



Title:	Positive Behaviour Policy
Internal Reference:	L4L-GY-006
Approved by:	
Reviewed on:	08/06/2026
Version No:	V2
To be reviewed on	08/07/2027

Learning4Life-GY

Positive Behaviour Policy

1. Rationale

At Learning4life-GY we believe that all learners, staff and stakeholders should work in a positive and learner centred way. As such, Learning4life-GY believe in a relational approach to building relationships, regulating and de-escalating challenging behaviours, using restorative approaches to promoting learning and reparation. In doing so Learning4life-GY appreciate the benefits of taking a restorative, relationship-based approach to behaviour management and therefore embed whole school practices and systems that are inclusive, responsive and promote positive relationships with an ethos that is beneficial to all members of the school community.

The relational approach is built on cohesive values, a sound understanding of needs of the community that identifies strong, mutually respectful relationships as the foundation upon which learners can thrive. This approach is built on a few basic principles and values, including:

- Genuineness (honesty, openness, sincerity)
- Respect (valuing each other for who they are)
- Empathy (understanding another's experiences)
- Responsibility (being accountable)
- Growth mindset (optimism that we can learn and change for the better)

At Learning4life-GY we aim to promote, encourage and model the behaviours identified above so that will enable learners to be successful in their personal and working lives. Our approaches are further based on the three core values that underpin all activity at Learning4life-GY being: Ready, Respectful and Safe (see Appendix 1 for the whole school curriculum intent). We believe in a positive behaviour support approach whereby staff take a person centred, values based and quality of life focused approach to understand behaviours.

In a school where learners have a variety of learning support needs, we recognise that managing behaviour can be one of the most time consuming activities undertaken within the school day. Without an effective relational approach in place, indicators of poor social, emotional and mental health (such as suspensions, exclusions, poor attendance and disruptive behaviours) will increase. The standard authoritarian (behaviourist) approach focuses on sanctions and punishments. A restorative, relational approach looks to understand why something went wrong and to put things right so that everyone can move on and no one is left damaged. The emphasis therefore shifts away from the broken rules and instead, to the harm done. It focuses not on blame but on responsibility. It focuses therefore on dialogue, repair and reparation.

That is not to say that clear boundaries on expected positive behaviour are not shared, and that learners do not experience consequences for specific actions. It simply means that the schools focus is upon understanding why something went wrong and to put things right so that the poor behaviour is not the focus.

2. Aims and expectations

The goal at Learning4life-GY is to support the inclusion and well-being of all learners and to avoid the use of practices which exclude them.

- To develop and sustain systems of support that enable staff to share good practice, provide support and supervisions for each other and to plan, review and problem solve together
- To provide high quality relational provision such as nurture groups, small group intervention on emotional literacy, opportunities to develop resilience and regulation techniques and time and space for learners to access interventions.
- To promote a culture of positive behaviour support based on the whole school curriculum intent of mutual respect and meaningful collaboration.
- To provide guidance on the implementation of a consistent approach to positive behaviour support
- To be clear on how boundaries are communicated
- To define behaviours of concern and outline corresponding sanctions
- To promote a positive environment enabling learners to feel safe, happy and cared for.
- To develop and maintain positive relationships that promote and encourage social and personal development.

3. **Supporting the development of positive behaviours**

It is not always possible to know the rationale for a person's behaviours, sometimes it is a result of their identified needs; their experiences of relationships previously or currently; factors outside of their control; or factors that are currently unidentified. At Learning4life-GY we view behaviours as a form of communication, a behaviour is being exhibited as a means of telling us something about how that person is feeling in the context of their cognitive development and understanding. For this reason, it is important to monitor and record patterns in behaviour throughout the day and over time, incorporating different types of prevention strategies. To support in investigating and communicating a learner's behaviours, Learning4life-GY work collaboratively to produce a My Plan (updated on a termly basis) and more importantly an Emotional Support Plan (found in Appendix 2). The Emotional Support Plan helps us to understand what causes the behaviour to occur (the trigger) and why the learner is presenting the behaviour (function). The function will often be a communication.

