

BEHAVIOUR POLICY

Whole School Vision, Practice and Procedures

September 2017

~ Securing Pupil Success ~

THE SWEYNE PARK SCHOOL

BEHAVIOUR POLICY

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The Sweyne Park School Behaviour Policy

VISION AND PRACTICE

At Sweyne Park School we want to **secure pupil success for all**. We want our pupils to be **outstanding learners**, to be **happy** and **healthy** in their lives, to **achieve economic well-being**, to be **aware of their place in the world** and to be able to **contribute to society and the greater good**.

RIGHTS (*United Nations Convention on the Rights of the Child*)

All members of the school community have rights. The fundamental rights of the child can be found in the Appendix to this policy, but are based on the United Nations Convention on the Rights of the Child. In particular:

Article 12 (respect for the views of the child)

Article 14 (freedom of thought, belief and religion)

Article 19 (protection from all forms of violence)

Article 28 (right to education)

Article 29 (goals of education)

However, with every right comes **responsibility** and we believe that **all members of the school community should**, in their actions and behaviours, **respect this balance**.

Central to our mission statement of '**Securing Pupil Success**' is a school **culture based on respect**. We believe all pupils should have:

Respect for themselves, that is to say:

- Be confident of their value as an individual and within the community
- Demonstrate/display self-confidence and have respect for themselves
- Be confident of their identity, enabling them to display different behaviour in class to that shown within friendship groups
- Feel confident to express a desire for all to do well and know how to support others inside and outside of the classroom
- Be able to manage themselves and curtail instances of impulsive or risky behaviour
- Develop a skills-set to deal with emotional outbursts and cope when occasions are not going well
- Be sure of themselves, so they can adapt to different situations

- Be self-motivated and driven by intrinsic reward
- Understand the consequences of mistakes and be able to put this in perspective
- Show genuine leadership (this could mean ‘having the courage of one’s convictions’)
- Be willing to take a sensible risk and speak out
- Behave safely and feel safe
- Act humanely because it is the right thing to do, and think of others first.

Respect for each other, that is to say:

- Treat others with dignity
- Display genuine empathy and tolerance towards others
- Be able to model positive behaviour to younger pupils

Respect for the environment/community, that is to say:

- Show respect to the environment and have pride in their school
- Show natural appreciation of the environment and support of tutors and staff

Aims of the Policy

- To realise the attitudes and behaviours listed above, which in turn will lead to positive pupil outcomes (Securing Pupil Success)
- To ensure our school policy and practice complies with legal and statutory requirements
- To ensure our Behaviour Policy and practice links with other policies, e.g. Safeguarding, where appropriate, to ensure a coherent approach
- Act as good ambassadors for the school at all times
- Show respect in all their actions in relation to the wider community, i.e., beyond the school gates

Through our work as a Rights Respecting School and the implementation of this policy, we aim to realise this vision.

Attitudes to learning

Our definition of behaviour encompasses not only a traditional definition in school of pupils’ actions towards themselves, others and the wider community, but crucially, the wider sense of positive attitudes to learning and positive habits of mind.

As part of our work as a thinking school, we engage pupils to develop positive habits of mind, eg managing impulsivity and persistence through lessons within the curriculum and also extra-curricular activity and our pastoral support programme, in particular tutor time and assemblies

Raising pupil expectations and aspirations is linked to this and the use of data is key. As a school it is important that we use this data to prevent **underachievement** and to help us target specific difficulties that pupils experience. We do, however, want to ensure that **our data is never used to limit a pupil** or to set a ceiling on the potential level of attainment.

At Sweyne Park staff create a classroom culture where it is “okay to make mistakes” and model this to pupils to demonstrate that the learning journey is never finished. Pupils are encouraged to develop their thinking and to take responsibility for their learning, sharing ideas with other pupils in a willingness to think openly about a range of subjects.

We are committed to practising a wide range of structures and strategies that encourage our pupils to be aware of their abilities and feel self-confident. We consider that these approaches will enable each pupil **to set challenging targets** and reach the **highest levels of attainment** possible for a pupil of that ability.

Academic attainment and progression are absolutely central in evaluating our performance as a school. We do, however, intend that pupils’ academic progression is within a school context that clearly values and rewards a very wide range of pupil experiences and achievements.

Underpinning the concept of attitudes to learning is **social, moral, spiritual** and **cultural** and the development of the concept of being a **good citizen**.

Again this is developed through lessons within the curriculum and also extra-curricular activity such as UNICEF Rights Respecting School Steering group and our pastoral support programme; through our extensive charity work in school we want to ensure pupils develop emotional intelligence and encourage them to become the best person they can be.

Our extensive social, moral, spiritual culture offer aims to develop these aspects of behaviour.

Sweyne Park School will incorporate positive habits of mind in reporting and setting of targets for individual pupils. Sweyne Park School is committed to developing emotional intelligence in all pupils, for example praising persistence, striving for accuracy and flexible thinking.

Inclusive approaches (equalities)/Special Educational Needs/Race Equality

Please see relevant policies 2012

At Sweyne Park School, we are committed to securing pupil success. This involves ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or socio-economic background. We aim to develop a culture of respect, inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

HOME SCHOOL AGREEMENT

Through the voluntary home school agreement Sweyne Park School undertakes a partnership with families to ensure a consistent and coherent approach. Families will be expected to sign and the beginning of each new school year.

Expectations on uniform, jewellery, attendance and punctually are included in this agreement.

HOME SCHOOL AGREEMENT



The Sweyne Park School expects to

secure the highest levels of success and self-esteem for each individual pupil

through

a culture which respects people and therefore incorporates:

- high expectations (achievements, attendance, punctuality and appearance)
- trust, support, encouragement and rewards
- fairness and justice; rights and responsibilities
- teamwork
- competition, challenge and Activ8 opportunities
- reflection and evaluation
- continual improvement and learning
- weekly communication with parents/carers
- termly monitoring and assessment involving parents/carers
- an awareness that with rights come responsibilities

within

an environment that celebrates pupil achievement and is:

- safe and secure
- open and welcoming
- stimulating and purposeful
- well resourced
- responsive to the community

Signed Andy Briffman Headteacher Date: **March 2016**

Home School Agreement (continued)

Pupils are expected to secure their success through:

- completing tasks, home learning and coursework to the best of their ability
- achieving maximum and punctual attendance
- following school guidelines on uniform and appearance meeting deadlines
- following school guidelines on behaviour outlined in the behaviour policy
- respecting self, others and the environment, including beyond the school gate
- behaving safely, including appropriate use of ICT
- participating in enrichment/extension activities
- sharing information with parents, teachers and other pupils
- co-operating in school and with the wider community
- showing positive attitude to learning at all times

Signed: Pupil Date:

Parents/Carers are expected to support the school in securing pupil success and self esteem through:

- encouraging pupils to have high expectations and to work to the best of their ability
- encouraging maximum pupil attendance and punctuality
- ensuring that the pupil wears school uniform (as outlined in the planner)
- supporting the code of respect in the school and beyond the school gate
- reinforcing both sanctions and rewards in accordance with the school's behaviour policy
- supporting the school's home learning policy
- checking and signing pupil planners weekly and praising achievements
- informing the school of matters likely to affect pupil progress
- attending parents' evenings, school events and meetings
- allowing pupils to be filmed or photographed for use in staff training activities and to celebrate pupil success in the wider community, including the school website

Signed: Parent/Carer Date:

SAFEGUARDING

Ensuring pupils are safe is also our policy and to this end we have a specific Safeguarding (Child Protection) policy, available on request.

Our policy applies to all in our school community, namely pupils, staff, governors and volunteers. There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our pupils. This includes a policy regarding whistleblowing included in the safeguarding policy.
- Raising pupil awareness of child protection issues and equipping pupils with the skills they need to keep them safe
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable pupils and those in difficult circumstances, as well as supporting those pupils who have been abused in accordance with their agreed protection plans
- Establishing a safe environment in which children can learn and thrive.

