PARK VIEW BEHAVIOUR FOR LEARNING POLICY

Behaviour Management

1. The Park View Code

The school code is a simple one which must be used to define the standards of behaviour which we expect: it acts as the principle source of reference for staff and students alike and is displayed in all classrooms.

It is as follows:

- Follow staff instructions straight away
- Settle to every task quickly without disturbing others
- Bring all necessary equipment and arrive on time, correctly dressed
- Be polite to adults and other students
- Chewing, bad language and litter are not acceptable.

2. Classroom Practice

At the beginning of registration and all lessons students should:

- Enter classroom when told to do so by staff.
- Stand - put bags under desk, take out all necessary equipment, including their Organiser.
- When quiet, be asked by the teacher to sit.
- Be seated in a way determined by the teacher, to produce the most effective learning environment. School policy dictates that initially this should alphabetical and boy-girl, unless obviously ineffective learning pairings would be created in this way. Teachers may, over time, deviate from this but there must be a **sound educational** reasons for the seating plan they create- friendship groupings are discouraged.

At the end of lessons in all subjects, when requested by a member of staff (not when the bell sounds) students should:

- Put away equipment.
- Stand and place chairs neatly under desk.
- When quiet, be dismissed.

Students **should not** be released from any lesson before the bell goes.

It is vital that we approach matters of behaviour management in **a positive and consistent** way. Our aim must be to avoid either provoking confrontations or boxing students into corners which make further ill discipline inevitable. This does not mean that classroom teachers should tolerate any misbehaviour; it simply means that such incidents should be dealt with calmly and in a structured way.

A central tenet of the procedures established for dealing with student misconduct in lessons or non-completion of homework is that problems which occur in Curriculum Areas must be dealt with in the first instance in those areas: it **is vital that staff avoid the temptation to refer issues straight through to Learning Coordinators.**

It is an expectation that every member of staff teaching should adhere to the following procedures when addressing misbehaviour:

LOW LEVEL DISRUPTION

STEP 1- Go quietly to the student and ask if there is a problem with the work. If there is, deal with it. If there is not, tell the student to stop misbehaving and move quietly on.

NIL STUDENT RESPONSE

STEP 2- Tell the student that you are formally warning him/her that a continuation of the misbehaviour will lead to punishment. The fact that a formal warning had to be given should be recorded in the Organiser.

NIL STUDENT RESPONSE

STEP 3- Student removed from lesson for maximum of 5 minutes, spoken to outside classroom about inappropriateness of conduct and given final warning. Student then re-introduced into lesson.
Classroom teacher gives sanction beyond bad comment.

NIL STUDENT RESPONSE

STEP 4- Teacher sends a trustworthy student to the school office for the member of staff on duty. Where possible teacher briefly clarifies for Duty Staff why student has been removed, Work should also be sent for the student who has been removed. Classroom teacher completes incident report form and they or Faculty takes responsibility for arranging detention in addition to punishment for STEP 3

