

BEHAVIOUR FOR LEARNING POLICY



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1. Introduction

Ellern Mede School comprises of two sites, Orange Tree and the Ridgeway site.

Ellern Mede Ridgeway site educates young people who are admitted to Ellern Mede Hospital and support the inpatients in their care.

The Orange Tree site provides education to children who benefit from support within a small, therapeutic and caring environment, and are not inpatients in the hospitals. The Orange Tree site is a small therapeutic and specialised community.

For the school to be a safe and calm learning environment for us all we have clear rules and a code of conduct, which all students must follow and respect for the good of everyone.

Good behaviour and effective learning go together. Just as we teach and model effective learning in subjects of the curriculum, it is essential that we model and teach the excellent behaviour for learning we expect our young people to display.

This policy considers the following guidance:

- Behaviour in schools: advice for headteachers and school staff 2022
- The Equality Act 2010
- Special behaviour Educational Needs and Disability (SEND) Code of Practice
- Keeping Children Safe in Education

2. Key aspects of the policy

This policy aims to achieve the highest possible standards of behaviour within the school setting.

This policy outlines the expectations of within the school through:

1. Outlining the rationale for why excellent behaviour is essential within the school to facilitate learning
2. Ensuring individuals are aware of the benefits and rewards associated with good behaviour
3. Setting out the Code of Practice within the school
4. How sanctions are applied, if necessary
5. Internal exclusions
6. Exclusions

The Behaviour for Learning policy provides a clear set of expectations for those who belong to our school community and a framework of consequences relating to sanctions and rewards.

3. Roles and responsibilities

It is the responsibility of the proprietor to ensure that there is a statutory policy in place for School Behaviour. The School Behaviour policy will be approved by the Headteacher. The frequency for review of this policy is determined by the Headteacher.

The Headteacher will undertake policy consultation and review as required. It should be noted that -

- There is ongoing evaluation of the school's systems by the Advisory Board
 - Policies are reviewed individually within the timescale stated on each document.
- Additionally the policy is reviewed if and when new guidance is issued by the DFE.

It is the responsibility of the proprietor, Headteacher and all staff to ensure that all steps required within the policy are followed and adhered to.

It is the responsibility of the students attending Ellern Mede School on either site to adhere to the guidelines outlined within the policy.

4. Rationale

The main aim of the policy is to promote excellent behaviour throughout the school community so that:

- Young people contribute to school and enjoy learning.
- Young people achieve their best and to value learning for life.
- Young people become independent adults who are active citizens, willing to play their part in shaping the world around them for the better.
- Young people develop a positive self-image.
- Young people show good motivation.
- Young people develop confidence when interacting with their peers, offering and using peer support.
- Young people accept praise, tolerate mistakes and experience pride in and derive satisfaction from their own achievements.
- Young people understand our core values of commitment to learning, respect for themselves and others, fairness and to demonstrate a good team spirit.

The Behaviour for Learning Policy sets out to:

- Define expectations about behaviour for learning clearly to staff, young people, parents/carers

- Recognise that praise plays a very significant part in improving behaviour for learning and define a clear rewards system
- Presents a series of learning moments, reflections and consequences which follow if young people display unacceptable behaviour.
- Provide a clear system for monitoring and tracking behaviour for learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions

Misbehaviour is defined as:

- Disruption in lessons,
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

5. Benefits and rewards

5.1 Rewarding Learning

Praise plays a very significant part in improving behaviour for learning. The Orange Tree Site use a values curriculum for creating a culture of excellent behaviour. We celebrate our values and hope this supports making positive behaviour choices. Our values are linked to our positive point system to reinforce positive behaviour.

Using our Orange Tree Site Values and recognising achievement in various high-profile ways at classroom, team and whole school level will have a significant impact on creating an environment to encourage positive behaviour for learning.