The staff and governing body are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

ATTENDANCE AND PUNCTUALITY

Aims:

- To expect regular attendance even though we recognise there may be special circumstances
- To promote a positive atmosphere within school which enables pupils to achieve high standards through excellent attendance and punctuality.
- To prepare pupils for adult life where high standards of attendance and punctuality are accepted as necessary requirements.
- To ensure a consistent approach to attendance and punctuality from all involved.
- To ensure that any problems that impede full attendance are identified and addressed as speedily as possible with the full co-operation of all concerned.

The Government classify regular attendance as 95% or above. The following table shows the guidelines for schools when classifying and analysing attendance and the equivalent lost learning hours.

Descriptor	Threshold Attendance	Actual Attendance	Whole Days of Absence	Learning Hours Lost
Excellent	100%	190 days	0	0
	99%	188 days	2	10
Good	98%	186 days	4	20
	97%	184 days	6	30
	96%	182.5 days	7.5	37.5
Cause for Concern	95%	180.5 days	9.5	47.5
	94%	179 days	11	55
	93%	177 days	13	65
	92%	175 days	15	75
	91%	173 days	17	85
Unsatisfactory	90%	171 days	19	95
	89%	169 days	21	105
	88%	167 days	23	115
	87%	165 days	25	125
Serious Cause for Concern	86%	163 days	27	135
Critical	85%	161.5 days	28.5	142.5
	84%	159.5 days	30.5	152.5
	83%	158 days	32	160
	82%	156 days	34	170
	81%	154 days	36	180
	80%	152 days	38	190

Classifications in Attendance Registers:

Present: Pupil is in attendance at time of registration. (Refer to register codes sheet)

Approved Educational Activity: Key features are that they are:

- Activities which are educational and directly linked to the school's programme
- Approved by an authorised representative of the school
- Supervised either by school staff or someone authorised by the school

Examples are:

- Work experience placements
- Field trips and educational visits
- Sporting activities

Missing Child policy:

(In accordance with Essex policy on attendance.)

Parents are expected to notify school of any absence on the first day. The attendance officer will place first day calls if a pupil does not attend and we do not hear from home.

If contact cannot be made and there has been no attendance for 3 days, a pupil will be classed as a missing child. EWS service will make a home visit.

If there are CP concerns the police will be contacted to make a visit.

Pupils leaving school during the day:

Pupils leaving for medical appointments must show a card to Pupils Services and sign out. Failure to produce a card will be followed up with call to parents to confirm appointment.

Truancy:

Any identified truancy will be followed up with phone calls home by Heads of Year or attendance officer.

All pupils leaving school must sign out at pupil services.

Pupils going home for lunch or attending medical must sign back in on return.

Pupil Services will record late returns in pupil planners.

Authorised Absence:

A pupil has the authority of the school to be absent, either given in advance (e.g. hospital appointment) or afterwards (e.g. on a notification of illness).

Illness and urgent medical treatment can be authorised provided **a note** is received from parents. However it is recommended that routine dental and medical appointments should be made outside school hours whenever possible. Minding the house, looking after siblings, shopping etc. are not acceptable reasons for absence.

Unauthorised Absence:

When a school has established that a child has tranted, the family will be contacted with, when appropriate, a follow up meeting in school.

Persistent Absences (PAs):

The attendance Officer will identify any PA pupils, i.e. 90% attendance and below. Through half termly meetings with Head of Year/Assistant Head of Year, strategies will be agreed.

Holiday Requests:

Since September 2013, the Government has changed the regulations on holidays in term time. The right for parents to apply for up to ten days' holiday in term-time no longer applies and Headteachers are no longer authorised to authorise holidays except in exceptional circumstances. In the event of request letters being submitted to the school, the school is obliged to respond by informing parents of the possible consequences according to Government/Local Authority guidelines, as follows:

"I must warn you that, if you do take your child out of school for this time, the absences will not be authorised and the Education Welfare Service may issue a penalty notice to each parent of £60 for each child, to be paid within 21 days. If the penalty is not paid within the time scale, the penalty will increase to £120. If the higher penalty is not paid within 28 days, the Education Welfare Service will then institute legal proceedings against you in the magistrates' court under Section 444 of the Education Act 1996 for failing to ensure your child attends school regularly."

Unauthorised holidays will also be recorded on pupils' attendance records.

ANTI BULLYING (inc. Acceptable User Policy (ICT) and Community Cohesion)

This section should be read in conjunction with the anti-bullying policy and the equality policy, available on request.

The core ethos at Sweyne Park School is one of respect for each individual and of providing an environment in which everyone is encouraged and enabled to fulfil his/her potential, regardless of background or circumstances.

Consequently we fully subscribe to the main principles of 'Every Child Matters' (the government's vision for children's services, published in September 2003) namely:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieving economic well being

These are enshrined in the Sweyne Park School's ethos, philosophy and practice and in a "Rights Respecting" school.

The school, in accordance with Government guidelines, will maintain a bullying and racist incident log which is reviewed at SLT meetings once a half term and at full Governors' meetings.

Anti bullying

The main principles of this anti-bullying policy are:

- To establish and maintain an environment where people feel safe and secure, and where they are encouraged to talk and are listened to seriously
- To encourage all in the community to challenge bullying and to equip them with the skills to do this
- To ensure that our pupils know that there are adults in the school whom they can approach if they are worried or in difficulty, or concerned about one of their peers
- To provide an environment where all are encouraged to develop the confidence to make positive choices and develop their potential and self esteem
- To value and celebrate the qualities and achievements of everyone in our school community.

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. It is particularly important that, as Sweyne Park staff, we never ignore an incident of bullying (including name calling, references to transgender and homophobia and cyber bullying) but take appropriate action. To ignore such an incident implies consent to it. We will systematically monitor, evaluate and constantly review the impact of this policy.

We try to help pupils understand what is unacceptable behaviour towards them and how to speak up if they have worries. We also encourage pupils to speak up about concerns they may have for

their peers. We regularly consult with pupils about bullying incidents and any areas of the school in which they feel less safe. We will then investigate and deal with the incident according to school procedures.

Roles and responsibilities

The governing body is **responsible for ensuring that:**

- the school has an anti-bullying policy and that procedures are in place to deal with bullying incidents effectively
- this policy is reviewed at least biennially.

The head teacher is responsible for:

- ensuring that all members of the school community are aware of and comply with our anti-bullying policy
- making parents aware of the school's anti-bullying policy
- checking that systems are in place to deal with bullying incidents
- making sure that staff have the training required to deal effectively with bullying incidents
- ensuring that we keep a log of bullying incidents and monitor impact of action
- enabling an ethos of respect and a safe and secure environment at the school.

All staff are expected to:

- understand and comply with the school's anti-bullying policy and to challenge inappropriate or disparaging use of language directed at any pupil perceived to be different
- deal with any bullying incidents that may occur, following proper procedures
- model the way in which they expect pupils to behave.

Pupils, parents/carers, supply staff and volunteers are expected to:

- be aware of and comply with the school's anti-bullying policy and support its aims.

Creating a positive ethos

The best way to prevent bullying at school is by developing a positive ethos of respect. At Sweyne Park we do this by:

- adopting 'respect' as the key school concept – respect for oneself, respect for others and respect for the environment
- making the school a safe, accessible, welcoming place for all members of our community
- promoting positive attitudes towards all

- using language which encourages other people to feel positive about themselves whatever their race, gender, appearance, sexuality, disability
- treating other people in a way that makes them feel accepted and part of the community
- doing what we can to raise the self esteem of all members of our community
- encouraging mutual respect and trust amongst pupils and staff, in which all members of the school community feel valued and safe
- nurturing pupil voice activities within school and encouraging pupils to take part
- celebrating achievements of everyone in our community
- developing the school as a rights respecting community
- developing emotional intelligence
- being a listening community
- giving pupils greater empathy by activities such as deaf awareness sessions and taking part in the Kielder challenge.