SERIOUS DISRUPTION

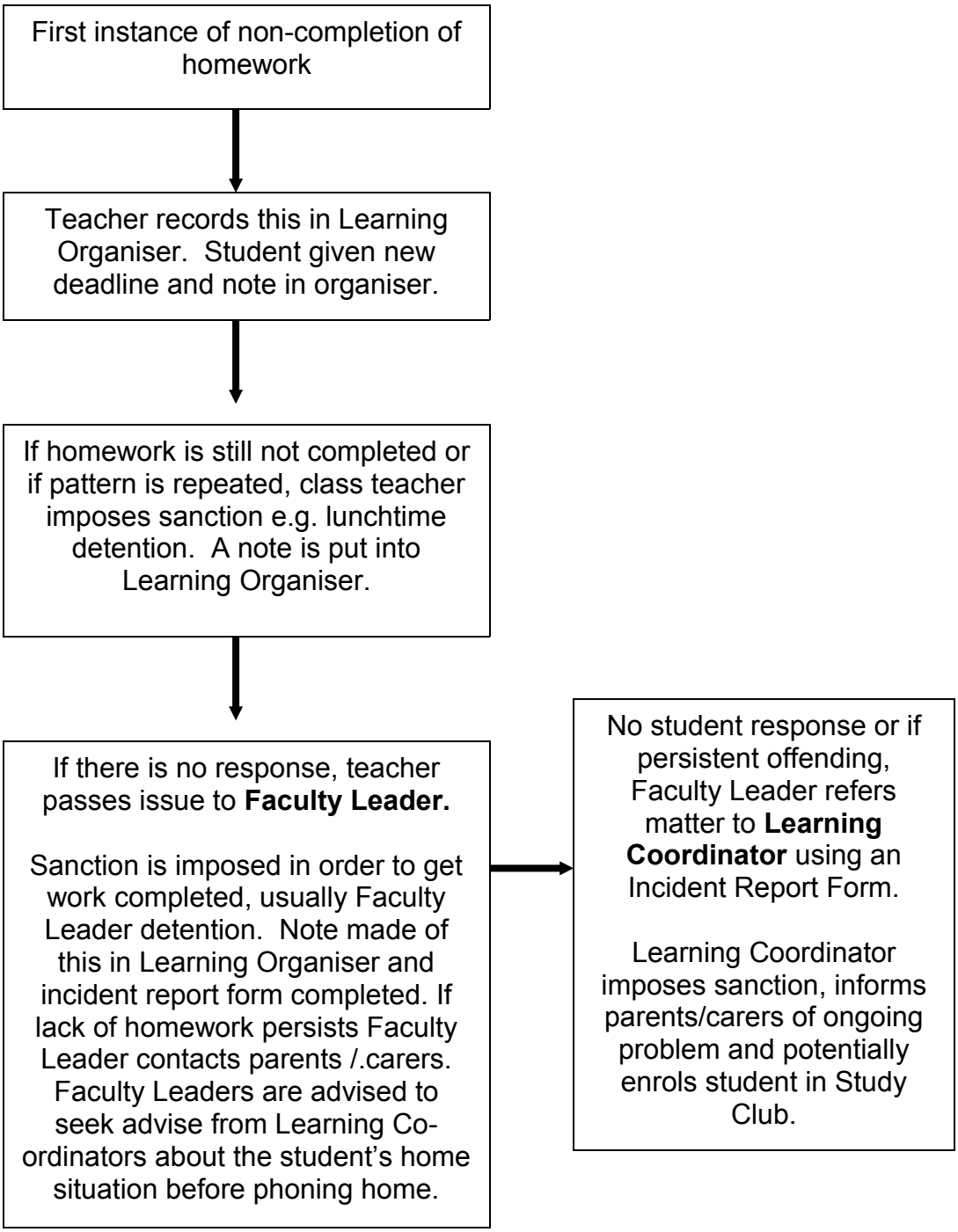
If a student is guilty of serious misconduct in a lesson (eg swearing at the teacher, assaulting another student), the teacher should send a trustworthy student to the school office for the Senior Staff on Duty. When student is removed, teacher completes Incident Report form.

The Senior Duty staff will take the student somewhere quiet and allow a cooling off period. During this the student will complete a report form on which s/he will reflect upon his/her behaviour which will be passed onto Faculty Leader / other appropriate Faculty Manager

The Senior Duty staff will interview the student and seek to find a resolution to the situation. If incident justifies exclusion or isolation they refer to Learning Co-ordinator and make note on student report passed to Faculty Leader. Otherwise classroom teacher / Faculty Leaders take responsibility for setting detention, which is in addition to the sanction in STEP 3. Incident report updated by Pastoral Leader (if isolation / exclusion) or Faculty Leader, to record action taken. Also Duty Member of Staff makes appropriate note in organiser.

IT IS VITAL THAT THE CLASSROOM TEACHER COMPLETES INCIDENT REPORT FORM FOR LESSON REMOVAL AND THAT THIS IS ADDED TO BY THE APPROPRIATE FL / LC

In the event of a student not completing homework, the following guidelines must be followed:



Problem Classes
If a classroom teacher is experiencing difficulties in behaviour management with a whole class, they should not feel that this is a sign of failure but instead should seek support. They should, in the first instance, discuss the matter with the Faculty Leader who will provide appropriate support advice and sanction. If the class / group is causing problems with several classes the Learning Co-ordinator will take the lead in overseeing interventions to impact on the group.

Mini-case conferences
Meeting time will be provided for mini-case conferences to decide common approaches to students who are experiencing difficulties with conduct. They will involve all staff who teach these students and will be used as ideas sessions but also staff support. A Director of Learning will co-ordinate this on request from a Learning Coordinator.

