bullying Policy.

## **11. Fixed-Term & Permanent Exclusions**

11.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. See Appendix 4 for information on 'Exclusions in schools in the Tri-Borough – updated arrangements' (March 2014).

11.2 The Headteacher will always consider the seriousness of an incident when considering exclusion.

11.3 If the Headteacher excludes a pupil, the parents/carers are immediately informed in writing, giving reasons for the exclusion, the length and type of exclusion. At the same time, the Headteacher will make it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents/carers how to make any such appeal. The school uses the Tri-Borough model letters for 'Exclusions in Schools'.

11.4 The Headteacher immediately informs the Governing Body and the Local Authority (LA) about permanent exclusions, and any fixed-period exclusions which result in a pupil being excluded for more than five school days (singly or cumulatively) in any one term. Any exclusion that would mean a pupil missing a public examination (i.e. a KS2 SAT) is immediately reported to the Governing Body and the LA. All other exclusions are reported to the Governing Body and LA once a term.

11.5 The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

11.6 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

11.7 The Governing Body has a Pupil Discipline Committee. This is made up of either three or five members. This committee considers any exclusion appeals on behalf of the Governors.

11.8 When the Pupil Discipline Committee meets to consider exclusion, it considers the circumstances in which the pupil was excluded, considers any representation by parents/carers and the LA, and considers whether the pupil may be reinstated. The Committee will communicate its decision to the parents/carers and the school in writing. If the Governors' Committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

11.9 If the Governors' Appeals Panel upholds the Headteacher's decision then the parents/carers can appeal to the LA to set up an Independent Review Panel. The procedure for such an appeal will be detailed in the letter from the Governors' Pupil Discipline Committee. The School follows the DFE's latest guidance on Exclusion (Maintained schools, Academies & Pupil referral units in England, June 2012 – Updated February 2015).

11.10 Pupils will only be excluded when a serious incident has occurred or when there is a history of poor or disruptive behaviour with insufficient signs of a commitment to improve.

11.11 A serious incident is an incident which takes place during school hours or while going to or from school and includes (but is not restricted to):

- Being abusive to any member of staff
- Persistent bullying whether verbal or physical
- Being in possession of or taking drugs / solvents or any illegal substances on school premises
- Being in possession of or taking knives, guns, replica guns or any illegal or dangerous item on school premises
- Assault on a member of the school community (pupil or staff) or a member of the public
- Arson
- Inappropriate sexual behaviour
- History of or a serious incident concerning the misappropriation of property.

## **12. Monitoring**

12.1 The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

12.2 It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure the school's policy is administered fairly and consistently.

## **13. Equal Opportunities**

13.1 This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act.

## **14. Review**

14.1 Governors review this policy every two years. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Body receives updated recommendations on how the policy might be improved.

## **School Rules**

*“In our school we learn and love, we pray and play,  
following in the footsteps of Jesus Christ.”*

- Treat everyone with respect and care for the school environment.
- Look smart and tidy by wearing the full school uniform, with pride.
- Settle arguments using kind words and helpful gestures.
- Follow instructions as soon as they are given, from all adults in the school.
- Help your learning by being on time for school, completing homework and being an independent learner.

## **School Safety Rules**

- Stay safe by being in the right place at the right time.
- When travelling around the building, walk quietly on the left-hand side.
- Use school equipment and resources responsibly.
- Help others enjoy lunch time by behaving sensibly in the dining hall and using good manners.

## Pink Slips

<b>PINK SLIP</b>	
<b>Name of child:</b>	<b>Date:</b>
<b>Class:</b>	<b>Teacher:</b>
<b>Key Stage Leader sent to:</b>	
<b>Length of stay in class:</b>	
<b>Reason why child has been sent out:</b>	
<b>Signed (Key Stage Leader):</b>	
<i>Key Stage Leader to attach Pink Slip to the class Behaviour Book at the end of the week.</i>	

<b>PINK SLIP</b>	
<b>Name of child:</b>	<b>Date:</b>
<b>Class:</b>	<b>Teacher:</b>
<b>Key Stage Leader sent to:</b>	
<b>Length of stay in class:</b>	
<b>Reason why child has been sent out:</b>	
<b>Signed (Key Stage Leader):</b>	
<i>Key Stage Leader to attach Pink Slip to the class Behaviour Book at the end of the week.</i>	

# Red Slips



## Homework

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Your child's homework did not meet our expectations for the following reasons:

- No homework was completed
- Handed in late
- Poor presentation
- Lower quality/quantity of work than expected for the ability group
- Spelling test result lower than expected
- Timetable test result lower than expected

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent/Carer to sign and return to school:

.....