Dealing with bullying incidents

In response to any incident perceived as bullying, we take the following key actions:

- Take appropriate immediate action to deal with the incident
- Investigate and take written statements as appropriate
- Take account of the pupil's views before taking action
- Inform the head of year and year group line manager
- Provide support for the target(s)
- Explain to the target the actions taken in dealing with the offender and express our attitude towards such behaviour, allowing pupils the opportunity to express any concerns or feelings and provide any further support as necessary.
- Ensure that the target has a safe place to be in future (if appropriate) and reports any further incidents
- In serious cases, the Headteacher, Head of Year or a senior member of staff informs and talks with the parents/carers of targets and perpetrator to explain the action taken and to discuss the matter with them. The incident may be referred to the community police officer
- Deal appropriately with the perpetrator(s)
- Explain to the perpetrator(s) why their behaviour is unacceptable
- Set an appropriate sanction
- Address any specific issues that have occurred through the curriculum, tutor time or assembly as appropriate
- Report the incident to the Deputy Headteacher (Pupils' Learning), who will record it in the school bullying log
- Entries in the bullying log will be discussed at least half termly at a leadership team meeting and at a pastoral meeting to monitor and analyse impact of strategies and look for any trends and patterns
-

- Monitor the situation after the event, liaising with both families to check on what is happening, using school behavioural strategies (e.g. report cards, positive report, pastoral support plans etc) as and when appropriate.

COMMUNITY COHESION

Introduction

The central ethos at Sweyne Park School is one of respect for each individual and of providing an environment in which everyone has the right to human dignity and is encouraged and enabled to fulfil his/her potential and to take their place as a responsible citizen of the twenty first century.

Sweyne Park prides itself upon the broad and varied curriculum that it offers to all pupils. We endeavour to help pupils to learn about and understand others, to be aware of their local community, to value diversity, whilst also encouraging shared values, promoting awareness of human rights and how to apply and defend them, and to develop the skills of participation and responsible action. We try to ensure that all pupils and teachers have equal opportunities to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities. Sweyne Park is a 'Safer Recruiting School'.

This policy for community cohesion should be read in conjunction with other SPS policies, especially "Equalities".

Aim

At Sweyne Park school we are committed to:

- developing an atmosphere and practices in which everyone can develop their abilities, confidence and self esteem and have a sense of belonging
- to promoting good relations between people from different backgrounds and to learning from each other
- to celebrating the richness and variety of the world's racial, ethnic, cultural and religious groups
- to redress disadvantages when these are hindering the development of an individual's potential so that similar life opportunities are available to all
- to developing the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.

Principles

We understand the term 'community' to include:

- our school community
- our local geographical community (Rayleigh, the Castle Point and Rochford area, Essex).
- the UK
- the global community (EU and international)

'Community Cohesion' embraces faith, ethnicity, culture & socio-economic factors. Our curriculum, both taught and additional, aims to promote the spiritual, moral, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of later life.

We aim to provide a means for pupils to interact with people from varied backgrounds and to build positive relations with the wider community. To do this successfully we must first have a clear understanding of the context of our own school community.

Context

Basic characteristics of our school (from Raise-On-Line 2011):

- 5.9% of pupils are eligible for free school meals (national = 15.9%)
- 1.5% of pupils are believed not to have English as their first language (national = 12.3%)
- 8.1% of pupils are from minority ethnic groups (national = 22.4%)
- School deprivation factor is 0.1 (national = 0.21)
- Predominantly most of our pupils live in or near Rayleigh and are therefore have experience of a suburban background.

According to the 2001 census, as identified in Raise-On-Line, one major characteristic of the wards in which our pupils live is that on average only 10.22% of parents have a higher education background compared with 19.2% nationally, but our own internal surveys have indicated the actual rate to be as low as 7%.

Our pupils are drawn from predominantly one ethnic and faith background (white, British, Christian). Only 7.8% of our pupils described themselves as other than 'white British'; only 1.5% had a first language that was not English. From those families that disclosed the information 57.3% would describe themselves as 'Christian'; 2.58% belong to another faith and 32.24% have no religion.

Practice

Because most of our pupils are from a 'white British' suburban background with either a Christian faith or with no religion and therefore have limited experience of other cultures and ways of life, we have undertaken or planned the following actions:

Ethnicity, faith and culture related actions:

- Our curriculum now incorporates a wide range of activities to raise awareness of minority groups and to promote community cohesion
- Religious education is taught in Years 7 & 8; pupils in Year 7 have two one-hour lessons and pupils in Year 8 have one one-hour lesson each week
- In Years 9,10 & 11 RE is part of the CRE scheme of work and pupils study the syllabus for the GCSE RE (short or full course)
- All major faiths (Christianity, Islam, Judaism, Buddhism, Sikhism and Hinduism) are studied, compared and discussed between Years 7-11 and religions are related to Britain, as well as globally
- Year 7 pupils visit a church and a Sikh temple as part of their RE course
- Year 7 pupils have an assembly led by speaker from the Gideon Association
- Year 10 pupils have the opportunity to go to Poland and visit Auschwitz
- A survivor of the holocaust has spoken with Year 10 history pupils
- Our school is represented by pupils who take part in the Rayleigh holocaust memorial service each year

- Year 7 pupils visit Holy Trinity church in Rayleigh each year for a carol service
- All pupils study French at KS3 and most also take up German in Years 8 & 9. Pupils also have the opportunity to learn Mandarin Chinese. All three languages are available at GCSE
- The MFL (Modern Foreign Languages) department organises a day trip to France for year 7 pupils and a residential 'chateau' trip for Year 10 pupils
- We hold an annual One World Week to raise awareness that we are all global citizens; activities include a round the world carnival for Year 7 and the trade game with Year 8
- Pupils in Years 8/9 have the opportunity of a trip to Morocco, which includes an overnight trek in the Sahara and a visit to a rural Moroccan village with which are building a link
- We raise money to sponsor two children, a girl in Haiti and a boy in Kenya
- A member of staff has the responsibility for developing our 'international dimension'; she provides many resources available for use in lessons, assemblies and tutor time
- We have strong links with a partner school in Kisarika, Tanzania; we have held exchange staff visits and we raise money to support Kisarika School
- We welcome visits from Phil Williams (environmentalist) who helps to raise pupil awareness of global environmental issues
- We have an annual visit to explore art in Europe, held one year in Barcelona and the next in Paris
- Year 10 media Studies pupils have the opportunity of visiting New York and Paris
- Assemblies and the 'Thought for the Day' programme encourage pupils to discuss/reflect on social issues at the school or at local and global levels

Impact of ethnicity, faith and culture related actions:

- Pupils are aware of other cultures and religions and have had the opportunity to discuss faith in school
- Pupils have an understanding of different faiths and the multi-faith nature of the UK is helping to prepare pupils for their time as global-citizens and have greater understanding towards others
- Pupils have a greater appreciation of different nationalities and how people might live in other countries of the world
- Greater knowledge and understanding of other ways of life lessens prejudice and discrimination
- Pupils develop a more responsible attitude towards the need to supporting people in other countries as well as in the UK
- Our practice in raising awareness of different cultures has been recognised through our International School status reaccreditation; we are one of only 44 schools nationally to have achieved this award three times

Socio-economic related actions:

