



## Behaviour Policy and Procedures

### Communicating intent

#### ➤ *Published policy statement*

- 1.1 The school's behaviour policy has been adopted by the Governing Body in January 2009.
- 1.2 The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, school prospectus.
- 1.3 The school has communicated the behaviour policy to all new and existing pupils through the school rules, school prospectus, pupil notice board, student newsletters, school assemblies, tutorial programme and within the curriculum wherever relevant. (see appendix B – school code of conduct)
- 1.4 The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate languages and formats where available.
- 1.5 The school will ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

#### ➤ *Acceptable and unacceptable behaviour*

- 1.7 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 1.8 The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse),

- 1.9 The school does not allow use or abuse of illegal substances. Birmingham City Council rules state that no use of Tobacco or Alcohol is permitted. School rules state that possession of such substances is not allowed and will use powers to search and confiscate any such items (as outlined in Education Act 2009).
- 1.10 No harmful weapons may be brought onto the school site; search and confiscation will again be used in this circumstance where warranted.
- 1.11 The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, tutorial time, school prospectus, home-school agreement, school assemblies, parent/carers and pupil newsletters and letters to parents/carers.
- 1.12 The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff training programme.
- *Recognition, rewards and sanctions (see appendix B – rewards and awards)*
- 1.13 The school will promote good and improved behaviour by pupils through a system of recognition and reward. This will include the use of:
- praise and positive feedback;
  - griffins and awards;
  - letters to parents/carers;
  - meetings with SPL's, Headteacher and Governors
- 1.14 The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including;
- learner support;
  - mentoring;
  - individual education planning/alternative placement
  - curriculum and curriculum resources;
  - teaching strategies;
  - outside agencies
- 1.15 The school will implement a range of strategies to deal with inappropriate behaviour by pupils, including;
- talking 'privately' with the pupil;
  - verbal reprimand;
  - recovery room
  - referring matters to Class Teacher//Form Tutor/Head of Department, SENCO, Head of Pastoral Support, the Deputy Headteacher and the Headteacher (as appropriate)
  - instituting pupil detentions as appropriate;
  - letters to parents/carers;
  - meetings with parents/carers;
  - referral to external agencies;

- detention;
- fixed-term or permanent exclusion

1.16 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

➤ *Early intervention*

1.17 The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.

1.18 The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

1.19 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

1.20 The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

1.21 Parents/carers will be contacted promptly by the school and normally within 'one' working day (definitely '2' working days) to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

➤ *Investigating cases*

1.22 The school will investigate, as appropriate, reported incidents of pupil misbehaviour.

1.23 The school will ensure that relevant staff receive adequate and appropriate training for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

1.24 The School will provide adequate non-contact time for the conduct of investigations.

1.25 The school will notify the police and other relevant bodies of incidents where it is appropriate to do so.

- 1.26 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.27 A copy of the result of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

### **Developing capacity**

➤ *Training and professional development for all staff*

- 2.1 The school has a comprehensive behaviour management training programme (last fully reviewed in June 2006) to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- 2.2 The school reviews regularly the health, safety and welfare of all its staff and provides for professional and personal support (including counselling and training).
- 2.3 The school provides relevant information and training on behaviour management matters to all groups of staff, including:
- lunchtime supervisors;
  - support staff (e.g. learning support assistants, classroom assistants);
  - other school staff (e.g. canteen staff, buildings/grounds maintenance);
  - newly qualified teachers during their formal induction period;
  - students undertaking programmes of initial teacher training;
  - supply teachers;
  - class teachers'
  - management/leadership group.
- 2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.
- 2.5 The school undertakes annual reviews of the continuous professional development needs of all staff.
- 2.6 The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
- implementing the school's behaviour policy;
  - logging and recording of incidents;
  - lunchtime supervision;
  - educational visits;
  - learning styles;

- legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint);
- pastoral support;
- equal opportunities and anti-discrimination;
- techniques for promoting positive behaviour;

➤ *Clear roles and responsibilities*

2.7 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.

2.8 The Governing Body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

➤ *Referral*

2.9 The school will undertake reviews of pupils' needs prior to identifying suitable educational plans, strategies and alternatives for pupils.

