

St Paul's

C of E Primary School



A place to belong

Behaviour Policy

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Headteacher Approval:	Christie Clarke
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Reviewing Committee:	FGB
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St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

Romans 12:5-8

School Behaviour and Relationship Policy

‘A Place to Belong’

At St Paul’s CE Primary School we believe that all members of our school community play a crucial role in creating a positive and supportive learning environment. All adults work together to give every child the skills and confidence that will enable them to understand the choices they make in their lives - appreciating the impact of actions on others, and on their environment, as well as on themselves.

Our children are learning about their behaviour - we as the adults will model, teach, support and scaffold our learners to help them understand how behaviour affects others and is affecting, making sure that they know that there are always opportunities to start again, and to make repairs where mistakes happen. This policy works specifically alongside our school aims to help all reach their full potential.

As an attachment aware and trauma informed school, St Paul’s prioritises building positive relationships between children and staff and children and their peers. This trauma informed approach is embodied by our aspiration to build a nurturing, caring, Christian ethos, which permeates our school environment and is deeply rooted in our core Christian values of compassion, family, forgiveness and perseverance.

We believe that every opportunity should be taken to enhance self-esteem by praising achievements and we have developed a behaviour policy that places relationships as the cornerstone for children and young people to thrive, both academically and in relation to their wellbeing.

We aim to promote qualities of self-discipline, respect for others and positive attitudes to learning and each other. We believe that, in partnership with parents, we can teach children to regulate their own emotions and behaviour and develop the lifelong relational competence that is associated with positive holistic life outcomes.

Rationale

A clear framework for promoting pro-social behaviour is essential for effective teaching and learning, and enhances the physical safety and mental well-being of pupils and staff. It is a prerequisite for maximising academic and wider life outcomes and builds relationships with families based on mutual trust and cooperation. In keeping with our school’s Christian ethos, this policy develops sound core values with an emphasis on compassion, forgiveness and treating all as family.

We believe that it is essential to maintain clear boundaries and expectations so that children feel safe and are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour. Rewards and consequences that follow certain behaviours should be made clear and children should be led to understand what is right and wrong.

However, our evidence-based policy, informed by neuroscientific and psychological frameworks, acknowledges that behaviour is linked to emotional states, may communicate

an unmet emotional need (conscious or unconscious) and that an ability to recognise and regulate emotions is a key aspect of understanding and managing behaviour.

We recognise that, for children whose developmental stage or identified SEN causes them to struggle with cause-and-effect thinking, impulse control and emotion regulation, the exclusive use of a simple behaviourist model of behaviour management can be unhelpful.

Children who are particularly vulnerable in this respect may be those with attachment difficulties, developmental trauma, neuro-diverse needs, or adverse childhood experiences for whom behaviourist approaches often cause further trauma and do not teach how to express emotions in a more appropriate manner. In particular, 'sanctions' that shame and ostracise pupils can provoke more negative behaviour and fail to develop the child's capacity for self-discipline. Therefore, in line with our commitment to attachment-friendly and inclusive practice, and in accordance with DfE Mental Health and Behaviour Policy November 2018, this policy acknowledges the need for flexibility and differentiation, and advocates approaches that are tailored to meet specific individual needs and experiences.

By promoting practice that is underpinned by central principles of empathy, connection, attainment, trust, co-regulation, reflection, correction and/or reparation, we believe that this policy is authentically inclusive and beneficial to the whole school community.

School Rules

Our school has four simple rules:

- 1. We are compassionate**
- 2. We do our best**
- 3. We are safe**
- 4. We are forgiving**

These are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community. The school rules apply throughout the school and are applied consistently by all who work in our school. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children may have access to bespoke positive behaviour support plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Our Aims:

- To ensure that all members of the school community feel safe within a safe, happy, calm and purposeful working atmosphere which is conducive to learning and emotional well-being.
- To encourage relationships between all members of the school community that facilitate effective learning.
- To allow children to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others.
- To teach children how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.

- To work in partnership with parents to maintain high levels of pro-social behaviour throughout the school.
- To help all children develop self-discipline by learning to acknowledge and regulate their emotions and to accept responsibility for their behaviour.
- To support the development of empathetic responses and an awareness of, and respect for, the perspectives and needs of others.
- To help all children to develop non-abusive strategies for conflict resolution and to engage with restorative practice techniques.
- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or prejudicial discriminatory behaviour.
- To offer differentiated provision for children with SEMH needs or other SEN who require additional support to be able to meet behaviour expectations.
- To prioritise the development of relationships which provide traumatised children with attachment, co-regulation and support to develop interpersonal, intrapersonal, cognitive and emotional competencies.