- Our employability charter, open to all pupils in Years 9, 10 & 11 helps pupils gain county wide recognition for those skills valued by employers
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- All the many pupil voice activities at SPS enable pupils to develop their presentation skills, their assertiveness and raise self esteem
- Profiling by tutors encourages and supports pupils to fulfil their potential
- Pupils are encouraged to take-up their free school meals (if entitled) by the cashless catering system (all pupils pay for their food with an identical card regardless of funding)
- Pupils are involved in schemes to raise their aspirations (career and further education) e.g. Connexions/Pupil Voice/School Council. Pupils are taught 'life-skills' such as how to apply for jobs, interview technique, money management in CRE and tutor time
- All Year 10 pupils undertake two weeks work experience in the summer term
- Pupils are encouraged to visit Further Education colleges (e.g. every pupil in Year 10 spends a day at Seevic College) and the school hosts a Further Education evening in the autumn term to make pupils aware of their choices post 16
- All pupils in Year 10 are encouraged to take part in Trident Gold (3 part challenge requires successful work experience, a personal challenge, at least 15 hours of community volunteering)
- We liaise effectively with the Connexions service
- Heads of Years 10 & 11 work with the 14-16 coordinators in school to minimise the number of pupils leaving Swayne Park who do not go on to further education, employment or training
- Year 8 pupils have an enterprise project as part of their tutor group activities which furthers their understanding of how businesses are run
- A small group of pupils in Years 8 & 9 are able to spend time in either our skills base or hairdressing salon to develop their vocational skills
- We actively subsidise families on low incomes to enable pupils to participate in extra curricular activities
- We subsidise all peripatetic music lessons above inflation to encourage uptake

Impact of socio-economic related actions:

- Pupils are more engaged and focused on the relevance of their education and the importance it has to later life
- Pupils are able to make informed post 16 choices
- Pupils leave Swayne Park equipped with good employability skills
- Pupils have high expectations for their future
- Pupils can benefit from opportunities beyond the classroom that their families might otherwise be unable to afford

Community related actions:

- Our Key Stage 4 pupils annually help at Junior school sports days and other sporting events, sometimes held here at the Swayne Park site and sometimes at the junior school
- We have a growing link with a local care home; pupils visit at least every term and talk to residents
-

- We have excellent primary liaison and a very effective e-mentoring scheme where our Year 7 pupils communicate with Year 6 pupils at their primary schools
- We have a very active school council and year group councils who work on pupil led projects within the school and local community
- We hold formal elections for our school councillors; this process includes an application form with sponsors, hustings in assembly and an official polling day
- The school council visits Rayleigh town council to learn more about how the town council functions
- Pupils are encouraged to volunteer for the Rochford and District Youth Council and Young Essex Assembly; Sweyne Park is a polling station for the Young Essex Assembly and pupils are encouraged to vote
- The school council takes an active part in the Rochford and District Youth Council conference
- Pupils initiate and organise a wide range of charity events
- We have adopted little Haven as our local charity and annually raise money for the hospice as well as taking part in events organised by the hospice
- We have now achieved recognition as a UNICEF Rights Respecting School Level 1, and are working towards Level 2.
- Sweyne Park takes an active part in the extended services local delivery group including the use of our facilities for LDG events, advertising activities in our weekly newsletter and on our website etc
- The school's facilities are increasingly used by a range of community stakeholders after school, at the weekends and in school holidays, e.g. swimming club, dancing groups, football clubs etc
- We take part in as many local events and competitions as possible such as Rayleigh in Bloom, Rayleigh choir of the year, Rayleigh Young person of the year etc
- We have our own very active 'eco-warriors' group
- Our science school community offers a wide range of primary science clubs and staff training events
- We are now a science learning centre for the east of England and we host numerous science-based CPD events
- The science department runs a series of KS2 revision workshops for Year 6 pupils from our partner primary schools
- The IT department holds workshops at Sweyne Park for KS1 pupils from local schools
- Several of our teachers are timetabled to lead weekly sessions in other local schools in different subjects, e.g. music and D&T
- We invite pupils from partner primary schools to performances of our major school productions
- Our KS4 drama students take out a series of pantomimes to local primary schools each year
- We raise awareness of disability issues, e.g. all Year 7 pupils have two sessions about deaf awareness, pupils have the opportunity to learn sign language
- We take part in the Kielder challenge which is a competition for teams of pupils, both disabled and able bodied
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- Each Friday we publish our weekly newsletter, The Sweyne Park Times; this goes home to all families and to others in our local community
- We also celebrate pupil achievement in assembly, on displays around school, in the folders in the reception area and on the plasma screen
- A variety of community links has been established as part of our citizenship and personal education curriculum to promote pupils' well being, e.g. road safety events, 2Smart road show, dangers of alcohol, e-safety etc
- Pupils volunteer willingly to help in school e.g. as guides at open evening, as buddies to new pupils, at local events etc

Impact of community related actions:

- All local primary schools visit Sweyne Park at least annually and our staff and pupils visit those schools when involved in individual projects
- Pupils find the transition between primary and secondary education easier
- Primary heads state that our science school offer to their schools has significantly contributed to a rise in their KS2 science results
- Pupils recognise the importance of supporting other groups within the community, or nationally and internationally, especially those more vulnerable or in need of support
- Pupils consider it is important to be a responsible citizen and take responsible actions within the wider communities they will encounter within the UK and internationally

Learning, teaching and curriculum related actions:

- Homework clubs are held daily both in LD and the library
- The library and IT rooms are open from 8.00am to 5.00pm
- We have an EAL support programme and liaison with EMAS
- LD and PFS offer varied programmes to support individual learning needs
- Vulnerable pupils receive additional support to address inequalities
- The SENCO works with our head of Year 7 and local primary schools so we are aware of any special needs of pupils and where necessary adopt personalised induction programmes for these pupils to ease transition
- We have an effective 'rewards' programme to acknowledge and celebrate achievement of all kinds
- We hold annual 'Awards Evenings' to celebrate pupil attainment and effort
- We have effective pupil monitoring systems to track progress together with personalised action plans to address under-achievement
- Departments offer a variety of extra-curricular coursework/revision/support workshops
- We run an Easter revision school for Year 11 pupils
- We offer a programme or revision workshops during study leave
- We run two summer schools, one for literacy/numeracy and the other for gifted and talented pupils; the latter has a scientific theme

- We offer a varied mentoring programme to suit differing pupil needs
- Departments ensure that schemes of work include literacy and thinking skills
- Departments are developing further the uses of assessment for learning
- Year 10 pupils have the opportunity of attending a day's public speaking course
- Each half term we have a 'curriculum extension day' when a department works with a group of pupils for the whole day
- At KS4 pupils are offered a choice of pathways; they are given advice about which one might suit them best
- We hold family reviews for all pupils in Years 10 and 11 when a member of the senior leadership team meets with the pupil and her/his family to discuss progress and to set targets
- A member of the leadership team meets with all Year 7 pupils and their families to explain our target setting and monitoring systems and to set future targets
- We have a proactive approach to improving school attendance
- We have a 'buddy' system to help mid year admissions settle in more quickly; this is followed after a few weeks by an interview with one of our governors to check they have settled in
- We are committed to an anti-bullying culture and we keep a bullying log; we are at present developing our approach towards e-safety
- Our classroom code of conduct provides a clear framework for learning and teaching based on respect which explicitly promotes equality
- The integration into lessons of pupils with a hearing impairment actively raises pupil awareness of disability
- Pupils are involved in many aspects of school leadership such as staff appointments, teachers' performance reviews, departmental reviews, think tank etc
- Subject departments are making increasing use of local links to enhance the curriculum, e.g. links with local records, holocaust survivors in history, link with environmental scientist in geography, local artists in art etc

Impact of learning, teaching and curriculum related actions:

- The 'pathways curriculum' at KS4 offers differentiated and personalised opportunities to benefit all learners and enable maximum achievement for all.
- We have excellent attendance for all our extra curricular activities
- Pupils benefit from their involvement in profiling, at parents' evenings and from learning reviews
- Evaluations from visits, residential and extra curricular activities indicate the value that pupils and their families place on these events and acknowledge the value to their learning
- Pupil attendance has improved (over 94% in 2011)
- Pupil and family questionnaires indicate a high level of pupil enjoyment of lessons

Evaluation

We evaluate the impact of all our policies, including our community cohesion policy, on pupils, staff and families at Leadership Team and Full Governing Body meetings, where all policies are periodically reviewed.