Operationally this means that we will do the following:

- Senior leaders and governors will actively support and model a relational approach
- Consistent thinking, practice and 'buy in' across staff partners and trusted adults of the relational approach
- Whole school relational CPD (and thorough induction of new staff)
- Continual monitoring, evaluation, support and coaching
- Use of restorative approaches interventions and provision
- Development of approaches to meet a spectrum of needs to support the wellbeing, development and learning of all learners through secure relationships
- Manage behaviour, emotions and build learners capacity for self-regulation
- Respond to unmet attachment needs, trauma, loss and adverse childhood experiences.

At Learning4life-GY we take a personalised approach to learner development and wellbeing to ensure that through a consistent approach, our learners get what they need to thrive. This is

only achieved through a shared understanding of relational and restorative approaches that **see punishment as a means of re-traumatising and further embedding concerning behaviours.**

The explicit use of natural consequences that follow certain behaviours is our focus, rather than the enforcement of sanctions that can shame or separate children from their peers, school community and family. Responses to behaviour must ensure however, that children feel safe and that all needs are met.

4. Facilitating Positive Behaviour

All staff are expected to follow the Learning4life-GY Code of Conduct Policy and model behaviour ensuring that they are a positive role model for all learners. Staff should work in partnership with learners and trusted adults to create and maintain an environment of trust. When an environment of trust is achieved fully, learners will be able to challenge misconceptions and find resolutions in a respectful manner. Positive behaviour is a collaborative task that requires effective communication between all staff, learner's and trusted adults. **Our focus is upon spotting pre-cursors (triggers) or pre-behaviours so that they can be calmed at the earliest opportunity enabling the behaviours of concern to be minimal.**

We will do this by implementing the following:

Encouraging and facilitating self-regulation

Recognising when learners need time and space to 'calm' and return to their baseline in a safe manner by identifying where those safe spaces are, encouraging their use (through a range of strategies such as time out cards) and requesting that learners use the space to self-regulate.

Learners will be under supervision and a staff member will be able to hear or see them at all times. Learners will not be placed in a room with the door closed

Responding to Behaviours of concern

Each behaviour of concern is specific to that learner and as such will be driven by their understanding and cognition. Behaviours are a form of communication therefore, the more that we know and understand the learner the better we are able to support them with their communication.

	Examples	Responses
Green Behaviours of Concern	Area or resource is damaged during crisis. Being late. Low level disruption.	Dealt with by staff members responsible for learners at that point in the day. Actions that focus on safety of learners i.e. time away from the computers.
Amber behaviours of Concern	Low level disruption is persistent. Swearing persistently. Being unkind. Internal truancy. Refusal to complete work Intentional damage to school property or property of others. Antisocial behaviour	Phone call home to trusted adult by the teacher responsible for the learner at the time of the behaviour of concern to agree safety plan.

	Minor breaches of health and safety requirements	
Red behaviours of Concern	Violence Persistent challenging of school rules. Off-site truancy Serious breaches of health and safety regulations Possession of weapons Theft Supply, possession or use of illegal drugs while on the premises Unlawful behaviour	Fixed term suspension to investigate and formulate a plan to ensure safety of learner and others by triangulating CPOMs reports, learner statements and staff statements.

What we will do:

Learners will be given an opportunity to reflect on their behaviour of concern at an appropriate time, once they are calm. Learners will not be challenged at the point at which they are in crisis.

Our approach to supporting a learner will be different for everyone, and will depend on their ability, understanding and relate to the details on their Emotional Support Plan (Appendix 2).

We will view every day as a new day and not remind learners of behaviours from a previous day.

We will not impose sanctions due to a behaviour the previous day.

Any sanctions imposed on the day of the behaviour will be proportionate to the behaviour and informed by the teachers knowledge of the learners needs, EHCP and Emotional Support Plan.

Ensure that all rooms have exits that enable learners to leave the rooms to self-regulate if needed.

What we will not do:

Send learners home unless a red behaviour of concern has been exhibited and only the Principal is the only person who can do so (as a fixed term suspension).