Uniform
The school has a uniform code which has been agreed by Governors and which has been delegated to the Headteacher for enforcement. A one off breach of the uniform code should be dealt with in a low key but if non-adherence is frequent then a number of steps can be taken:

- The school should try to ascertain why this is happening – ie whether there are events taking place in the child's life over which they have no control. Where this is the case, support should be offered so that no child is made to feel discriminated against because their parent/carer is unable to provide them with the required items of the school uniform.
- The school should ascertain whether the parents/carers need time to purchase the required items where a genuine mistake has been made over eg footwear.
- If the non-compliance is purely wilful, and the student has been warned, s/he should be put onto Pink Card in the first instance.
- Where non-compliance still occurs, other school sanctions (eg detention) should be applied.
- Facial piercings are in direct contradiction to the unifom policy and should be removed. Where parents ask for leeway in order to establish a piercing, upto two week's grace can be given during which the student must wear a plaster over the offending jewellery at all times in the school day.
- Exclusion is not to be considered an appropriate response to breach of uniform regulations, although the school may resort to internal isolation where all other sanctions have failed.
- In extreme circumstances, the Headteacher may ask a student to go home to remedy a breach of the uniform rules. This is not an exclusion but an authorised absence, and should be recorded as such, unless the student does not return in an agreed time; it then becomes unauthorised. In all circumstances the parents will be notified prior to the child leaving school and due consideration will be given to the student's age, vulnerability , the ease with which the situation can be rectified and the availability of a parent to escort the child if s/he is under 16.

The school will act reasonably, and in accordance with the Human Rights Act 1998, when considering a student's religious requirements re uniform. However, due regard will also be given to health, safety and the protection of the rights and freedoms of others. Where the school has good reason for restricting an individual's freedom (eg to ensure effective teaching fo learning, the promotion of cohesion and good order in the school, the prevention of bullying, or genuine health and safety or security considerations), then it will justify its uniform restrictions in these terms.

3. Sanctions

A. Behaviour Management

The following sanctions can be used in a hierarchical way to enforce the Code of Conduct:

1) Non-verbal cues: silence, disapproving gestures, rebuke or reprimand
2) Isolation within classroom through change of seating
3) Comment in Learning Organiser
4) Temporary removal from classroom
5) Short period of detention during the school day (eg break/lunchtime)
6) Copying out of Park View Code or expectations
7) Removal from the classroom for the remainder of the period by duty member of staff.
8) After school detention
9) Referral by classroom teacher to Faculty Leader
10) Detention by Faculty Leader
11) Referral by Faculty Leader to Learning Co-ordinator
12) Detention by Learning Coordinator
13) Card system - open to use by Tutors/Learning Coordinators only
14) Referral by Learning Coordinator to the Senior Leadership Team.
15) Temporary internal exclusion -open to use by Learning Co-ordinators and Senior Leadership Team only.
16) Fixed term exclusion - open to use by Headteacher only
17) Permanent exclusion-open to use by Governors only

NB Lines are not acceptable as sanctions.

It is vital to note that before we can get to attempting permanent exclusion for a student, then we must have on record the ways in which we have attempted to manage his/her behaviour. Therefore, all staff must follow the guidelines given below and ensure that they have played their part in information gathering.

B. Pastoral Sanctions

- **A student who has not got his/her Organiser signed** by Monday will be given a tutor warning. If it is not signed by Wednesday, the tutor will impose a sanction (eg blue card until signed)
- **Failure to bring the Organiser to school-**student to be sent to Learning Coordinator/Guidance Manager during registration for slip. A

record will be made of this and the student will attend a breaktime detention.

- **Failure to bring absence note –** student given one warning and then lunchtime detention until situation is rectified.
- **Student who is late to school –** noted in organiser. After three lates in a term sent to Learning Coordinator during registration and one hour detention is given.
- **Late Back From Lunch (Church Chare Only)** Student placed on blue card, monitored by Learning Co-ordinator

a) **The Learning Organiser**: acts as a vital mechanism for the school to engage parental support in discipline matters and must be used by teaching staff to record praise, misbehaviour, and consequences. It is important that teaching colleagues realise that comments written in the Organiser have an audience beyond the student so clarity and precision are of the utmost importance. Tutors must check organisers are present during registration and teachers ensure they on tables at the start of lessons. Students should not be allowed to graffiti organisers. If they do they will need to buy a new one. Each week tutors should check the organiser for good and bad comments, record these and send students with three good or three bad comments to Learning Co-ordinator.