Relevant UNCRC Articles

At St Paul's we aim to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989).

Articles that we particularly aim to promote through this behaviour policy include:

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
- **Article 28:** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights
- **Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
- **Article 37:** Children must not suffer other cruel or degrading treatment or punishment. They must be treated with respect and care, and be able to keep in contact with their family
- **Article 39:** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

Purpose of the Behaviour Policy

To provide guidance to staff and learners that can be:

- Easily understood and used;
- Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy;
- Monitored and evaluated as part of a plan-do-review cycle, with input from children/young people, parents/carers and governors.

Establishing Expectations

At the start of the school year, each teacher works with their pupils to devise class rules based on the following whole school expectations:

At St Paul's we expect adults and children to:

- Use words and actions that help and do not hurt;
- Listen to each other and respect the views, beliefs and needs of others;
- Show consideration for others when moving around school (walking and using indoor voices);
- Try to use taught strategies to calm themselves when things are difficult and to ask for help with this when needed;
- Do their best and follow instructions promptly and without argument so that we can make the best use of learning time and stay safe;
- Look after and respect their own and other's property.

If you do not show good learning behaviour or you treat others disrespectfully or unkindly you will be reminded of our expectations.

If you need more than one reminder, you will be warned that you that you will need to give up some of your own time to reflect on your behaviour or work on a solution to the problem.

If your learning behaviour is a regular problem or if you use very unkind words or actions, you may have to reflect on your behaviour and work out a solution to the problem you have caused, with the headteacher and your parents.

Always remember to ask for help to calm down if you are finding it difficult to make good choices.

Promoting Positive Relationships

Universal Approaches

At St Paul's, we endeavour to create an environment and culture of positive relationships by:

- Talking to new families about the importance of our behaviour expectations and asking them to sign the Home/School Agreement (on entry) to encourage collaborative working between home and school.
- Providing feedback on individual pupil behaviour in parent consultation meetings and school reports.
- Developing community spirit (e.g. Engaging in awareness/fundraising for days such as Children in Need, Comic Relief, Children's mental health week and School Council initiatives).

- Initiating whole school days/weeks to focus on specific aspects of behaviour e.g. Anti-Bullying Week.
- Maintaining a calm and purposeful school environment.
- Prioritising the development of positive relationships with everyone in the school community.
- Promoting high expectations and developing clear and consistent routines in classrooms and around the school.
- The modelling of pro-social behaviour by adults.
- Using the Zones of Regulation as a tool to support children with identifying their emotions and equipping them with strategies that will help regulate their emotions.

Positive Reinforcement Strategies for Individuals and Groups

- Saying thank you and using positive body language (smiling, thumbs up, nod).
- Classroom praise – ‘catching being good’.
- Positive recognition board –These are in each classroom and the emphasis is on acknowledging those children going ‘above and beyond’.
- Using children’s work as an example/sharing with another teacher or class.
- Celebration stars assembly.
- Reader and Writer of the half term assembly.
- Passing on a positive comment to parents.
- Using stickers, stars, stamps and other class reward systems to give instant recognition for work/ behaviour - always make the reason for giving a sticker explicit.
- Displaying and celebrating children’s work.
- Emails, messages or calls home - to maintain contact with families of pupils who need support.
- Praising whole class or group – “Great yellow group – all settled down to work well”.
- Inviting a child to share success with the Headteacher or another member of staff for praise.
- House Points – all children will be allocated a ‘house’ and will be able to earn points for their house for both work and behaviour.

Please be aware that these strategies can be public or private dependent on individual needs – some children including those with attachment needs/neuro-diverse can find praise unsettling. Teachers need to take into account the individual pupil and their needs.

