Bramshall Meadows First School

Behaviour and Mental Health Policy

September 2025

Rationale

At Bramshall Meadows First School, we aim to be a school where children feel safe, valued and happy. Positive adult relationships are key to this, with effective teaching and learning dependent upon these relationships. We believe that nurturing these mutually respectful relationships, allows us to equip pupils with the skills and tools needed to help make positive behaviour choices.

Our school values ensure that a positive approach to behaviour is central to our culture and ethos. All staff use the 'Bramshall Five' hand signal to remind pupils about expectations and to re-enforce our values which are:

- Respect
- Care
- Belong
- Believe
- Achieve

Bramshall Meadows First School promotes a high standard of behaviour and a culture where all members of the school are valued as individuals. The school believes in the development of self-esteem, respect for others and learning to manage your own behaviour. It is essential that all adults in school have high expectations of behaviour and a clear, consistent approach to supporting pupils to manage their feelings when it is needed.

We greatly value reinforcement of positive behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and tangible. It is never our intention to punish unwanted behaviour but to teach children to know the difference between right and wrong, empathise with others and gain of understanding of the cause behind the behaviour. Behaviour is a form of communication and often occurs when children cannot communicate their emotions. This can be a single incident or a continuation of incidents due to early childhood trauma or adverse experiences that need to be identified and addressed. We strongly believe that the social and emotional learning needs to happen before the academic learning can take place. To do this, all staff need to be caring, nurturing, understanding, empathetic and supportive towards all children at Bramshall Meadows First School. When additional support is required, children are quickly identified and referred to the correct staff member, with the correct training and skills in order to address the needs of the child.

'When the ceramic breaks, we put it back together with molten gold'.

Aims of the policy:

- To ensure that all children clearly understand the behaviours expected from them.
- To ensure that positive behaviour is rewarded and consequences for inappropriate behaviour are fair.
- To encourage children to be responsible for their own behaviour.
- To provide clear guidelines and ensure a consistent approach.
- To teach children how to be good citizens and how to self-regulate their emotions and behaviour.

Principles

• The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of inappropriate behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

• All members of the school community must be treated equally and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age based.

• The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.

• All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.

• All pupils have a right to fulfil their academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.

• Rules are to be consistently applied across the school and where sanctions are applied, they should be proportionate to the incident, in line with the school's Behaviour Policy.

• Good behaviour around school is to be acknowledged, praised and rewarded.

• At Bramshall Meadows First School, we foster a community and collective ethos amongst all members of the school and promote Modern British Values – Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different faiths and beliefs.

• At Bramshall Meadows First School, we foster a community and collective ethos amongst all members of the school and promote our School Values – **Respect, Care, Belong, Believe, Achieve.**

• In cases of challenging pupil behaviour, regardless of how sustained and disruptive, the pupil's context and possible special educational needs and disabilities must be considered. Comprehensive support is given before or alongside disciplinary measures – exclusions are to be used only as a last resort where other measures fail.

• Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. This includes via telephone and social media as well as in person.

• Guidance on the use of reasonable force through restrictive physical intervention applies to all staff, however all staff have received training around RPI (Restrictive Physical Intervention).

Expectations

Adults working in school are expected to:

- Care about our children and always act in their best interests

- Treat all children equally, irrespective of gender, race, or religion
- Develop nurturing relationships with children where they can be viewed as a trusted adult
- Ensure our children our happy by providing a safe, well-ordered and caring environment
- Be positive role models; promote good behaviour, self- discipline and respect
- Be alert to the signs of all types of harassment (including racial and sexual harassment) and follow procedures in order to prevent bullying of any kind (see anti-bullying policy)
- Be aware that behaviour is a form of communication and take steps to try to understand the root or cause
- Communicate promptly with parents about any behaviour issues
- Consistently apply school rules and expectations at all times, not just in their own classrooms
- Adhere to all guidelines in 'Working Together to Improve Attendance' so that children are in school and are not falling below the expectation of 97%. Any child under 90% will be monitored and parents supported. Legal proceedings will take place if no improvement is made.

Children are expected to:

- 'Go for Gold' and be able to understand the praise and consequences of the policy
- Take ownership of their own behaviour and understand that good behaviour enables them to fully access their education
- Following taught strategies in school, have an awareness of how to keep themselves safe and know what to do if they do not feel safe
- Be in school every day unless they have a genuine reason to be absent

Parents are expected to:

- Support the behaviour policy of the school and encourage their child to observe school expectations
- Communicate promptly with the school about any issues that may affect their child's behaviour at school
- Respect the safety regulations invoked by the school
- Allow only reasonable items to be taken to school and accept their own and their child's liability for those items
- Accept responsibility for any wilful damage to school property caused by their child
- Ensure that their child is in school every day unless they have a genuine reason to be absent

Our aim at Bramshall Meadows First School is to deal with incidents of disruptive or inappropriate behaviour that avoids shame and punishments. We hope to foster an atmosphere were children have the chance to reflect upon the impact that their behaviour has on other people and adults in the classroom.