Parents/carers and members of the local community have been informed of the existence of this policy through the Swayne Park Times. Copies of all our policies, including this community cohesion policy, are available on request from the school office. We endeavour to meet all reasonable requests for policies to be made available in different languages and formats.

Pupils are informed of the essence of this policy through:

- the curriculum;
- assemblies;
- tutor periods;
- year and school council meetings.

HEALTHY SCHOOLS

This section refers to the Healthy Eating Policy.

We aim to provide healthy environment and eating for all members of the Sweyne Park Community. Healthy selections available at the canteen. Sweyne Park Community has developed a safe and pleasant environment for pupils to use during breaks and lunch times. Pupils are encouraged to see the connection between healthy eating and having a positive attitude to learning and performing to their potential in all circumstances.

Introduction

The ethos of respect, for self, others and the environment, is central to the life of, and working practices at, the Sweyne Park School. We believe that a healthy school should promote the health and well-being of its pupils, staff and stakeholders through a well planned, taught curriculum in a safe physical and emotional environment that promotes learning and healthy lifestyle choices.

Aim

The aim of the healthy school policy is to ensure that we offer opportunities to:

- support pupils, staff and visitors in developing healthy behaviours
- help raise pupil achievement and educational standards
- help reduce health inequalities (equal access to health related issues and activities)
- help to promote social inclusion

Through these opportunities Sweyne Park School will also meet the four core themes of the National Healthy School status.

Specific Objectives

- 1) To promote a school ethos and environment that encourages a healthy lifestyle.
- 2) To use the full capacity and flexibility of the school curriculum to promote and achieve healthy lifestyles.
- 3) To ensure that food and drinks available across the school day reinforces the healthy lifestyle ethos.
- 4) To provide varied and high quality physical education and school sport and promote physical activity as part of an on going lifestyle.
- 5) To promote an understanding of the full range of issues and behaviours that impact upon lifelong health.
- 6) To provide opportunities and support to the wider school community for health related activities (linked to Science School status)

Desired outcomes

- Increased awareness of health issues
- Better supported emotional health and well being of pupils and staff
- Enhances links with health and other agencies
- The development of active citizenship for all pupils
- Enhances PSRE programmes
- An increased awareness of pupils with specific needs
- Greater confidence to respond to pupils with specific needs
- New challenges and development of key skills for all pupils
- Enhanced standards of work
- Improved pupil behaviour
- More considered and stimulating working environments
- Increased involvement of the whole school community
- Health issues are integrated into school development plans
- The school community becomes engaged in taking part in health initiatives
- Effective working partnerships are established which work towards health related goals
- Shared vision, ethos and values are communicated to pupils, staff, parents and other stakeholders

PUPIL LEADERSHIP

At Sweyne Park leadership opportunities are provided throughout the five year groups. We believe leadership opportunities are vital in raising expectations and developing positive attitudes to learning. For example leadership opportunities are provided through:

- year 8 duty pupils
- opportunities to represent the school at community events,
- acting as ambassador for the school and all curriculum areas in and out of lessons.
- Year 8 pupils will act as junior prefects to Year 7.
- Year 10 are encouraged to apply to become prefects completing application forms to support their bid and undergoing an interview providing an opportunity to express how they believe they can support the school.
- Pupils take part in a democratic election to select the school council.
- Pupils volunteer to lead other groups such as eco warriors and RRS steering groups.
- Year 10 pupils have the opportunity to undertake work-related learning on a two week placement in the summer term.

It is the right of every pupil to have a voice in school matters. At Sweyne Park this opportunity comes through the role of Year and School Councils.

REWARDS AND SANCTIONS, INCLUDING EXCLUSIONS

Rewards

This section refers to the rewards policy and underpins the Sweyne Park School belief that a positive attitude to learning and excellent behaviour in and outside school should be rewarded. However, ultimately we aim to encourage pupils to be self-motivated and driven by intrinsic rewards. In addition to celebration of pupils' achievements through the year assemblies the school also organises three major award ceremonies. These are as follows:

Whole School Awards Evening - Presentation of awards and trophies including 100% Attendance to the previous Year 11 group; Departmental Achievement Awards for Years 8 to 11; Tutor Group awards for overall effort, 100% attendance and community service.

Prefects Assembly - Presentation of ties to prefects and the celebration of other areas of success.

Key Stage 3 Achievement Award Evening – Presentation of achievement certificates to pupils in Years 7, 8 and 9

We always seek to record positive behaviour is always rewarded at SPS. Pupils are rewarded for developing positive learning habits such as striving for accuracy, deeper thinking, working with others with As. These are recorded in planners with a praise post card sent home acknowledging achievement. These in turn are celebrated in weekly assemblies and cohorts will present and discuss their work at Head's achievement time.

Gold forms will be issued to particularly impressive work that pupils may have persisted with over several home learning sessions or have taken upon themselves to extend or complete additional learning. At the end of each term cohorts are rewarded with activities or trips.

At Key Stage 4 pupils receive letters praising coursework or extended learning pieces that are collated in Record of Achievement folders to be used as evidence of positive attitudes to learning and demonstrating key employability skills.

Sanctions

This section is aimed at supporting individual pupils demonstrate positive attitudes to learning and to ensure other pupils do not have their rights infringed upon. Any examples of poor behaviour will be judged in context and appropriate sanctions will then be agreed with pupil and family. This principle also applies to pupils making malicious allegations against staff. It is important the pupil is aware of why a certain level of sanction has been given for their poor behaviour. For example a first time occurrence, a build-up of poor behaviour or persistent low level activities matched against a serious incident. The family will be contacted in all examples of persistent low level or one off more serious incidents, to be part of the process to identify the underlying cause for the behaviour and to work on strategies to improve their child's behaviour. As well as sanctions pupils will be given positive strategies to help them manage themselves with the aim of developing their attitudes to learning and school life in general.

Sanctions available are progressive and dependent on the individual pupil, and will be recorded on incident forms to be shared with Head of Department/Head of Year to ensure follow up monitoring

will ensue. Sanctions such as those listed in this policy may also be applied to cases of poor behaviour, including bullying, which occur beyond the school gates. Adult volunteers shall see their line manager to administer a sanction if this is deemed appropriate.

Sanctions Available:

1. Extra Work: Pupils can be required to complete extra work (*in school or at home*) but it must be appropriate and beneficial to their development. Requiring pupils to do mundane repetitive work merely to waste their time is not an acceptable option.

2. Detentions: Pupils can be placed in detentions up until 3.10pm without prior notice. (Although it is permitted by law to detain pupils for longer without prior notice, the school will endeavour to contact parents giving parents 24 hours' notice.) Notice is likely to be given through the Pupil Planner or by telephone call.

- In the main, pupils should be kept in detention during the day i.e. at break and lunch times. To keep the child out of circulation during their social time at school is likely to be very effective and means that the staff do not have to give up their own time after school to supervise them. The work that is set for them should be relevant and educational; however there may be occasions when the task the pupil is expected to do fits the misdemeanour more appropriately e.g. cleaning desks if they have been involved in writing on the surface itself etc
- After school detentions can then be a follow on from those mentioned above and other colleagues can be called upon to assist e.g. Heads of Department, Senior Staff etc. Pupils are to report to Pupil Services to sign out before they depart following after school detentions.

3a) On Report: Year Heads may decide, following consultations with the form tutor and after informing parents, that a pupil needs to be put "On Report" because of their continual poor behaviour or lack of effort etc. This will require the pupil to present every teacher their report form at the beginning of each lesson and the member of staff is to sign and grade the pupil's input during the lesson. Should there be any indication that the pupil has not conducted her/himself as required then that pupil should be put in detention to make up for work not done.

3b) Lesson Withdrawal: Sometimes a pupil may be asked to learn in an alternative venue (e.g. Pupil and Family Support (PFS)/ Head of Year/ Leadership) where it is felt that a period of withdrawal is in the interests of either the pupil concerned, other pupils, or both parties. The period of withdrawal, once determined, should be reviewed at the end of this time to ensure a smooth re-integration to lessons.

