

Promoting Positive Relationships and Supporting Behaviour Policy



Last Review: Oct 2023

Next Review: Oct 2024

“At Bradshaw, we provide a stimulating, caring and safe learning environment, where everyone is valued. In partnership with parents and the wider community we nurture respect, empathy and independence. Bradshaw children have a positive, hardworking approach to learning- leaving us as confident, successful individuals.”

At Bradshaw we have a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children and staff and children with each other. We recognise that understanding our emotions is a key aspect to understanding and managing behaviour and creating an environment that is conducive to learning. We also understand that part of our role, in partnership with home, is to help pupils understand what is right and wrong.

1. Policy Statement

This policy has been developed following research and input from members of staff, governor representatives, parents and carers and the pupils.

2. Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

3. Policy Aims and Objectives

Our school is committed to the emotional and physical well-being of its staff, pupils and parents and carers. We wish to work towards this in all aspects of school life and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of this policy is to bring us all together to adhere to some basic key principles and the practices that reflect our school ethos.

Bradshaw CP School treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high levels of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviours can signal a need for support which we will provide with diluting our expectation.

Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members.
- To help children develop a sense of worth, identity and achievement.
- To help children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To develop in all children the ability to listen to others, cooperate and appreciate other ways of thinking.

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

4. Policy Links

This policy links in with the following positions we hold in school:

- PSHE
- Anti-Bullying
- Equality
- Health and Safety
- Safeguarding
- E-safety

5. Roles and Responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently both within their own classrooms and across the school
- Modelling positive behaviour and verbally recognise with positive praise as appropriate
- Providing a personalised approach to the specific behavioural needs of particular pupils (seeking advice from the SENDco with regards to specific strategies to support individual children)
- To monitor continuously the behaviour of the whole group, even when working with a small group/individuals
- To provide an attractive, stimulating learning environment which is well organised, enables children to demonstrate good behaviour and encourages children to take responsibility for resources and equipment

- To make sparing and consistent use of reprimands and not to shout or raise their voice in a threatening or intimidating way, taking care to be firm but kind and most importantly to listen to establish the facts
- To make it clear at all times that it is the behaviour of which they disapprove, rather than the child.
- Recording behaviour incidents (use of CPOMs)

The senior leadership team will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

This has been developed inline with the school's IDEAS curriculum and values:

- ★ Active
- ★ Honest
- ★ Kind
- ★ Respectful
- ★ Responsible

Pupils are expected to:

- Behave in an orderly and self-controlled way
- 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
- Wear the correct uniform at all times
- 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.

The following school rules have been agreed after discussion involving both children and staff.

Our School Rules

- We are kind - we look after each other and our environment.
- We are respectful - we listen to each other and our teachers.
- We are honest - we always tell the truth.
- We are responsible - we work hard and allow others to do the same.

These School Rules are displayed in every classroom. The children are regularly reminded of them, and they are modelled appropriately.

Classroom rules

In addition to the School Rules, each class will draw-up a list of classroom rules at the start of each academic year - these will also be displayed in each classroom. This set of rules will outline any rules particular to that year group, classroom, and group and supplement the School Rules.

We believe in providing a positive environment where children feel safe to make mistakes. We use praise consistently and genuinely to highlight and reward good behaviour. Where children are experiencing difficulties, we use a range of pre-emptive strategies to help children modify their behaviour and achieve our expectations.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. Giving time and attention to delivery of targeted praise is a key aspect of positive behaviour management and character building across the school.

All good behaviour should be recognised, rewarded and shared with others. Staff, and children, should regularly pass comment on good behaviour, especially consistently good behaviour. Good behaviour should be reported to parents (through emails home, positive phone calls, and the end of year report or in person).

Rewards used at Bradshaw:

- **Verbal praise**
- **Stickers, stamps or house points**
- **Superstar of the week**
- **Postcards home**
- **Whole class rewards**
- **Sharing achievement with others – other staff or to the Headteacher**

Superstar of the week

This award is given weekly to one child in each class. The class teacher identifies a child who has particularly achieved – academic or pastoral. This is awarded during Celebration Assembly, each Friday.

House points

Each child will belong to a house in the school. The four houses are: Bridgewater, Bollin, Mersey and Weaver. Each time a child earns a house point – for good work, manners, behaviour, etc., their point is added to the house's total. The winning house will be rewarded at the end of each half term with a non-uniform day.

Responding to misbehaviour

We are very proud of our children's positive attitudes to learning however occasionally they may need to be reminded about their behaviour. For this we use

PIP and RIP.

