

Behaviour Policy

2022-2023

Ethos and Values

Children, staff and governors fully subscribe to the school ethos, which is built on the principles of:

Dream it, Learn it, Live it.

Belvoirdale Primary School Vision

At Belvoirdale Community Primary School, we all work together, to respectfully explore the world we see.

We are confident, resilient and independent and strive to the best that we can be.

Our aims are

To value and respect each other through our behaviour.

To practise and celebrate academic and creative achievements.

To celebrate the difference and cultural diversity of each human being.

To develop a broad vision of the wider world and foster love and care for the environment.

To help every child realise his or her full potential

To provide a learning environment which is welcoming, stimulating and nurturing and one which builds competence and confidence.

To build strong and purposeful links with our parents/carers and local community.

To provide all staff with a healthy environment in which to work and to create opportunities for their professional development.

Introduction

The aim of this policy is to create and maintain a secure environment where everyone within the school community can thrive, feel valued as individuals, develop confidence, be safe from physical and emotional harm and take responsibility for their own actions.

Belvoirdale Primary School takes great pride in ensuring excellent behaviour across the school. This policy ensures there is no complacency and high expectations are upheld. (See DFE Guidance Appendix 3)

Aims

Belvoirdale Primary School has a strong ethos of respect for all stakeholders and through high expectations of behaviour we strive to ensure that all children are given every opportunity to reach their potential. Belvoirdale Primary expects all members of the school community to behave in a way consistent with the school's vision, ethos and values.

We aim to promote these values by recognising children's good behaviour and through means of positive encouragement. Belvoirdale firmly believes in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise.

Our Behaviour Policy aims to:

- Create a secure, stable, caring environment in which effective learning can take place.
- Have mutual respect for all.
- Set acceptable standards of behaviour, using knowledge of individual's needs and positive strategies to maintain high levels of appropriate behaviour.
- Ensure that all standards are meaningful, attainable, discussed and adhered to by all.
- Encourage independence and self-control so that each child learns to understand the principles behind appropriate behaviours.

Through the successful and consistent implementation of policy all stakeholders will:

- Be able to teach and learn without any unnecessary interruption.
- Be safe.
- Be treated with respect.
- Be heard.
- Be treated fairly.

General Code of Conduct

This code of conduct has been formulated with the safety and wellbeing of the children in mind, and to enable the school to function efficiently as a place of learning and a values-based community. As children progress through the school they will be given more responsibility and consequently will have different levels of accountability for their actions.

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focused when supporting positive behaviour changes.

- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours, so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

School Rules & Behaviour

Golden Rules underpin our behaviour system. We review our school behaviour system and policy each year. We aim, through a friendly and relaxed school atmosphere, to teach the children the value of self-discipline. We want every child in the school to feel that they have an important part to play in making the school a lively, interesting, but above all, safe place to learn in. **(see Appendix 4)**

We operate a simple **Time Out** procedure at Belvoirdale. If a child is unable to follow instructions given to him/her by an adult, he/she is asked to think about and reflect upon their actions. If he/she continues in the same manner, then he/she will be asked to take time out. This may be within the classroom or in another classroom. This usually resolves most problems, however if a child is persistent in such behaviour, he/she will be taken to the head teacher or the most senior teacher available. Serious incidents of inappropriate behaviour will result in contact being made with a parent/carer. Please refer to the warnings system below:

Warnings:

1st warning: Child warned about behaviour verbally.

2nd warning: Child moved within the classroom.

3rd warning: Child sent to buddy classroom for 'time out'.

4th warning: Child sent to Deputy Head teacher or Head teacher. Parents are informed.

A child being sent to the deputy or head teacher (step 4) may also result in the child going to the 'Behaviour Zone' with the head teacher or deputy at the end of the school week.

Dojos (from 1 to 3) will be removed from a child's weekly total depending on the seriousness of the incident.

Recognition of positive choices

We aim to equip children with the knowledge and understanding of how to make positive choices and a clear appreciation of the values through which our school operates.