5. Use of restricted physical intervention

Restrictive interventions include physical and non-physical actions that prevent, restrict or subdue a learner's movement. Any use of reasonable force must be lawful, necessary, proportionate, used for the shortest possible time and only when less restrictive alternatives are ineffective or inappropriate in the circumstances. (DfE, 2026)

The school will prioritise prevention, positive behaviour support, risk assessment, relational practice and de-escalation strategies. Staff likely to use restrictive interventions will receive appropriate training. (DfE 2026)

The majority of staff at Learning4life-GY are trained to de-escalate situations using a 'Team Teach' approach. On occasions where there is a risk to safety of learners and or staff, restrictive physical intervention (RPI) may be necessary to avoid further injury. RPI is used as a last resort and only undertaken by someone who is trained to do so safely and correctly. For example staff may be required to physically separate fighting; or physically remove from a room to de-escalate a situation,

or use reasonable force to prevent a learner from hurting themselves or others. Where a learner joins the school, and restrictive interventions are likely to be required. The Pastoral team will produce a risk assessment to ensure that staff who work with pupils where reasonable force and restrictive interventions may be required, can do so safely. All incidents where RPI is used are recorded on a Serious Incident Form (see Appendix 3) and recorded in the bound and numbered book. Any use of RPI will take into account the special educational need or disability of the learner and reasonable adjustments will be made. In any case, only those advised through Team Teach training will be utilised. Trusted adults will be informed in all serious incidents in writing. The report will include the following:

- Time, date, location and approximate duration of the intervention.
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force was applied, and the degree of force
- Details of any physical injuries sustained, if applicable.

In all instances where force is used, a follow-up discussion will take place. Ideally, trusted adults will be invited to attend. The follow up discussion will include the following:

- Any behavioural triggers or warning signs of an impending incident
- Whether agreed emotional support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

This discussion will be used to amend any existing Emotional Support plans, as needed.

6. Suspension, exclusion and seclusion

Safe seclusion

Seclusion must only be used in exceptional circumstances where there is a serious and immediate risk of harm. It must never be used as a punishment, to secure compliance, because of staffing shortages, or as part of a planned behaviour strategy. Continuous monitoring and welfare checks are required throughout. (DfE, 2026)

In emergency and/or exceptional circumstances, it may be necessary to allow a learner a space without an adult being physically present in the room with them, in order to keep themselves or others safe. This may be used where a learner has reached crisis and/or who may place themselves or others in significant danger, if adults don't take control. In this situation, learners must be externally monitored by an adult who can see and hear them at all times. This is referred to as seclusion. A learner will never be routinely secluded, it will not be part of a planned response and as such will not feature as a reactive strategy on a learners Emotional Support Plan.

Any use of seclusion that prevents a learner from leaving a room of their own free will, will only be considered in emergency and or exceptional circumstances. In such circumstances a member of the Leadership team must be informed prior to or as soon as possible during an incident where seclusion is used. All incidents of seclusion must be logged on CPOMs and trusted adults informed. A debrief must be held with all staff involved and where possible a multi-agency review planned.

As seclusion will always only be used as an emergency response, there is no defined seclusion room. Defining a room for seclusion and transitioning a learner, when in crisis, to such a room would be undignified and against the ethos of our school. Instead, where seclusion is deemed the only option, the safest, closest room will be sought. Seclusions will never be used for compliance and must only

be used to support the learners return to their baseline. If as a last resort and only to ensure safety, seclusion is used, the Serious Incident Form must be complete by the staff present during the seclusion and a member of the Leadership team.

Fixed term suspensions

Fixed term suspensions are only made in circumstances where learners have exhibited red behaviours of concern and are utilised by Learning4life-GY as a time to investigate the behaviours of concern further.

Fixed term suspensions are made in exceptional circumstances when the risk of the learners being in school is too high, and leaders need time to make adjustments either to the school environment or staffing. Statutory guidance is always followed when a suspension is required. The Learning4life-GY process for fixed term suspensions is outlined below:

If a learner has been accused of red behaviours of concern, or if there is some good and urgent cause (for example a Safeguarding concern), the learner may be suspended by the Principal in order for an investigation to take place. The Principal, Assistant Principal and/ or CEO will conduct the investigation. Where there is a need for a fixed term suspension all trusted adults, parents, carers and social workers will be informed so that arrangements can be made for the learner to get home safely and into the care of a responsible adult (in the case of a child looked after this should be the named carer)

The fixed term suspension will allow for a full investigation to take place. It may not be appropriate for the learner to be present on site. During the fixed term suspension a formal meeting may be arranged to allow the learner to explain their involvement and to provide the names of any witnesses or give information that maybe relevant to the investigation.

