



Behaviour policy and statement of behaviour principles



Ratified by Governing Body

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1. Aims

This policy aims to:

Provide a **consistent approach** to behaviour management

Define what we consider to be unacceptable behaviour, including bullying

Outline **how pupils are expected to behave**

Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[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

3. Definitions

Misbehaviour is defined as:

Disruption in lessons, in corridors between lessons, and at break and lunchtimes

Non-completion of classwork or homework

Poor attitude

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Disrespectful behaviour towards staff and adults in school

Any form of bullying

Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Malicious allegations

Possession of any prohibited items. These are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this Behaviour Policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body and staff, giving due consideration to the school's statement of behaviour principles (appendix 1). The Head Teacher will also approve this policy.

The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Recording behaviour incidents (see appendix 2 for Protect Form)

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Pupil Code of Conduct (see appendix 3)

- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly

- Work with the school to challenge and modify their child's misbehaviour.

- Behave in the manner outlined in the Parent Code of Conduct (see appendix 4)

6. Pupil Code of Conduct

At Bedlington Station Primary School, we believe that everyone has the right to:

- Be safe
- Learn/teach
- Have themselves and their property respected

To achieve this, pupils are expected to:

Follow the school rules

- Move safely
- Look after property
- Take care of everybody
- Follow instructions
- Listen carefully

Behave in an orderly and self-controlled way
Show respect to members of staff and each other
In class, make it possible for all pupils to learn
Treat the school buildings and school property with respect
Accept sanctions when given
Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour may be rewarded with:

Praise

Station Stars – whole school reward system

Special responsibilities/privileges

Head Teacher award in achievement assemblies – for excellent work

An invitation to "Ice-cream Friday" – for excellent behaviour

Lunchtime award given by Midday Supervisors (Band of Kindness)

Green is Great praise

Freddo Friday

Manners the Monkey

Star Tea – for excellent effort and attitude

Crankpot's Accumulator (class reward for behaviour at lunchtime)

'Green' time – 30 minutes on Friday afternoon. Children who have stayed 'Green' that week, are rewarded in class and those who are not 'Green' to go to the Hub as a sanction.

'Greener' time – periodic extended reward time on a Friday for those children who have stayed 'Green' that half term.

The school uses the following system of ordered sanctions in response to unacceptable behaviour:

1. A verbal warning
2. Internal exclusion – to a designated place within the classroom (suggested 5 minutes)
3. Triangle exclusion – to a partner classroom (child will carry the 'Class Triangle' to partner class to alert that teacher - a short note may be attached if necessary.)
Partner classes are Acorn/Willow, Beech/Maple, Chestnut/Sycamore and Rowan/Oak. If a child is not with his or her own teacher, the class teacher will be informed. In all cases, the incident should be recorded on the 'Triangle Sheet' in the main office.
4. Inform parents – an informal discussion at the end of the day
5. After no more than 3 triangles within a rolling 6-week period, the child will be sent to the Head Teacher for formal warning. At this stage, a letter is sent or a phone call to parents informing them that their child's behaviour is reaching an unacceptable level. (Appendix 5)
6. 3 letters from the Head Teacher will result in a fixed-term, 3-day exclusion. (Letter - appendix 5)

Any serious incident will result in progressing straight to Number 5 on the plan, and could even result in the immediate exclusion - particularly for violent misconduct. Serious misbehaviour should be recorded on a Protect Incident Form.

If after 3 fixed term exclusions the situation does not improve, an internal review panel, consisting of members of the SLT and a governor representative, will meet to consider permanently excluding the perpetrator to ensure the safety and mental health of the other children in school.

Parents will then be invited to discuss the outcome of this meeting and next steps.

Other adults in the school should address the first two steps of the above sanctions ensuring the class teacher is informed.

HLTA's covering classes carry out sanctions as the class teacher. These consequences are displayed in classroom for children on "Green is Great" charts. Children can see their position on the system. 'Green is Great' sanctions will be recorded on a class tracking chart.

Each classroom will have a black triangle that will be sent to the office to alert the Head Teacher (or, in Head Teacher's absence, any available member of staff) to a serious or emergency situation.

See appendix 4 for sample letters to parents about their child's behaviour.

7.2 Off-site behaviour

The school has the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" – as outlined in the DfE guidance 'Behaviour and discipline in schools' (Jan 2016)

In response to non-criminal bad behaviour and bullying, which occurs off the school premises and which is witnessed by a staff member or reported to the school, the school may impose sanctions on the pupils involved.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a physical or emotional threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In cases where the above conditions have been met, pupils may be sanctioned in line with the in school sanctions; which could include a verbal warning, internal exclusion, triangle exclusion or after school detention.

7.3 Detentions

Teachers have the power to issue detentions to pupils. While parental consent is not required for detentions, the school will work with parents to maintain communication and a supportive relationship.

It is the position of the school to only issue a detention when all other behaviour management techniques and systems are proving ineffective in modifying the behaviour of a pupil.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- Any school day where the pupil does not have permission to be absent;
- Weekends - except the weekend preceding or following the half term break; and
- Teacher training days

A teacher can give a lunchtime detention to a pupil in their class. The teacher will inform a member of the SLT and make provision for the pupil to be supervised. Work will be given to a pupil to complete during the detention.

