

The Stenbury Federation.

Chillerton and Rookley Primary School
Godshill Primary School



BEHAVIOUR POLICY

November 2023-24

Signed

Handwritten signature of the Headteacher.

Headteacher

Date: 15th November 2023

Signed

Handwritten signature of the Chair of Governors.

Chair of Governors

Date: 15th November 2023

Review date: November 2024

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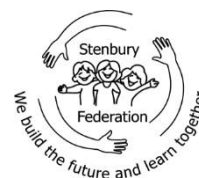
STENBURY FEDERATION

Interim Executive Headteacher:

Mr M Snow

Chair of Governors: Mrs D Barker

d.barker@stenburyfederation.co.uk



Chillerton & Rookley Primary
Main Road, Chillerton
Isle of Wight, PO30 3EP
Tel. 01983 721207
chillerton@stenburyfederation.co.uk

Godshill Primary
School Road, Godshill
Isle of Wight, PO38 3HJ
Tel. 01983 840246
godshill@stenburyfederation.co.uk

Stenbury Federation Behaviour Policy

1. Principles

At Stenbury Federation we aim to create a positive, secure, stimulating and accessible environment in which everyone feels valued and can strive to become successful learners.

We believe our school is a community and that it is vitally important that everyone should feel safe and happy within it and we strive to provide an atmosphere, which fosters co-operation and thought for others.

We aim to provide an environment in which our children are secure and confident, irrespective of gender, ability, ethnicity, social, cultural or religious background.

2. Aims

Good behaviour creates a better climate for learning. By reinforcing good behaviour and discouraging poor behaviour we aim to foster in each child the ability to:

- determine right from wrong;
- grow in independent thought and judgment;
- take responsibility for their own actions;
- help children grow, live and work in a safe, happy and secure environment
- become positive, responsible and independent members of the community.

We aim to:

- create a community where all its members feel valued and respected and where the building of positive relationships is paramount;
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others, property and the world around us;
- treat all children fairly and apply this policy in a consistent way, encouraging respect towards others and the school environment at all times;
- provide an agreed strategy for managing behaviour based upon respect for the needs of all;
- encourage high expectations and a sense of self-worth, respect and tolerance to all;
- ensure all involved know and understand the reason for school and class rules; and
- ensure children understand that all behaviours have consequences and impact on others.

3. Stenbury Expectations:

In the Stenbury schools, we encourage the use of positive praise and rewards and through the use of 'Six Strands', we actively encourage age appropriate learning of good behaviours (see Appendix 1). We also follow clear age appropriate consequence charts (also Appendix 1) for those who do not adhere to the school expectations.

Each class has its own classroom rules which are agreed by the children and staff in the class at the beginning of every year and reflect the expectations and values that are appropriate for their Key Stage of learning. They are reviewed and discussed throughout the year within PSHE lessons. They are displayed in the classroom and are followed at all times.

Guidance for staff

One of the most powerful determinants of a child's behaviour is a positive adult role model. Staff praise children who behave in a polite, helpful, considerate and sensible manner and who strive to do their best. There are agreed sanctions for those children who may need them but it is encouragement of good behaviour which is most effective.

All staff in the school are responsible for supporting good behaviour in a consistent and calm manner. It is the responsibility of the class teacher to ensure that their class behaves in a responsible manner at all times. The class teachers in our schools have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

If a child displays inappropriate behaviour it is expected that the teacher and learning support assistant deal with the situation in line with the school's behaviour policy and the Stages of Intervention

Parental Support

Our schools welcome early contact if parents have a concern about their child's behaviour or the behaviours of others towards their child. When parents and school work together, there is a more positive impact on the behaviour and discipline of our children.

Parents can help in the following ways:

- By supporting our schools' expectations that all children behave in a responsible manner, showing consideration, courtesy and respect at all times;
- By ensuring that pupils arrive punctually for the start of the school day;
- By ensuring regular attendance at school and avoiding unnecessary pupil absence;
- By adhering to the Home-School Agreement (see Appendix 2), which details the agreed responsibilities of parents, pupils and teachers;
- By talking to the class teacher if there is a problem.

4. Stages of Intervention

Intervention Techniques

- Praise appropriate behaviour (good role model)
- Talk to the children and explain expectations
- Verbal warning
- Time out
- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- The school's discipline procedures can be summarised into five stages for those children who persistently need support with following the school's expectations.
- Throughout these stages the inclusion team will monitor individual children and report to SLT and parents when necessary.