- PIP – praise in public
- RIP – reprimand in private

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school's behaviour pathway details the processes linked to positive and unwanted behaviours (see appendix)

The Headteacher (or Deputy) may use suspension as a sanction for serious acts of inappropriate behaviour. When used, the reason for suspension must be explained to the child and their parent(s), recorded on file, and must follow DFE guidelines.

Reasonable force In some circumstances, staff (who have been trained using Team Teach approach) may use reasonable force to restrain a pupil. The school's Positive Handling policy outlines circumstances where this may be necessary.

Incidents of physical restraint must always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils and parents will be contacted.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching, screening and confiscation is conducted in line with the [DfE's latest guidance on searching, screening and confiscation](#).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Online misbehaviour

The school may speak with parents for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the SLT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full Governing Body every year. At each review, the policy will be approved by the headteacher.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Bradshaw Behaviour Pathway

Individual

Rewards:

Housepoints - used to celebrate work and effort within the books or for behaviour and attitude around school. All staff can give these. Stickers given by MDAs will be equal to one housepoint.

PROUD chart - building up 5 ticks/stickers to receive a PROUD card to go home whenever achieved. Children can earn PROUD ticks for:

- Showing exemplary behaviour
- Demonstrating the school's values of Kindness, Respect, Responsibility, Honesty and Being Active.

Low level Disruptive Behaviours - classroom or in assembly

Tracked in a folder on the teacher's desk - one sheet per week - tally kept each day.

1. Initial look/name verbal reminder - discussion about choices and expectations - question - Are you ok?
2. Verbal second warning the child is moved within the classroom and further discussion takes place.
3. 3rd verbal warning and tally noted on the sheet - whole break lost - further conversation with the teacher.
4. Reception children will be given calming time (using a sand timer) followed by a discussion with an adult to reflect on their behaviour.
5. 4 tallies in a week - child sent to SLT and parents contacted (this can be done earlier) - also reported on CPOMS

Low Level Disruptive Behaviour at Playtime

1. Child is spoken to and given the chance to change their behaviour
2. Child spends the rest of the break with the member of staff on duty - tally in class record and next.

More Serious Incidents

- Sent to SLT - parents spoken to and child withdrawn from the class for the next session to work with the member of the SLT
- Internal exclusion - from 1 hour up to 3 days
- Short term suspensions - 1-2 days
- Long term suspension - 3 -5 days
- Permanent suspension

Whole Class

Rewards:

Classes earn 'Bees' for whole class positive behaviours, demonstrating the school values. These are displayed in the classroom on a Hive display. Each class works towards an award (movie, pyjama day etc) that they decide upon. Target to be set by the class teacher, thinking of the children's age. The targets can be set progressively higher. These Bees can be given by all staff in lessons or around the school.

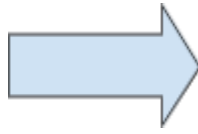
Low level Behaviours

1. Verbal reminder of the expectations*
2. Minute taken off break
3. More time taken off
4. These minutes are to be supervised by the member of staff who gave the sanctions

* Expectations:	Playtime:	Children treat everyone with respect and allow all others to enjoy their playtime safely.
	End of Play:	Quietly walk to the line Wait in silence Classes walk in silence only when all are quiet
	Corridor:	Walk in silence single file
	Assembly	Walk in and out in silence

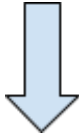
Appendix 2: Teacher Guide for Response to Off-Task, Low Level Disruptive Behaviour

Pupil displays **off-task, low level disruptive** behaviour



Teacher response-

- Low key, indirect corrective action such as a look or physical proximity. Are you ok?
- Positive reinforcement of appropriate behaviour elsewhere.

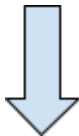


Pupil continues to display **off-task, low level disruptive** behaviour



Teacher response-

- Second reminder - child moved within the classroom/hall.

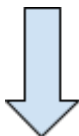


Pupil continues to display **off-task, low level disruptive** behaviour



Teacher response-

- Tally noted in class folder. Loss of break and further conversation with class teacher.



Child to complete the task they didn't complete (or didn't complete to their usual standard) during the lesson, or to have a discussion about the unwanted behaviour and disruption caused. They are expected to apologise to the relevant adult and reminded of the class expectations. The next session is a fresh start.

Child receives 4 tallies within a week



Teacher response-

- Child sent to SLT and parents contacted (this can be done earlier if deemed necessary). Behaviour recorded on CPOMS
- Child may be asked to work in another room or workspace.
- Behaviour monitored more closely

Disruption to the learning of others cannot be permitted. In cases of significant disruption, concerning behaviour or where other options have not successfully prevented the disruption, the class teacher may choose to inform the DHT or HT during the lesson, at which point the pupil will be positioned to continue their learning in another room or workspace.