b) Removal of a student from a lesson: is at times necessary if all other classroom-based sanctions have failed. However:

- **if a student is removed from the lesson temporarily ,** then they should stand outside the room and be spoken to by the teacher before being re-admitted**. No child should be out of a room for more than 5 minutes** and **no more than one child should be out of a room at any one time.** Students who have been removed temporarily should be punished by the classroom teacher beyond being given a bad comment.
- **If a student has been guilty of serious misconduct or has failed to respond to the Behaviour Management procedures**, then the Duty Member of Staff should be sent for and the student will be removed (See earlier flow chart).

The Duty Staff Rota will be drawn from Senior Leadership Team, SENCO, Learning Co-ordinators and Guidance Managers.

The Duty Member of Staff must ensure that s/he is available in his/her office or through a mobile phone when s/he is on duty. The Office will notify him/her if s/he is needed. In the case of absence from school, the period will be covered wherever possible by another member of staff.

If a student is removed from a lesson, then the Duty Staff must:

- Briefly clarify with classroom teacher about reason for removal.
- Interview the student and seek to find a resolution to the situation. This may be, with the teacher's agreement, a return to the original lesson. Otherwise student completes report giving their views and reflecting on

their behaviour. If the student's behaviour justifies an isolation or exclusion they should be referred to Learning Co-ordinator. Otherwise they should be referred to Faculty for punishment. This needs recording in Learning Organiser.

Students sent out to Duty Staff should, where possible, attend their next lesson.

c) Detention
If a student is placed on break or lunchtime detention, then no notice is needed (unless the student would normally go home for lunch) but the sanction, and the reason for it, must be written in the Learning Organiser. The students must be supervised by a member of staff during the whole time they are on detention.

Note: sufficient time should be given to the student for a comfort break/lunch/fresh air during break or lunch time.

Students may be placed on after school detention if all other sanctions have failed. Detentions should last 30 minutes although Learning Coordinators' /Faculty Leaders' detention may last 60 minutes.

24 hours' written notification must be given to parents through the Student Learning Organiser, with the reason for the sanction clearly given. Where the school doubts that a parent will receive the notification, a telephone call is also permissible. The school will take careful notice of the circumstances of the detention known to them eg family holidays, care duties or commitments by the family or the legality of the detention could be called into question. However, a mere inconvenience or disagreement with the penalty on the part of the parent is no excuse for non-attendance.

A positive alternative to detention exists through The Study Club. This is for consistent offenders in homework matters: only Learning Coordinators can refer students to it. A clear distinction will be made between detention and Study Club: one is a reactive punishment, and should feel such; the other is a proactive attempt to solve poor study patterns and should have a more conducive atmosphere.

d) Confiscation
The sanction of confiscation will be applied in reasonable and proportionate way.

The headteacher delegates the right to confiscate property which is being mis-used in school as long as this is a proportionate response to the offence. The procedure for the safe storage of the property and its return to its owner should be made clear.

The legal power for school staff to search students currently only extends to weapons. The pupil can be asked to turn out their pockets or to hand over an item eg a mobile phone and can punish the student for unreasonable refusal.

However, if it is felt necessary for a pupil to be searched for illegal drugs or stolen property, then the police should be called in.

The school can confiscate mobile phones but not search through a phone or access text messages without the pupil's permission unless the Headteacher feels it is justified. If cyber-bullying is suspected, then the pupil can be asked to reveal a message but if the pupil refuses the member of staff cannot enforce the instruction. The pupil can, however, be punished for refusing to follow a reasonable instruction.

The school will keep a record of confiscated items and the grounds for the action. A note should be written in the Learning Organiser to alert parents and usually the item will only be returned when an adult comes to collect it.

e) The Card System

The fact that a student is on card does not mean that s/he is not subjected to the same behaviour management codes as all other students; nor does it prevent or excuse the classroom teacher from using appropriate sanctions to confront misbehaviour. Several cards may be given out and monitored by tutors, although consideration should be given to the tutors experience.

UNIFORM CARD (PINK)

Given out by and monitored by Tutor, Guidance Manager, Learning Co-ordinator or Senior Leader

- To be used for uniform offenders. Checked at break, lunchtime and after school by teachers on duty or pastoral staff.
- Particular focus is to be those with shirts out, top buttons undone, inappropriate footwear, make-up etc. They should initially be given one week on this card.
- Includes Lunchtime detention card.