Good Work:

Children should be sent the Head teacher and deputy head teacher to celebrate good work **as often as possible**.

Celebration Assembly

At Belvoirdale Primary school we strongly believe in growing the individual child alongside delivering an exciting, motivating and engaging curriculum. We understand that what we do in school and what parents do at home helps shape the character of our children.

We do this best by finding all the times they exhibit specific characteristics and noticing so that they know it is something we value.

Every week, the staff at Belvoirdale will nominate two children from their class to receive a 'Character Commendation' Award which recognises those children who have demonstrated one of Belvoirdale's positive character traits at school.

This is celebrated in our Celebration Assembly which takes place every Friday at 2:25pm pm for Key Stage 1 and Foundation Stage and at 2.50pm for Key Stage 2.

School Points (Dojo) and FAB: (Appendix 5: Belvoirdale Bullions)

The school operates a simple points (Dojos) system to support and encourage good behaviour. Points are awarded in class (1 to 3) as a reward for good work and for a positive attitude to learning. Points are also removed for inappropriate behaviour.

A child begins the week with zero points and they must end the week with a positive total in order to attend FAB: Half termly FAB FRIDAY AFTERNOON ACTIVITY

Lunchtime (Appendix 6)

Lunchtimes are underpinned by the Lunchtime rules. All lunchtime supervisors have received the Happy Lunchtime Training programme run by Wellbeing Education. Lunchtime supervisors are seen and respected as teachers and therefore have their own behaviour and reward system. This reward system is called the Friday 10 system and allows the children to earn extra playtime at the end of the week by accumulating 2 minutes every day that are indicated on the Friday 10 playground boards. A school Senior Leader is always available to support behaviour. **(Appendix 8)**

STEP 1 2 3 (Appendix 7)

1. A simple conversation between the Lunchtime Supervisor and the child and the situation is resolved
2. Two-minute timeout. The child has continued to make the wrong choice and therefore will spend 2 minutes with the Lunchtime Supervisor
3. The incident is serious and therefore the child will be taken to a senior member of staff. After the sanction, the child will return to complete step 2 with the Lunchtime Supervisor

Top table:

Every week the LTS's will choose 2 children from EYFS/KS1 and KS2 to sit at the top table on the Monday following Good work assembly. These children will be chosen for good manners and behaviour at lunch times.

Serious Incident

In the event of serious incidents, a child will be sent to a Senior Leader. The Senior Leader Team may contact the parents and consider the following sanctions:

1. Missing morning and or lunchtime play.
2. Internal school suspension
3. Fixed term suspension
4. Permanent suspension (using guidance from the DFE)

Sanctions and Recording: (See monitoring)

At all times, all staff should encourage good behaviour through praise and recognition of positive choices. No member of staff must in any way belittle a child to control behaviour. Children are given the opportunity to reflect on an incident or their behaviour and also to discuss how they could have behaved differently. Dojos are removed (1 to 3) in accordance with the severity of the incident. A behaviour log (CURA) is kept by the senior leaders to record serious incidents that may occur throughout the day; these includes incidents during lesson time, break time and lunch time. Records are monitored each half term and analysed to identify persistent offenders and to look for patterns of behaviour.

The results of these investigations are discussed and shared with staff, parents and school council to find ways of resolving and or preventing similar incidents.

Behaviour Zone

Those children that do not achieve a positive score by the end of the week will not eat their lunch in the hall but will attend Behaviour Zone with the headteacher or Deputy Head. During this session, children will be asked to reflect on their behaviour and set a target for improving their behaviour and the number of Dojos they receive by the end of the following week.

A reflection sheet will be completed by the child. The member of staff will update the behaviour log and a letter will be sent home to the child's parents informing them of the sanction.

If a child attends Behaviour Zone on three or more occasions within a half term the following sanctions will apply:

- Communication with parent either by phone call or letter to discuss the concerns raised and next steps to support an improvement in behaviour.