Responding to Unacceptable Behaviour/Supporting Relational Difficulties

Examples

Type of Incident	Type of Response
Incident which disrupts learning	Child spends time with an adult to problem solve — considering strategies which could be used to improve engagement in the next lesson. Adults use the Zones of Regulation as a tool to support restorative conversations and support with co- and self-regulation of feelings. This should include time spent in a designated area in the classroom, accessing sensory tools.
Incident against another person— hurting with words (including speaking to others in a disrespectful way, controlling behaviour, racist comments) or with actions.	Use Zones of Regulation and Emotion Coaching and restorative approaches to aid conversations (reflection and reparation). Use visual prompts to link to Emotion Coaching script if needed.
Incident relating to participation in a specific activity e.g. football at break time.	Adults to work with children to resolve conflicts using emotion coaching language e.g. different demands on playground space. Limiting time for children who struggle to play by the rules and supporting them with this.
Incident relating to property (damage, theft, not leaving as found).	Where possible – a natural reparation should be used e.g. cleaning up the mess, paying for replacement of item (parental involvement).

Incident Level	Behaviour Examples	Response Examples (response will depend on context, the adult's knowledge of the individual and what is practicable in the moment but should be 'Authoritative' (adults are in control) rather than 'Authoritarian' (Adults are controlling))
One	<p>Low level disruption or unkind behaviour e.g.</p> <ul style="list-style-type: none"> • Calling Out • Ignoring instructions • Talking during a listening time • Pushing in • Isolated unkind comment 	<p>Re-focus child Quiet word Reminder of school's rules Offer of support: 'You okay, do you need anything?' Cue Name: 'Freddie – All okay?' Nip in the bud: 'Helen, you are talking and we are working quietly in this lesson' Model or prompt an appropriate response 'Would you like to try saying that in a different</p>

	<ul style="list-style-type: none"> Isolated disrespectful response 	<p>way?' or 'Did you mean to say Please may I have that book?'</p>
Two	<p>Repetition of the above More significant hurting or unkind behaviour</p>	<p>Quietly remind the individual of expectations: Remind them of their choices – warn that if they repeat the behaviour they will miss some playtime as necessary.</p> <p>Emotion Coaching: Where a significant reflection/problem solving/restorative element is required this should be done as 'Time In'.</p> <p>Direct an adult or give extra support: Staff presence for the child/containment.</p> <p>Wondering question: Suzie, I am wondering if sitting too close to Pippa is making it difficult for you to concentrate on your work. Come and sit here where I can help you.</p> <p>Name the need: You're very cross because you wanted to go in the construction group. I can see that is hard. Everyone will get a go this week Direct to regulation activities/Distraction/Redirection: Mark, please pop next door to ask if I can borrow the stapler, thank you.</p> <p>Key Attachment Friendly Reminders: If a member of staff needs to write down names as a reminder to follow through consequences, this should be done discreetly and not where others can see.</p> <p>Follow a 'time in' rather than 'time out' approach</p>
Three	<p>Persistent repetition of above behaviours Melt down leading to significant physical or verbal assault or damage to property Racist, sexist, homophobic abuse</p>	<p>Report to Senior Leadership Team and SENCo (Special Educational Needs Coordinator)</p> <p>Record on CPOMs (school's software application for monitoring child protection, safeguarding, pastoral and welfare issues)</p> <p>SLT to report using City of York Council racial incident protocol.</p> <p>Devise individual behaviour plan, monitor and review.</p>

		Involve parents and potentially involve well-being service
Four	Child does not respond to tailored approaches and their behaviour becomes physically aggressive, threatening the safety of that child or another person.	Staff will work as a team to prevent anyone being hurt or put in danger. This is a last resort approach and is used only if other approaches such as moving other children to safety are not possible. Use of reasonable force (see below). Exclusion (see exclusion section) every effort will be made to prevent a situation developing where exclusion becomes necessary.

Tone and Approach

When dealing with unacceptable behaviour adults should use a calm but firm tone of voice. Shouting or using derogatory or demeaning language to or about a child is never acceptable.

Key components of our behaviour policy:

Four expectations:

1. We are compassionate
2. We do our best
3. We are safe
4. We are forgiving

Differentiation:

We differentiate our behaviour policy as appropriate to meet the needs of all children/young people within our school community, in line with the Equality Act (2010).

A graduated response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour.

How will staff behave?

- We cherish and prioritise our relationships with children/young people and their families
- We will be consistently calm
- We will model the behaviour we wish to see
- We will always give children/young people a fresh start as required
- We will use Emotion Coaching principles to support children/young people, parents/carers and our colleagues.

Recognising behaviour that embodies our school expectations:

At St Paul's CE Primary School, we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards. At the beginning of each year, all children/young people are asked to think about the types of rewards that might motivate them, and we attempt to honour these perspectives wherever possible.