ATTENDANCE / LATE CARD (WHITE)

Given out by Learning Coordinator/Guidance Manager and monitored by these colleagues or tutor.

- To be used for those students who have unauthorised absences to monitor their attendance or have poor punctuality. Will include Lunchtime Detention if Learning Coordinator deems this important.

LUNCHTIME DETENTION (BLUE)

Given out and monitored by Tutor, Learning Coordinator, Guidance Manager or Senior Leader

- To be used for consistent minor conduct infringements, failure to get Learning Organiser signed, forms returned from parents, late arrival to school, where a supervised detention is not possible or if a student's conduct outside of school makes them untrustworthy to leave the campus.
- Any student wearing training shoes, regardless of the reason, is to be placed on this or pink card until the situation is resolved.
- These cards can **only** be signed by a teaching or pastoral member of staff.

BEHAVIOUR CARD 1 (GREEN)
Recommended by Tutor, given out Learning Co-ordinator and monitored by Tutor.

Usually used to monitor progress of students whose behaviour is being to cause concern. Tutor monitors and refers to Learning Co-ordinator if the student regularly gets effort grades 3 or 4. Tutor will recommend to Learning Co-ordinator if the student is to be removed from the card or advanced to Yellow Card (see below).

BEHAVIOUR CARD 2 (YELLOW)
Recommended by Tutor, given out by Learning Co-ordinator and monitored by this colleague or Guidance Manager.

i) before a child is put onto Yellow Card, s/he should have been through the Behaviour management structure and should have failed on Green Card.
ii) When a child is put onto Yellow Card, parents / carers will have been contacted by Learning Co-ordinator or Guidance Manager.
iii) Learning Coordinators should identify a maximum of two targets for each student which relate directly to the Park View Code.
iv) 'Effort' is not acceptable as a target – it is too subjective and is the key to many students failing because staff expect them to be perfect because they are on card when this is simply not realistic.
v) 'Homework' is not acceptable as a target because the Study Club should be being used.
vi) It is at the Learning Coordinator's discretion when a student is to be taken off the card. However, the Yellow Card is to have a limited lifespan, after which a decision must be made on future action.

If a student fails the card, then the Learning Coordinator should notify a Senior Member of staff and colleagues should discuss whether to move student onto Red Card. If agreed parents / carers should be contacted. During this contact, the reasons for the student moving onto Red Card should be established, along with the targets the student must meet, the success criteria for passing the card and the consequences of failure.

Behaviour Card 3(Red): **overseen by Learning Coordinator** who must regularly brief named Senior Leader.

i) targets are to be based upon the Park View Code-to be set by Learning Coordinator
ii) The 'card' is, in effect, a book of pages which allow for positive and negative comments to be recorded on it. Staff will be encouraged to record the former as often as possible.
iii) Teaching staff will be asked to sign each lesson.
iv) Mini-incident Report forms are built into the booklet for occasions when staff feel that a student has misbehaved, although electronic incident report forms should still be completed when appropriate.

The Year Co-ordinator/Senior Leader may use his/her discretion about when students should lose privileges

v) Students will be on Red Card for a minimum of one week and a maximum of three weeks. It is at the Learning Coordinator's/Senior Staff's discretion when a student is to be taken off the card.

If after three weeks, a student then was deemed to have failed Red Card, then s/he will be given a fixed term internal or external exclusion of a minimum period of two days. This action will be used to stress the severity of the card. During the course of the card the students may also receive isolation or exclusion for repeated consequences.

f. Pastoral Support Programmes, Isolation, Parenting Contracts and Exclusion

i) Student Contracts

If a Learning Coordinator feels that it is appropriate and parents agree, then a Student Contract can be drawn up when a student is identified failing the card system. This will set the student very clear targets for a small number of subjects, success in which will lead to rewards at home. This requires regular home-school contact in order to monitor a student's progress.

ii) A Pastoral Support Programme will be implemented when all other strategies have failed. A meeting to agree the nature of this will only be called when a member of the Headship Team has been briefed and agrees that it is necessary. At the meeting, the Headship Team should be represented along with SENCO and any relevant outside agencies. The child and his/her carer will be invited to attend. The Programme will consist of targets which the student will need to meet consistently if s/he is to remain a student of Park View. It will identify any support needs and clearly specify success criteria. It will be monitored by the Learning Coordinator.