4. Serious Misdemeanours: At any time that an offence during class is considered to be of a very serious nature e.g. rudeness to staff or disobedience, then one of the Leadership Team should be sent for **immediately**. The pupil will be removed from the lesson and a decision will be taken by the member of leadership as to the course of action that will follow.

5. Internal Isolation: Every pupil has a right to education. However, if their actions infringe on the rights of others, they may be given an alternative timetable. A pupil may be kept apart from the other pupils for a day or longer for continual misbehaviour or for a more serious disciplinary matter. The teacher who would have had the pupil during this time will be expected to set the work that is to be completed. This decision will be taken by the Leadership Team and parents will be automatically informed.

6. Headteacher's' Detentions: Pupils can be referred up so that they are detained by the Head/Deputies. The referrals should come from Heads of Year and/or Leadership team. Parents should be informed in writing using the standard letters available from the main office. These detentions would be held on a specific evening in the week.

7. Headteacher's Saturday Detentions: During the year Saturday morning detentions are held for serious offences. These are set on the school calendar and overseen by a member of the Leadership Team who sets the precise times for the particular detention she/he oversees. Pupils are only placed in this detention following liaison between Heads of Year and Headteacher.

8. External Exclusion: The power to exclude from the school may be exercised only by the Head or the Deputy in his absence. This responsibility obliges the Head to use the sanction only in serious cases and careful consideration must be given to its use. Parents must be informed in writing of the period of exclusion and the reasons for it. Our policy follows statutory guidance from the Department of Education issued in September 2017.

a) Fixed Term Exclusion: These can be used to enable an incident to be fully investigated or where a temporary removal is required in the interests of good discipline or safety. A Head may exclude for up to 45 days of any academic year. Parents will be expected to see the person named in correspondence by the Headteacher to discuss matters before any excluded pupil is allowed to return to school. A pupil cannot be excluded for longer than 5 days without alternative provision being made at another institution. (A Sample letter is included in the appendix which sets out the rights of parents.)

In the event of a fixed term exclusion, we will follow the Department for Education guidelines (September 2017) regarding due process.

b) Repeated Fixed Term Exclusions may result in an initial meeting with a Governor (pre-Pastoral Support Plan Meeting (PSP)) or the pupil and family appearing at a PSP Meeting including:

- **Senior LT representative for the year**
- **PSP Manager**
- **Year Head**
- **Governors** from the pupil Disciplinary Committee

to discuss the situation in which the pupil finds her/himself. When a pupil has been seen by this group then that individual will be expected to attend "follow up" meetings at the school every two weeks, a half way full meeting and an assessment of progress 16 weeks on from that date.

9. Permanent Exclusion: The ultimate sanction is for the Headteacher to exclude a pupil from the school. If this decision is made, the case is then presented to a Governors' Panel to ensure the decision is the appropriate one.

It is normally a final step, after all available strategies have been exhausted (possibly including managed moves and/or CSS referral) and as a last resort. However a permanent exclusion decision can be based solely on a one off event that is serious enough to warrant a permanent exclusion. For example, this sanction may be used as a result of:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Carrying an offensive weapon. (The police will be involved because a criminal act may have taken place)
- Supplying an illegal drug
- Persistent and defiant misbehaviour including bullying, racist or homophobic bullying
- Malicious allegations against a member of staff.

In the event of a permanent exclusion, we will follow the Department for Education guidelines (September 2017) regarding due process.

N.B. The school does not exclude Sixth Form students on the basis of academic performance as this is not permitted.

N.B. Incident Report Forms:

These are to be completed by staff whenever they consider an incident or series of events warrant the need for further action to be taken.

As part of the responsibilities that sit with rights, it is expected everyone will follow the rewards and sanctions policy. Staff will be expected to maintain a consistent and fair approach to each individual, ensuring all sanctions are an appropriate response. The school will take into account of individual needs when applying this section of the behaviour policy.

POSITIVE HANDLING

This section refers to the positive handling/ restraint policy, which closely follows the Essex Local Authority guidance on the use of physical intervention, including other physical contact, May 2011 for all Education establishments. "In the context of challenging behaviour, physical intervention with pupils is the positive use of "reasonable" force (no more than is needed) in order to avert danger by preventing or deflecting a pupils' action, or my removing the physical object which could be used to harm themselves or others. Force is usually used either to control or restrain. Control means either passive physical contact (standing between pupils) or restraint (physically holding in order to bring pupil under control.)" Because of the respect ethos at Sweyne Park School it shall be in only very rare circumstances that positive handling will ever be necessary, for example if a pupil is likely to serious harm themselves or likely to seriously harm another pupil.

A written report is passed to the Head teacher including who was involved, what happened, the level of force and any action taken after the event. The parents will be informed and the headteacher will then report incident to the Governors.

Screening and Searching

This section is in accordance with Department for Education Guidance 2012. Through the school's ethos of respect it is usual for pupils to volunteer any items deemed illegal or dangerous if reported to staff. In rare occasions it may be necessary to conduct a search with consent.

School staff, (Member of school staff means any teacher who works at the school, and any other person who, with the authority of the head teacher, has lawful control or charge of pupils for whom education is being provided at the school) can search pupils **with their consent** for any item.

Searching without consent

The law outlines what can be searched for:

- 1) Knives or weapons, alcohol, illegal drugs and stolen items; and
- 2) Tobacco and cigarette papers, fireworks and pornographic images; and
- 3) Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- 4) Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

It is expected Staff conducting a search

- a) Would be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- b) There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but **only** where you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of any search clothes, possessions and lockers.

- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.
- Where they find **stolen items**, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds **tobacco or cigarette papers** they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.
- If a member of staff finds an adult pornography image, on paper or on an electronic device, they may dispose of/delete the image. If pornography is found that constitutes a specified offence (i.e. it is extreme pornography and/or an indecent image of a child) it must be seized and the police contacted as soon as is reasonably practicable.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Electronic devices

Where the person conducting the search finds **an electronic device** they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Telling parents and dealing with complaints

- 1) Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- 2) There is no legal requirement to make or keep a record of a search.
- 3) Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- 4) Complaints about screening or searching should be dealt with through the normal school complaints procedure.

DATA PROTECTION/FREEDOM OF INFORMATION

The school has adopted a Data Protection and Freedom of information policy which are available on request.

SEX EDUCATION

This section refers to the Sex and Relationships Policy 2012

The teaching of Sex and Relationship Education (SRE) is defined within the DfE document Sex and Relationship Guidance (DfEE 0116/2000). This states that SRE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

It recognises that SRE has three main elements:

1. Attitudes and values
2. Personal and Social Skills
3. Knowledge and Understanding

The teaching of SRE reinforces the school's ethos of respect; respect for others and respect for one's self. Our aim is to foster in pupils a responsible attitude towards personal relationships and healthy living by providing them with knowledge about loving relationships, the nature of sexuality, the process of human reproduction and related issues in an objective, balanced and sensitive way. In doing so, we hope to promote mutual respect and care within personal relationships so that partners are treated as individuals of worth and value

Sex and Relationship Education Policy

Introduction

The teaching of Sex and Relationship Education (SRE) is defined within the DfEE document Sex and Relationship Guidance (DfEE 0116/2000). This states that SRE is "lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity."

It recognises that SRE has three main elements:

1. Attitudes and values
2. Personal and Social Skills
3. Knowledge and Understanding

All pupils attending a maintained school should have the opportunity to receive a comprehensive, well-planned programme of Sex and Relationship Education during their school career. The Governing Body must make a written statement of their policy on Sex and Relationship Education available to all parents. The Science National Curriculum Orders state that the mechanics of human reproduction must be taught. Parents may, if they wish, withdraw their child from all or part of the sex education programme, other than those topics required by the National Curriculum orders.