2.10 The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.

2.11 The school has established a database of the main points of referral outside the school (including student behaviour support service, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police);

2.12 The school maintains appropriate records on the use of referrals, using the relevant referral forms.

2.13 The school ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

➤ *Resources*

2.14 The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour managements policy, including reviews of the following:

- (i) *staffing issues:*
  - staffing levels;
  - staff training and development;
  - provision for non-contact time;
  - workload;
  - health and safety.
  
- (ii) *record keeping:*
  - provision of administrative and record keeping systems (including use of ICT);
  - monitoring arrangements (including use of ICT);
  
- (iii) *curriculum review and alternative provision:*
  - alternative education provisions for pupils, including the use of off-site provisions (where available);
  - review of curriculum appropriateness, especially in light of new 14-19 curriculum.
  - use of curriculum flexibility.
  - on-site facilities wherever possible and appropriate (e.g. "recovery" room, access to learning support, mentoring).

- 2.15 The school has secured access to appropriate specialist child and family support services (where available), including;
- Behaviour Support Service;
  - Education Welfare Service;
  - Health Services (including mental health);
  - Social Services;
  - Connexions Service;
  - Youth Workers;
  - Youth Offending Team;
  - Drug Counselling Agencies;
  - Learning Mentors.

- 2.16 The school has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

### **meeting needs**

#### ➤ *Needs assessment/reviews*

- 3.1 The school has identified a named person(s) to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive. (Assistant Headteacher- school ethos)

3.2 The school ensures that adequate time is given using the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme.

3.3 The school ensures that teachers receive adequate non-contact time to provide support to individual pupils.

➤ *Curriculum flexibility*

3.4 The school's curriculum is appropriate to the needs of pupils.

3.5 The school's curriculum (tutorial programme) provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

➤ *Pupil involvement*

3.6 The school encourages pupils to take responsibility for their own learning and behaviour.

3.7 The school encourages pupils to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self-discipline.

3.8 The school provides opportunities for pupils' positive involvement in the life of the school and community.

➤ *Parental/carer involvement*

3.9 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

3.10 The school provides opportunities to encourage parental involvement and support for the behaviour policy.

➤ *Community involvement*

3.11 The school liaises with a range of bodies as appropriate, including the LEA, health services, police, voluntary sector and religious bodies, social services.

## reviewing effectiveness

### ➤ *Record keeping*

- 4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.
- 4.2 The school maintains accurate records of behaviour incidents using the standard incident report forms, and recording all incidents on 'e-portal'.
- 4.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.
- 4.4 The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- 4.5 The school deploys appropriate clerical staff to undertake routine administration and record keeping.

### ➤ *Monitoring and evaluation*

- 4.6 The school monitors behaviour incidents in order to identify issues and trends. Tutors, SPL's will routinely check for patterns and intervene at early stages, with referral up the hierarchical chain only if initial action is ineffective. (see appendix D)
- 4.7 The school makes effective use of ICT database facilities to support the implementation of its procedures.
- 4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.
- 4.9 The school monitors incidents of disruptive behaviour in terms of:
  - type of incident (including racist, sexist and homophobic incidents);
  - critical days/times in the week;
  - critical places within/outside the school;
  - pupils involved;
  - profile of students involved (ethnicity, gender, age, SEN);
  - timeliness of response;
  - outcomes.
- 4.10 The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care, and against current national data.

- 4.11 The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.12 The school evaluates its policy against key improvement objectives which include:
- (i) individual measures:
- improvement of individual behaviour;
  - academic progress.
- (ii) **class/department/whole school**
- general behaviour patterns;
  - balance in the use of rewards and sanctions;
  - staff support and training needs;
  - curriculum access and academic progress;
  - equal opportunities;
  - behaviour management trends over time;
  - effectiveness of the policy in encouraging positive behaviours.
- 4.13 The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.
- 4.14 The school ensures that behaviour issues are discussed with all parents/carers as part of the annual parents' meeting.
- 4.15 The school will report to parents any changes to the behaviour policy or procedure that may effect policy.

➤ *Sharing good practice*

- 4.16 Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

Date of writing – January 2010

To be ratified by Governors – January 2010

To be reviewed – January 2012

## **annex 1**

### **Use of exclusion**

Under the law, the headteacher, Governing Body, LEA and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- whether to exclude a pupil or (where applicable) to uphold an exclusion;
- the period of exclusion;
- (where applicable) whether to direct the headteacher to reinstate an excluded pupil.