Stages:

For children with special educational needs and disabilities please consult with SENDCo before proceeding with the stages.

Stage 1

- If the child already has recommendations from outside agencies ensure that they have been followed e.g. Speech and Language, Medina House outreach and Island Learning Centre.
- Ask for support and advice from the inclusion team.
- All orange and red behaviour incidents should be logged on SIMS.
- Individual home-school books are used where necessary.

Stage 2

- If deemed appropriate by the inclusion team, a 'My reducing anxiety' plan will be written with input with the child and parent.
- 'My reducing anxiety' plan will be followed by all staff.

Stage 3

- If there is no improvement, a meeting will be held between a member of the Senior Leadership Team, Inclusion Team, class teacher and parents.
- Advice from external agencies sought if available or possible e.g. Child and Adolescent Mental Health Service, Educational Psychology Service and Island Learning Centre.
- Parents will also be informed of possible further action if deemed necessary.

Stage 4

Certain aspects of behaviour are deemed unacceptable and could result in the following actions:

- Temporary or fixed term exclusion procedures – assigned Governor involvement
- Permanent exclusion procedures – Governor Committee established
(see Appendix 3/4)

These are seen as a last resort and are only employed if all other options have been unsuccessful. This sanction will only be used reluctantly and the correct procedure will be followed. Certain forms of behaviour may result in this being the immediate course of action e.g. if a child's behaviour is a

danger to other pupils or staff, in which case the Head teacher will refer the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

5. Use of Reasonable Force.

Physical Restraint Policy

The Legal Framework

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers, other members of staff in the school and the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

Definition of restraint

Physical restraint is the positive application of force with the intention of protecting the pupil from harming himself or others or seriously damaging property.

General policy aims

Staff recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline.

Specific aims of the restraint policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour, and to deal effectively with violent or, potentially violent situations.

Why use restraint?

Physical restraint should avert danger by preventing or deflecting a pupil's action or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a pupil appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations, which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of pupil during the school day, or during other supervised activities, they are acting in loco parentis and should therefore, take reasonable action to ensure pupils' safety and well-being. Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a pupil about to run across a road). However, in many circumstances there are alternatives e.g. use of assertiveness skills such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the School's policy on behaviour and team teach training manual.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary

- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance

DON'T

- Involve yourself in a prolonged verbal exchange with the pupil
 - Attempt to reason with the pupil
 - Involve other pupils in the restraint
 - Touch or hold the pupil in sexual areas
 - Twist or force limbs back against a joint
 - Bend fingers or pull hair
 - Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
-
- Slap, punch, kick or trip up the pupil
 - Act in temper (involve another staff member if you fear loss of control)

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. All incidents to be recorded on the school My Concern system. (Child Protection on line monitoring system).

An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behaviour plan, which may include an/ anger management programme or other strategies agreed by the SENCO. Any behaviour plan should always be discussed and agreed with the parent. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded (My Concern) immediately. All sections of this should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises.

Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)

- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

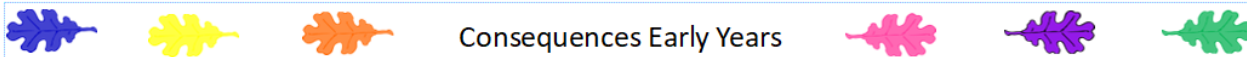
Appendix 1

Nursery

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self-regulation</i>	<i>Independence</i>
I am beginning to share with support	I can try again with support	I am able to engage in sustained play	I can help others with support	I can show if I am happy or sad	I can follow simple routines or instructions
I can follow every day routines with support	I can accept when things go wrong	I can play alongside others	I notice other people's reactions with support	I can begin to share what the problem is	I can try to do things for myself
I can recognise my own belongings with support	I can be comforted when things go wrong	I can join in with others with support	I can accept when my turn finishes with support	I can cope with small changes with support	I can find things I want or need
I know the safe place in my environment	I can show when things go wrong e.g. find my adult/cry	I can show interest in others play	I can wait my turn with support	I can return to an adult when I need them	I can explore/ play in my environment
I know who my special adult is and spend time with them	I can have a go	I can play on my own	I can tidy up with support	I can accept comfort from a special adult	I can separate from a special adult with support