Governors are expected to:

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

2. Section 88(2) of the EIA requires the governing body to:
a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

3. When carrying out the functions under Section 88(2), the governing body must have regard to guidance issued by the Secretary of State. Paragraphs 6-11 below provide this statutory guidance.

4. Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the head teacher, school staff, parents1 and pupils.

5. The School Information (England) (Amendment) Regulations 2012 requires schools to publish their written statement of principles on a website.

6. A guide to the law for school governors provides information on governors' other legal duties. See the Associated Resources section below for a link to the guide. What must the governing body do?

7. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy.

8. This is particularly important in respect of teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school. Although these powers may look straightforward in legal terms, they are not always fully understood by staff, pupils and parents, and staff can feel particularly vulnerable to challenge if they use them.

9. Clear advice and guidance from the governing body, which feeds directly into the behaviour policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.

10. While it is for each governing body to decide their own principles, we would always expect the governing body to notify the head teacher that the following should be covered in the school behaviour policy:
a. Screening and searching pupils (including identifying in the school rules 1 References to parent or parents are to fathers as well as mothers, unless otherwise stated. items which are banned and which may be searched for);
b. The power to use reasonable force or make other physical contact;
c. The power to discipline beyond the school gate;
d. Pastoral care for school staff accused of misconduct; and
e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

11. In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

12. Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010. Screening and searching and the power to use reasonable force

13. Separate guidance is available on searching and on the use of force and governing bodies should draw on this to inform their guidance to the head teacher. See Associated Resources section for a link to these documents. The power to discipline beyond the school gate

14. Disciplining beyond the school gate covers the school's response to all noncriminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

15. The governing body will need to ask the head teacher to consider what the school's response should be to:
• any bad behaviour when the child is: o taking part in any school-organised or school-related activity or o travelling to or from school or o wearing school uniform or o in some other way identifiable as a pupil at the school.
• or, misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or o could adversely affect the reputation of the school.

16. In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy. Pastoral care for school staff

17. Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. See the Associated Resources section for a link to this document.
Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Rights and Responsibilities

(Underpinned by UNICEF)

Right to an Education	
Pupil's Responsibilities	Complete activities Allow others to learn Work towards targets Try your best

Right to be Treated with Respect	
Pupil's Responsibilities	Be kind and caring to others Don't be rude or mean Listen to others Treat others as you like to be treated

Right to Relax and Play	
Pupil's Responsibilities	Play kindly Play fairly Tell the truth Use equipment correctly

Right to Feel Safe	
Pupil's Responsibilities	Don't bully others - report bullying Help others Follow rules Keep our school tidy

Children have a right to:

- A clear set of guidelines and high expectations of their behaviour.
- Be able to learn and play without undue disruption.
- A fair, consistent approach to discipline from the school.
- Be listened to.
- Be spoken to with respect.
- Support if needed, for SEMH (Social and Emotional Mental Health)

Adults working in school have a right to:

- Be able to work and teach without undue disruption.
- Insist on a high standard of acceptable behaviour from children.
- Help and support from others when dealing with and helping to modify unacceptable behaviour.
- Have all reasonable instructions followed.
- Be told the truth when investigating incidents of unacceptable behaviour

- Talk to children, using emotion coaching strategies (following training) rather than shout at them if unacceptable behaviour is presented

Parents/Carers have a right to:

- Regular information and consultation with the school about their child's progress and behaviour.
- A clear set of guidelines and expectations about their children's behaviour in school.
- Early notification from school of any problem with their child's behaviour.
- Opportunities to help the school address their child's behaviour.
- Be treated and spoken to courteously by others.

Good to be Green Charts – Go for Gold!

Gold
Silver
Green
Yellow
Amber
Red

All children will start each day on Green. Green shows children they are demonstrating positive behaviour choices and our school vales. Children also have chance to move back to Green if they have reflected on their behaviour and made positive steps to demonstrate this in the next lesson.

Green:
There are lots of ways we reward positive behaviour choices including:

- Positive praise – smiles and encouragement
- Verbal praise to parents about their child/ children
- Sending children to other staff members for recognition of their efforts
- Dojos
- Praise certificates
- Attendance and homework certificates
- Lunchtime awards
- Headteacher/Deputy Headteacher stickers

Over and above:
We want to recognise children who are going over and above in demonstrating our school values, so we award Silver and Gold.
Silver:
Silver can be used for any child/children who you think have gone over and above in demonstrating our school values. It can be used to reward academic or social achievements and is rewarded with **3 dojos.**

Gold: Wow moments!

One child per week who has impressed you with their learning or their behaviour. A gold card will be given and these children will be invited to **'Hot Chocolate Cheer',** a special session to celebrate their success (Hot Chocolate or a suitable alternative). This gold card can be given at any time during the week and will be rewarded on a Friday after our celebration assembly.
These children will also receive a Gold certificate to take home with them.

Consequences

Yellow
Amber
Red

A verbal reminder will always be given to a child before being put on a yellow card.

Yellow - Think and reflect
Verbal warning given to the child. Reinforce positive behaviour choices you would like to see from the child. A yellow card is placed in the class chart. This can be removed by the class teacher when they feel the child is demonstrating positive choices, which would mean the child goes back to green.