All fixed term suspensions will only be imposed after careful consideration. Where applicable the learner will forfeit any bursary funding if eligible to receive this. Learners will be provided with work that they can carry out away from school so that they can keep up with their studies. If following investigation it is found that the learner had no involvement in the complaint, payments for bursary will be reinstated and the learner asked to return to their course as soon as possible.

In the case of a fixed term suspension the learner will meet with the Principal and will be told clearly that they are suspended from their course. The fixed term suspension will be confirmed in writing within 24 hours with the letter (Appendix 5 and 6) clarifying the reason for fixed term suspension. The Principal will inform the learner of the date of the reintegration meeting.

In the interests of all concerned the period of fixed term suspensions should be kept to a minimum and the investigation will usually be completed within five working days. In some cases where multi-agency discussions are required this may not occur within timescale. To ensure no impact on the learners educational progression is encountered, suitable work will be provided to enable them to continue their studies outside of the school environment.

Reintegration meeting

The Principal and/or CEO and/or SENCO will conduct the reintegration meetings which will follow a structure as identified below:

- The chairperson will take the learner and trusted adults through the allegations which have led to the fixed term suspension (including the serious incident form if applicable)
- To learner will be given the opportunity to discuss their point of view on the allegation.
- Any further action such as health and safety or the requirement of a risk assessment will be agreed.
- All specific follow up actions will be discussed and agreed to support effective reintegration into the school environment in the completion of the Behaviour and Attendance meeting template.

Permanent exclusions

Following a review of evidence by the Principal, a recommendation may be made that a learner should be permanent exclusion. The decision to exclude a learner is made by the Principal on the following grounds:

- the learner fails to comply with targets set within a fixed term suspension reintegration meeting
- the learner's behaviour is considered to be serious enough to justify immediate permanent exclusion

Permanent exclusions are avoided wherever possible and all aspects of internal and external strategies will be explored in co-operation with trusted adults and multi-agency teams to avoid this outcome.

7. Bullying

Bullying is a behaviour by a learner or a group of learners, repeated over time that intentionally hurts another learner or group of learners physically or emotionally and exerts an imbalance of power. There are many different forms of bullying (see the Learning4life-GY Anti Bullying Policy for more information) for instance, cyber bullying, via text messages, social media or gaming, which can include the use of pictures and videos. Bullying if left unaddressed can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for their mental health. Bullying which takes place at school does not affect an individual during childhood but can have a lasting effect on their lives well into adulthood. Therefore Learning4life-GY take bullying seriously- we have a zero tolerance to bullying. Staff will always log and follow up any form of bullying on CPOMs and inform trusted adults to develop strategies to support the perpetrator and victim. Further guidance is included in our Anti-Bullying Policy.

8. Recording and reporting

Recording and reporting of incidents is essential to safeguard everyone as this allows us to monitor and continually develop best practice.

- All Amber and Red behaviours of concern must be recorded on CPOMs.

- Any restrictive physical intervention (RPI) must be recorded within 24 hours on the Serious incident forms and uploaded to CPOMs, this will then be recorded in the bound and numbered book by the Principal, Assistant Principal, DSL or Deputy DSL.
- Learners should be checked for any marks or injuries and injuries requiring first aid should also be recorded on CPOMs.
- Trusted adults must always be informed of RPI or seclusion, as this will enable any questions to be answered and for staff to outline the context, and to reassure where possible. If it is not possible to inform trusted adults by telephone they should be informed by letter and invited to contact the school to discuss further.
- The discussion within any re-integration meeting will be recorded (with actions) on the Behaviour and Attendance meeting template and saved in the learners electronic file.
- Any updates to the Emotional Support Plan will be recorded electronically and stored in the learner electronic file.