Unacceptable Behaviour:

Belvoirdale identifies the following behaviour as unacceptable:

Child on child abuse: Child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim. Children or young people who harm others may have additional or complex needs e.g. significant disruption in their own lives, exposure to domestic abuse or witnessing or suffering abuse, educational under-achievement, being involved in crime. It should be recognised that child on child abuse is harmful to both the perpetrator and the victim.

Physical assault (to staff or pupils) e.g. punching, kicking, spitting etc.

Verbal abuse (to pupils or staff) e.g. including foul and abusive language, name-calling and insults based on child/staff members race or ethnic origin, gender, background and capability: threats, intimidation and insulting gestures.

Refusal to comply with staff requests and instructions, refusal to work and disruptive behaviour in class.

Psychological abuse including mimicking speech or accent, spoiling of a child's work or possessions, belongings or class equipment and scapegoating.

Coercion: this may include persuading others to act in any of the above ways but also implies elements of suspension from their group.

Racial/sexual harassment: any of the above behaviour that is rooted in racial or sexual innuendo or similar and does not uphold Fundamental British values.

Bullying: physical, verbal or emotional: The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we take this seriously and act swiftly to stop any further occurrences of such behaviour. (Please see bullying policy and statement on school website)

This type of behaviour is generally rare and it is the responsibility of the Senior Leadership Team to decide on the appropriate consequence, this will be communicated with all members of staff involved. Both the Bully and the Bullied will be monitored carefully and receive pastoral support if needed. In all cases, the individual circumstances of the child and the event will be taken into account. A record of serious incidents is kept in the pupil's file.

Consequences of a major breach of discipline include:

- A verbal warning by the Senior Leadership team as to future conduct;
- Withdrawal from the classroom for the rest of the day;
- A letter to parents informing them of the problem;
- A meeting with parents;
- Temporary suspension;
- A meeting involving parents and support agencies;
- Permanent suspension only used in extreme cases or after all other courses of action have failed (refer to suspension guidance and wording in standard letter for suspensions).

Use of force: Positive physical intervention:

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to **section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils**. Teachers in our school do not physically punish our children. Staff only intervene physically in order to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary. Members of staff who have undergone Team Teach Training and positive handling training will only carry this out. **(Please see school Positive Handling and Physical Intervention Policy)**

Fixed-term suspensions and permanent suspensions

Only the Head teacher (or the acting Head teacher) has the power to suspend and/or suspend a pupil from school. The Head teacher may suspend/suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also suspend/suspend a pupil permanently. It is also possible for the Head teacher to convert fixed-term suspension/suspension into a permanent suspension, if the circumstances warrant this.

If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. This is followed up in writing (see appendix) following all DFE guidance.

The Headteacher informs the Local authority and the governing body about any permanent suspension, and about any fixed-term suspensions beyond five days in any one term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The governing body has a discipline committee, which is made up of at least three members. This committee considers any suspension appeals on behalf of the governors.

A managed move can also be considered before permanent suspension. This is facilitated by Leicestershire Education Services.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

When an appeals panel meets to consider suspension, they consider the circumstances in which the pupil was suspended and consider any representation by parents and whether the pupil should be reinstated.

Reintegration strategy for suspended pupils

While not a statutory requirement, the DfE's guidance on suspensions and exclusions states that schools should have a plan to help pupils return successfully to school life. At Belvoirdale the following reintegration process takes place:

- Pupil is suspended following appropriate procedures (see above)
- Pupil and parents/carers understand the reasons for suspension
- Parents/Carers understand what behaviour the pupil is expected to improve when they return
- Pupil is provided with school work over the suspension period following the appropriate curriculum and ensuring that the academic support is available to help them catch-up when they are back in school
- Belvoirdale will ensure that regular contact is made over the suspension period.
- Belvoirdale will begin the process of reintegration early and will make the process of the pupil's return to school easier for all involved.
- Pupil returns from a suspension period/Returns from off-site direction/Returns from a significant period of internal suspension/isolation/Returns if permanent suspension is overturned by the governing board or an independent review panel
- Reintegration plans are shaped around the individual pupil's age, needs and behaviour.
- Belvoirdale will organise the reintegration meeting on the first full day of suspension (or as soon as reasonably possible) Reintegration meeting will include the completion of the Reintegration form from that sets appropriate targets and welcomes comments from all parties. **See reintegration meeting form in appendix 11**

Support other pupils and staff

Behaviour or incidents that have led to a pupil's suspension are often distressing for other pupils and staff. This is especially true when the behaviour was aggressive or involved bullying.