Amber and Red
If a child moves to Amber or Red, consequences are put into place to help a child reflect on the behaviour choices they are making. Short 'time-outs' can be a highly reflective way to reset expectations or find a way around a problem. Children write definitions of our school values from a KS1/KS2 card, given to them by their teacher. (See Behaviour Chart for procedures)

Adult's scripts:
30 second interventions for creating children who take ownership of their behaviour.
I noticed you are (having trouble getting started, wandering around the classroom, etc)
Are you showing our school value of (kindness, etc.)?
Do you remember… (yesterday, last week etc when you… recognition of a positive behaviour)
That is the (child's name) I need to see today.
Thank you for listening.
Children are asked which of the school values they have not followed and reminded to follow them

Examples of positive alternatives to support behaviour management:

Interventions like this are aimed to be quick and predictable, meaning the classroom/ playground becomes a safe space as everything is consistent. Be aware of the tone and pace of your intervention with a child. It should leave the child thinking about their actions, whilst knowing that someone believes they are capable of making good choices. These need to be consistent across the

school to create a culture and an ethos of equipping children with the knowledge that they can control their behaviour and they know how to solve situations when they arise.

If a child does not respond to this type of intervention, do not be tempted to address secondary behaviours. Give them time to reflect on what you have said.

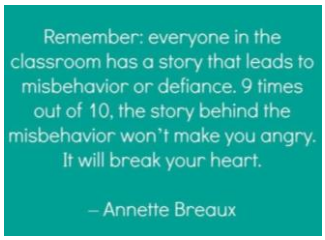
If behaviour continues:

You need to understand that every choice has a consequence. If you chose to continue with your work, that would be fantastic and you will move back to Green. If you chose not to do the work, then you will move to orange and ……. will happen. I'll leave you to make your decision.

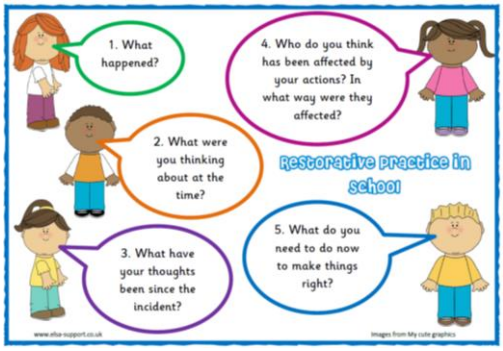
Adults should give short, clear instructions for children with SEMH needs and then repeat them until they are followed:

The instruction is……
At Bramshall Meadows First School, you are expected to…….

Restorative Practice – Reflection/Time out



The children will be asked the following questions when there is a behaviour incident and will aslo reflect on these questions should they need time out in class. The aims of the conversation are to consider their behaviour, its impact and how they will make ammends. The questions are designed to be neutral and non-judegemental and are used within a restorative practice approach to promote positive behaviour.



The child/ children who are affected by the behaviour will also be asked the following questions following an incident to ensure that all views have been taken into account.

- What happened?
- What were you feeling at the time?
- How have you felt since?
- What do you think needs to happen next?
- Each classroom will display the behaviour chart so that everyone in school is clear on the expectations of behaviour at Bramshall Meadows First School .

Going for Gold

Green (expected) behaviour	Values	Rewards	Dojos (Reset termly)	Green – (awarded daily) 1 Dojo
Honesty Careful listening Good manners Respect Kind words Helping others Trying our best Good work Model School Values	Respect Care Belong Believe Achieve	Acknowledgment Praise Stickers Certificates Prizes Dojos A 'Dip in the box' Privileges/Treats HT/ DHT Award	25 – Dip in the box 50 – DHT award 100 – Certificate 150 – Badge 200 – Mystery prize Pupils can be sent for their prize when they reach each milestone	Silver – (awarded daily) 3 Dojos Gold – (awarded weekly) Certificate in Assembly Hot chocolate and cheer (Hot Chocolate or a suitable alternative)

Behaviour	Procedure	Dealt with and recorded by	Reflection/Consequence
Warning • Low level disruption • Running in school building • Failing to follow instructions • Not sharing/taking turns • Not respecting others • Talking when the teacher is	Reinforce positive behaviour Verbal reminder of correct behaviour Reinforce nearby positive behaviour of peers Encourage use of self-reflection Children need to be made aware that there will be a consequence if behaviour continues	Any adult	Warning given
Yellow card • Continuation of above • Arguing with adults/defiance • Defacing school books • Work below standards	1. Warning given by an adult 2. moved elsewhere in class 3. Sent to another class for 10 minutes of the lesson or to stay with teacher at break time (Time Out – write out School Values) There is the opportunity to go back to green if behaviour is redeemed. If not - **Record as YELLOW on Arbor**	Class teacher	If it gets to step 3: Miss 10 minutes of break time and/or removal from classroom Work below standards must be completed before the child returns to class **Yellow card** put on name chart
Orange card • Continuation of above • Damaging school property • Inappropriate remarks or behaviour • Rough play resulting in harm	1. Sent to DHT/Senior Teacher 2. Referred to Inclusion Lead Self-Regulation strategies explored Teacher informed of outcome Parents contacted to discuss actions **Record as ORANGE on Arbor**	LM FSW AHT	Reflection time during break time/lunch time(s) Time out of class with **Orange card** put on name chart Parents informed
Red card • Continuation of above • Racism • Bullying • Discrimination • Swearing • Stealing • Bringing a weapon into school • Physically abusive to pupils or staff with the intent to harm	Sent to DHT (Senior teacher if DHT unavailable) Discussion/Investigation to take place Ensure well-being of all involved Referred to Malachi DHT may refer to EHT Preventative measures put into place (e.g. RA/PBSP) Parents contacted to discuss actions Teacher informed of outcome **Record as RED on Arbor**	DHT Referral to EHT depending on severity	Child removed from class for a set duration depending on severity **Red card** put on name chart Parents informed **Possibile actions:** IBP/PBSP Inclusion Support Referral Internal exclusion Fixed term suspension (EHT decision) Permanent exclusion (HT decision) LEA informed/Legal letter to parents