The Governing Body and headteacher of the school are responsible for promoting good behaviour and discipline on the part of the school's pupils and for securing an orderly and safe environment for pupils and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusion as one option. The school will ensure that the interest of the whole school are considered within any action taken.

### **Deciding whether to exclude a pupil**

Only the headteacher or, in his or her absence, a senior teacher acting with his or her authority, can exclude a pupil from school. A decision to exclude a pupil will be taken only:

- in response to serious breaches of the school's discipline policy; and
- if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil is a matter of judgement for the headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

### **Before reaching a decision to exclude either permanently or for a fixed period, the headteacher will:**

- consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies;
- allow the pupil to give his or her version of events;
- (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

### **Permanent exclusions**

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- where there has been serious actual or threatened violence against another pupil or member of staff.
- sexual misconduct;
- supplying an illegal drug;
- carrying an offensive weapon.

### **Fixed-term exclusion**

In the case of fixed-term exclusions, the headteacher may exclude a pupil for up to 45 days in any one school year.

### **Lunchtime exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is treated in the same way as any other fixed-period exclusion.

### **Reintegration**

A reintegration meeting following the expiry of a fixed-period exclusion will be arranged by the school prior to a pupil returning from a period of exclusion and in the case of any pupil who has been excluded from another school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil.

### **Setting work**

The headteacher will provide an individual education plan for all pupils on roll who are excluded for a period of more than 5 consecutive school days and which will set out;

- how the pupil's education will continue during the period of exclusion;
- how the time might be used to address the pupil's problems; and
- (together with the LEA), what educational arrangements will be best help with the pupil's reintegration into the school at the end of the exclusion. The school will usually be expected to meet some of the costs for this but the exact arrangements will need to be agreed with the LEA.

In the case of a permanently excluded pupil, the headteacher will plan for the pupil's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll.

**Informing parents/carers**

The headteacher will inform the parent/carer of the period of the exclusion and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the school may notify the Social Services Department and the police if, in the headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

**Other considerations**

The school will implement its behaviour policy with due regard to the implications arising from the Special Educational Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.

## Appendix 'A'

### Exclusions

- Only the headteacher can exclude students from school.
- Pastoral secretary will write and send exclusion letters
- Letters must have meeting time and person who will be meeting parents- most returns from exclusion will be convened by the SPL. However, there will be occasions when it is more suited that the form tutor, CL or DOL, or member of SLT convene the meeting.
- Students should usually go on report on return from exclusion
- Pastoral support plans can be used on return from exclusion when necessary.
- Red exclusion forms should be completed in full prior to and post exclusion to minute outcomes. These should be filed in student file once plan for progress and reconciliation have been completed. Before making a decision to exclude **always** liaise with the SPL **and** either FW, NS or BE
- Exclusions data to be monitored to look at trends in exclusions, and reported half-termly to governors.

DFES exclusion procedures can be found at : [www.teachernet.gov.uk/exclusion](http://www.teachernet.gov.uk/exclusion)

## Appendix C

# Rewards & Awards

The following is a selection of rewards for students. Some of these will happen regularly, and some are to use on an ad hoc basis. **Rewarding students effectively is the main way to improve behaviour and relationships.**

The system has had a minor overhaul making it easier for staff and students to see that working hard and behaving well is worth doing!

*Stickers (to replace griffins and brills)*

***All subject areas have subject specific stickers from “My Stickers.com”, these are interactive in that students log on and type a code in so that they can create a character online.***