Aims and principles

The teaching of SRE reinforces the school's ethos of respect; respect for others and respect for one's self. Our aim is to foster in pupils a responsible attitude towards personal relationships and healthy living by providing them with knowledge about loving relationships, the nature of sexuality, the process of human reproduction and related issues in an objective, balanced and sensitive way. In doing so, we hope to promote mutual respect and care within personal relationships so that partners are treated as individuals of worth and value. We aim to supplement the sex education provided by parents, not supersede it.

Sometimes sex and relationship education issues arise outside of the citizenship, personal, social and religious education (CPRE) curriculum and all teachers need to be aware of the school's Sex and Relationship Education Policy. Provided that the discussion is reasonably limited and set within the context of the subject concerned, it does not necessarily constitute part of the Sex and Relationships Education Programme. Nevertheless, if the group contains pupils who have been withdrawn from sex education, then their sensitivities, and those of their parents, should be respected. Teachers should use their discretion when dealing with these issues. It may be appropriate to deal with some issues within a class situation, whilst others may require a more individual approach. If there is any doubt, the teachers should consult the pupil's Head of Year or a member of the Leadership Team.

If during any discussion a teacher has reason to believe that a pupil is at risk, or likely to put themselves at risk, they must inform the named person for Child Protection within the Leadership Team.

The Sex and Relationship Education Policy will be reviewed annually.

Practice

At the Swayne Park School, sex and relationship education is part of a well-planned and cohesive programme of health education offered to all pupils, primarily via their Citizenship, Personal Health and Religious Education (CPRE) lessons. The programme is delivered in a sensitive and caring way, putting the issues in the context of personal responsibility and human relationships. Where appropriate, health professionals and other visiting speakers are welcomed to deliver aspects of the Sex and Relationship Education Policy.

Most of the sex and relationships programme is delivered via CPRE lessons and the use of off-timetable events. Aspects of human reproduction are delivered through science lessons. Sometimes sex and relationships educational issues arise outside of these areas in the normal course of other subject areas. An outline of the sex and relationships education programme is included in the Key Stage 3 and 4 Curriculum booklets provided to all parents of children at the school.

Those parents who notify the school in writing that they wish to withdraw their child from all or part of the sex and relationships education programme will be invited to discuss the matter with the Headteacher. The CPRE co-ordinator will be informed in writing of the name of any child who is to be withdrawn, who in turn will inform the pupil's CPRE teacher. All staff will be informed via the confidential bulletin. Withdrawn pupils will be set work to be completed in the Library.

All staff are made aware of the school's Sex and Relationship Education Policy via the induction programme given to all new teaching staff.

	CPRE	SCIENCE
Year 7	Respect for others Puberty (physical and emotional changes) Children's Rights Bullying HIV/AIDS – relationships with HIV positive children at school	Human Reproduction Puberty Foetal development
Year 8	Self Image Friendship	Bacteria and viruses
Year 9	Prejudice Teenage relationships Contraception Abortion and infertility Religious and secular attitudes to S&R	
Year 10	Identity and Sexual Relationships Marriage and parenthood Sexually Transmitted Infections Religious and secular attitudes to S&R	Hormonal control Fertility
Year 11	HIV/AIDS Prejudice and Discrimination & review of S&R Men's Health including testicular cancer Women's Health including breast cancer and cancer of the cervix Religious and secular attitudes to S&R	Defence Mechanisms

Conclusion

Although sex and relationships education features prominently in the Science and CPRE curriculum, it is the responsibility of all staff in their day to day work with pupils to take a pro-active approach to sex and relationship education and to tackle/deal with issues as and when they arise.

DRUGS

This section refers to the Drugs Policy and the CPRE Policy (and includes smoking and alcohol).

- All pupils will receive information and have the opportunity to discuss the use of drugs and alcohol through CRE lessons and through the pastoral system in tutor and assembly times.
- Pupils can expect to receive appropriate information and education about drugs at all stages in their school life.
- Pupils can trust that they can talk to a teacher about a drugs-related problem without being in trouble.
- If a member of staff is concerned about a pupil that may be at risk or involved with drugs this must be reported immediately to a member of the Safeguarding Pupils team or member of Leadership Team.
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- Pupils should understand that cigarettes, alcohol or 'drugs' should not be brought to, sold, passed on or obtained on school premises or on holidays, field trips and visits organised by the school.
- Should a pupil need to bring any medicine (including paracetamol) into school, this must be left with Pupil Services. The only exception to this is an asthma inhaler.
- Pupil Services can NOT give a pupil any medication without the written permission of the parent/carer.
- Pupils also need to understand that deliberately breaking school rules on drugs will result in serious action being taken. Parents will be informed and pupils referred to relevant support services.
- This can result in a permanent exclusion as a possible consequences and involvement of police.

CITIZENSHIP, PERSONAL AND RELIGIOUS EDUCATION POLICY

Aim

The aim of the CPRE curriculum is to help pupils to develop into informed and critical members of society, ready to make the main life choices that will befall them.

It endeavours to provide pupils with information, and the skills required to use that information, in a way which informs the development of their own views and beliefs. Pupils are exposed to a range of views and beliefs from a variety of cultures and social backgrounds, which not only will help develop their own, but will also foster an understanding of other people's beliefs. In doing so it is hoped that pupils will become more understanding and tolerant of those whose views they do not share, but with whom they live. The curriculum promotes an equality of opportunity regardless of sex, race or religion.

Objectives

1. To make pupils aware of the complex nature and range of relationships they may encounter, and the role they play in making those relationships successful.
2. To make pupils aware of the complexities of embarking on a sexual relationship, and the possible consequences of the alternative decisions they could make.
3. To inform pupils of the importance of diet for their healthy development, and the consequences of ignoring those requirements
4. To make pupils aware of the positive and negative effects of drug use, and the consequences to their lives of the misuse of drugs.
5. To make pupils aware of the need for, and the opportunity to develop, financial literacy within their lives.
6. To make pupils aware of the impact that their personal career paths have on their lives, and to give them the opportunity to develop skills to review and plan their career paths.
7. To make pupils aware of a variety of other risks to their safety eg road use and how these risks may be minimised.

Structure of CPRE Curriculum

The themes within the CPRE curriculum spiral through both Key Stages 3 and 4. Elements of health education, sex and relationships education, careers education, personal finance education and citizenship are present in the schemes of work for each year group. This spiral programme allows pupils to revisit themes at a level suitable for their age, adding to and building on existing knowledge and skills.

The precise structure of the CPRE Curriculum at SPS has been influenced by a wide range of individuals, organisations and individuals. The principle documents and organisations are listed below:

National Curriculum Guidance for PSHE
Every Child Matters
Sex & Relationships Education DFEE Circular 0116/2000
Drug Prevention and Schools DFEE Circular 4/95
Essex Drugs Project

South East Essex Health Promotion Unit
 Careers Education and Guidance in England A National Framework 11-19 DFE Circular
 0163/2003
 Essex Agreed Religious Education syllabus
 AQA Syllabus B Short Course in Religious Education, Module 1 Religion and Citizenship
 Essex County Council Transportation Department
 Essex Police
 PFEg– Personal Finance Education Group

Delivery of CPRE

In Year 7 and Year 8 CPE is allocated a 1 hour period per week. In Years 9,10 and 11 pupils are timetabled to have one, one hour, period a week of an integrated CPRE course, these periods being taught by a dedicated team. Where possible the dedicated CPRE team is made up of staff that have shown a particular interest in teaching CPRE.

Staff teaching CPRE are provided with a programme of work and a variety of tasks that could be used within the lessons to fulfil the aims and objectives of each unit of work, by the Head of CPRE, Teaching staff have the autonomy to organise their lessons to best suit their classes, given their expertise and resources available.