Bullying - Several Times On Purpose – **STOP** – Recorded on Arbor by Staff

Racism – The negative treatment of someone due to skin colour, race, religion or culture – Recorded by SLT

Discrimination – The negative treatment of someone due to personal differences – Recorded by SLT

Lunchtime Behaviour Procedures

Lunchtime supervisors are only able to support children effectively by applying strategies and processes that promote an orderly, positive and supportive environment. This document forms part of Bramshall Meadows First School 's School behaviour policy. It is a usable framework for issuing rewards and sanctions.

Green (expected) behaviour	Values	Rewards
Kind words **Kind hands and feet** **Good manners** **Respect** **Helping others** **Model School Values**	**Respect** **Care** **Belong** **Believe** **Achieve**	**Acknowledgement** **Praise** **Stickers** **Certificates** **Golden Table**

Behaviour	Procedure
Warning • Running in school building • Failing to follow instructions • Not sharing/taking turns • Not respecting others • Not listening	Reinforce positive behaviour - Verbal reminder of correct behaviour. Reinforce nearby positive behaviour of peers. Encourage use of self-reflection. Warning - Child made aware that there will be a consequence if behaviour continues.
Yellow card • Continuation of above • Arguing with adults/defiance	Send to reflection bench: Teachers to assist the child in: ✓ Reflection ✓ Regulation ✓ Restoration Child can go back to play when ready. Learning Mentor to record on Arbor/inform teacher.
Orange card • Continuation of above • Damaging school property • Inappropriate remarks/ behaviour • Rough play resulting in harm	Child sent to senior member of staff/DHT/EHT Staff member to manage and implement consequence. Staff to record on Arbor/inform teacher. Teacher to inform parent.
Red card • Continuation of above • Racism • Bullying • Discrimination • Swearing • Stealing • Physically abusive to pupils or staff with the intent to harm	If continuation of Orange –. Senior teacher to inform DHT who will follow procedure including Contacting parents. Child to be sent to designated reflection area with an adult where needed. If an instant red –Deputy Head Teacher contacted immediately. Deputy to manage and implement consequence or refer to the Executive Head Teacher if necessary in accordance with main behaviour policy depending on severity. Deputy to record on Arbor/inform teacher & parent. Deputy to discuss next steps with staff involved.
Bullying is - Several Times On Purpose – **STOP** **Racism** is – Name calling that refers to skin colour, race, religion or culture **Discrimination** is – The negative treatment of someone due to personal differences	

- ❖ Lunch Time Supervisors must investigate incident fully and pass on details to Class teacher/DHT.
- ❖ If a member of staff has sent a child to the reflection bench as a consequence for behaviour that did not occur at lunch time – that member of staff must record on Arbor and inform class teacher and SLT.

Suspension, Exclusion and Supporting Pupils' Needs

In some cases children will need to be sent to the Head or Deputy Head Teacher. In this case the child will always have the opportunity to explain what they think has happened and why and the incident will be carefully checked out by the Head or Deputy. If the child is able to and agrees to improve their behaviour and accepts the sanction decided, things are resolved in school and parents are told later that day. If the child refuses to improve their behaviour, their parents are contacted. They may be asked to talk to their child on the phone or come in to talk to their child. If the child still refuses to improve they will then either be internally excluded or given a fixed term suspension (See Serious incidents).

Suspensions and exclusions are not taken lightly and are only used as a last resort. All suspensions and exclusions are actioned in line with government/DfE guidance.

See appendix for model letters to be given to parents.

Appropriate steps will always be explored and actioned (if possible) to support individuals with their social, emotional and mental health (SEMH) needs, before a child is ever suspended or excluded from school:

- Theraputic intervention e.g. – drawing and talking, lego therapy, nurture
- Individual Behaviour support plan
- Referral to Inclusion Support to support the child or staff members involved
- CAMHS referral
- Referral to PRU (Pupil Referral Unit) with the aim of re-integration
- Referral to other Alternative Provision
- Referral to the SEND Inclusion HUB
- Outreach support provided by Specialist SEMH school
- Recommendations followed from Early Years Team or Behaviour support Team

All of the above are implemented following full consultation and consent from parent(s) and class teachers will be informed.