Environmental consistency:

At St Paul's CE Primary School, we recognise that consistency and routines help children and young people to feel safe. We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying the policy
- We refer to the school expectations every time we provide feedback or discipline, in which we explain how a behaviour has/has not embodied these expectations
- All school staff are aware of the strategies being used to support individual children/young people with additional needs
- All school staff use Emotion Coaching to support children/young people's emotional needs and provide discipline.

Pupil/student transition:

Transitions (e.g. into or out of school, into the dining hall, from one classroom to another) should be considered carefully (DfE, 2016).

At St Paul's, we support pupil/student transition by:

- Greeting children/young people at the entrance to the playground/school building/classroom/ hall
- Maintaining high staff levels during less structured times (e.g. breaks/lunch)
- Ensuring all children/young people know where to go to seek help if required
- Providing individual arrangements for children who find transitions particularly difficult (e.g. leaving the classroom before/after other children)

Use of Reasonable Force

Very rarely, it may be necessary for staff to use physical intervention. When this is the case, our practice is informed by the 2021 OFSTED Guidance: Positive environments where children can flourish. In line with this, physical intervention will be reasonable, proportionate and necessary. If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force ('no more force than is needed.') to control or restrain. This applies to any member of staff at the school. Reasonable force can also be used to prevent a child damaging property.

The decision to use reasonable force is down to the professional judgment of the staff member concerned and depends upon the individual circumstances. It is the duty of the Head Teacher to ensure that adequate training is provided for staff. Staff at St Paul's are trained to use Team Teach techniques. However, in an emergency staff may have to intervene in circumstances outside of their previous training or experience. This would only be in exceptional circumstances to prevent injury. As soon as possible after an incident of physical intervention, the member of staff involved will log a report of the incident on CPOMS using a record of physical intervention form. Parents will always be notified of a physical intervention. Staff may request the opportunity to access personal support, including counselling, from the Head Teacher.

Supporting Children with Social, Emotional and Mental Health Needs

Some children may have persistent difficulties meeting behaviour expectations because of identified Social, Emotional and Mental Health Needs. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'. Such children may require specific provision which is in addition to or different from most of their peers.

Such provision should be planned with the SENCo and may include:

- Regulation times – access to a quiet area/sensory room, in class 'regulation station' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent).
- Anger management interventions – use of Five Point Scale.
- Support from City of York Council Well-being Service and/or ELSA (Emotional Literacy Support Assistant).
- Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all).

Engagement with Parents and Carers

At St Paul's, we value parents and carers as experts. We will provide feedback on your child's emotional wellbeing at parent meetings, but will also contact you immediately if we have any concerns about your child's wellbeing. We also place great value on feedback from parents and carers about the wellbeing of your child. If you have any concerns, or would like to provide feedback on our behaviour policy, please do not hesitate to contact school.

Use of Exclusion

St Paul's CE Primary School recognises the potentially detrimental impact of exclusion and consequently avoids using any form of exclusion to respond to behaviour that challenges us. In order to avoid exclusions we:

- Identify and meet the need being communicated through a behaviour at the earliest opportunity (rather than using sanctions to reduce the behaviour)
- Use restorative conversations alongside the child or young person to reflect on triggers, thoughts, feelings and what might help in the future.
- Use a relational approach to behaviour management.
- Using Emotion Coaching to provide co-regulation and to support a child or young person to understand their emotions.

On the rare occasions, that exclusion is used, we will:

- Maintain contact with the child or young person and their family throughout the process (e.g. telephoning the child or young person at the beginning and end of each day, to check how they are doing and how the work they have been set is going).
- Use Restorative Practice to structure reintegration meetings and reduce blame.
- Hold a restorative group for staff involved in supporting the child or young person.
- Place the child or young person's (and parent's/carer's) voice at the heart of each step of the process.

Fixed-Term and Permanent Exclusions

Exclusion from school is a very serious matter and will, usually, only happen when all other avenues have been explored. However, exclusion will be automatic when there is:

- Threatening, or verbally abusive, behaviour towards a member of staff, visiting adult or pupil.
- Racially abusive language or behaviour.
- Behaviour that causes significant physical harm to other children or staff.
- Significant damage has been made to school property either inside or out.
- Continued serious disregard for the school rules which impacts on their own and/or other pupil's ability to be safe and learn.
- Recurrent exiting from a classroom and a refusal to engage.