The orange tree values divided into pillars



Social	Wellbeing	Academic
Empathetic Nice and Kind	Resilient Gratitude	Engaged Effort

Teamwork	Optimistic	Ready to learn Ambitious
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Reward points system

Social	Value	Point
Understanding and considerate of others	Empathetic	2pt
Being kind to peers and staff	Nice & kind	1pt
Working with others	Teamwork	2pt
Correct school attire	Ready to learn	1pt
Wellbeing	Value	Point
Working through a difficult moment	Resilient	3pt
Showing gratitude to others	Gratitude	2pt
Being positive	Optimistic	2pt
Academic	Value	Point
100% Attendance all week	Ready to learn	5pt
Improved attendance	Ready to learn	2pt
Planner present	Ready to learn	1pt
Effort during class x3 ticks	Ready to learn	2pt
Engaged in the learning x3 ticks	Effort	1pt
Completing homework / extra tasks	Engaged	3pt
Excellent work	Effort	3pt
Achievement	Effort	3pt

Staff allocate points on Isams whenever they can see students are showing an Orange Tree Value. Positive choices are celebrated. Points are collected and work towards individual reward goals. Staff send home postcards, emails of praise or certificates.

In the classroom, the teacher may wish to praise achievement quickly and easily to show instant recognition of good choices and of good work. Teachers will consider the make-up of the class when undertaking this form of praise.

How positive points are assigned and what follows:

Students at Orange Tree School are recognised and rewarded for their notable achievements and contributions to the school community, both within and outside of classroom settings. Positive Points, distributed by teachers/ form tutors during lessons, form a central component of our reward system, playing a vital role in ensuring that each student finds fulfilment in their school experience.

As a general guideline, teachers may typically award up to three positive points in a standard lesson, thereby reinforcing positive behaviours and efforts.

A **reward ladder protocol** is a great way to structure and incentivise positive behaviour in students.

1. Bronze Level (25 Points):

- Verbal Praise: Key teacher/tutor acknowledge and praise positive behaviour individually if the students do not like to be praise publicly
- The keyteacher/tutor informed the parents of the students' achievements in their weekly contact

2. Silver Level (50 Points):

- Certificate of Achievement: Receive a certificate recognising sustained positive behaviour.
- £5 voucher

3. Gold Level (100 Points):

- Activity School Privilege: Earn the opportunity to carry out in school a preferred extracurricular activity or club.
- £10 voucher

4. Platinum Level (150 Points):

- Head teacher's Recognition: An announcement or commendation from the Headteacher (privately or publicly, according to the students' preference)
- Special Event Participation: Exclusive participation in a school event or activity.
- Individual Achievement Award: A personalised award recognising outstanding positive behaviour, which will be sent to parents
- £15 voucher

Rewards for total points achieved:

Points	Rewards	
50pts	£5	<p>Voucher / Experience / Item of choice</p> <p>These can be redeemed incrementally or saved up. Please notify your form tutor when you would like to redeem your rewards</p>
100pts	£10	
200pts	£20	
250pts	£25	
300pts	£30	
350pts	£35	
400pts	£40	

Tutor rewards

Total Points	Rewards
Every person in class 100	Golden Time lesson (Can't be the same lesson twice)
1000 combined	Bowling / Private Cinema
1500 combined	Go to a restaurant for lunch
2000 combined	Class trip Theme Park/ Zoo

Ridgeway Site:

Praise plays a very significant part in improving behaviour for learning. Recognising achievement in various high-profile ways at classroom, team and whole school level will have a significant impact on creating an environment to encourage positive behaviour for learning.

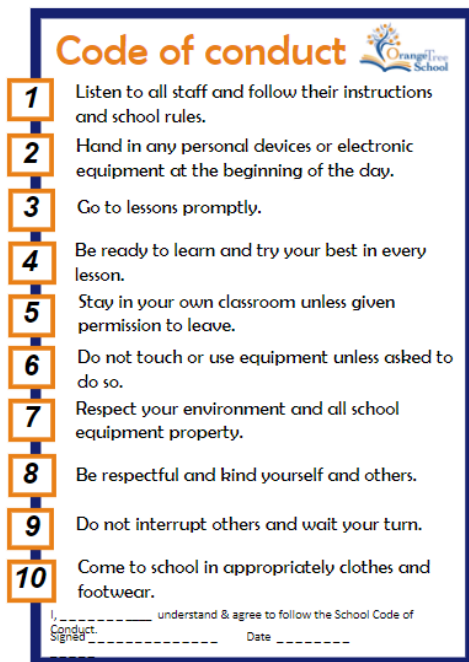
Clearly, the ideal opportunity for young people to receive praise will be through the formative feedback young people receive based around the learning and teaching. Young people should receive regular feedback through marking, classroom interaction and reports.