Belvoirdale will check in with affected pupils and staff over the suspension period and put procedures in place to continue that support when the suspended pupil returns.

The role of the teaching staff

- It is the responsibility of the teaching staff to ensure that the behaviour code is enforced in their class, and that their class behaves in a responsible manner at all times.
- All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The staff treat each child fairly and enforces the school code and class code consistently. All adults treat all children in the school with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher will be asked to keep a record of all such incidents. This is often called an A B C Chart. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team.
- The class teacher and senior leader liaises with external agencies, as necessary, to support and guide the progress of each child. With the guidance of the Special Educational Needs Coordinator (SENCo), the Class teacher liaises with external agencies, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps records of all reported serious incidents of misbehaviour, racism and bullying and uses safeguarding policy to ensure any concerns with extremism are challenged.
- The Headteacher has the responsibility for fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently suspend a child.
- The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Belvoirdale Primary School strives to create a climate where all staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns. Parents have an important role in encouraging their children to recognise good behaviour.

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between school and home;
- Discussing the school and classroom expectations with their child, emphasising their support of them and assisting when possible with their enforcement;
- Attending Parents evenings, functions and developing informal contacts with school.
- Communicating with all staff in a respectful manner.
- Encouraging their children to talk to adults in school in anything goes wrong.
- If children have a problem in school, parents are welcome to come in and discuss it with staff initially the class teacher.
- Parents should not approach other children directly and understand as a school we are unable to discuss other children.

If the school has to use reasonable sanctions to modify a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors

The governing body has the responsibility of monitoring and reviewing the effectiveness of the behaviour policy. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The headteacher will report serious incidents of behaviour to the governing body in the headteacher governor report. The headteacher will inform the chair of governors of any suspensions immediately.

Searching Pupils and Confiscating Inappropriate Items

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Power to search pupils without consent

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items. The staff can also confiscate items, which are having a negative impact on behaviour. It is for the class teacher to decide when to return a confiscated item, which will normally be at the end of the school day. Contact might be made with parents to prevent future impact on behaviour.

The power to discipline beyond the school gate What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

The Senior Leadership team may discipline pupils, particularly if the school's reputation is at risk when a pupil:

- is taking part in any school-organised or school-related activity or
- is travelling to or from school or
- is wearing school uniform) or
- is in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.
- is reported for suspected concerns re: cyberbullying (see E-Safety Policy).

The School's Approach:

In all cases of misbehaviour, the school will use its behaviour policy to influence better choices in future and ensure the behaviours do not happen again. Parents may also be contacted and discussions held in how best to eliminate any issues, educate children about the law and support positivity and respect for others outside of school.

Educational visits:

The school will adopt a similar approach to when a pupil is onsite.

Serious misbehaviour on a visit may result in the Headteacher or Senior Leadership Team to be contacted immediately. Contact will be made with parents and appropriate action taken, which may result in the pupil being returned to school or home at their own expense. Such incidences may affect whether a pupil is allowed to attend future off-site visits.

Any concerns linked to child protection and safeguarding will result in staff following the school's Child Protection and Safeguarding Policy.

Concerns that may have safeguarding implications will be dealt with under the safeguarding policy protocols. Any suspected criminal activity will be reported to the police.

Monitoring

Class teachers must alert Senior Leaders about any potential patterns in poor behaviour and monitor this themselves in the first instance.