In the event of such behaviour, the Headteacher will decide based on evidence from staff, the child and any other witnesses, if appropriate. At this point, the LA and DfE Guidelines, will be followed.

Statutory guidance on exclusion of pupils from Local Authority maintained schools, academies and PRUs can be found on the DfE website

<https://www.gov.uk/government/publications/school-exclusion>

Allegations Against School Staff The Department For Education (2016) requires that school behaviour policies “set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff”.

In line with our trauma informed approach to behaviour management, any accusations made against school staff would be interpreted on an individual basis, with staff, the child or young person and parents/carers working together to understand the possible functions of this behaviour.

In addition, a Restorative Practice approach (e.g. a restorative conference) would be used in order to repair relationships between the child or young person and the staff member, whilst aiming to avoid eliciting shame in the child or young person. The member of staff involved would also be provided with access to emotional support from staff on a more private basis, and counselling if required.

Policy Statement

This policy has included input from school staff and representatives from the governing body and parent/carers.

It is based on:

Training from the CYC Educational Psychology Service

- Behaviour Policies (developing attachment friendly policies) – Dr Cathy Arden
- Emotion Coaching - Dr Emma Truelove
- Attachment Based Needs and Developmental Trauma – Dr Danielle Hoyle and Dr Geraldine Jackson

Publications that have supported this Policy:

Bombèr, L. M. (2007) *Inside I'm Hurting: Practical Strategies For Supporting Children with Attachment Difficulties in School*. London: Worth Publishing Ltd. 10

Bombèr, L. M. (2015) *Attachment Aware School Series: Bridging the gap for troubled pupils. Book 1: The Key Adult in School*. London: Worth Publishing Ltd

Dix, Paul (2017) *When the Adults Change Everything Changes*. Wales: Independent Thinking Press, Crown House Publishing Ltd.

Geddes, H. (2006) *Attachment in the Classroom: The Links Between Children's Early Experience, Emotional Well-Being and Performance in School*. London: Worth Publishing.

Golding, K.S., Fain, J., Frost, J., Mills, C., Worrall, H., Roberts, N., Durrant, E. and Templeton, S. (2013) *Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5 – 11*. London: Jessica Kingsley Publishers.

Gore, E. and Boy, K. (2017) *Becoming an Adoption Friendly School. A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss*. London: Jessica Kingsley Publishers.

Online Resources that have supported this Policy:

Bath Spa University(2017) Somerset Emotion Coaching Project: Full Evaluation Report. Available from [https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Emotion-Coaching-Full-Report-July-2017-\(1\).pdf](https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Emotion-Coaching-Full-Report-July-2017-(1).pdf)

Beek, M., Schofield,G., University of East Anglia (no date) Providing a Secure Base. Available from <https://www.uea.ac.uk/providingasecurebase/resources> [accessed 21/04/19]

Brighton and Hove City Council (2018) Developing an Attachment Aware Behaviour Regulation Policy: A Relationship-Based Approach to Inclusion Available from (https://docs.wixstatic.com/ugd/623336_65a88c73401945f7aa344b9d9facd28b.pdf) [Accessed 20/12/22]

Gilbert, L., Gus, L., Rose, J. (2015) Emotion Coaching UK What is Emotion Coaching? Available from www.emotioncoachinguk.com

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

Behaviour in schools guidance

Searching, screening and confiscation at school

The Equality Act 2010

Use of reasonable force in schools

Supporting pupils with medical conditions at school It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

DfE guidance explaining that maintained schools should publish their behaviour policy online.

Appendix A

(Fixed Term Suspension) Letter Template

[DATE]

Dear [child's carer name],

I am writing to inform you of my decision to suspend [child] for a fixed period of [length of suspension]. This means that he/she will not be allowed in school for this period. The exclusion begins on [date] and ends on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to suspend your child has not been taken lightly. They have been suspended for this fixed period because [reason].

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion, without reasonable justification. 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 from [time and date] to [time and date] and you are unable to show reasonable justification.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact Matt Boxall on/at hello@dringhouses.co.uk, as soon as possible.

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. 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 First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

We will meet and welcome them back to school [time and date] in a reintegration meeting with yourselves, where we will also set out the report to monitor them for the first 5 days following this incident, to support their behaviour further.

Yours sincerely