9. Complaints

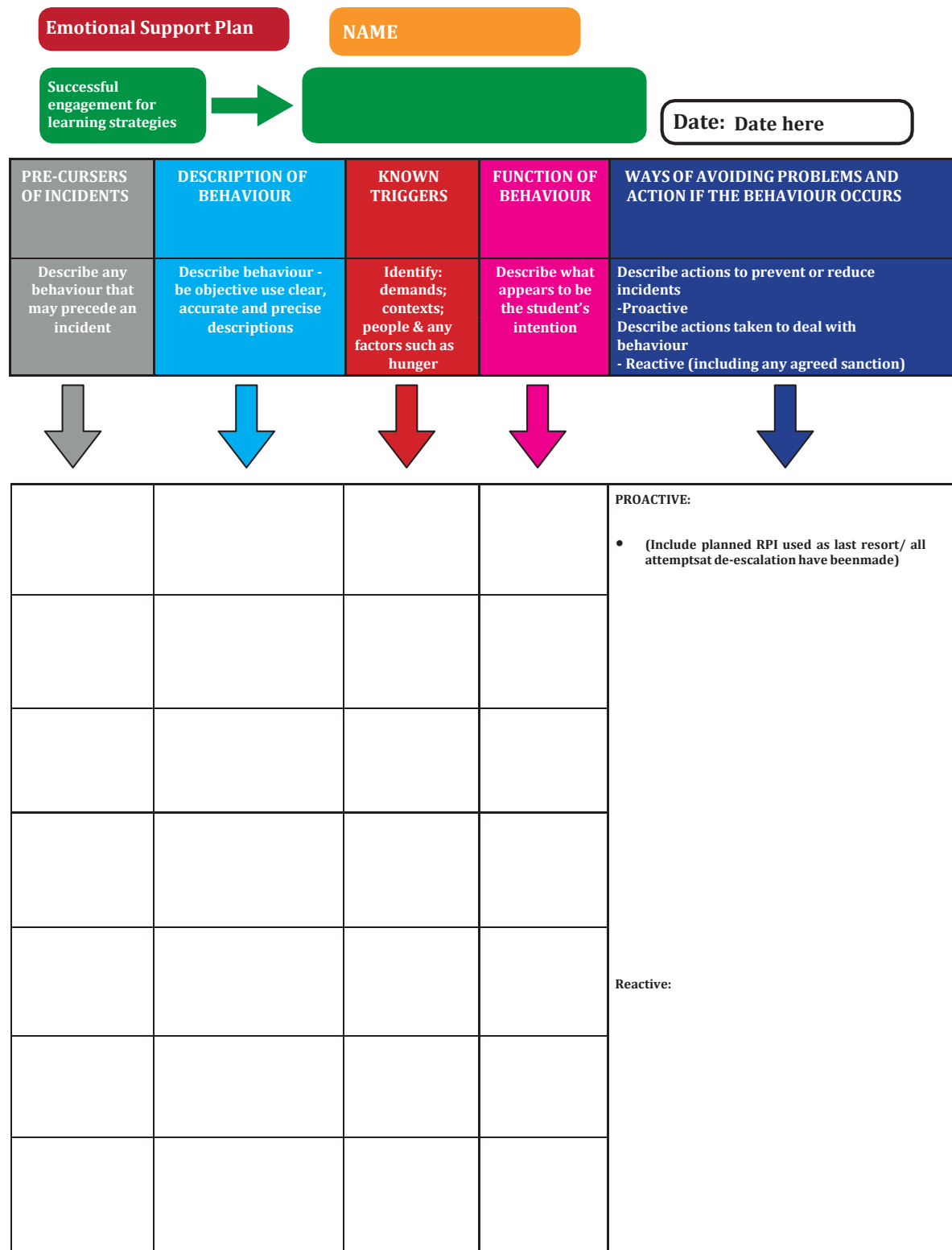
All complaints will be investigated following the Learning4life-GY Complaints Policy. All complaints about the use of force (RPI) will be thoroughly, speedily and appropriately investigated.