A teacher can give an after school detention only after discussion with a member of the senior leadership team. A detention can be given for any type of misbehaviour or serious misbehaviour as detailed above as long as it has been determined to be 'proportionate and reasonable' to the misbehaviour and the circumstances, and that account has been taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

It should also be considered whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Detentions should not be given when it is known that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- If necessary, whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Arrangements for after school detentions

After school detentions can be given for up to 30 minutes after school.

When the detention is issued before lunchtime (up to 12:30pm) the detention will be completed at the end of the school day.

When the detention is issued during lunchtime afternoon session (after 12:30pm) the detention will be completed at the end of the following school day.

This is to allow a supportive notice period for parents. Parents will be informed via the school office of the detention and when it will be completed. A follow up letter will be sent home by the class teacher, including an outline of the reasons for the detention and a confirmation return slip. (Appendix 6)

The detention will take place in a suitable location in school and will be supervised by a member of the senior leadership team. The class teacher will provide suitable work for the pupil to complete during the detention.

An after school detention will constitute a 'Triangle exclusion' as detailed in system of sanctions outlined above.

7.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head Teacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Head Teacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. All adults in the school need to be responsible and proactive with all children in whatever situations arise.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the school rules and possibly their own classroom rules

Develop a positive relationship with pupils, which may include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint (every 3 years).

Behaviour management also forms part of continuing professional development.

A staff training log is kept in school.

11. Monitoring arrangements

The Head Teacher, staff and Governing Body, will review this Behaviour Policy and the written statement of behaviour principles (appendix 1) annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

SEND Policy

Safeguarding policy

Anti- bullying policy

Appendix 1: Written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.

All pupils, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to pupils at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

The behaviour policy is understood by pupils and staff.

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

Pupils are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The Head Teacher, staff and Governing Body will review this written statement of behaviour principles annually.

Appendix 3 – Pupil Code of Conduct

At Bedlington Station Primary School we believe that children learn and work best when they feel:

- Happy
- Secure
- Confident
- Valued

Our Code of Conduct is intended to help pupils, staff, families and parents to encourage these feelings, and is based on the belief that we must always behave well and be caring towards our school and everyone in it.

Rules and Rewards

At our school we expect good work and good behaviour. Everyone in school is expected to follow our school rules at all times. These rules are:

- Move Safely
- Look after property
- Take care of everybody
- Follow instructions
- Listen carefully

Children who follow the school rules will be given recognition by way of rewards in the form of Station Stars. Station Stars can be gained at any time during the school day, including lunch times.

These are collected can be traded for prizes.

Sanctions

The basic idea behind our Code of Conduct is that children have a choice. They know that good behaviour brings rewards. They also know the consequences of poor behaviour. The choice between reward or sanction is up to them, and most of our pupils choose good behaviour.

Unfortunately some children make the wrong choices. While we will continue to encourage good behaviour, it may become necessary to apply sanctions to unacceptable behaviour. Examples of unacceptable behaviour include:

- Defiance.
- Being cheeky and lack of respect towards staff.
- Hurting others - physically or by swearing or name calling.
- Not allowing others to get on with their work.
- Racist or Homophobic language or actions.
- Bullying

Racist and Homophobic Language

The use of racist or homophobic language will not be tolerated in school with or without intent to cause offense. All examples of the use of this language will be challenged by staff and recorded on a 'Protect – Behaviour log' sheet. If necessary parents will be informed of the incident.

Consequences and Green is Great

In school we use a system called 'Green is Great' to help children monitor their behaviour and be aware of the consequences for making the wrong choices about behaviour. All children start each day on 'green' and the aim is to stay there. If a child chooses the wrong behaviour they face the following consequences:

- Yellow - Verbal Warning
- Orange - Internal exclusion - to a designated place within the classroom for 'time out'.
- Red - Triangle exclusion – to another classroom
- Purple – informal meeting with parents and teacher to discuss behaviour.
- If this level of behaviour continues then the pupil will receive a formal warning from the Head

Teacher and an official warning letter will be sent to parents informing them that their child's behaviour is reaching an unacceptable level.

- 3 letters home triggers an automatic 3 day exclusion.

A serious incident involving severe physical or verbal abuse will result in an immediate formal warning from the Head Teacher.

Remember, children have a choice: if they behave, they will enjoy rewards. If they do not behave well, they must face the consequences.

Parents - How you can help

As parents you have a vital role to play in the life of our school and the education of your children. You can help your child make the most of their time with us by encouraging them to follow our school Code of Conduct.

If you are pleased with your child's achievements then tell us. However, if you have any concerns about your child, then we need to know that too. Your co-operation and support are crucial to help us keep this school happy and successful.

Please remember that it is not always possible to speak to a teacher immediately. Teachers will not be available to speak to you in the morning as they are with their classes. After school is a better time, though it is usually best to make an appointment through the school office.

Your child needs us to work together.