Reception

Boundaries	Resilience	Focus	Respect	Self regulation	Independence
I can follow simple rules	I can learn by trial and error	I can concentrate on a task independently	I can show kindness to others	I can recognise when I am not coping	I can organise what I need
I can share with support	I can seek help	I can move to another activity when prompted by an adult	I can take pride in what I am doing	I can calm down with support	I find ways to solve problems
I can show kindness to others	I can understand I may need to wait	I can focus on an adult led task for 5 minutes	I can begin to understand if someone is happy or sad	I can cope with small changes independently	I can try new activities confidently
I can stop to listen with support	I can show an adult when things go wrong	I can stop what I am doing and listen to an adult	I can request a turn	I can stop, think and do with support	I can talk about my ideas and listen to ideas of others
I can follow simple instructions with support	I can keep trying when it is tricky	I can focus on an activity of my own choice	I can put things back when I have finished	I can share how I am feeling with support	I can try new things with support



Consequences Early Years

Consequences for behaviour given following use of the school behaviour policy:
 1) Talk/ first warning 2) Second warning 3) Consequence. Red and Orange behaviours severe clause - time awarded

Behaviour	Example	Time Out
Not doing as I'm asked first time	 Not listening to adults. Not following instructions. 	1 minute
Provoker	Encouraging others to make the wrong choice 	1 minute
Not using kind words	Telling lies, Name calling, swearing and not being kind 	3 minutes
Avoiding work	Not joining in, avoiding work or leaving the classroom 	3 minutes
Not respecting property or not using equipment safely	Damaging, throwing or drawing on equipment. 	5 minutes
Hurting others	 Not using kind hands and feet, kicking, biting, scratching, spitting, hitting and pinching 	6 minutes













Key Stage 1

<i>Boundaries</i>	<i>Resilience</i>	<i>Focus</i>	<i>Respect</i>	<i>Self regulation</i>	<i>Independence</i>
I can take turns to talk	I can make good choices	I can respond appropriately when spoken to by an adult	I can use equipment safely with support	I can make the right choices	I can say good things about myself in a group situation
I can use my words when I am upset	I can accept when things are not always fair	I can remain on task with support	I can say good things about myself	I can overcome my problems with support	I can always be prepared to learn
I can think before I act	I can keep going when finding things difficult	I can do as I am asked first time	I can respect property with support	I can use my safe place techniques	I can learn from my mistakes
I can show I'm listening to others	I understand when I need to ask for help	I can pay attention to all adults	I can keep my hands and feet to myself	I can talk to others politely	I can ask for things I need
I can use kind hands and feet	I can learn from my mistakes with support	I can follow instructions by the count of 3	I can put my hand up when I need attention	I am able to ignore others behaviours	I can accept responsibility for my actions
I can understand there are rules	I can recognise my emotions with support	I can concentrate on a task for 5 minutes	I can use kind words	I can recognise when I'm not coping	I know when I need help

Consequences KS1

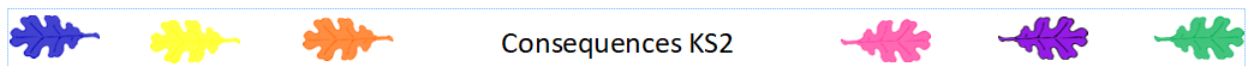
Consequences for behaviour given following use of the school behaviour policy:

1) Talk/ first warning 2) Second warning 3) Consequence. . Red behaviours severe clause - time awarded without a

Behaviour	Example	Minutes lost
Not doing as I am asked	 Not following an instruction Making the wrong choices 	5 mins walking with the adult on duty
Making the wrong choice	 Telling lies Name calling Rudeness 	10 minutes walking with the adult on duty
Avoiding/not doing work	 Not doing work Leaving the seat Going out of class 	To be timed and paid back in break time lunchtime or after school
Not respecting property	 Ripping work up or damaging property 	NO WARNING Spend all playtime walking with the adult on duty Reported Consider further action
Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting	NO WARNING Miss all playtime Reported Consider further action
Hurting others: Unprovoked	   	NO WARNING Yr1—Miss all playtime Yr2—After school detention—30 mins Recorded, Call to parent Consider further action