Bramshall Meadows Early Years Foundation Stage Behaviour Policy

This policy is to be read in conjunction with the whole school Behaviour policy. However, it is recognised that three, four and five year olds are still learning how to work with and get along with each other, and are finding out what's acceptable and what's not. This is the type of learning which is best shared by parents and school working together. We are tolerant and patient when helping the children get on with each other. We have a few rules to help things run smoothly.

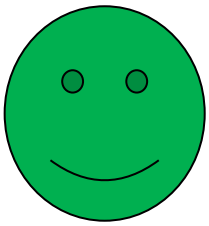
Be safe:
Keep your hands and feet to yourself.
Walk around the classroom
Use the toilets sensibly

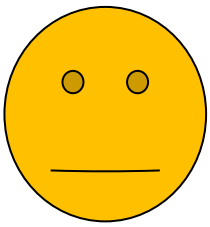
Be respectful:
-Speak kindly to others.
-Use the books and resources sensibly, taking care to look after them.
-Take turns and share.

Be ready:
-Sit quietly and listen when a teacher is talking or reading a story.

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected, and all children enjoy their educational journey.
Children in the Early Years have visual prompts to remind them of behavioural expectations. Green, amber and red faces are displayed in both the Nursery and Reception classrooms. This is in line with the whole school policy 'Good to be Green'. These visuals are also reinforced on lanyards that are worn by all members of EYFS staff.

"It's good to be green!"





Each child starts the school day on the green face

If they continue to follow behaviour expectations, they will remain on the green face

Children are praised through positive verbal recognition, stickers and a prize is given to one 'star of the day' from each class

If children are not following behaviour expectations the following behaviour management process is followed:

1. Positive behaviour is reinforced

2. Verbal reminder of correct behaviour – reinforce positive behaviour of peers, so that child can follow example

3, Warning is given by an adult. Children are made aware that if this behaviour continues they will move to the amber face

4. If negative behaviour continues, the picture of the child is moved to the amber face and the child is told why they have been moved

5. Positive behaviour is reinforced

6. Children are warned that if negative behaviour continues they will have some time out

7. If negative behaviour continues, a time out is completed – length of time out is decided by the adult

Once time out is completed, the child's picture is moved back to the amber face until they can demonstrate positive behaviour

In order to maintain a safe, calm environment for learning there are three types of behaviour that children will have an immediate time out for under our one of our Top 3 rules of Be Safe:

1. Running inside
2. Shouting inside
3. Aggressive behaviours towards others – hitting, kicking, biting

If a child has three or more time outs during a session, one adult will inform the EYFS Leader who will reinforce behaviour expectations. Parents will be informed to discuss actions.

Consistent negative behaviours must be monitored, logged on Arbor and reported Early Years Leader in every incidence.

EYFS Behaviour Incident Form (ABC)

Date (Day of the week, Month, Time)	**Antecedent** (What happened prior to the incident)	**Behaviour** (What types of behaviour was the child displaying?)	**Consequence** (What happened as a result of this behaviour?)	**Incident logged by?** (Name of adult)

ABC logs may also be used for other children higher up in the school where this is deemed appropriate, and triggers and patterns require identification.

WHOLE SCHOOL

Serious incidents – Whole school
In cases of extreme behaviour, including violence, vandalism, theft, sexually inappropriate behaviour, racism or defiance, SLT will intervene immediately and take appropriate action. Parents will be informed.

Persistent Challenging Behaviour
An PBSP (Positive Behaviour Support Plan) will be written, and a behaviour tracker will be set up. It will include specific targets and rewards agreed by the child, class teacher, Inclusion Lead/DHT (Mrs Harris), Deputy Head (Mrs Manning). The tracker may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period. Positive Behaviour Support Plans (PBSPs) are completed with the parent, class teacher, SENDCo and Inclusion lead. PBSPs may also be shared with the Executive Head Teacher(Mrs Pugliese) and any relevant outside agency worker.

Outside Agency Support
If steps taken by the school, do not lead to improved behaviour, advice is sought from Inclusion Support and other agencies including outreach work from a local SEMH school. Advice will also be sought from the Staffordshire Inclusion officer. Pupils will also be discussed at the Uttoxeter SEND and Inclusion HUB where specialist advice and support can be gained.

Monitoring
Our DHT (Inclusion) monitors behaviour in order to support those pupils at risk of exclusion and look for patterns in behaviour. The outcomes are reported to governors during the board meetings. Children who are close to exclusion will be offered a behaviour contract/behaviour plan in consultation with their parents. They will also be known to the SEND and Inclusion HUB and discussed half termly.

Exclusion
A child can be suspended for a fixed term for behaviour including disruption, verbal abuse, defiance, racial abuse or bullying. The decision to exclude can only be made by the Interim Executive Headteacher (Mrs Pugliese). Deputy Head teachers can collect evidence and investigate serious incidents to help support this final decision.

