

# Restorative Practice Relationships Policy



**September 2022**

<b>Title</b>	Woodthorne Relationships Policy
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<b>Approved By Name</b>	Anu Gibson (Chair of Governors)
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## Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of the relationship and behaviours at Woodthorne Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

## Introduction

At Woodthorne Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Through our core values, we encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting positive behaviours amongst the pupils is a shared responsibility. All those who work with the school; Governors, staff, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of relationships and behaviour that we have at Woodthorne.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. ***All adults at Woodthorne understand that we model the behaviours and attitudes that we expect of the pupils – if we speak to them appropriately, model positive attitudes and ensure that our tone of voice and body language supports an equal relationship, then pupils will do the same when they are resolving their own disagreements or problems.*** Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

## Aims:

Our aim at Woodthorne Primary School is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Relationships and Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

### **What we expect of children:**

- To be polite – all adults, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's feelings.
- To walk about the school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.
- To follow and respect their Core Values

### **What we expect of adults:**

- To listen to children and to hear their point of view.
- To be polite and to address children in a reasonable tone of voice.
- To value all aspects of children's achievements.
- To be as fair and consistent as possible if children have misbehaved.
- To ensure the environment is safe.
- To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have values.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone may benefit from a positive environment.
- To supervise the playground well.
- To trust their children and to care about them equally.
- To treat all children as individuals and to take an interest in their lives. To see each day as a fresh start.
- To follow and respect their Core Values.

### **Our Core Values**

All members of our community adhere to our core values which were developed in collaboration with governors, staff, children and parents and encompasses the values and beliefs for our school. Our core values are:

## Core Values



### What these words mean to us:

Courage	Ambition	Respect	Excellence
Bravery	Leadership	Friendship	Determination
Integrity	Passion	Responsible	Pride
Intrepid	Aspiration	Consideration	Quality
Risk	Collaboration	Kindness	Self-Belief

Woodthorne's Core Values communicate our school's story – its mission, standards and desired outcomes. They provide the foundation for building the type of atmosphere we want to foster. They are the terms of practice that clearly define how everyone will work together to achieve Woodthorne's vision and carry out its

mission. Our core values underpin everything we do at Woodthorne Primary School. The values of Courage, Ambition, Respect and Excellence spell out the acronym 'Care'; we are a caring school and demonstrate this by showing compassion and understanding towards each other – within our community and beyond.

We all have a set of values that inform our thoughts, decisions, and actions and help to align a life path to what's important to us. They're the essential foundation in finding our life purpose, because they remind us – and others – who we truly are. School values help pupils understand right from wrong and they also help to shape the mindsets and behaviours of future adults. We all have a duty to support the character development of our pupils and our core values will ensure that we instil something that they can take with them for life.

## Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon '**knowing the effect that I have on others**'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

When dealing with incidents of poor behaviour, we all use the following questions to obtain a solution of 'putting things right'.



## Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- staff congratulating pupils
- giving children stickers
- stamps
- house points
- whole class rewards
- Friday superstar certificates
- lunchtime supervisors selecting 'top table' pupils; • Head Teacher's award.

To support the promotion of positive behaviours, we follow the 'Good to be Green' system of behaviour.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records or home-school books are used to send messages home or into school.
- The Parents' Consultations Evenings also provides a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. All adults at Woodthorne Primary School avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);
- talking about or referring to a child in a derogatory manner to others;

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Head Boy and Head Girl
- House Captains and Vice-Captains
- Community Leaders
- Membership of the School Council;
- Games Makers Leaders;

- Classroom and school wide monitor jobs;
- Buddies
- Members of the Eco warriors;

## **The Restorative Approach – Building a positive community including rules and high expectations.**

The ethos of the school underpins all rules relating to behaviour within the school. At Woodthorne, our core values are:

