St Andrew's CE Junior School

Restorative Practice and Behaviour Policy

Member of staff responsible: A Cornwall

Date of Policy: September 2025

Review Date: September 2026

Our Vision

'Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.'

Introduction

At St Andrew's CE Junior School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour through the practise of Christian values amongst the pupils is a shared responsibility. Children are encouraged to explore how they might contribute positively to society and make informed decisions through our Global Citizenship Goals centred curriculum. All those who work with the school, Governors, 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 behaviour that we expect at St Andrew's CE Junior School.

We believe that implementing the principles of Restorative Practice helps us to focus on inclusivity and 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. 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:

- To develop positive relationships and increased empathy 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, therefore promoting greater respect and courtesy towards adults and each other
- An understanding of how to make wrongs right.
- 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, such as the Class Dojo system and Transformative Conversations, 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.
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.
- To develop Transformative Conversations as part of building resilience in children, which in turn will impact positively on behaviour and outcomes
- To utilise our bespoke MACAWS mental health and well-being provision to help support and promote positive relationships and restorative practices.

THE RULES

The school's discipline policy is underpinned five school rules (MR KFC) which are displayed in each learning area in school

1. Move sensibly around school
2. Respect everyone in every way
3. Keep hands and feet to yourself
4. Follow instructions first time
5. Care for our school environment

Our golden rule is:

Treat others as you would like to be treated yourself

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 follow 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.

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:

- Being awarded Class Dojos
- staff congratulating pupils
- giving children stickers
- house points
- whole class rewards
- Friday 'Good Work Book' certificates
- lunchtime supervisors/kitchen staff selecting 'Top Table' pupils
- Headteacher's Values award
- Sharing good work with Headteacher and/or SLT

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 ensuring children arrive to school at the correct time, with the correct uniform/PE kit and equipment as appropriate.

- As far as possible, parents/carers will be informed of achievements through Class Dojo 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 can be 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.
- Meetings with the MACAWS team or Well-being Leader (please refer to our MACAWS Well-being policy on the school website)
- Twice monthly newletters
- Certificates and stickers that children can 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. We strive to avoid:

- humiliation – it breeds resentment

- shouting – it diminishes us and can inflame a situation further
- 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.)

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 Girl
- House Captains
- Membership of the Pupil Task Force
- Classroom Greeters
- MACAWS Mental Health Champions
- Collective Worship Ambassadors
- PE equipment monitors
- Classroom Ambassadors
- Members of the Garden Gang
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors
- Charity Committee
- Dojo Shop helpers
- Climate Ambassadors

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

The Mission Statement, Ethos and Vision of the school underpins all rules relating to behaviour within the school. At St Andrew's CE Junior School our Mission Statement is:

'to develop the child spiritually, morally, socially and educationally through exposure to a wide variety of curricular and extra-curricular activities. We foster a caring attitude to those around us and the wider world, to prepare the pupil to take up his/her role in society.'

Children need to know and understand the school rules. Each teacher works with their class to discuss the rules, detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to. Every child is encouraged to spend time in self-reflection.
This can happen during whole school or class Collective Worship, during class prayers at the end of day or at any time deemed appropriate by the classroom staff. This time is used to build connections and relationships within the class and the wider school community, and to encourage children to learn from experience and develop their own thoughts from those experiences. Reflection forms an important part of the Restorative Practice process and children are encouraged to take responsibility for their own actions and behaviour, as well as considering the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules 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.

Appendices 2 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

What are our expectations for pupil and adult conduct?

We are proud we have created a well-planned, engaging and stimulating curriculum. We have expectations for the various areas in and around school as well as for behaviour during specific 'whole school' activities such as Collective Worship.

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 interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays.

Corridors
Children are expected to walk quietly around the school buildings 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.