### For both Griffins & Brills:

- The planner sheets are split into 6 sections, to coordinate with the PLTs, Independent enquirers, Creative thinkers, Reflective learners, Team workers, Self-managers and Effective participators. These will be awarded by teachers when students have demonstrated that they have been successful in a certain area.
  - The planner will inform students to tell their form tutor when they have reached a certain milestone (15, 30, 50, 90, 120, 150). Tutors must keep a check on the planners to make sure that all pupils griffins are logged.
  - Tutors then log the number of griffins/ brills onto eportal at the correct milestones
  - This triggers an automatic letter to be sent home by the pastoral secretary
  - Also the following awards and prizes will be attached to certain milestones:
    - 15= letter sent home
    - 30= slightly better letter sent home!
    - 50= letter sent home, students receive bronze award at end of term
    - 90= letter sent home, students receive silver award at end of term, issued with VIP pass for week, receive Bournville pen at the end of year awards assembly
    - 120= letter sent home, students receive gold award at end of term, invited to meet the school governors for formal praise, £5 voucher given at the end of year awards assembly
    - 150= letter sent home, students receive Blue headteacher’s award at end of term, invited to meet the headteacher for formal praise, £10 voucher given at the end of year awards assembly.
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- **Brills- KS4-** students getting brills will be congratulated in assembly weekly by Student Progress Leaders.
  - **Guidelines for giving griffins / brills and suggested number per lesson**
    - 2/3 per lesson max but at least 1 every lesson
    - blanket whole class griffins / brills should be avoided as they are non-specific and devalue rewards.

- Giving more than one sticker at a time is not advised as again it will devalue the rewards
- **Elgar Star Board** the top 10 students from each year with the most griffins and brills that term will have their name put up in Elgar foyer.
- **'Feel Good Friday'**- all staff to call one student per week to say they are doing well
- **Send students to SPL/ CL/ DOL/ LT with good work**
- **Governors** – students who are exceptional may be called to see the Governors and a letter sent home to tell parents they have been congratulated.

### Praises

- eportal praises to be used when students are generally working well, this may be for example being able to sit still, or good work ethic and can be used for whole group praises
- Form tutors to praise students at the end of the day, these flagged up as events in the register.
- **Focus** – when Leadership have a year group focus, all praises receive a postcard or phone call home.

### Awards

- **Awards assemblies** will take place at the end of every term during the school day- parents will be invited. At these assemblies the following awards will be given out:
  1. Griffin/ brill gold, silver, bronze, headteacher certificates
  2. Attendance awards -95%+
  3. Form tutor awards -2max
  4. Pastoral (SPL) certificates- usually one
  5. Progress awards- each subjects teacher to nominate ONE student from each of their classes that has made the most progress that term.
- **Awards Evening** to be held in the Autumn term, with special guest giving out awards to those with exceptional exam results at KS4 and KS5 and school and extended community service awards.

### Who fills out the awards?

- griffin/ brill total awards- pastoral secretary
- attendance & punctuality awards- PSM
- form tutor awards- pastoral secretary
- Pastoral award- SPL
- Progress awards- pastoral secretary.

## Behaviour Management System

The purpose of this is to produce a manageable yet effective system with minimum paperwork or ICT input to get results. It must be easily understood by parents, students and staff.

The Education and Inspections Act 2009 introduces new statutory powers for schools regarding behaviour and discipline. These allow all staff, teaching and non-teaching to regulate pupils' conduct and impose sanctions, this extends to pupils outside of school. Allows pupils to be detained on weekdays and teacher days with 24 hours notice. Allows staff as delegated by the Headteacher to confiscate banned articles.

### Curriculum areas/ Faculties:

- Subject staff- It is advised that class teachers deal with most behaviour issues, and should only refer to CLs or DOLs when support or further action is needed. It is also advised that subject teachers liaise with SPLs and form tutors as necessary for support and guidance with students.
- DOLs/ CLs: If there are concerns with a student in one curriculum area or faculty this should be dealt with by the CL/ DOL using the curriculum area/ faculty behaviour policy, in liaison with the SPL &/or the form tutor.
- For example if a student is on report to a subject teacher and there is no improvement, then the subject teacher should refer to their CL for action or support. If there is still no improvement then the student would be referred to the DoL. Finally if there is no improvement the student should be referred to the Line Manager (member of SLT). At any time along this route it is advised that there is liaison with the SPL or form tutor to ensure the best course of action.
- **The referral path for departments is- subject teacher → CL → DOL → line manager (member of SLT)**
- DOLs & CLs should regularly discuss students of concern (using evidence from printouts from e-portal and XL pivot tables) with their curriculum area or faculty.