Appendix 1: Whole school curriculum intent

	Ready	Respectful	Safe
This is what its like to be....	• We are ready to learn. • We arrive at school on time. • We have our equipment ready. • We show that we are listening. • We are committed our programme and demonstrate this through our work in class and in assignments. • We are ready and open to learning in all learning environments. • We demonstrate commitment by trying our best, engaging with learning and working together. • We develop our skills, knowledge and attitudes so that we can become successful citizens.	• We listen when others speak • We respect the property of our peers and the school • We expect all students to show respect to one another and to all around them. • We will automatically show respect to others whether we know them or not. • We will not treat others dismissively or rudely. • We will respect other's opinions even if we do not agree with them and will appropriately challenge any opinions that are prejudiced or discriminate.	• We will move around the school in a safe manner • We will follow instructions to keep ourselves safe • We will use equipment safely. • We have the right to feel happy, safe and cared for. • We will behave in a mature and sensible way. • We will seek help from trusted adults if we think that someone else is not feeling safe, happy and cared for.

This is what it looks like in our school....	• The school will develop learner confidence, independence and a positive attitude to learning. • The school will provide innovative, inspirational and challenging opportunities to learn that encourage learners to become lifelong learners and be the best they can be. • The school curriculum will be accessible to all and ensure that each of our learners will know more, remember more and understand more about how to play a positive and successful role within our society	• The school will develop caring, considerate, well-rounded individuals who are polite and respectful. • The school will provide opportunities for all learners to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society. • The school will provide a community where all individuals are treated with respect and have their views and opinions treated with respect. • The school will provide learners with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many moral, social and cultural issues that are part of growing up within this.	• The school will provide a safe environment so that learners can be ambitious for themselves and others. • The school will develop learners who are well behaved and resilient. • The school will provide a culture that contributes equally towards pastoral development of our learners. • Our approaches will be grounded in collaborative working, diversity and in the development of a sense of community.
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Appendix 2: Emotional Support Plan template



Appendix 3: Serious incident form

Serious incident record

Name of child or young person concerned			
Specific location that the incident began/finished		Date:	
Name of person(s) using the physical intervention			
Name of any other people present			
Start time of incident (24hr clock)	Duration of incident	Medical checks	Reflection with student completed
	Hours-	Offered-	Yes No
	Minutes-	Accepted-	
Factual account of incident- (Provide an objective and factual account including environmental factors and triggers if known)			
Why was the measure (R.P.I) necessary? (Describe your dynamic risk assessment and why you honestly believed that the measure you chose was in best interests of the learner)			
Controlling risk (Describe any changes you will now make to routines, personnel or the environment to reduce risk of reoccurrence of this incident)			

Diversion, distraction and de-escalation attempted (please circle any technique attempted)			
-Verbal advice -Clear directions -Negotiation -Limited choices	-Distraction -Reassurance -Planned ignoring	- Calm talk/stance -Withdrawal offered -Withdrawal directed -Change of adult	-Humour -Reminder of consequences -Success reminder
Physical intervention used:			
-Friendly -Guide -Help hug	-Half shield -Single person double elbow -Figure of 4	- Single elbow -Single elbow to chairs -Single elbow (response to dead weight)	
Person completing form: -Request support from your line manager Yes/No - Do you wish your union to be notified Yes/No Name union- Please sign this form: _____ Date: _____			
Form Teacher (Please circle Yes/No) Does this child already have a risk assessment Yes/No Does this student have a behaviour support plan Yes/No			
Reflection with student: (Please specify the reflection process and outcome with child or young person)			
Which of the following do you now intend to complete?			
-Bound book -Accident report -Medical report -RIDDOR	- Update risk assessment -Update behaviour support plan	-Seek advice from MLT/SLT -Refer to student support team -Referral to safeguarding team (social worker informed or referral to LADO) -Informed responsible parent	
Leadership section- Is a risk assessment already in place? Yes/No Is a risk assessment now necessary? Yes/No Is there any further action required such as health and safety Yes/No Any specific follow up _____ Signed: _____ Date: _____			

From the headteacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed. The dates of the exclusion should be the first and last sessions missed, not necessarily the issue date or the return to school date.

Dear **[Parent's name]**

Re: **[Child's full name, DOB]**

I am writing to inform you of my decision to exclude **[Child's name]** for a fixed period of **[specify period]** days. This means that they will not be allowed in school for this period. The exclusion **begins/began** on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's name]** has not been taken lightly. **[Child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

For pupils of compulsory school age – You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the dates specified above. If so, it will be for you to show reasonable justification.