In the classroom, the teacher may wish to praise achievement quickly and easily to show instant recognition of good work. Teachers will consider the make-up of the class when undertaking this form of praise.

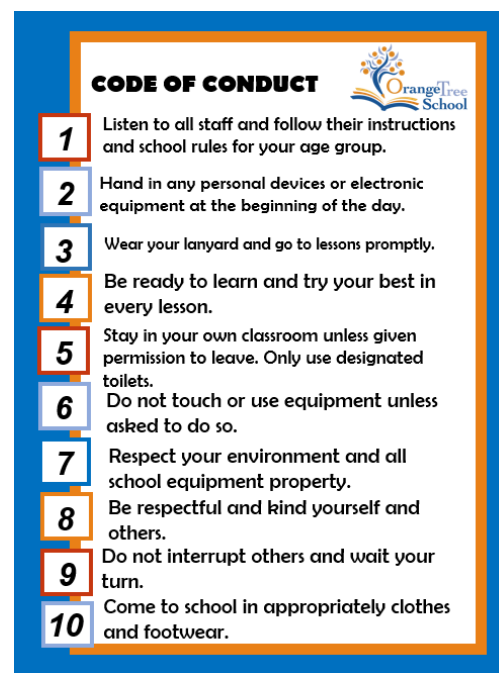
School recognition is also shared through key teacher feedback to all professionals involved and through regular contact with the students home school.

6. Code of Conduct Attending the Ellern Mede Orange Tree Site

Students attending school must adhere to the following guidelines.



(11-18 Year Old Students)



(19 Year Old Students)

- Pupils are expected to:
 - Show respect to members of staff and each other
 - In class, make it possible for all pupils to learn
 - Move quietly around the school
 - Treat the school buildings and school property with respect
 - Accept sanctions when given
 - Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

All Students who turn 19, must adhere to an adapted code of conduct and sign it themselves.

7. Code of Conduct Attending the Ellern Mede Ridgeway Site

Code of Conduct at Ellern Mede School

Young people attending school must follow these guidelines

You must:

- ✓ Behave in a way which is safe enough for you, staff and other young people in school
- ✓ Always listen to the teaching and support staff to enable learning to take place
- ✓ Show respect to each other and all staff
- ✓ Respect school property and other young people's possessions
- ✓ Engage with learning taking place in the classroom and focus to the best of your ability
- ✓ Always ask for help if you need it
- ✓ Remain seated during lessons

You must NOT:

- ✗ Remove resources and equipment from school
- ✗ Bring mobile phones into lessons
- ✗ Use school resources in a way that is unsafe to you or others

8. Behaviour and Sanctions

The Orange Tree Site have a clear code of conduct and a negative point system.

Recognising the diverse and specific challenges faced by our students, we have developed a Code of Conduct to establish a framework that promotes a positive and nurturing and therapeutic atmosphere. This code is designed to guide our entire school community – students, staff, parents, and stakeholders – in fostering an environment that is conducive to learning, growth, and well-being.

Our commitment to behavioural support is rooted in empathy, patience, and a deep understanding of the unique needs of our students. Through this code, we aim to provide a clear set of expectations and strategies to enhance the social and emotional development of our students, empowering them to overcome challenges and thrive in a supportive educational setting.

We encourage everyone in our community to familiarise themselves with the Code of Conduct, as it will serve as a roadmap for promoting positive behaviours, resolving conflicts, and ensuring the well-being of all individuals within our school family. We also foster the ethos of learning moments when students do not get it right. These conversations will identify the students' understanding of the incident and allow them to make better choices in the future.