- Courage
- Ambition
- Respect
- Excellence

Children need to know and help set the class expectations. Each teacher works with their class to formulate a class charter, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every class takes part in class circles each week. This time is used to build connections and relationships within the class. During circles, expectations of behaviours are taught and reinforced on a regular basis and on-going throughout the year. The class will develop their own class rules for learning, circles and behaviour. The agreed rules are on display in the classrooms.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others. Pupils who follow the core values and expectations must have their actions acknowledged and rewarded. Those who do not follow the core values and expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

## **What are our expectations for pupil and adult conduct?**

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

### **The school environment**

Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

### **Corridors**

Children are expected to walk calmly/quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

### **Assemblies**

Staff and children are expected to enter and leave the hall silently, unless choosing to sing along to any music being played and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly, and wish to issue instructions to children in assembly should usually do this using signs rather than speech, and should lead their class in and out of assembly from the front of the line. Adults should model the expectations they have of their children at all times.

## **Moving children around school**

Any adult that is moving a group of pupils around the school should model their expectations and discuss with the pupils clear instructions of how they will move to the next location. Adults will refrain from using the 'Pied Piper' affect, where they lead the line and the pupils follow as it is not possible to escort the pupils safely in this manner. All adults will position themselves in a way that they can see all pupils at all times. Adults will give clear instructions about where they would like the pupil leading the line to stop. This will ensure that all pupils are moving around school and outside in a safe, orderly manner (see Behaviour System for further details)

## **The dinner hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field. KS2 pupils waiting to be led to their building will wait quietly until an adult is available to escort them.

## **The playground**

At Woodthorne, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Deputy Headteacher and the Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and treat the playground as an extension of the classroom in following our core values and expectations of their conduct. Pupils need to be made aware of the importance of informing a duty adult if they have been hurt, are being bullied or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the class teacher in the first instance and then a Leadership Team member for further investigation in accordance with our Good to be Green practices.

## **School uniform**

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. Although staff are expected to uphold high expectations with uniform, it is essential that we know our families and children should not be impeded if they do not have the correct uniform as this may not be their choice.

## **The Restorative Approach – Dealing with inappropriate behaviour.**

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a no blame/unbiased approach. When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. For example, instead of asking 'Why did you do that?', this can be rephrased into 'What happened to make you feel like that?' Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.



## **The Restorative Questions:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**How did it happen?** Find out how it got to the point that the person made the choice they did. The aim is not to be judgemental but to make sure the person can articulate their feelings and emotions. This will support the later stage of putting it right and the person understanding what to do next time.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families. Encourage them to think about how they were affected by what they did. Encourage children to think about how it relates to the core values.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? What needs to be done to repair the harm? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the core values to consider how they can make appropriate amends with the high expectations of the school community.