Alternative arrangements will be made to allow **[Child's name]**'s education to continue during the exclusion. ***[Detail the arrangements for this, perhaps - We will set work for [Child's name] during the school days of his/her exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.]***

(Delete paragraph as necessary - if the pupil is eligible for FSM) As **[Child's name]** is entitled to free school meals you can request a **packed lunch/voucher** from school by contacting **[Staff name and contact]**. Although the school is obliged to provide a meal it is your responsibility to request and collect it.

You have the right to make representations about this decision to the **governing body/management committee**. If you and/or your child wish to make representations please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the **Governing body/management committee** 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.

This paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions of up to 5 days of secondary aged pupils if the head teacher chooses to hold a reintegration interview.

You and **[Child's name]** are requested to attend a reintegration interview with me *[alternatively, specify the name of another staff member]* at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your

child's return to school can be managed. *[Not for parents of secondary aged pupils]* Failure to attend a reintegration interview will be a factor taken into account by a Magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You have the right to see a copy of **[Child's name]**'s school record. You should notify me in writing if you wish to be supplied with a copy of this. There may be a charge for photocopying.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is HM Courts & Tribunals Service, Special Educational Needs and Disability, 1st Floor, Darlington Magistrates' Court, Parkgate, DL1 1RU or contact sendistqueries@hmcts.gsi.gov.uk or 01325 289350 for more information. For local support contact nelincs@barnardos.org.uk.

You may wish to access a copy of the 2017 DfE Guidance on Exclusions at <http://www.gov.uk/government/publications/school-exclusion>.

Free legal advice and impartial information on state education matters is available from Coram Children's Legal Centre (www.childrenslegalcentre.com or www.childlawadvice.org.uk) by phone on 0808 802 0008, or ACE Education (<http://www.ace-ed.org.uk/>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time.

You may also wish to contact Claire Parfremment, at North East Lincolnshire Council, on 01472 323076 or Claire.Parfremment@nelincs.gov.uk for advice and support in relation to exclusion procedures.

We expect **[Child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Headteacher

Appendix 5: Fixed term suspension letter up to 5 days or more than 5 in a term

From the headteacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer, but that brings the total for the term to over 5 days, and where a public examination is not missed. The dates of the exclusion should be the first and last sessions missed, not necessarily the issue date or the return to school date.

Dear **[Parent's name]**

Re: **[Child's full name, DOB]**

I am writing to inform you of my decision to exclude **[Child's name]** for a fixed period of **[specify period]** days. This means that they will not be allowed in school for this period. The exclusion **begins/began** on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's name]** has not been taken lightly. **[Child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

For pupils of compulsory school age – You have a duty to ensure that your child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the dates specified above. If so, it will be for you to show reasonable justification.

Alternative arrangements will be made to allow **[Child's name]**'s education to continue during the exclusion. **[Detail the arrangements for this, perhaps - We will set work for [Child's name] during the school days of their exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.]**

(Delete paragraph as necessary - if the pupil is eligible for FSM) As **[Child's name]** is entitled to free school meals you can request a **packed lunch/voucher** from school by contacting **[Staff name and contact]**. Although the school is obliged to provide a meal it is your responsibility to request and collect it.

You have the right to request a meeting of the **school's pupil discipline committee/management committee** to whom you and/or your child may make representations, and my decision to exclude can be reviewed. As the period of this exclusion is more than 5 school days in a term the **pupil discipline/management** committee must meet if you request it to do so. The latest date by which the **pupil discipline/management** committee must meet if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this exclusion]**. If you do wish to make representations to the **pupil discipline/management** committee, and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the

school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

This paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions of up to 5 days of secondary aged pupils if the head teacher chooses to hold a reintegration interview.