Key Stage Two

Boundaries	Resilience	Focus	Respect	Self regulation	Independence
I can respect and accept my own and others emotions	I am able to cope in any situation calmly	I can carry out all instructions by adults	I am always respectful to the environment	I recognise physical feelings are linked to my emotions	I can start and complete my work independently
I can walk away and ask for help when needed	I can accept the consequences of my actions	I can do as I am asked even if I do not want to	I can accept others points of view	I can calmly think my way through a problem	I can say good things about myself in a group situation
I can respect other people's feelings	I can accept compliments and criticism	I can remain on task independently	I can use equipment safely and independently	I can admit when I have made the wrong choice	I can always be prepared to learn
I can cope when things don't go my way	I can cope when I make mistakes	I can follow all instructions	I can show empathy towards others	I can patiently wait for my turn	I can say good things about myself
I can share appropriately with others	I can use time out independently	I can maintain focus during class instruction	I can be where I am supposed to be	I can respond appropriately to how I am feeling	I can ask for things I need
I can respect others personal space	I can use time out with support	I am able to repeat back my instructions	I can prepare and tidy away independently	I can express how I am feeling in a safe way	I can accept responsibility for my actions
I understand I cannot always be first	I can seek guidance when I need it	I can ignore others behaviours and distractions	I can treat others as I would like to be treated	I can accept the decisions of adults	I know when I need help



Consequences KS2

Consequences for behaviour given following use of the school behaviour policy:
 1) Talk/ first warning 2) Second warning 3) Consequence. . Red and Orange behaviours severe clause - time awarded

Behaviour	Example	Minutes lost
Not trying my best	Not putting best effort into learning	5 minutes from break time lunchtime or fun activities
Provoker	Encouraging others to make the wrong choice	5 minutes from break time lunchtime or fun activities
Not doing as I am asked first time	 Not following an instruction Making the wrong choices 	5 minutes from break time lunchtime or fun activities
Not using kind words	 Telling lies , Name calling Rudeness 	15 minutes from break time lunchtime or fun activities
Avoiding work	 Avoiding work, leaving the classroom 	To be timed and paid back in break time lunchtime or after school
Not respecting property	 Ripping work up or damaging property 	20 minutes from break time lunchtime or fun activities. Consider further action
Not using appropriate words	Swearing	20 minutes from break time lunchtime or fun activities. SLT consider further action
Hurting others: Provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting.	20 mins after school detention. SLT consider further action
Hurting others: Unprovoked	   	30 mins after school detention and consider further action including time-in or internal/ external exclusion

Stenbury Federation's Home/School Expectations

Welcome to **Godshill Primary School**

Our school community prides itself in working together with our families to provide the best support for your children and to help them to achieve and develop the skills they need for lifelong learning. When your family joins the Stenbury Federation, we will support your child to make good progress and enjoy learning. To ensure that your children have the most positive and successful start in life we will expect the same commitment from both you, the parents and your children.

From school you can expect us to:

- Follow the school's policies and procedures.
- Encourage your child/children to follow the school expectations and values.
- Encourage children to give their best at all times.
- Encourage high standards of behaviour.
- Provide a balanced curriculum and meet the individual needs of your child.
- Inform you at regular meetings of your child's progress.
- Be available should you wish to discuss particular concerns.
- Contact you if there is a problem with attendance, work, behaviour or uniform.
- Keep families informed about school activities.
- Provide opportunities for families to be involved with the life of the school.

From parents/carers, we will expect you to:

- Encourage your child/children to follow the school expectations and values.
- Abide by school policies.
- Make sure your child/children arrive on time and attend regularly throughout the school year.
- Send your child to school in the correct uniform including P.E kit.
- Telephone the school before 9.00am on the first day your child is absent.
- Seek permission from the Head Teacher to take your child out of school during term time if absolutely necessary by completing the relevant forms.
- Advise the school if someone other than persons on the contact list is to pick your child/children up.
- Support the staff on any areas of school discipline or behaviour issues.
- Attend parents' evenings to discuss your child/children's progress.
- Let the school know about concerns or problems that might affect your child/children's work or behaviour.
- Support your child with reading and other home learning activities.

From the child/children, we will expect them to:

- Follow the school expectations and values.
- Be polite and helpful to others.
- Do all their work and homework as well as they can.
- Respect other people's belongings.
- Take care of the school building, equipment and environment.
- Move around the school in a sensible way.