Our teachers, learning support assistants, and all members of the Orange Tree School community consistently reinforce the importance of our code of conduct to our students.

These guidelines, crucial for fostering a positive and inclusive environment, are thoroughly communicated during students' tutor time and Personal, Social, Health Education (PSHE) lessons.

For our new students, a comprehensive introduction to the content of this code is provided by their form tutor, ensuring a smooth assimilation into our community.

To further emphasise the significance of these principles, a displayed copy of the code is visible in every classroom, and each student is equipped with a copy attached to their planner. This accessibility reinforces our collective commitment to creating a supportive and understanding atmosphere where everyone can thrive.

Our code of conduct comprises 10 simple rules, carefully crafted to guide and uphold the values that define the Orange Tree School community.

- **Behaviour points system**

As an integral component of our behaviour policy at Orange Tree School, we have implemented a system of positive and negative behaviour points to actively monitor the students' conduct. This structured approach is designed to both celebrate and reward students aligning with the core values of Orange Tree School while also documenting instances where behaviour falls short of expectations.

The positive behaviour points serve to acknowledge and commend students exemplifying our school values, fostering a culture of recognition and encouragement.

Negative behaviour points are recorded when students' conduct deviates from our established expectations, allowing us to address and support their individual needs. This system is instrumental in maintaining a balanced and supportive environment, reinforcing our commitment to the holistic development and well-being of every student in our school community."

Behaviour points and weighting on Isams

Behaviour	Point
Unkind comments	1pt
Inappropriate comments	1pt
Rudeness to staff	2pts
Swearing at staff/ peers	2pts
Damage to school property/equipment	5pts
No accepting choices offered by staff C3	3pts
Disrupting others from learning	2pts
Aggression	5pts
Failure to follow staff instructions	2pts
Refusal to complete class tasks	2pts

Behaviour management

Students will receive behaviour points in accordance with our school values. These points will be deducted from the positive points students have accumulated over the year. This will encourage students to make better choices and understand that our choices have consequences.



Chance = A warning to notify students that a behaviour they have displayed is not satisfactory. Staff will provide an example of what they are looking for now. Processing time is allowed (1-2mins or more depending on the child's needs.)



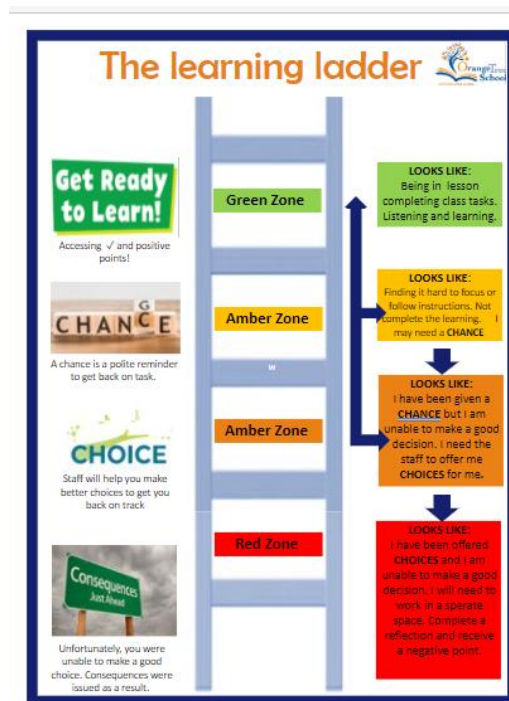
Choice = 2nd instance of the same behaviour or not following example provided you then offer a supportive choice. Do you need a movement break? (5 mins) Shall I explain the task in more detail. Do you need the task broken down.



Consequence = After choices provided the behaviours are still exhibited. Behaviour point issued, change of environment where work is completed elsewhere if in a lesson. Complete a reflection sheet with TLA. Parents are called and a restorative conversation between staff and students must take place before the next lesson or interaction.