iii. Isolation This represents an on the spot punishment for example for those guilty of fighting in school, ignoring school rules or for consistent misconduct in lessons which could lead to exclusion. It is to be used in those instances when the Learning Coordinator feels that nothing will be gained by external exclusion. If it is for one day or more, then it is to be viewed as of equal status in terms of seriousness as a Fixed Term exclusion and, therefore, parents must be informed by the Learning Coordinator when it is instituted, via the Learning Organiser. Isolation for failure to attend detentions will normally be until 4.35, although 24 hours notice will be needed.

iv Inclusion Unit. This is for those students who continue to disrupt the learning of others. As part of a process, for example after failing yellow / red card, a student may be referred to the on site isolation unit for a period of time, normally 3-15 days where they will receive all their education and behaviour support programmes. Students will only be referred to this unit after gaining the agreement of the appropriate senior leader and the matter must be discussed with parents.

iv) Headteachers Detention These will be normally run by the Headteacher for two hours on a Friday evening, usually for those who fail to attend other after school detentions.

v).Fixed Term exclusion: must be agreed to by the Headteacher
This represents a serious punishment for those students who have been guilty of very serious misconduct or who have failed to respond to the other school's behaviour mechanisms. It is not necessarily part of a hierarchical process as it can be a response to a one-off incident or offence. Incidents involving racism, homophobia or bullying will all be deemed to fall into the category of serious incident, with the former also reported to Durham County Council through the appropriate mechanism.

A fixed term exclusion is to be given purely at Mr Veitch's discretion – this can only be delegated to the next most senior leader in the case of his absence from the school site.

Before a fixed term exclusion can begin, then parents must be informed first by telephone if possible and then by letter: a copy of the latter will be given to the student, a copy sent through the post, a copy sent to County Hall and a copy kept on file by the Learning Coordinator. 24 hours notice does not necessarily have to be given if the Headteacher decides that the offence was sufficiently grave to warrant immediate removal. In this case, parents/carers would have to be contacted before action was taken in order to protect the welfare of the excluded student. A named school secretary will ensure that administration procedures are followed and a named senior leaders will monitor fixed term exclusions.

A piece of work must be set for those students who are excluded. This will be sent home with them on the day of their exclusion. More work will be set when this piece is returned completed. All work which is returned will be marked.

During the first five days of an exclusion, it is the parents' legal responsibility to ensure that the student is not on or near the school grounds or in a public place; s/he should be educated at home during school hours. Should a parent fail to comply with this requirement , then they have committed an offence and will face either a fixed penalty notice of £50 or, ultimately, prosecution. The student may also be removed from the public place by the police and taken to designated premises or EWS will be notified. Where there is persistent non-cooperation, the school can apply for a parenting order to be served

If a fixed term exclusion is longer than 5 days, then the excluded student must attend The Hermitage School, in full Park View uniform, on the sixth day onwards. S/he will be set work by Park View staff to complete.

A fixed term exclusion of 5 days or more should be followed by a parental discussion with the Learning Coordinator before re-integration is allowed if the student has been guilty of sustained misconduct. At this interview, which may

be carried out over the telephone if a face to face meeting is not possible, expectations will be made clear about the student's further conduct and a **Student Contract** may be agreed upon which will allow the student to be re-integrated as quickly as possible into the system. An essential part of this will be the identification of work missed and *compulsory* possible attendance at Study Club until this had been caught up.

NB

- Pupils' behaviour outside school on school business — for example, on school trips, away school sports fixtures, or work experience placements — is subject to the school's behaviour policy. Bad behaviour in such circumstances should be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the head teacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. This will be a matter of judgment for the head teacher. Pupils' behaviour in the immediate vicinity of the school, or on a journey to or from school, can be grounds for exclusion or other appropriate sanction.
- There will be no automatic Red Card for those who have completed an external exclusion: they will be deemed to have been punished and our aim will be to integrate them as quickly and as successfully back into lessons without creating a another potential circle of failure.
- Any student who accrues more than 15 days of Fixed Term Exclusions in one term, upto a maximum of 45 for a school year, may be asked to appear with his/her parent/carer at a meeting of the Governors' sub-committee which oversees discipline matters. A named school secretary will notify the Headteacher when this situation has been reached so that a meeting can be arranged as soon as possible, within a 50 day limit. At this meeting, it will be the Learning Coordinator's responsibility to brief the governors on the student's discipline record.