## School Uniform

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Your child's was not wearing the correct school uniform today:

- School cardigan/jumper
- Tie
- Shoes (black leather shoes – fashion shoes are not permitted)
- Coat/Jacket (Navy blue coat)
- Jewellery is not permitted

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent/Carer to sign and return to school:

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## PE Kit

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Your child's was not wearing the school PE kit today. The following item(s) need to be worn:

- Plain white T-shirt
- Navy PE shorts
- Plimsolls
- Navy tracksuit

Signed \_\_\_\_\_ Date \_\_\_\_\_

Parent/Carer to sign and return to school:

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## Exclusions in schools in the Tri-Borough – updated arrangements

### 1) Exclusion guidance

The revised arrangements for school exclusions which came into force in September 2012, apply to any pupil excluded from a maintained school, academy school / free school, alternative provision academy or pupil referral unit. The full version of the DfE's guidance – *Exclusion from maintained schools, Academies and pupil referral units in England* can be accessed here:

<https://www.gov.uk/government/publications/school-exclusion>

(Please note this is a modified link as the documentation has been migrated to the GOV.UK website.)

### 2) Tri-Borough Exclusions Service

The Tri-Borough Exclusions Service is part of the Tri-Borough ACE team (Attendance (statutory), Child employment and children in entertainment, Elective home education and children missing education) managed by Elizabeth Spearman.

The Tri-Borough Exclusions Service provides appropriate advice and support to all schools and to parents on school exclusions following a head teacher's decision to exclude a pupil. The service aims to support and promote consistency of practice as outlined in the DfE's guidance which all schools must have regard to in order to meet their statutory responsibilities following a decision to exclude a pupil.

### 3) Alternatives to Exclusion (including 'managed moves')

**Headteachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a looked after child.** Statutory guidance on strategies to be employed are covered in the DfE exclusions guidance (page 7, para. 20-24).

The guidance promotes the use of early intervention strategies by schools to address underlying causes of disruptive behaviour and avoid exclusions. Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. Academies can place a pupil either full-time or part-time in another educational setting with parental agreement.

A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, it must be stressed that the threat of exclusion must never be used to influence parents to remove their child from the school.

All such options can be discussed with the Tri-Borough Alternative Provision Service (TBAP). The Tri-Borough Alternative Provision Service (TBAP) works with learners from across the three boroughs that are experiencing difficulty with mainstream school and can provide schools with a menu of options.

George Crosbie, TBAP Head of Commissioning & School Support, is the single point of contact for secondary schools in the three boroughs to discuss all aspects of school based interventions or managed moves, where schools are actively considering possible alternatives to exclusion.

Contact George Crosbie: 0207 938 8100 or Email: [gcrosbie@tbap.org.uk](mailto:gcrosbie@tbap.org.uk)

If you wish to discuss possible school based interventions at primary level, contact Janet Packer, Director of Primary Interventions on: 0207 013 0142 or Email: [jpacker@tbap.org.uk](mailto:jpacker@tbap.org.uk)

#### **4) The Head teacher's duty to notify specified parties about exclusion**

Parents must be notified "without delay" of an exclusion, the reasons for it and the period of exclusion, preferably on the day of the exclusion. The notification should cite sources of advice for the parent and must include the right to make representations to the governing body or where the governing body is legally required to meet to consider the exclusion, the right to attend the meeting. (Section 4, p.8 of the DfE guidance).

**Paul Worts, Tri-Borough Senior Exclusions Officer**, is the named Local Authority Officer able to offer advice in fixed term and permanent exclusion letters for LBHF, RBK&C and WCC. Contact details: 020 7745 6614 or email: [paul.worts@rbkc.gov.uk](mailto:paul.worts@rbkc.gov.uk)

Unlike the previous September 2008 guidance, the revised 2012 guidance does not include model letters. Therefore **please see attached model letters** which have been drawn up for the different types of exclusion scenarios. It is recommended that all schools adopt these templates in order to ensure the correct information is given to parents following the decision to exclude.