The Headteacher monitors the effectiveness of this policy on a regular basis and records behaviour in the behaviour folder. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Headteacher also keeps a record of pupil behaviour and any pupil who is suspended for a fixed-term, or who is permanently suspended.

It is the responsibility of the governing body to monitor the headteacher's records and challenge any patterns that don't appear to improve, the rate of suspensions and suspensions, and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

CRITICAL INCIDENT PROCEDURE GUIDANCE FOR CLASS BASED STAFF

A critical incident occurs when a pupil has presented any of the following behaviours:

- **threatening behaviour, which is aggressive and meant to intimidate**
- **physically attacks/assaults a member of staff or pupil**
- **verbally abuses a member of staff**
- **damages school property or property of others with aggression**

Staff must:

- Ensure all children are safe and calm
- Remove themselves from further injury/abuse
- Contact senior staff by red alert hands
- Remove property to limit injury and damage

If necessary to limit further injury or damage put into practice positive handling procedures. Team Teach & positive handling trained only. Never attempt this if you are working alone. However, all staff have a duty of care to keep all children safe and must act accordingly.

Appendix 2

Text that must be included in any suspension letter to parents:

(Please see example letter appendix 10)

Whenever a head teacher suspend a pupil they must, without delay, notify parents of the period of the suspension and the reasons for it.

They must also, without delay, provide parents with the following information in writing:

- the reasons for the suspension;
- the period of a fixed period suspension or, for a permanent suspension, the fact that it is permanent;
- parents' right to make representations about the suspension to the governing body (in line with the requirements set out in paragraphs 50 to 57) and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing body to consider the suspension, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.

Where an suspend pupil is of compulsory school age the head teacher must also notify parents without delay, and by the end of the afternoon session:

- that for the first five school days of an suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Appendix 3

Key points from the Department for Education: Behaviour and discipline in school: advice for headteachers and schools - January 2016:

- ✦ Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- ✦ Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- ✦ Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- ✦ Teachers can confiscate pupils' property
- ✦ The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants and to approved adults with specific actions/sanctions permitted.

Appendix 4 Golden Rules

Discover it · Learn it · Live it
Belvoirdale

Our Golden Rules

 **We care for everyone and everything**
by being kind with our words and actions

 **We listen and follow instructions**
by listening to adults

 **We are honest**
by telling the truth

 **We try our best**
by showing resilience

 **We read as much as we can**
because we know it improves our learning

 **We set a good example**
because we are proud to be members of our community

 **We come to school prepared**
because we know that's how we learn best

HOW WILL YOU EARN YOUR BELVOIRDALE BULLIONS?

Complete **Good/Outstanding** work.

Show **Resilience**.

Demonstrate **Resourcefulness**.

Work well in a **team**.

Be **Reflective** about yourself and your work.

Keeping the school's **Golden Rules**.

Use your **Initiative**.

Show **Respect** for others and the environment around you.

Demonstrate **Modesty**.

Be a **Role Model** to others.

Risk-Taking...don't be afraid to try something new or different!

Be well **Organised**.

Show **Dedication**.

Have a **Positive Mind-set**.

Our Lunchtime Rules



We Wash Our Hands

because hygiene is important



We Line Up Quietly

because we respect the lunchtime staff



We Say Please and Thank You

because manners are important



We Use Our Knife and Fork

because manners are important



We are Grateful For Our Food

because others are less fortunate



We Choose a Healthy Lunch

because a balanced diet keeps us fit and strong



We Speak Quietly To Each Other

because eating together is enjoyable



We Show Our Plate To an Adult

because we have tried to eat all of our food



We Clean Away Our Mess

because it is our responsibility

STEP 1,2,3

Lunchtime Behaviour



STEP 1



A simple conversation between the Lunchtime Supervisor and the child and the situation is resolved



STEP 2



2 minute timeout. The child has continued to make the wrong choice and therefore will spend 2 minutes with the Lunchtime Supervisor