*Reflection paperwork would preferably happen the same day as the incident. But sometimes students are not ready or too overwhelmed, in these instances this can be done the day after.

Learning ladder visual to be followed




Reoccurring behaviours in lesson: HOD/AHT to offer strategies and support / parental meetings / interventions.

Reoccurring behaviours out of lessons: Form tutor and AHT to provide support, strategies / parental meetings / interventions

Visuals: Staff can issue Choice, chance and consequence in their planners and on ISAMs for records.

Any of the following behaviours will equate to an instant Consequence (Behaviour point) and a 1:1 reflection.


- Direct swearing at Staff or student
- Racism
- Homophobia
- Sexism
- Unsafe behaviour
- Aggression
- Damage to school property (Community service)





Reflective Worksheet


Name: _____
Date: _____
Lesson: _____


What happened? Circle the images that best describe



Wasn't following instructions



Looking



Wasn't listening



Was disappointed



Had a negative attitude



Enjoyed others



Wasn't ready for it



Made a mess



Was dangerous



Nothing



Was aggressive


Was violent


Damage to property



Persevered poor choices



Was inappropriate



Other


Is there anything else?


How were you feeling? Circle the images that best describe



Bored / impatient



Silly / Wholly



Angry



Amused



Sad



Confused



Tired / a bit on the edge



Satisfied



Shocked



Sleepy



Nervous


Stressed


Dislike


Hungry


Scared


Other

What were you thinking?

What have you thought since?

Who has been affected?

What could I do differently next time?

Reflection: a time for reflection and positive change

As part of our commitment to fostering a positive and inclusive learning environment, we have implemented a Behavioural Reflection Form to assist the students in addressing their behaviour following specific incidents. This form is an integral component of our behavioural policy, aimed at promoting self-awareness, personal development, and maintaining a conducive atmosphere for learning.

The purpose of this form is not punitive; rather, it serves as a structured tool to facilitate self-reflection and personal responsibility. We understand that behavioural challenges may arise, and this reflection process, to be completed with the guidance of the form teacher or pastoral lead, is designed to encourage thoughtful consideration of choices made and their consequences.

The form teacher and pastoral lead will play a pivotal role in assisting the students through this process. They provide support, offer insights, and collaboratively set achievable goals for behavioural improvement. This approach is aligned with our belief in the potential for positive change and personal growth in each student.

Learning moment reflection tailored to need

- Racism
- Homophobia

- Sexism

If a child needs a safe space to rant/swear this can be arranged

If staff hear swearing in conversation address it immediately with a learning moment and offer Chance, choice and consequence.

Ellern Mede Ridgeway and Barnet will work in partnership with The Ellern Mede Hospital in implementing sanctions for unacceptable behaviour. The basic expectations for behaviour which is conducive for learning is displayed in each classroom (Code of Practice), and explicitly sets out the minimum expectations required from all young people.

In light of our school ethos, and the nature of some of the young people attending the school, every effort will be made to discuss and resolve difficulties by understanding and working out strategies without imposing sanctions.

In general, the students will be expected to make appropriate reparation for unacceptable behaviour, including making an apology, clearing up any mess, or replacing a broken object. In addition, the following sanctions may be used:

- To be separated or excluded from the group in school for a period of time. This may be a relatively short period of 15 minutes or may be a longer period of the day. If appropriate work will be set to be completed at during this period. (N.B. The word exclusion in the above sentence does not constitute an exclusion in the DfE legal sentence).
- To complete additional work in school for a specified period of time during a school break or after school.
- To do school work during free time
- To miss an activity within the school or Hospital programme

In exceptional circumstances parents will be involved in agreeing a sanction in addition to the decisions taken by the multi-disciplinary team at the Hospital.

9. Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

10. Exclusions

Ellern Mede School reserves the right to exclude young people from the school who consistently do not adhere to the Code of Conduct or there is a serious breach of school rules.

If there are any illegal substance misuse, illegal substances brought to school including tobacco products or alcohol, putting other students in danger, being subject a criminal activity, a criminal record or proceedings, your child is at risk of permanent exclusion.