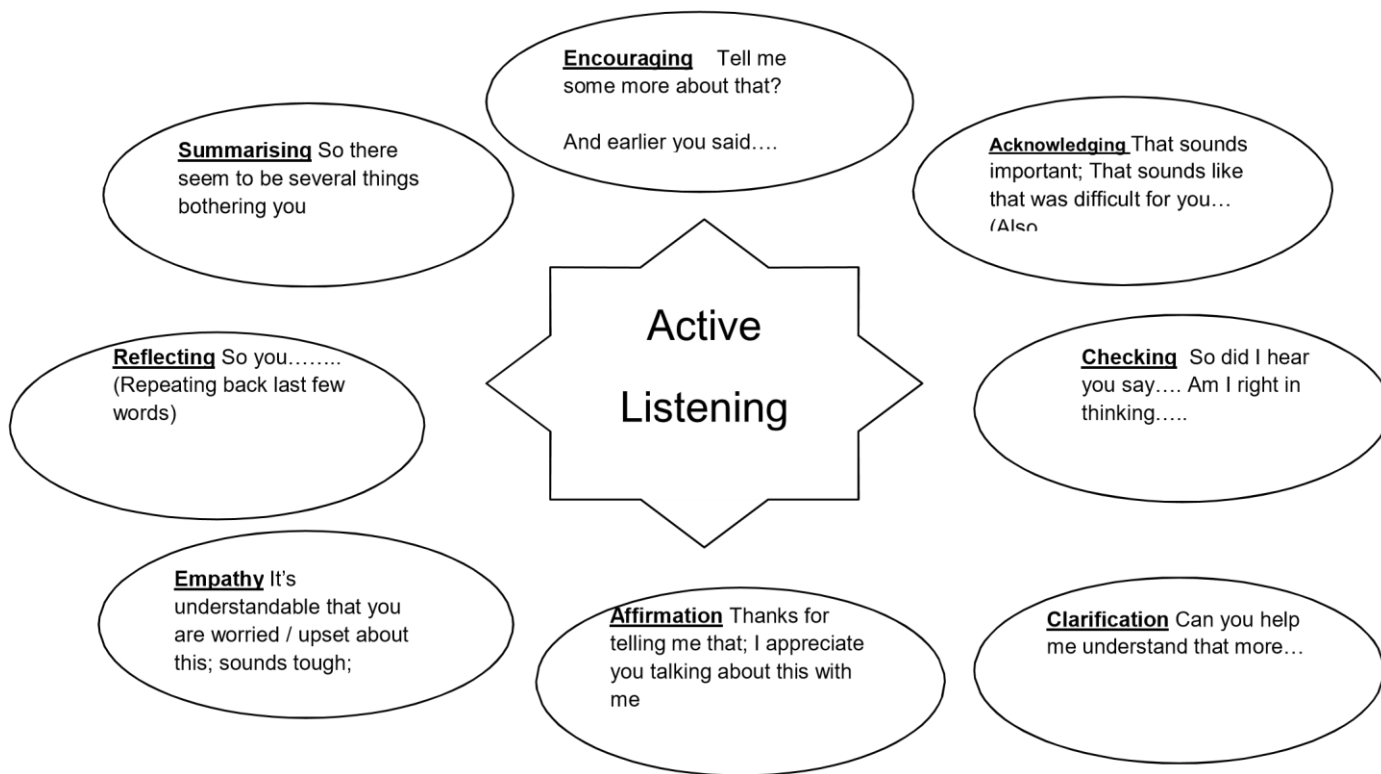
This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Although trying to get to a resolution that supports all parties to move forward, it is recognised that on occasions a consequence may need to be put in place (see consequence section below).

## **Linking to our Core Values**

Wherever possible, a restorative conversation should link back to Woodthorne's Core Values. This is to support pupils to reflect upon how they have either demonstrated or not demonstrated our values in a particular incident. If a child has made a negative choice, then it is acceptable to ask them how they have, or whether they think they have, demonstrated a value or acted in a way against it. For example, if a child has been defiant, at the end of a restorative conversation an adult may then ask 'How have you shown respect in this situation?' The child should then be encouraged to reflect on whether they have shown respect (through friendship, being responsible, showing consideration or demonstrating kindness), but most importantly then encouraged to reflect on how they could show respect in the future.



## The Restorative Approach and use of consequences

When using consequences at Woodthorne Primary School, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment (see Good to be Green Restorative Ladder). Each has access to the process of consequences, so that it may be referred to as part of a restorative discussion. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour. **Consequences will never be demeaning, undermining, embarrassing or abusive to any child.**

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. (See Good to be Green Restorative Ladder for an overview of the kinds of behaviour that would warrant different levels of consequences within the behaviour system policy.

## Implementation of the Restorative Approach – Practicalities

At Woodthorne Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

## **Restrictive Physical Intervention**

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind.

A sensory room is available in school, and when possible, pupils who have been subject to RPI can be taken to this room for time to become calm and collect their thoughts. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force. Where there has been RPI, a record must be made in the Major Incident book (kept in the office) and parents must be informed as soon as practical after the incident.