In cases of exclusion, parents/carers have the right to appeal in writing against the Headteacher's decision. In cases of fixed term exclusions which are shorter than 5 days, this appeal will heard after the exclusion has been served and school records amended if the Governors over-rule the Headteacher's decision. The panel may shorten or negate the original exclusion but not lengthen it. In cases where the child is excluded for longer than 5 days, the appeal should be heard as soon as possible, giving the parents/.carers 5 days' notice, in order that re-instatement might take place during the exclusion if necessary. Details of the appeals process are part of the County Council Complaints Policy, which the school adopted and which is now available through the school's web-site.

In taking any decision to exclude a student, the Headteacher must pay due regard to the Disability Discrimination Act in order to ensure that a punishment has been given for an offence the child had no control over ie it arose from his/her disability. An example would be a child with Tourette's being excluded for swearing at an adult when clearly not in control. In all cases of this type, the Headteacher must ensure that sufficient steps have been put in place initially through IEPs, to ensure that the child's disability is catered for and so

s/he does not reach this stage. The Headteacher must, however, also take into account the safety of other students and staff when making a decision.

In taking the decision to exclude, the headteacher must also consider whether the pupil is a looked after child, and how his/her circumstances would be affected by exclusion, as well as ensuring that due regard is given to race relations legislation.

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 10 school days in any one term, or missing a public examination. Governing bodies must also review fixed period exclusions which would result in the pupil being excluded for more than 5 school days but not more than 15 school days in any one term, only where the parent has expressed a wish to make representations. They must decide whether or not to reinstate the pupil, if appropriate, or whether the head teacher's decision to exclude the pupil was justified. The governing body cannot increase the length of an exclusion as only the Headteacher has the power to exclude.

iv. Parenting Contracts

For students who have been excluded for more than 5 times within a term, the Governing Body may decide to offer the parent a Contract that will be signed by all parties to provide support to both the parent and the student t improve his/her behaviour. Typically, this contract would consist of:

- Personal details
- Background to the Parenting Contract
- What has been agreed – the school/LA's promise of specific support
  - the parent(s) promise
- Review arrangements
- Important dates
- Contact details
- Signatures
- Parental consent form in order that information can be shared with LA and external services in order to provide support and evaluate progress.

An example exists upon Durham County Council Extranet.

v. Permanent Exclusions

A permanent exclusion is a serious decision and will usually only be taken when a wide range of other strategies have been tried without success. Exceptional circumstances where a child would be excluded for a one offence would be:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.

Permanent Exclusion can only be agreed to by the Governing Body upon the Headteacher's recommendation. It will be necessary for the Learning Coordinator to prove through documentation that all of the school's mechanisms for behaviour management, including a Pastoral Support Programme, have been tried and have failed before the case can move to County, unless the student is guilty of such misconduct (eg assault upon a member of staff) as to make this redundant.

The pupil will remain on roll until any appeal is determined; until the time for an appeal to be lodged by the parents has expired; or the parents have informed the LA that no appeal will be forthcoming.

During the first 5 days of a permanent exclusion, the school will set work whilst the LA assess the pupils' needs and arranges a meeting with parents to discuss options. From the sixth day, the LA has a statutory responsibility to ensure suitable education is provided.

If a child with SEN is excluded permanently, the headteacher will use the period between his initial decision and the meeting of the governing body to work with the LA to see whether more support can be made available or whether the statement can be changed to a new school. In these cases, the exclusion would normally be withdrawn.

g. Equality and Diversity

The school will pay due regard to legislation covering disability, race relations and Special Educational Needs when exercising its behaviour policy. In particular, it will:

- Make reasonable adjustments in the application of the behaviour policy to disabled students
- Make special educational provision for pupils whose behaviour-related learning difficulties call for it to be made.
- Be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable children.
- Identify at-risk students in advance.
- Plan proactively how its disciplinary framework will be applied to these students and ensure all those in contact with them know what has been agreed
- Make sure that every vulnerable student has a key contact in the school who can relate to them and their family and be a point of reference to other professionals.
- Ensure that all staff are aware of appropriate referral procedures.