This Policy should be read in conjunction with the Admissions Policy, which outlines the procedures for fixed term Exclusions and termination of services due to behaviour.

[Appendix 1](#)

School Exclusions (Fixed Period) - Information for Parents

1. My child has been excluded from school for a fixed period. What does this mean? Your child's Head of Site or Headteacher will notify you immediately, often by telephone and then in writing that your child has been excluded for a fixed period. The letter will state the date when your child should return to school. Your child can be excluded for up to 45 days in a school year.

2. What happens during the exclusion? Pupils who have been excluded will not be in school for 5 days. The school will provide work for your child and this should be completed and returned to the school. Your child is not allowed to enter the school premises during this time. If the exclusion is for more than 5 school days, the School is responsible for providing your

child with alternative suitable full-time education from the 6th school day of the exclusion and your child will be required to attempt any work set.

3. For primary aged pupils, the Head of Site/ Headteacher must arrange to meet with you to discuss your child's reintegration to school. This will take place either at the end or during the period of the exclusion.

4. For secondary aged pupils, the Head of Site/Headteacher must arrange a reintegration interview with parents during or following the end of a fixed period exclusion when it is six days or longer.

5. Do I have the right to look at my child's school records?

Yes. Under Regulation 6 and 7 of the Education (School Records) Regulation 1989, you have the right of access to the school's curricular records and other educational records for your child.

6. Your request for access to your child's records should be made to the Advisory Board of the school. To do this you can write to the Headteacher/Head of Site or Proprietor at the school address.

7. What if my child is excluded for a fixed period and is due to sit exams during that time?

Arrangements will normally be made for your child to sit the exams. Please contact the Head of Site as soon as possible to discuss the matter.

8. What can I do if I disagree with my child's exclusion? If you do not agree with the Headteacher's decision to exclude your child for a fixed period you have the right to make representation (i.e. make your case) to the Advisory Board of the school. However, if the exclusion is for 5 school days or less, the Advisory Board is not legally required to meet with you. If the exclusion is for more than 5 days (in total in any one term) or your child may miss a public exam, a meeting of the Advisory Board will be set up to decide whether your child should be reinstated. If you decide that you wish to put your case to the Advisory Board you and your child will be invited to a meeting of the Advisory Board members at which you will be able to state your case.

This meeting will be arranged as soon as practicable but in the case of short fixed period exclusions the pupil will often be back in school before the meeting can take place. If the meeting takes place after your child has gone back this will still give you an opportunity to put your views about the exclusion to the Governors.

In presenting your case you will need to show that your child has been dealt with unfairly, either because you disagree with the description of the offence(s) or that exclusion is too harsh a consequence for what happened. If you want to do so, you can bring someone with you (usually a friend, another family member, an interpreter or signer) to the meeting to help put your view or help keep a record of what happens.

9. Who will be at the meeting? There will be representatives from the Advisory Board, usually no more than three at the meeting. The Headteacher/Head of Site and sometimes other

senior members of staff will also attend. Sometimes other professionals such as a social worker will go to the meeting.

10. What happens at the meeting? The Chair of the Advisory Board will welcome you to the meeting, introduce everyone present and explain what will happen at the meeting and the exclusion procedure. The Headteacher, or other appropriate member of staff, will explain why your child was excluded. You will then be able to ask the Headteacher/Head of Site questions about his/her report and be able to put your own case. The Advisory Board members may then ask you or your child questions concerning either the Headteacher's/Head of Site's report or matters you have raised. When the panel feel able to make a decision they will close the meeting and everyone will leave except the Advisory Board members. You will be notified, in writing, of the Advisory Board's decision immediately following the meeting.

11. You can ask for contact details of your local SENDIASS branch who will be able to give or advise on where you can obtain further independent advice as required.

Appendix 2

School Exclusions (Permanent)

Information for Parents My child has been permanently excluded from school. What does this mean? Your child's Headteacher/Head of Site will notify you of the decision to permanently exclude your child as soon as it has been made. Contact will often be made with you by telephone and then also in writing to confirm your child's exclusion. This means that your child cannot go back to school unless the Advisory Board decide that a reinstatement should happen.