*(All templates have been updated to include the new LA contact details, advice and links)*

**The head teacher must notify the governing body and the local authority (Paul Worts is the Tri Borough Local Authority named person) "without delay" of:**

- a permanent exclusion
- exclusions resulting in a pupil being excluded for more than five school days in a term
- exclusions which would result in the pupil missing a public examination or national curriculum test

**For all other exclusions**, (i.e. less than 5 days and which will not result in a missed examination), it has been agreed that to ensure children and schools are provided with timely support where necessary, **these should be emailed directly to the Family Recovery Service at:**

[TriboroughFamilyRecovery@westminster.gov.uk](mailto:TriboroughFamilyRecovery@westminster.gov.uk)

<b>Exclusion type:</b>	<b>Notification:</b>
Permanent (resident within LA)	Paul Worts
Permanent (resident outside LA)	Paul Worts + 'Home' authority
More than 5 days in a term	Paul Worts
Missing exam	Paul Worts
Less than 5 days	Family Recovery Service

In addition to the above, schools will continue to submit termly exclusion census data returns to the Tri Borough Education Data Team in order to fulfil DfE requirements.

#### **5) Arranging alternative provision (day 6 provision)**

The local authority is responsible for arranging alternative education provision from the sixth school day following a permanent exclusion and must therefore be notified "without delay".

Schools in all three boroughs must notify permanent exclusions to: Paul Worts, Tri-Borough Senior Exclusions Officer. Email: [paul.worts@rbkc.gov.uk](mailto:paul.worts@rbkc.gov.uk)

In addition to providing a copy of the letter notifying the parent of the decision to permanently exclude, **all schools are required to complete the appropriate attached referral form** (primary or secondary) which provides essential additional information (e.g. parental contact details) which will assist the local authority in meeting their statutory obligations.

(Please also note: where a pupil lives in a local authority area that is different to the local authority for the school, their 'home' authority must also be notified by the school "without delay" as that authority has the responsibility for providing day 6 provision).

Fixed-term exclusions over 5 days also require alternative provision from the sixth school day. The TBAP service provides this provision for secondary aged pupils and the referral form for this is attached.

Provision for fixed-term exclusions of more than 5 days for primary school pupils must be arranged between primary schools themselves.

#### **6) Governing bodies/Academy Trusts**

Governing bodies/Academy Trusts continue to perform the key role of determining whether an excluded pupil should be reinstated. This will involve reviewing the decision of the head teacher. The timescale for the Disciplinary Committee to meet remains unchanged; within 15 school days for pupils excluded permanently, for a cumulative total of more than 15 days in any one term or if the pupil will miss a public examination while excluded or 50 days for exclusions less than 15 days but more than 5 days if requested by the parents/carers. (See Annex A, p32, of the DfE exclusion guidance for a summary diagram of these duties).

#### **7) Independent Review Panels (IRPs)**

Where requested by a parent, local authorities or academy trusts must arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion. Local authorities or academy trusts must ensure that all panel members and clerks receive specified training and will also need to appoint a special educational needs expert to advise the panel, where requested by a parent (regardless of whether a school recognises that a pupil has SEN).

The respective contacts for IRPs across the tri-borough are as follows:

LBHF: Owen Rees, 020 8753 2088, [Owen.Rees@lbhf.gov.uk](mailto:Owen.Rees@lbhf.gov.uk)

RBKC: Deborah Robinson, 020 7361 2500, [Deborah.Robinson@rbkc.gov.uk](mailto:Deborah.Robinson@rbkc.gov.uk)

WCC: Andrew Palmer, 02076412802, [apalmer@westminster.gov.uk](mailto:apalmer@westminster.gov.uk)

The local authority is now required to submit a return to the Department for Education on both the number of IRPs conducted and the outcomes for all schools, including academies and free schools. In addition, depending on the outcome of the IRP's decision and the governing body/Academy Trust response, there may be additional financial implications. It is therefore essential that the local authority is notified of all decisions taken by both governing bodies/Academy Trusts and IRP's in relation to permanent exclusions.

If you require any further guidance or assistance, please contact Paul Worts, Tri-Borough Senior Exclusions Officer.

Contact Name: Paul Worts  
Telephone: 020 7745 6614  
Email: [paul.worts@rbkc.gov.uk](mailto:paul.worts@rbkc.gov.uk)

Address:  
ACE Team, 2<sup>nd</sup> Floor (Green Zone) Kensington  
Town Hall, Hornton Street, W8 7NX