## **CPOMS: When should behaviour incidents be logged?**

SLT review CPOMS frequently and create actions based on issues and trends, in order to ensure support at the right times and in the right places.

To produce such a report the following processes must be carried out:

- All Red and purple card incidents to be logged onto CPOMS
  - The child's class teacher (or HLTA if covering) should log red or purple card incidents/issues on CPOMS if they arise for a child in their class (see Good to be Green Restorative Ladder)

- Some Yellow card incidents may be recorded as well. Teachers need to use their judgement about what warrants recording. This is to spot any patterns in behaviour early. There is no 'one size fits all' approach with logging Yellow Cards, but staff may wish to consider logging these when 5 consecutive incidents have occurred. However, this should be done sooner if staff see fit to do so.
- From this data we are able to identify trends and address any concerns.
- Behaviour contracts are also signed and kept apart of the child's behaviour file.
- It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.
- Red or purple card incidents must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

## **Lunchtime Misbehaviour**

- The good to be green system is also in place where the lunchtime member of staff will inform the class teacher of any yellow cards. These should be dealt with in a restorative approach.
- Red or purple cards are reported to the class teacher and SLT member of staff that is on duty by the Senior Lunchtime Supervisor.
- The Class Teacher will take responsibility for logging this on CPOMS and will liaise with the Phase Leader regarding further action (e.g. communication with home).

## **Curriculum Support**

Through our PSHE curriculum, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation (see Good to be Green).

Personal, Social, Health, Citizenship and Economic education (PSHCEe) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHCEe lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

## **APPENDIX 1**

### **Break time Procedures for all Staff**

#### Going out to play

- Classes are led onto the playground.
- Children should walk until their adult deems it safe to play

#### During Break time

- There are break time rules, which focus on using common sense and good manners. Please note that the following is not allowed:
  - Play fighting in any form
  - Piggy backs and picking other children up
  - Playing behind sheds/ the theatre wall/ trees and bushes
  - Running on steps and slopes

Football can be played on the designated day for the year group only. There will only ever be one football game outside. Football is always supervised by a staff member.

The cloakrooms are out of bounds during lunchtime. Please ensure the door to the cloakrooms is kept closed and not propped open in some way. Monitors are positioned on the door if children require entry to the toilet.

Sometimes pupils will have a legitimate reason to go inside, such as to get a coat because they forgot. These occasions should be rare. If you give them permission, please ensure the child comes back out in good time.

#### At the end of break time

- All children must stop and go quiet on the first whistle/bell, which signifies the end of break time.
- Adults then instruct a class one at a time to line up, children should walk sensibly to their lines. They are now subject to classroom rules and must behave in the correct way for this.
- Teachers must ensure that they are out to pick up their class in good time.
- Once they are lined up sensibly, children are led back to their class without running, one behind the other in their line.

If classes do not comply with these rules, the class teacher (or HLTA if covering) should have a restorative discussion with the class to discuss their actions, the impact it has on each other and the wider school community. As a class, a consequence/community fix it should be decided upon and carried out, with the teacher facilitating the discussion. For older children, this may involve missing part of the next appropriate break time, in order to practise lining up and walking sensibly.

### **Fixed Term and Permanent Exclusions**

Only the CEO, Executive Headteacher (EHT) or Headteacher(or an acting Headteacher) has the power to exclude a child from school. The CEO, EHT or Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The CEO, EHT or Headteacher (HT) may also exclude a pupil permanently. It is also possible for the CEO, EHT or HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to serious breaches or persistent breaches, of the school's relationships and behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

If the EHT or HT excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.

Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

### **Procedures for Excluding a Pupil**

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

### **Reintegration**

A process of planned support and progress reviews is in place for all children following exclusion.

The EHT or HT informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the CEO, EHT or HT. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the CEO, EHT or HT decision or to overturn it based on the evidence provided to them.

### **The Governing Body Discipline Committee**

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