STEP 3

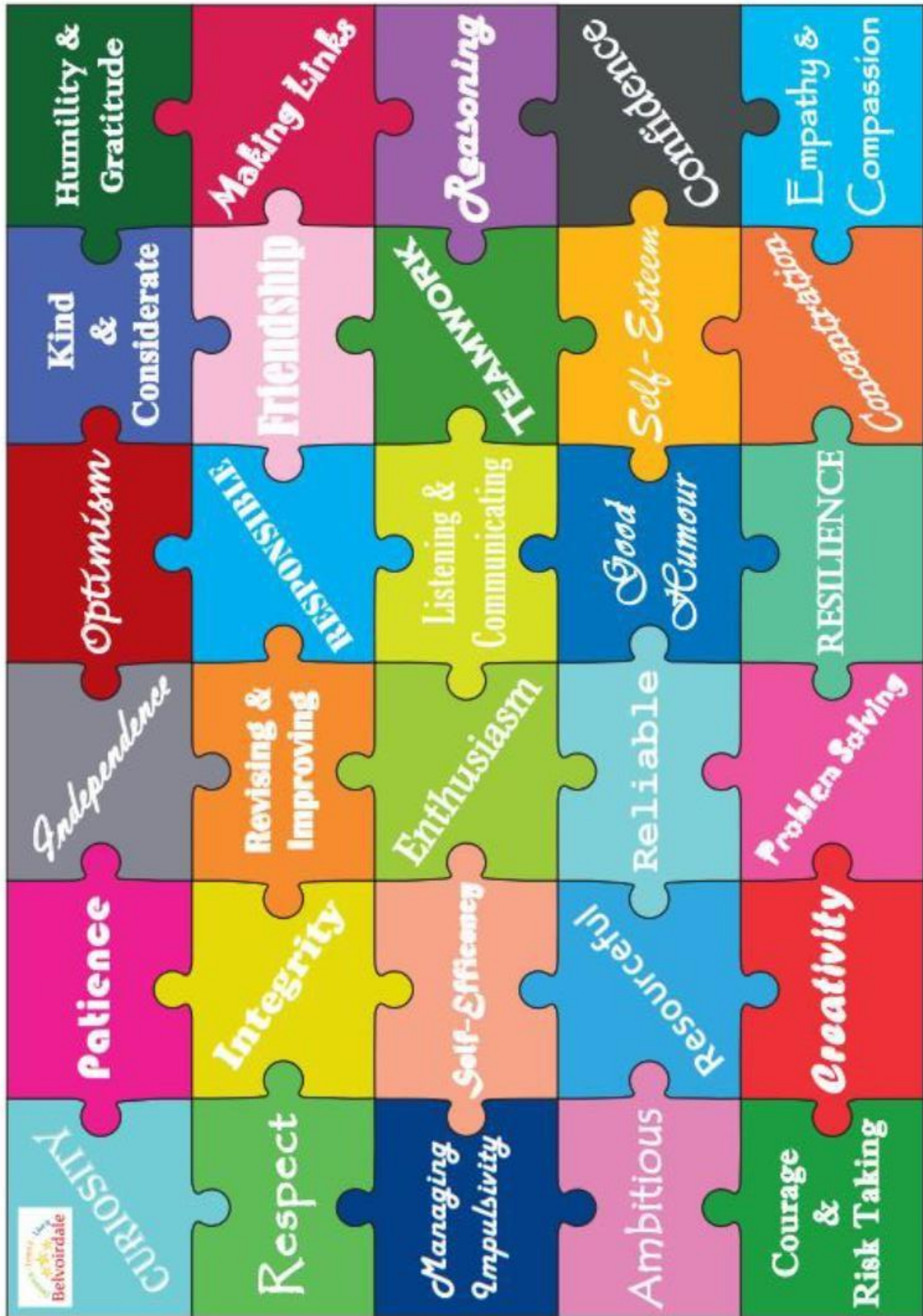


The incident is serious and therefore the child will be taken to a senior member of staff. After the sanction, the child will return to complete step 2 with the Lunchtime Supervisor