1. What happens during the exclusion? Pupils who have been permanently excluded must stay at home for the first 5 days. The school will provide work for your child and this should be completed and returned to the school. Your child is not allowed to enter the school premises during this time. The Local Authority is responsible for providing your child's education from the 6th school day of the permanent exclusion. A representative of the Local Authority will be in touch with you to discuss the arrangements.

2. Do I have the right to look at my child's school records?

Yes. Under Regulation 6 and 7 of the Education (School Records) Regulation 1989, you have the right of access to the school's curricular records and other educational records for your child. Your request for access to your child's records should be made to the Advisory Board of the school. To do this you can write to the Headteacher or Chair of the Advisory Board at the school address.

3.What can I do if I disagree with my child's exclusion? You and your child will be invited to a meeting with representatives of the Advisory Board where you will be able to state your case.

4.There are two ways in which you can put your views to the Advisory Board panel: either in writing, preferably in advance of the meeting, or in person at the meeting. You may do both if you wish.

In presenting your case you will need to show that your child has been dealt with unfairly, either because you disagree with the description of the offence(s) or that a permanent exclusion is too harsh a consequence for what happened. You can also ask about what type of support your child was given to prevent the exclusion.

The meeting will normally take place at the school and will last for about an hour. If you are unable or do not wish to attend the meeting you may send any written comments you want to be considered to the Advisory Board. If you do not want to attend, please inform the Clerk to the Advisory Board via the school.

5.Who will be at the meeting?

Representatives of the Advisory Board, usually no more than three, will sit on the Panel. The Headteacher/Head of Site and sometimes other senior members of staff will also be present. Sometimes another professional such as a social worker or officer from the education department may also attend.

6.What happens at the meeting?

The Chair of the Advisory Board will welcome you to the meeting, introduce everyone present and explain what will happen at the meeting and the exclusion procedure. The Headteacher/Head of Site, or other appropriate member of staff, will explain why your child was permanently excluded. You will then be able to ask the Headteacher/Head of Site questions about his/her report and then be able to put your own case.

The Advisory Board members are then able to ask you or your child questions concerning either the Headteacher's report or matters you have raised. When the panel feel able to make a decision they will close the meeting and everyone will leave except the Advisory Board Members. You will be notified, in writing, of the Advisory Board's decision within one school day following the meeting.

7.What do I do if I disagree with the Advisory Board's decision to uphold the permanent exclusion? If the Advisory Board members decide to uphold the Headteacher/Head of Site's decision to permanently exclude your child, you have the right to apply for an independent review panel meeting, your LA will be contacted and advice will be sought as to suitable members of this panel. You have 15 school days from receipt of the Advisory Board's letter

to say that you wish to request a Review Panel meeting. You will be invited to put your case to the panel.

8.The panel can make one of three decisions: it may uphold your child's exclusion; it may recommend that the Advisory Board reconsider the exclusion; or direct that the Advisory Board to reconsider its decision. If the review panel either recommends or directs that the Advisory Board to reconsider its decision, a further meeting must be convened at the school within 10 school days of the committee receiving the panel decision. Regardless of whether your child has recognised special educational needs, you have a right to require that your LA appoint an SEN expert to attend the review.

It is recommended that you attend the meeting in person. If you want to do so, you can bring someone with you (usually a friend/family member/an interpreter or signer) to the meeting to help put your view. The decision of the Review Panel will be binding.

9.In determining your appeal, the panel can make one of three decisions: it may uphold your child's exclusion; it may recommend that the Advisory Board reconsider the exclusion; or direct that the Advisory Board reconsider its decision. If the review panel either recommends or directs the Advisory Board reconsider its decision, a further meeting must be convened at the school with 10 days of the committee receiving the panel decision.

10.What should I do if my appeal is not successful?

The Local Authority will decide to meet with you to discuss the next steps for your child's education.