Appendix 3: Managing Incidents of Challenging Disruptive Behaviour

It is helpful, when trying to discourage inappropriate behaviour, if staff are fully conversant with both historical and current information of pupils' capabilities when "agitated", which gives cause to think that a specific pupil / pupils may be "vulnerable". Staff should also try to collect information through observation and awareness, which could alert them to potential outbursts.

Strategies

a) Planned Ignoring

Staff might choose to ignore behaviours which are not disruptive to, or do not threaten the safety of, others, even though these fall outside the range of appropriate behaviour. It is, however, important to recognise that such ignoring will only be effective if rapidly followed up with praise for appropriate behaviour for either the target child or one nearby. Teachers must be constantly on the lookout in order to "catch children being good".

b) Divert attention

Distraction towards another activity may be effective in eliminating inappropriate behaviour.

c) Reduce background stimulation

Eliminate environmental factors, such as noise, heat or "audience", which may be exacerbating the inappropriate behaviour.

d) Channelling of emotional excesses into physical activity

Be prepared to modify programmes to provide this kind of outlet.

e) Encourage relaxation

Cultivate an atmosphere of calm, generated by a pacific attitude on the part of the staff.

f) Understand the immediate problem

Think in terms of causation rather than being distracted by overt behaviours.

g) Non-verbal Signals

Non-verbal warnings can be used to good effect, for example:

- making eye contact
- frowning
- using gesture, for example raising eyebrows, shaking head
- teacher moving nearer to pupil
- put hand on shoulder lightly (Caution)

h) Other initial responses

Make a humorous comment

Move pupil nearer to teacher / change seat, or both.

In cases of significant disruption, concerning behaviour or where other options have not successfully prevented the disruption, the class teacher may choose to take the pupil to the DHT or HT during the lesson, at which point the pupil will be positioned to continue their learning in another classroom or workspace.

Ensure that you raise concern or seek advice from HT who will work in conjunction with SENDCo for any pupils who are not responding well to or showing significant improvement with the implementation of this policy.

Strategies which may be used to de-escalate conflicts

Keeping calm - An emotional response may lower the teacher's status and is not conducive to clear thought. It can also inject energy into an already difficult situation.

Condemning the act not the person - Focus on what is wrong, and do not insult or label the pupil concerned. This will allow the pupils to retain their self-esteem, whilst making it clear that you disapprove of the behaviour.

Postponing - It is not always necessary to resolve the problem when and where it occurs. A postponement can allow a resolution within a calmer situation. It can allow individuals to calm down, and an audience can be avoided.

Retaining control of the conversation - Conversations in conflict situations are usually negative and unproductive. The teacher should lead the direction of the conversation. Asking questions is a powerful way of taking the initiative.

Noticing the reaction of the pupils - Teacher intervention may intensify an already highly-charged situation. To avoid emotion spilling over to a 'fight / fright' reaction, notice particularly non-verbal behaviour, and react appropriately.

Aiming for a win/win solution - A solution where both sides can keep self-esteem is the most effective.

Appendix 4: Behaviour log

Staff will use various charts to tally low level behaviours and seek to understand patterns and triggers. These charts will be stored securely online.

Persistent low-level behaviours and more serious behaviour incidents will be logged on CPOMS.

Staff logging any incident will record the following information:

- Pupils name
- Name of the member reporting the incident
- Date
- Where the incident took place
- When the incident took place? (Before school, after school, lunchtime, break time)
- What happened
- Who was involved (using initials for other children)
- What actions were taken, including any sanctions?
- Any follow up action including details
- People informed of the incident

Appendix 5: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 6: Information for parents about Suspension

Principles

- 1) Suspension is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Policy. A student may be at risk of suspension from school for:
 - Verbal or physical assault of a student or adult;
 - Persistent and repetitive disruption of lessons and other students' learning;
 - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions.
- 2) A Fixed Term Suspension from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If none are available to authorise the suspension a decision should be deferred until the opportunity for authorisation is available.
- 3) In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.
- 4) The school seeks to reduce the number of incidents leading to suspension by promoting a positive atmosphere of mutual respect and discipline within the school.
- 5) The school regularly monitors the number of Fixed Term Suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Suspension

- 1) Parents will be notified as soon as possible of the decision to suspend a student and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Headteacher in a face- to-face meeting.
- 3) A student who has been suspended will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. It is hoped that in most cases following a suspension , the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Students Returning from a Fixed Term Suspension

All students returning from a Fixed Term Suspension are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusions

A school will usually only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.