Appendix 9 Belvoirdale Characteristics



Appendix 10

Example Suspension letter

Date Dear

I am writing to inform you of my decision to suspend xxxxx for a period of **one day**. This means that he will not be allowed in school for this period. The suspension begins at xxxxx on xxxxx 2023 and ends at 3.15pm on xxxxx on 2023

Xxxxx should return to school on xxxxxxxxxxxxxx at xxxxxxxx

I realise that this suspension may well be upsetting for you but the decision to suspend xxxxx has not been taken lightly. Xxxxxx has been suspend for xxxxxxxxxxxxxxxxxxxxxxxxxxxxv. Xxxxxx vvvv a member of staff. This is unacceptable behaviour and is direct breach of our school behaviour criteria.

You have a duty to ensure that your child is not found in a public place during this suspension. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact the chair of Governors as soon as possible. (Phone number is available from the school office.) Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

If you think this suspension has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.



You also have the right to see a copy of xxxxx school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of his school record. I will be happy to supply you with a copy if you request it.

You may wish to contact Leicester admissions team who can provide advice. They can be contacted by telephoning 0116 232323.

You may also find it useful to contact Coram Children's Legal Centre, which is an independent national advice centre that offers information and support on state education, including on suspension from school. They can be contacted on 08088 020 008 or at www.childrenslegalcentre.com. A copy of the Government's guidance, 'Suspension from maintained schools, Academies and Pupil Referral Units in England', can be downloaded from the Department for Education's website at www.education.gov.uk.

Xxxxxxx suspension expires on xxxxx at 3.15pm. Please attend a reintegration meeting at 9.00am **on xxxxxxxxxxxxxx** with myself so that we can set clear and simple targets

Appendix 11: Reintegration Meeting Template

Reintegration Meeting					
Name:		Year		Date:	
		Group:			
		Attendance		Class:	
Present at Meeting:	Headteacher: R Dax,				
Additional Needs: (SEND, EHCP, Safeguarding, Pastoral, ELSA, Behaviour Plan)					
Date of Suspension		Reason for suspension			
Previous Suspensions		Provision & Work provided			
Targets for Behaviour & Learning (Pupil targets, parent suggestions,  school support)					
Support agreed (How can we  help?)					
Pupil Comment					
Parent/Carter Comment					

School comment	
When and how will this be reviewed?	
Signed Pupil	
Signed Parent/Carer	
Signed School	

Reintegration strategy for suspended pupils

While not a statutory requirement, the DfE's guidance on suspensions and suspensions states that schools should have a plan to help pupils return successfully to school life. At Belvoirdale the following reintegration process takes place:

- Pupil is suspended following appropriate procedures (see above)
- Pupil and parents/carers understand the reasons for suspension
- Parents/Carers understand what behaviour the pupil is expected to improve when they return
- Pupil is provided with school work over the suspension period following the appropriate curriculum and ensuring that the academic support is available to help them catch-up when they are back in school
- Belvoirdale will ensure that regular contact is made over the suspension period.
- Belvoirdale will begin the process of reintegration early and will make the process of the pupil's return to school easier for all involved.
- Pupil returns from a suspension period/Returns from off-site direction/Returns from a significant period of internal suspension/isolation/Returns if permanent suspension is overturned by the governing board or an independent review panel
- Reintegration plans are shaped around the individual pupil's age, needs and behaviour.
- Belvoirdale will organise the reintegration meeting on the first full day of suspension (or as soon as reasonably possible) Reintegration meeting will include the completion of the Reintegration form that sets appropriate targets and welcomes comments from all parties. See reintegration meeting form in appendix

Support other pupils and staff

Behaviour or incidents that have led to a pupil's suspension are often distressing for other pupils and staff. This is especially true when the behaviour was aggressive or involved bullying.

Belvoirdale will check in with affected pupils and staff over the suspension period and put procedures in place to continue that support when the suspended pupil returns.