Appendix 4 – Parent Code of Conduct

Parent Code of Conduct

Our staff do their best for our school community and while most parents conduct themselves in respectful manner we ask that you take note of the following government guidance:

‘Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Parents of enrolled pupils have an ‘implied licence’ to come onto the school premises at certain stated times. It is for schools to define and set out the extent of such access.

A school may consider that aggressive, abusive or insulting behaviour, or language from a parent presents a risk to staff or pupils. It is enough for a member of staff or a pupil to feel threatened. In such a circumstance, schools have a power in common law to bar the parent from the premises.’

Please be mindful of the following:

- **We expect that all staff are treated with dignity and respect**
- **Any form of verbal aggression or violence towards members of staff will not be tolerated**
- **Threats of actual bodily harm regardless of whether or not the behaviour constitutes a criminal offence will not be tolerated**

As outlined above, parents are respectfully reminded that they are permitted onto the school site at the discretion of the head teacher. Any of these behaviours towards staff may result in this invitation being withdrawn temporarily or in some cases, permanently or the involvement of the police.

We also expect parents to conduct themselves in an appropriate manner while on or in the vicinity of the school site and do not expect that our staff, pupils or other parents are exposed to:

- **Use of loud or offensive language (including sexist, racist or homophobic language), swearing, cursing, use of profane language or displaying temper.**
- **Verbal or physical abuse or aggression**
- **Smoking, vaping or the consumption of alcohol or other drugs whilst on or near school property.**
- **Inappropriate behaviour from older children who are in your care.**
- **Approaching someone else’s child in order to discuss or chastise them because of the actions of this child towards their own child (such an approach to a child may be seen to be an assault on that child and may have legal consequences).**

Any of these behaviours towards others may result in the offender being asked to leave the premises temporarily or in some cases, permanently or the involvement of the police.

In addition to their conduct on or in the vicinity of the school site, parents are advised the following will not be tolerated:

- **Malicious gossip**
- **Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parents/staff at the school, on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, head teacher or the chair of governors, so they can be dealt with fairly, appropriately and effectively for all concerned.**

Any of these behaviours may result in the involvement of the police or legal action.

We hope by working together to create an atmosphere of mutual respect that incidents like those described above are very rare.

Appendix 5: letters to parents about pupil behaviour – templates

First behaviour letter

Date:

Dear *[Parent's Name]*,

Recently, your child, *[Child's Name]*, has not been behaving as well in school as they could and this has now resulted in him/her being asked to leave the classroom on 3 occasions in the past 6 weeks.

It is important that your child understands the need to follow our Pupil Code of Conduct and School Rules. I would be grateful if you could attend a meeting on *[meeting details]* with the Class Teacher, the Inclusion Mentor and myself, to discuss how we can best support your child in improving their behaviour.

I would appreciate it if you could please contact the school office in person, or on 01670 822326 to confirm you have received this letter.

Yours sincerely,

Head Teacher name

Head Teacher

Second behaviour letter

Dear *[Parent's Name]*,

I am sorry to report that, despite meeting and creating a behaviour contract, *[Child's Name]*, has continued to misbehave.

[Child's Name] would now benefit from a structured approach to help improve their behaviour in school in order to avoid the possibility of a fixed-term exclusion from school.

I would be grateful if you could attend a meeting on *[meeting details]* with the Class Teacher, the Inclusion Mentor and myself, to discuss how we can further support your child in improving their behaviour.

I would appreciate it if you could please contact the school office in person, or on 01670 822326 to confirm you have received this letter.

Yours sincerely,

Head Teacher name

Head Teacher

Third behaviour letter – Fixed Term Exclusion

Dear *[Parent's Name]*,

I am sorry to report that, despite our meetings, a behaviour contract and creating a structured approach to help improve his/her behaviour, *[Child's Name]* has continued to demonstrate repeated breaches of the School Rules and our Behaviour Policy.

I am writing to inform you of my decision to exclude *[Child's Name]* for a fixed period of *[specify period]*. This means that he/she 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, as discussed at our last meeting. *[Child's Name]* has been excluded for this fixed period because *[specify full reason for exclusion]*.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion, specifically *[specify dates]* unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for *[Child's Name]* to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion *[detail the arrangements for this]*. Please ensure that work set by the school is completed and returned at the end of the exclusion.

You have the right to make representations about this decision to the Governing Body. If you 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 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/tribunals/send/appeals>.

The Department for Education statutory exclusions guidance can be found at www.gov.uk/government/publications/school-exclusion

You and *[name of pupil]* are invited 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 before *[Child's Name]* is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best their return to school can be managed and supported.

[Child's Name]'s exclusion expires on *[date]* and we expect *[Child's Name]* to be back in school on *[date]* at *[time]*.

Yours sincerely

Head Teacher

Appendix 5: detention letter

Date

Dear [Parent Name],

Following the earlier telephone call from the school office, I am writing to inform you that [Child's Name], has been given an after school detention on this [Date] at until [Time].

The reason(s) for this detention are set out below.

It is important that your child understands the need to follow our Pupil Code of Conduct and School Rules and I would be grateful if you discuss this with your child.

Yours sincerely,

Class teacher name:

Class teacher

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____