Collective Worship
Staff and children are expected to enter, leave the hall and sit quietly during CW showing respect for the adult or children delivering the CW. Children and adults should be keen to participate and contribute to any interactive parts of CW in a positive and respectful manner. Members of staff who accompany their class into CW, and wish to issue instructions to children in CW should usually do this using signs rather than speech, and should lead their class in and out of CW from the front of the line. In line with the Church of England Vision for Education, It is the right of every child to attend CW in school and is an important time for the whole school community to come together in prayer and/or reflection. Therefore, all teaching and support staff will attend CW, and no child will be withdrawn from CW for purposes of behaviour sanctions.

The dinner hall/classroom
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 or classroom sensibly and walk to the playground or field.

The playground
At St Andrew's CE Junior School, we do not distinguish between the authority of one adult to another, regardless of role (with the exception of the Assistant Head teachers 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 must be made aware of the play ground rules and 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/activities are 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 a member of the Senior Leadership Team member for further investigation. Additional guidance and rules for break times can be found at Appendices 1.

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. All members of staff are expected to enforce rules on school uniform and challenge children who flout these rules.

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' 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. 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.

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

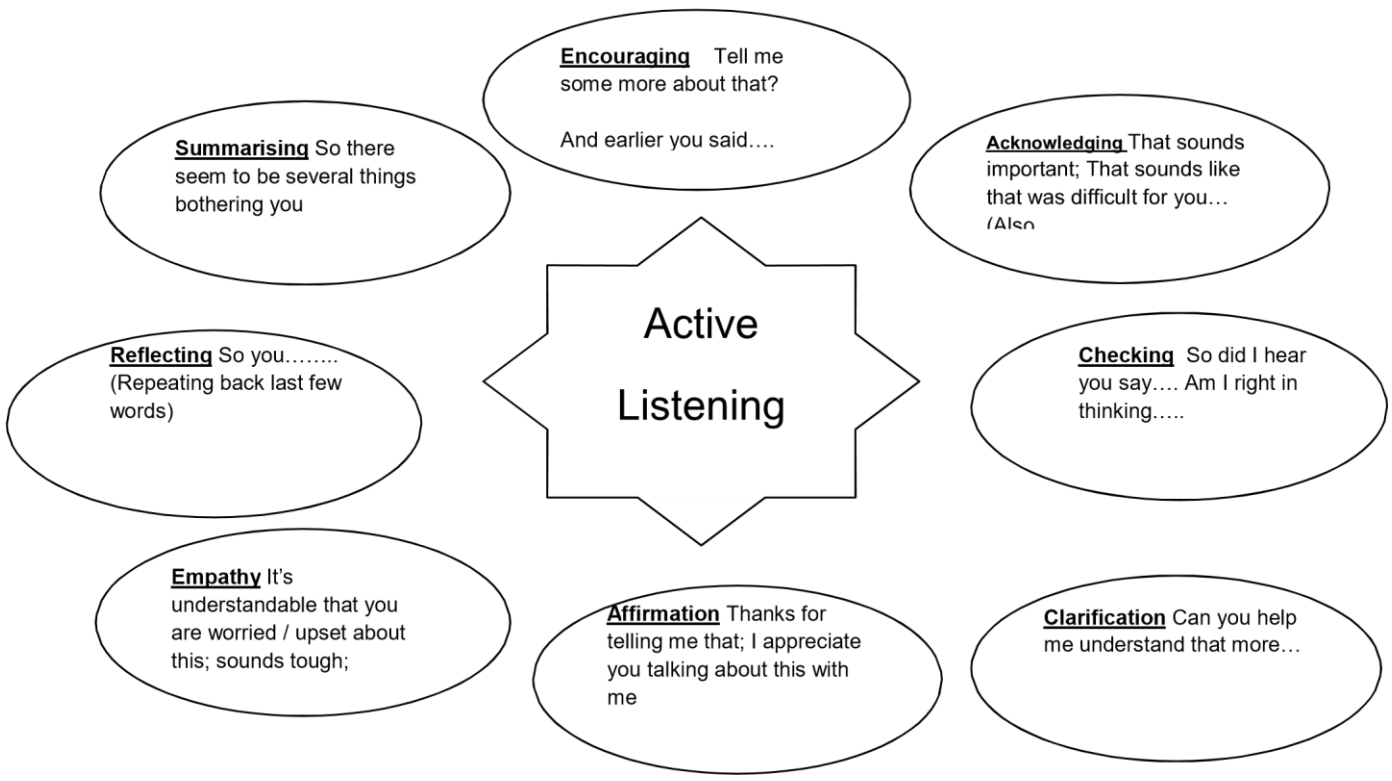
Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