You and **[Child's name]** are requested to attend a reintegration interview with me *[alternatively, specify the name of another staff member]* at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. *[Not for parents of secondary aged pupils]* Failure to attend a reintegration interview will be a factor taken into account by a Magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You have the right to see a copy of **[Child's name]**'s school record. You should notify me in writing if you wish to be supplied with a copy of this. There may be a charge for photocopying.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is HM Courts & Tribunals Service, Special Educational Needs and Disability, 1st Floor, Darlington Magistrates' Court, Parkgate, DL1 1RU or contact sendistqueries@hmcts.gsi.gov.uk or 01325 289350 for more information. For local support contact nelincs@barnardos.org.uk.

You may wish to access a copy of the 2017 DfE Guidance on Exclusions at <http://www.gov.uk/government/publications/school-exclusion>.

Free legal advice and impartial information on state education matters is available from Coram Children's Legal Centre (www.childrenslegalcentre.com or www.childlawadvice.org.uk) by phone on 0808 802 0008, or ACE Education (<http://www.ace-ed.org.uk/>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time.

You may also wish to contact Claire Parfremment, at North East Lincolnshire Council, on 01472 323076 or Claire.Parfremment@nelincs.gov.uk for advice and support in relation to exclusion procedures.

We expect **[Child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely,

[Name]

Headteacher

Appendix 7: Permanent Exclusion letter

From the headteacher (or the teacher in charge of a PRU) notifying the parent of that pupil's permanent exclusion.

Dear **[Parent's name]**

Re: **[Child's full name, DOB]**

I regret to inform you of my decision to permanently exclude **[Child's name]** with effect from **[date]**. This means that **[Child's name]** will not be allowed in this **school/PRU** unless they are reinstated by the **school's pupil discipline committee/PRU's management committee**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Child's name]** has not been taken lightly. **[Child's name]** has been excluded because **[reason for exclusion — include any other relevant previous history and be specific, i.e. describe the incident and circumstances]**.

[For pupils of compulsory school age - next 4 paragraphs]

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the dates specified above. If so, it will be for you to show reasonable justification.

Alternative arrangements will be made to allow **[Child's name]**'s education to continue during the first five days of the exclusion. *[Provide details of the arrangements for this, such as, We will set work for [Child's name] during the school days of his/her exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.]*

(Delete paragraph as necessary - if the pupil is eligible for FSM) As **[Child's name]** is entitled to free school meals you can request a **packed lunch/voucher** from school by contacting **[Staff name and contact]**. Although the school is obliged to provide a meal it is your responsibility to request and collect it.

From the 6th school day of **[Child's name]**'s exclusion, **[specify date]**, North East Lincolnshire Council will provide suitable full-time education. *[Set out the arrangements if known at time of writing. If arrangements are not known within the timescale for this letter, say that, The arrangements for suitable full time education from the 6th day of [Child's name]'s exclusion will be notified by a further letter.*

[Where pupil lives in a local authority other than North East Lincolnshire, use this paragraph instead of the one above] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for their education from the sixth school day of exclusion. You can contact them at **[contact details]**.

As this is a permanent exclusion the **school's pupil discipline committee/management committee** must meet to consider it. At the review meeting you may make representations to the **pupil discipline/management** committee if you wish and ask them to reinstate your child in school. The **pupil discipline/management** committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request a review of their decision by an Independent Review Panel. The latest date by which the **pupil discipline/management** committee must meet is **[specify the date — the 15th school day after the date on which the Governing body/management committee was notified of the exclusion]**.

If you and/or your child wish to make representations to the **pupil discipline/management** committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body/ management committee of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You have the right to see a copy of **[Child's name]**'s school record. You should notify me in writing if you wish to be supplied with a copy of this. There may be a charge for photocopying.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is HM Courts & Tribunals Service, Special Educational Needs and Disability, 1st Floor, Darlington Magistrates' Court, Parkgate, DL1 1RU or contact sendistqueries@hmcts.gsi.gov.uk or 01325 289350 for more information. For local support contact nelincs@barnardos.org.uk.

You may wish to access a copy of the 2017 DfE Guidance on Exclusions at <http://www.gov.uk/government/publications/school-exclusion>.

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You may also wish to contact Claire Parfremment, at North East Lincolnshire Council, on 01472 323076 or Claire.Parfremment@nelincs.gov.uk for advice and support in relation to exclusion procedures.

Yours sincerely,

[Name]

Head teacher