Year 7	Year 8	Year 9	Year 10	Year 11
Personal Identity My Future	Careers in NHS	Self review Job Application	CV Interviews	Life after SPS FE Applications
Children's Rights	Being British Disability	Rights of Roles		Human Rights Prejudice Multi culturism
Puberty HIV/AIDS (dealing with a child with HIV)	Friendships Boy/Girlfriends	Sexual Relationships Contraception Abortion/Infertility	Sexual Relationships STI's	Sexuality HIV/AIDS Sexual Health
Emergency Aid				
Road Safety				
Sun Care				
Smoking	Alcohol Cannabis	Drug Abuse Drugs and the law	Binge Drinking Gambling Performance enhancing drugs	
Personal Banking Consumer rights		Personal Budgeting		
	Foundations of Wealth – economic growth Money	Child Employment Public Finances	Why work? Wage differentials Unemployment Voluntary Work	

In addition to the timetabled CPRE lessons, elements of CPRE are delivered via a daily 30-minute tutor period and where appropriate other core and foundation National Curriculum subjects.

Off timetable events are also organised for each year group to enhance the CPRE learning that takes place within the formal curriculum. For example Year 7 attend the Essex Police "2 Smart" event, The Tiny Giants theatre group have performed road safety plays to Years 7, 9 and 11. The exact number and nature of these events is dependent upon the availability within any given calendar year.

Assessment

All pupils are assessed at the end of each unit of work on the knowledge aspects of the unit. In each year group there are tasks which allow for peer assessment and self-assessment, both of which foster skills of reflection and review in the pupils.

At the end of Key Stage 4 pupils may opt to be entered for the AQA Syllabus B Short Course in Religious Education, Module 1 Religion and Citizenship. The syllabus contains many CPRE themes, such as sex and relationships, the environment, prejudice & discrimination and protest.

Reporting

In line with school policy, and reporting schedule, each parent and pupil receives an annual report. In addition to this, interim academic monitoring grades for effort and attainment (using the school's marking policy) are provided each term, which are centrally collated and communicated to parents.

Quality Assurance

Work from individual pupils is scrutinized at regular intervals by the Senior Leadership Team of the school and by the Head of CPRE. This allows the Leadership Team to ensure that the school marking policy is being adhered to, while the Head of CPRE can ensure the schemes of work are being adhered to.

Each member of staff undergoes a performance management review each year. This process involves lesson observations and reviews of pupil progress; thereby ensuring that teaching standards are at least satisfactory.

Each Summer Term the CPRE Co-coordinator completes a self-evaluation report for the Head teacher, which then forms part of the Head teacher's annual report to the school governors. This review is undertaken in conjunction with other staff teaching CPRE and the Head of CPRE's line manager.

The school undertakes a rolling programme of Department Reviews, which in practice means that each department is reviewed every 3 or 4 years. This review involves lesson observations across the department, scrutiny of pupils work, interviews with pupils and pupil questionnaires.

COMPLAINTS

The school has a whole school complaints procedure available on request from the main office. This section refers to the complaints policy

STAFFING POLICIES.

The Sweyne Park Behaviour Policy links with the staffing policies, which are adopted from the Essex model policy, and include:

- Grievance
- Disciplinary/misconduct
- Pay
- Whistle-blowing (included in safeguarding)

Any member of staff who is concerned about the conduct of another member of staff or adult on the school premises should contact either the Headteacher or the Named Person for Child Protection, in line with our Whistleblowing Policy. Should your concern relate to the Headteacher, you should contact the designated person and Chair of Governors.

Through the safeguarding policy, adults would be expected to report any issues on behalf of pupils.

CONCLUSION

At Sweyne Park we recognise the value of each member of the community and it is our aim that each pupil not only feels safe at school but is supported to ensure they achieve their potential. Through academic and pastoral aspects of school they will have opportunities to make informed choices and to receive positive support should issues arise.

RIGHTS (*United Nations Convention on the Rights of the Child*) ~ RESPECT

Article 12 (respect for the views of the child)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the right of parents to give their children guidance about this right.

Article 19 (protection from all forms of violence)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28 (right to education)

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as for their parents, their own and other cultures, and the environment.

Model Letter re Fixed Term Exclusion for up to five days

Dear [Parent's name]

Forename Surname - Reg

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

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because [reason for exclusion].

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on [specify dates] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

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

You have the right to make representations about this decision to the governing body **and you may decide you wish your child to be involved in this process**. If you wish to make representations please contact Lynda Walker, Chair of Governors, c/o Swayne Park School, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You [and pupil name] are requested to attend a reintegration interview with staff member name, on [date] at [time]. If that is not convenient, please contact the school **as soon as possible to arrange a suitable alternative date and time**.

Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of [Child's Name]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [Child's Name]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Julie Millar-Robinson, Caseworker, at Essex County Council on telephone number 01245 436268, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808. You may also contact The Coram Children's Legal Centre for advice on 0808 802 008 or www.childrenslegalcentre.com.

A copy of the Department for Education's statutory guidance on exclusions can be found at <http://www.gov.uk/government/publications/school-exclusion>.

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

Yours sincerely

Andy Hodgkinson
Headteacher

Model Letter re Fixed Term Exclusion for five or more school days

Dear **[Parent's name]**

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

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

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days **[or specify dates if exclusion is for fewer than five days]** of this exclusion, that is on **[specify dates]**. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

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

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

You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations, and my decision to exclude can be reviewed. As the period of this exclusion is more than five school days in a term the discipline committee/management committee must meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this exclusion]**. If you do wish to make representations to the discipline committee/management committee, and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you may make a claim to the Special Educational Needs and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which claims should be sent is: SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN. Making a claim would not affect your right to make representations to the discipline committee.

You **[and your child or pupil's name]** are requested to attend a reintegration interview with **staff name** at **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

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

You may wish to contact **[Name]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808 **[Insert reference to local sources of independent advice if known]**. You may also contact The Coram Children's Legal Centre for advice on 0808 802 008 or www.childrenslegalcentre.com.

A copy of the Department for Education's statutory guidance on exclusions can be found at <http://www.gov.uk/government/publications/school-exclusion>.

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

Yours sincerely
Headteacher

Model Letter re Fixed Term Exclusion for fifteen or more school days

Dear **[Parent's Name]**

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

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of exclusion or specify dates]**, unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

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

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

[School and PRU] As the length of the exclusion is more than 15 school days in total in one term the governing body/management committee must meet to consider the exclusion. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is **[date here — no later than 15 school days from the date the governing body is notified]**. If you wish to make representations to the governing body/management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to the Special Educational Needs and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN. Making a claim would not affect your right to make representations to the governing body/management committee.

You **[and your child or name of pupil]** are invited to attend a reintegration interview with **staff name** **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

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

You may want to contact **[Name]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state maintained schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808. **[Insert reference to source of local independent advice if known.]** You may also contact The Coram Children's Legal Centre for advice on 0808 802 008 or www.childrenslegalcentre.com.

A copy of the Department for Education's statutory guidance on exclusions can be found at <http://www.gov.uk/government/publications/school-exclusion>.

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

Yours sincerely

Headteacher

Model Letter re Permanent Exclusion

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed in this school/ unless he/she is reinstated by the governing body/the discipline committee or by an appeal panel.

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

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]**

[Where pupil lives in a local authority other than the excluding school's local authority] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an Independent Appeal Panel. The latest date by which the governing body/PRU management committee must meet is **[specify the date — the fifteenth school day after the date on which the governing body was notified of the exclusion]**. If you wish to make representations to the governing body/PRU management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/PRU management committee of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

[If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee.]

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

You may also wish to contact **[Name]** at **[LA name]** on/at **[contact details — address, phone number, email]**, who can provide advice on what options are available to you. Additionally, you may find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808. **[Insert reference to sources of local independent advice if known.]** You may also contact The Coram Children's Legal Centre for advice on 0808 802 008 or www.childrenslegalcentre.com.

A copy of the Department for Education's statutory guidance on exclusions can be found at <http://www.gov.uk/government/publications/school-exclusion>.

Yours sincerely

Headteacher