### Outside lessons

#### During break or lunch time:

- Incidents happening at break or lunchtime should be dealt with by members of staff on duty
- If an incident occurs and no on-duty staff are around please take it to the nearest office who will refer it to the member of staff on duty
- If there is a serious incidence or further action needs to be taken with a student this should be referred to the team leader for action or support. If further action is needed this should be referred to the member of the SLT on duty.
- **The referral path for breaks and lunches- staff on duty → team leader → member of SLT on duty**

### Outside of lessons but not at break or lunch time:

- Incidents outside lessons should be dealt with by nearest members of staff. If however this is not possible, e.g. because the member of staff is teaching, then the member of SLT on call should be called for, by contacting one of the offices.

**All incidents that happen outside lessons should be logged either on e-portal or on the yellow referral sheets which can be found in the staffrooms.**

### **Faculty policies**

- AHT Student Learning and Progress will work with faculties to ensure that faculty behaviour policies are in line with whole-school policy.

### **In lessons**

- Subject teacher logs events on e-portal
  - Warnings 3- 5 should be logged- these should only be logged once. Any action taken must also be logged. An incident should NOT be logged along with a DfL- only one or the other should be used.
  - Any incident and any action taken that is not linked to DfL should be logged as an INCIDENT.
  - Any praise other than griffins or brills should be logged as PRAISE e.g. Feel Good Friday phone call, positive letter etc
  - Griffins or Brills should NOT to be logged by subject teachers
- **Year Teams:**
  - Form tutors should check the events for their form daily. This is easy and quick to do as these events show up when opening e-portal to take the register.
  - If there are concerns across several subject areas re- number or content of events, or discussions with staff, form teacher to discuss with student and remind of expectations, warn of report/ form detention. (Tutors should not repeat detentions if they have already been given by a subject teacher)
  - If no improvement student to be placed on form teacher report
  - If no improvement refer to SPL for support or further action
  - If no improvement – further action should be taken- e.g. PSP, mentoring, meeting, assessment, phone call home, if no improvement passed to member of SLT attached to year group
  - **The referral path for year groups is- form tutor → SPL → member of SLT attached to year group**

### **Exclusions**

- Exclusions should only be used as last resort
- Fixed term exclusions & permanent- only the headteacher can exclude from school- all exclusions should be made in consultation with SPL and in consultation with Headteacher, Associate Headteacher, Deputy Headteacher, AHT Student Learning and Progress or AHT Every Child Matters.

## Senior Teacher Reviews

- There will be times when a number of incidents have happened over a period of time or one very serious incident. This is when a senior teacher review is needed.
- It is often the final step before a governors' review meeting.
- Parent(s), student, member of SLT attached to the year group
- The member of the SLT attached to the year group will lead the meeting
- Usually a file review and interim report will need to be completed (by PSMs) and sent home in advance of the meeting
- It is advisable that a PSP is set up in these meetings to clearly monitor the behaviour of a student.
- If there is clear improvement parents will be informed and student praised. If no further improvement a further consequence may be needed e.g. further meeting, internal exclusion, exclusion from school etc. This can all be contained in the PSP

## Governors' reviews

As with a senior teacher review a governors' review can be set up for several incidents or one serious incident. Usually a student will attend a governors' review if they are at risk of being permanently excluded from school.

- Student, parents, Headteacher, AHT student learning and progress, Student Progress Leader, clerk (PSM for that key stage), 3 governors should be invited. The PSM working with the relevant key stage will send the letters out, and ensure the meeting is planned- meetings room booked, staff have been covered- though this still remains the responsibility of staff to check, governors can attend, parents can attend, refreshments are available
- A governor will chair the meeting
- First, the Student Progress Leader or AHT Student Learning and Progress will give an account of the reason for the meeting
- A discussion then should take place
- Outcomes and suggestions to move forward must be made by the end of the meeting. Clear actions with specific dates should be made clear on the minutes.
- The attending PSM will take minutes, get them checked by AHT Student Learning and Progress and send them to all attendees, with one going on the student's file.
- The minutes from previous governors meetings will be discussed by AHT Student Learning and Progress and SPLs to ensure all actions have been completed.
- If a student goes in front of the governors for a second time, the minutes from the first meeting must be included
- Paperwork to include: governors' review pro-forma, file review, interim report, exclusions letters, previous minutes from governors' review if necessary.
- The paperwork must be with the governors *at least 3 days before the meeting, but preferably a week before.*
- PSMs will send the paperwork out with the usual letter.