Appendix 3



Directorate for Children's Services

Director: Steve Crocker, OBE

Pupil Exclusion Form

BASIC INFORMATION

Name of pupil:		D.O.B.:	
Home address:		School:	
Postcode:		Year Group:	

Details of carers with parental responsibility

Name:	
Address:	
Relationship to child:	
Phone Home:	
Work:	

Is the pupil "looked after" by Social Services?

Yes No

If yes, please give the name and contact details of Social Worker:

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Does the pupil have a pastoral support programme?

Yes No

EDUCATIONAL INFORMATION

Current SEN Status: None S - Statemented K - SEN Support E - EHC Plan Q - Undergoing Assessment

Type of exclusion: Lunch Fixed Permanent *(please enter date of permanent exclusion & telephone 821000 ext 6260/6907 to notify LA promptly)* / /

Length of fixed term exclusion: No of days First day: _____ Last day: _____

Has work been set during this period? Yes No

REASON FOR EXCLUSION: (Up to 3 boxes can be ticked)

- | | |
|--|--|
| <input type="checkbox"/> PP – Physical Assault against a pupil | <input type="checkbox"/> SM – Sexual misconduct |
| <input type="checkbox"/> PA – Physical Assault against an adult | <input type="checkbox"/> DA – Drug and alcohol related |
| <input type="checkbox"/> VP – Verbal abuse/threatening behaviour against a pupil | <input type="checkbox"/> DM - Damage |
| <input type="checkbox"/> VA - Verbal abuse/threatening behaviour against an adult | <input type="checkbox"/> TH – Theft |
| <input type="checkbox"/> BU – Bullying | <input type="checkbox"/> DB - Persistent disruptive behaviour |
| <input type="checkbox"/> RA – Racist abuse | <input type="checkbox"/> OW – Use or threat of use of an offensive weapon or prohibited item |
| <input type="checkbox"/> LG – Abuse against sexual orientation and gender identity | <input type="checkbox"/> DS – abuse relating to disability |
| <input type="checkbox"/> MT – inappropriate use of social media or online technology | <input type="checkbox"/> PH – Wilful and repeated transgression of protective measures in place to protect public health |

ACTION TAKEN BY SCHOOL TO MONITOR, MANAGE AND SUPPORT THE PUPIL IN ORDER TO AVOID PERMANENT EXCLUSION (SECTION 56(1)(A))

Please state the main reason for this exclusion:

School based Intervention	<input type="checkbox"/>	<input type="checkbox"/>
Individual Staff Support and Guidance	<input type="checkbox"/>	<input type="checkbox"/>
A Pastoral Support Programme	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Active Parental Involvement	<input type="checkbox"/>	<input type="checkbox"/>
External Agency Support	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify below)	<input type="checkbox"/>	<input type="checkbox"/>

If other please specify:

Other agencies involved to avoid permanent exclusion:

Behaviour Support

Educational Psychology Service

Education and Inclusion Service

Social Care

Health

Other (please specify in box below)

Nature of involvement:

Headteacher comments:

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Signed:

--

Date:

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Please upload this completed form to SharePoint, under the following section:

(Your school name)



Schools and Learning Support



Exclusions (fixed and permanent)

Appendix 4

Date
Name
Address

Dear

Re: Name of child

I am writing to inform you of my decision to exclude **Name of child** for a fixed period of **Number of days** school days. This means that **Name of child** will not be allowed in school for this period. **The exclusion begins on First date of exclusion and ends on Last day of exclusion**

I realise that this exclusion may well be upsetting for you, but the decision to exclude **Name of child** has not been taken lightly. **Name of child has been excluded for this fixed period for 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 period unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact **Mrs Leigh Mannix**, Clerk to the Governing Body, email clerk@stenburyfederation.co.uk telephone **(01983) 840246** as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representation 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 Special Educational Need and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You also have the right to see a copy of **Child's name** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it but please be aware there may be a charge for photocopying.

You may wish to contact Dean Thistlewood, Interim Inclusion Manager dean.thistlewood@iow.gov.uk OR tel 01983 823151 who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales including on exclusion from school. They can be contacted on 020 7704 9822 or text 'AskACE' to 68808.

Name of child exclusion expires on **Last day of exclusion** and we expect her to be back in school on **Return to school date** at **Return to school time**.

Yours sincerely

Name of headteacher
Headteacher