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? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. Children are supported in reflecting on their actions and encouraged to find their own way to make things right. This may include offering an apology, which is most meaningful when it comes freely and sincerely from the child. The focus is on helping children understand the impact of their behaviour and empowering them to take positive steps toward resolution. Children can refer to the behaviour ladders 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.



The Restorative Approach and use of consequences

When using consequences at St Andrew's CE Junior 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. Each class and communal area has a clear display of the process of the restorative ladder, so that it may be referred to as part of a restorative discussion and each member of staff has a copy of the restorative questions on the reverse side of their staff lanyards. 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.

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. Appendices 2 shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Implementation of the Restorative Approach – Practicalities & SEND

At St Andrew's CE Junior 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.

Our 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/strategies (such as Social Stories and Zones of Regulation) and lessons 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 SENDCO and/or discussed in the half termly MACAWS team meetings 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 (RPI)

On rare occasions, a child's behaviour may significantly compromise the safety or wellbeing of other pupils or adults. In such instances, staff may decide to implement appropriate consequences. These can range from the loss of privileges to referral to the Assistant Headteacher or Headteacher, arrangements to work in a parallel class, a fixed-term suspension, or the involvement of external agencies for behaviour monitoring and support.

However, in all situations, pupils are supported within a Restorative Framework. This ensures that once they are calm, their views are listened to, and they are given the opportunity to take responsibility for their actions and work towards repairing any 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.

Some staff on roll have attended Team Teach training and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

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 and always following an exhaustion of de-escalation skills and strategies.
We have a MACAWS corner available in school, and when possible, pupils who have been subject to RPI can be taken to this area 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 on CPoms and parents must be informed as soon as practical after the incident.

CPoms: When should behaviour incidents be logged?

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

The child's class teacher (or HLTA if covering) should log the following incidents/issues on CPoms if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
5. Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved
6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).
7. Other behaviour incidents where it is felt necessary to have an incident recorded for monitoring purposes

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.

If any of points 1-7 occur during lunchtime, the lunch time staff involved should report this to the Duty SLT member. The Duty SLT member will take responsibility for logging this on CPoms and will liaise with the class teacher regarding further action (e.g. communication with home).

Points 1-5 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 (or Duty SLT member if it is related to a lunchtime incident).

Curriculum Support

Through our Relationship, Sex & Health Education curriculum (RSHE), 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.

RSHE lessons, RE lessons, school Collective Worship, out of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete RSHE 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.

The Dojo Den

We use Class Dojo to award points to children, rewarding positive behaviour and making an example of the attitudes and standards we expect to see from them. Parents have access to their child's points so that they can reinforce expectations and be made aware of how their children are doing during the school day.

The children can accumulate these points and also have the opportunity to use their points as currency in the school's Dojo Den located in the school hall which will be open once a week. Here, the children can trade the points they have collected for physical items such as stationery etc. Higher value purchases, such as book tokens, are available for those wishing to save their points up. The shop will be supervised by a member of the PTA assisted by selected children from Year 6.

Dojo points need to have value, therefore, they are rewarded prudently.

In the event that a child behaves in a manner that negatively affects another, they may choose to have point(s) removed from their account and transferred to the affected party as a means of making amends. The amount transferred is decided at the time between the two parties and the member of staff handling the incident within the restorative framework. Teachers will not remove Dojo points from children as a sanction.

APPENDIX 1

Break time Procedures for all Staff

Going out to play

- Classes are led onto the playground.
- Children should walk up and down steps and slopes.

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 the shed/ middle block / 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 and is played at the discretion of staff on duty.
The Year 6 cloakrooms (entrance near the quiet area) are out of bounds during lunchtime. Please ensure the door to the cloakrooms is kept closed and not propped open.
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, which signifies the end of break time.
- On the second whistle, 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.