On the child's return to school, parents must attend a meeting with the Head Teacher to discuss a reintegration plan which both supports and monitors the child. The child at this stage may also be supported by the Inclusion Support team.

Permanent exclusion
The decision to permanently exclude can only be taken by the Head Teacher. A decision to exclude pupils permanently should only be taken:

a) in response to serious breaches of the school's behaviour policy: and

b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Behaviours that warrant **permanent exclusion** include continued disruption, physical assault, possession of a weapon, sexual abuse/assault and supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, can lead to permanent exclusion. Governors will be involved in this decision and will challenge school around measures that have been put in place to avoid this outcome and what support has previously been given.

In serious cases, the police may be informed by the Head Teacher or Deputy Head Teacher, in order to seek advice and prevent further escalation of the problem.

Bullying Incidents
The school has a separate policy for dealing with incidents of bullying. Incidents of bullying are recorded as 'Bullying' on MyConcern.

Racist Incidents
These are recorded, logged and monitored. Incidents of racism are recorded 'Racism' on MyConcern.

Other forms of Discrimination Incidents (e.g. Homophobic discrimination)

These are recorded, logged and monitored. Incidents of discrimination are recorded as 'Discrimination' on Arbor. Through our SMSC, PSHE and RSE policies we aim to teach children tolerance of others and respect for the beliefs, lifestyles and personal choices of individuals. We do not tolerate any form of discrimination.

Children with mental health, social, emotional and/or behavioural difficulties

For some pupils, additional provision will need to be put in place to identify their additional needs and support them to follow the behavioural expectations of the school community. Such support will clearly seek to identify the underlying causes of such behaviour. Within the school there will be a small number of children who have social, emotional and behavioural difficulties beyond the norm. These children will have targeted provision to support them. In addition, they may have a Special Educational Need and have additional support. As such, the processes outlined within this policy will be applied but may need to be modified to support the individual needs of the child. This will need to be clearly understood by the child themselves, adults within the school and the other pupils within the class. If outside support is needed to modify behaviour routines and expectations, Mrs Harris (Inclusion Lead), with the agreement of parents or carers, will make a referral to Inclusion support. It may then be necessary to request an Educational Health Care Plan (EHCP) so that support is consistent and continuous and that the school receive additional funding to meet the agreed requirements. A referral to CAMHs or Malachi may also be necessary.

In line with the updates in Keeping Children Safe in Education 2025 and Working Together to Safeguard Children 2023 – Child On Child Abuse

- All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.
- All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.
- All staff should understand that even if there are no reports in school, it does not mean it is not happening. It may be the case that abuse is not being reported. As such it is important that when staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between children that are abusive in nature. Examples of which are listed below. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

- Extremism: the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Mental Health and Well Being

The school operates a nurture club where staff work with individuals and groups of children on a weekly or daily basis. These children may struggle with social skills, confidence, mental health issues or personal problems. The 1:1 and small group work is in place to offer support to those who need it, to create monitoring services for identifying vulnerable young people and to provide a place where children can talk, work on life skills, build relationships and be given opportunities to help and support them in accessing the curriculum, to the best of their ability.
The planned RSHE program includes developing skills for positive relationships, kindness, and the recognition of abusive relationships. The is also a focus on consent.
The Senior Mental Health lead at Bramshall Meadows First School is Mrs Harris (DHT).
Mental health and behaviour in schools

Physical Intervention

It is the responsibility of all staff to follow the guidelines published by the Department for Education for 'The Use of Reasonable Force in Schools'. All staff must ensure that they read this documentation.
We have several staff who are RPI(Restrictive Physical Intervention)trained in school. These staff have been trained in the philosophy of providing the best *Care, Welfare, Safety, and Security* for staff and those in our care. RPI is only ever used to keep a child safe and out of harm. Staff are taught to use de-escalation techniques and restorative interactions which are always used in the first instance. They also offer proven, post-incident strategies to prevent future crises.

Physical intervention will only be used when the child is at risk of harming themselves or someone else.

Staff receive the following training on a yearly basis, enabling them to support the needs of pupils, on a day today basis:

- Emotion Coaching
- Behaviour management
- Adverse Childhood Experiences
- Autism Spectrum Disorder
- Level 2 Safeguarding

Specialist staff receive other training on specific needs such as bereavement, Advanced Safeguarding (DSL).

This policy works in cohesion with the following documents:

Keeping children safe in education - GOV.UK

Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)

Suspension and permanent exclusion guidance (publishing.service.gov.uk)

Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)

Mental health and behaviour in schools

Behaviour and discipline in schools: guide for governing bodies - GOV.UK

Bramshall Meadows First School - SEND Policy

Bramshall Meadows First School- SEND Information Report

Bramshall Meadows First School – Anti-bullying Policy

Bramshall Meadows First School - Teaching and Learning Policy

Bramshall Meadows First School – Health and Safety Policy

Bramshall Meadows First School Safeguarding and Child Protection Policy

APPENDICES

Adverse Childhood Experiences (ACEs) and other events that may have an impact on pupils

3.17 The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form;
- **traumatic experiences** such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries; and
- **other traumatic incidents** such as a natural disaster or terrorist attack. Some groups could be susceptible to such incidents, even if not directly affected. For example, schools should ensure they are aware of armed forces families, who may have parents who are deployed in areas of terrorist activity and are surrounded by the issues in the media.