Appendix 2

Community Fix-its Restora

Behaviours	Adult responses/options to discuss with child
Low-level disruption Boisterous behaviour (playground) Uncooperative actions Not getting on with the task in hand Using avoidance tactics Distracting others	Preventative actions/de-escalation Calming time within class/distraction job Catch them being good Informal discussion to help child (RP questions) State the facts/affective statements (I feel…When…What I'd like is…) Validate and redirect
Repeatedly disrupting others Inappropriate discussions and statements Inappropriate language Poor choices Teasing Hurt someone (careless actions) Lack of respect for people or property Refusing to follow adult instruction	Catch them being good/affective statements Say sorry and mean it/community reparation Miss part of special privilege Miss part of next play time Catch up on missed work/gift a Dojo point Do something nice for those who have been upset/Gift a Dojo point **Inform parents or carers**
Severe swearing/verbal abuse towards another Physical assault – kicked/hit/bit as part of an incident Refusal to accept prior guidance Continual disruption over a period of time Vandalism Rude to staff/arguing/answering back	Miss any class reward time Miss all break time over a 24hr period **Discussion with parents or carers** Work in parallel class/time away from own class Reflect on their actions and make amends **Discussion with parents or carers**
On-going and persistent of the above behaviours or extreme example of above behaviours	Formal restorative conversation, **including parents or carers** **Possible fixed term suspension***
Physical assault towards staff	Work away from class, staff member support, SLT support, possible fixed term external suspension* **Discussion with parents or carers**
Physical assault towards pupils – kicked/hit/bit as part of an incident (without provocation)	Miss all break time over 24hr period, SLT support, explore external agency support Possible fixed term external suspension*
Using words online that may intentionally hurt someone's feelings	Miss reward activities **Discussion with parents or carers**
Extreme reaction to a situation	Explore external agency support Possible fixed term external suspension * Miss reward activities **Discussion with parents or carers**
Bullying, including online bullying/ intimidation	Formal restorative conversation, **including parents**
Racism	Headteacher intervention, possible exclusion*
Homophobic behaviour	Headteacher intervention, possible exclusion*
Specific behaviours to an on-going issue	Multi-agency meetings if appropriate

*see exclusion policy

APPENDIX 3 Exclusions

This appendix is designed to briefly outline the school's approach to exclusions within the statutory framework as defined in '*School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012'.*

Principles

1) Exclusion 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 exclusion 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 Exclusion from the school can only be authorised by the Head Teacher or Acting Head Teacher

3) A Permanent Exclusion this can only be authorised by the Head Teacher or Acting Head Teacher, and must only be done after consulting with the Chair of Governors about the intention to impose this sanction, although the final decision rests with the Head Teacher of the school.

4) The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school, as outlined in our Restorative Practice and Behaviour Policy.

5) Fixed Term Exclusions are rare, but in the event of exclusions taking place, the school will monitors the number of Fixed Term Exclusions 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 Exclusion

1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done by the Head Teacher on the day of the exclusion, either by direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.

2) In the case of a Permanent Exclusion parents will be notified by the Head Teacher in a face-to-face meeting.

3) A student who has been excluded 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. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, 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 Exclusion

1) All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion 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.

Relationship to other school policies

The Exclusion Policy should be read in tandem with the school's Behaviour Policy as well as other relevant school policies, particularly the Inclusion Policy, Special Educational Needs Policy and the Equality & Diversity Policy. It also has a close inter-relationship with the Anti-Bullying Policy and Attendance Policy.

Monitoring and Review

1) The impact of this policy will be reviewed by the governors' Curriculum & Standards Committee

2) The Headteacher will provide the Committee with regular monitoring reports which will help it to evaluate the effectiveness of the policy and procedures.

3) The policy and procedures will be reviewed and amended in the light of such evaluation and in consultation with representatives of all key stakeholders.

4) *To be reviewed at Teaching &Learning Committee 2022*