Suspensions and Exclusions

Model letter 1

From head teacher/principal (or teacher in charge of a PRU) notifying parent of a fixed period suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[*Parent's/Carers Name*]**

I am writing to inform you of my decision to suspend **[*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 suspension begins/began on **[*date*]** and ends on **[*date*]**.

I realise that this suspension may be upsetting for you and your family, but the decision to suspend **[*Child's Name*]** has not been taken lightly. **[*Child's Name*]** has been suspended for this fixed period because **[*reason for suspension*]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[*specify dates*]** unless there is reasonable justification for this.

We will set work for **[*Child's Name*]** to be completed on the school days specified in the previous paragraph during the period of his/her suspension. You must ensure that he/she is not present in a public place without reasonable justification during this time. **[*Detail the arrangements regarding the school work]*.** Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee ***[use the applicable term]***. 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/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.

You should also be aware that if you think the suspension 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. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see, and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- *Staffordshire Local Authority Fair Access and Exclusions Team*
  https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx

- The Children's Legal Centre
  They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at http://www.childrenslegalcentre.com/

- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

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

Yours sincerely

[*Name*]
Headteacher ***[teacher in charge in case of a PRU]***

Model letter 2

From head teacher (or teacher in charge of a PRU) notifying parent(s) of a child of that child's fixed period suspension of more than 5 school days (up to and including 15 school days) in a term.

Dear **[*Parent's name*]**

I am writing to inform you of my decision to suspend **[*Child's Name*]** for a fixed period of **[*specify period*]**. This means that **[*Child's Name*]** will not be allowed in school for this period. The suspension start date is **[*date*]** and the end date is ***[date]***. Your child should return to school on **[*date*]**.

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend **[*Child's Name*]** has not been taken lightly. **[*Child's Name]*** has been suspended for this fixed period because **[*specify reasons for suspension]*.**

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days **[*or specify dates if suspension is for fewer than 5 days*]** of this suspension, that is on **[*specify dates]*.**

We will set work for **[*Child's Name*]** during the **[*first 5 or specify as appropriate*]** school days of his/her suspension **[*specify the arrangements for this*]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual suspension is for more than 5 days]

From the **[*6th school day of the pupil's suspension [specify date] until the expiry of his suspension we [For PRUs the local authority] - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.*]** will provide suitable full-time education. On **[*date*]** he/she should attend at ***[give name and address of the alternative provider if not the home school]*** *at* ***[specify the time — this may not be identical to the start time of the home school*]** and report to ***[staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter*]*.***

[*School/Academy/PRU*] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations, and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term the discipline committee/management committee may meet if you request it to do so. The latest date by which the discipline committee/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 suspension*]**.

If you do wish to make representations to the discipline committee/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.

You should also be aware that if you think the suspension 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). Making a claim would not affect your right to make representations to the discipline committee.

You have the right to see and have a copy of, your child's school record. Due to

confidentiality restrictions, you must notify me in writing if you wish to be supplied

with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- *Staffordshire Local Authority's Fair Access and Exclusions Team https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx*
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- The Children's Legal Centre
  They aim to provide free legal advice and information to parents on education

  matters. They can be contacted on 0300 330 5485 or at

  http://www.childrenslegalcentre.com/

.

- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

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

Yours sincerely
[Name]
Headteacher ***[teacher in charge in case of a PRU]***

Model letter 3

From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period suspension of more than 15 school days in total in one term.

Dear **[*Parent's Name*]**

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

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

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 suspension or specify dates*]**, unless there is reasonable justification for this.

We will set work for **[*Child's Name*]** during the **[*first five school days or specify dates*]** of his/her suspension **[*specify the arrangements for this*]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

If the individual suspension is for more than 5 days

From the **[*6th school day of the pupil's suspension] [specify date*]** until the expiry of his suspension we **[*For PRUs the local authority - set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]*** will provide suitable full-time education. **[*Set out the arrangements if known at the time of writing, e.g.]*** *On* ***[date]*** he/she should attend **[*give name and address of the alternative provider]*** *at* ***[specify the time — this may not be identical to the start time of the home school]*** and report *to* ***[staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider] [if not known say that the arrangements for suitable full time education will be notified shortly by a further letter*]**

[*School/Academy and PRU*] As the length of the suspension is more than 15 school days in total in one term the governing body/management committee must meet to consider the suspension. At the review meeting you may make representations to the governing body/management committee if you wish. The latest date on which the governing body/management committee can meet is **[*date here — no later than 15 school days from the date the governing body is notified*]**.

If you wish to make representations to the governing body/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 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.

You should also be aware that if you think the suspension 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). Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you.

- *Staffordshire Local Authority's Fair Access and Exclusions Team https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx*

- The Children's Legal Centre
  They aim to provide free legal advice and information to parents on education

  matters. They can be contacted on 0300 330 5485 or at

  http://www.childrenslegalcentre.com/

.

- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

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

Yours sincerely

[Name]
Headteacher ***[teacher in charge in case of a PRU]***

Model letter 4

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

Dear **[*Parent's Name]***

I regret to inform you of my decision to expel **[*Child's Name]*** with effect from **[date]**. This means that **[*Child's Name]*** will not be allowed in this school/this PRU unless he/she is reinstated by the governing body/the discipline committee (management committee in case of a PRU) or following the recommendations of an independent review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to expel **[*Child's Name]*** has not been taken lightly. **[*Child's Name]*** has been expelled because ***[reasons for the exclusion— include any other relevant previous history]****.*

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[*specify the precise dates**]*** unless there is reasonable justification.

Alternative arrangements for **[*Child's Name***]'s education to continue will be made. For the first five school days of the exclusion we will set work for **[*Child's Name]*** and would ask you to ensure this work is completed and returned promptly to school for marking**.** From the sixth school day of the exclusion onwards — i.e. from **[*specify the date]*** the local authority will provide suitable full-time education.

As this is a permanent exclusion the governing body (or management committee in case of a PRU) must meet to consider it. At the review meeting you may make representations to the governing body/PRU management committee if you wish and ask them to reinstate your child in school. The governing body/PRU 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 that the case is considered by an independent review panel. The latest date by which the governing body/PRU management committee must meet is ***[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion***]. All reasonable attempts to adhere to this deadline will be made by the school/academy.

If you wish to make representations to the governing body/PRU 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/PRU management committee ***[or details if not a Clerk]*** 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.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body/PRU management committee. You also 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. Making a claim would not affect your right to make representations to the governing body/management committee.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

For your information the following sources of advice are available to you:

- *Staffordshire Local Authority's Fair Access and Exclusions Team* *https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx*

- The Children's Legal Centre
  They aim to provide free legal advice and information to parents on education

  matters. They can be contacted on 0300 330 5485 or at

  http://www.childrenslegalcentre.com/

.

- Statutory advice can be obtained from the Department for Education website on: www.education.gov.uk

Yours sincerely
[Name]
Headteacher ***[teacher in charge in case of a PRU]***

Model letter 5

From the clerk to the governing body (management committee in case of a PRU) to parent upholding a permanent exclusion.

Dear **[Parent's name]**

Child's Name DOB

The meeting of the governing body/management committee at **[*school/academy* on *[date]*** considered the decision by **[*head teacher/teacher in charge]*** to permanently expel your son/daughter ***[name of child*]**. The governing body/PRU management committee, after carefully considering the representations made and all the available evidence, has decided to uphold ***[name of child]****'s* exclusion.

The reasons for the governing body/management committee's decision are as follows: ***[give the reasons in as much detail as possible, explaining how they were arrived at.]***

You have the right to request that this decision is reviewed by an Independent Review Panel. You currently have up to 25 school days of receiving this letter **(or specify a date)** or you will lose your right of appeal.

You must set out your reasons for requesting a review in writing and send this to:

For Academy's: insert details of clerk or chair of governors: c.gliddon@12e.org.uk

If you feel that you child has been discriminated against you can apply to the first tier Tribunal (Special Educational Needs and Disability) or the County Court (for other forms of discrimination). They have the jurisdiction to hear claims of discrimination under the Equality Act 2010. If you then wish to request an Independent Review you must do this within 15 schools days of receiving their final decision or you will lose your right of appeal.

You have the right to request the attendance of a Special Educational Needs (SEN) Expert at the Review, regardless of whether the school recognises that your child has SEN. If you have not lodged your request within the legal time frame you will lose your right to apply.

You may at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Please advise the Clerk if you have a disability or special needs which would affect your ability to attend the hearing or if you feel it would be helpful to have an interpreter present at the meeting.

Your case will be heard by an Independent Review Panel (IRP), which can also hear disability discrimination claims. A three or five member panel will comprise one serving, or recently retired

(within the last 5 years), Head Teacher, one serving or recently serving, experienced Governor and one lay member who will be the Chair person. The IRP will rehear all the facts of the case - if you have fresh evidence to present to the IRP you may do so. The IRP must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances IRP's may adjourn the hearing until a later date.

In determining your appeal, the Panel can make one of three decisions.

- they may uphold your child's exclusion decision or;
- recommend that the Governing Body reconsiders their decision, or
- quash the decision and direct that the Governing Body considers the exclusion again.

For your information the following sources of advice are available to you:

- *Staffordshire Local Authority's Fair Access and Exclusions Team*
  https://www.staffordshire.gov.uk/education/Admissions-primary/In-year/In-year-fair-access-protocol.aspx

- The Children's Legal Centre
  They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0300 330 5485 or at
  http://www.childrenslegalcentre.com/

.

- Statutory advice can be obtained from the Department for Education website on:
  www.education.gov.uk

Yours sincerely
[name]
Clerk to the Governing Body ***[or clerk to the Management Committee in case of a PRU]***

Monitoring, evaluating and reviewing

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

Reviewed: November 2025

Next reviewed: September 2026

Signed: (Head Teacher)

Date:

Signed: (Chair of Governors)

Date: