



# St Luke's Church Primary School Relationships & Behaviour Policy September 2023

Agreed: September 2023

Review: September 2026

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links and should be used in conjunction with:

- Child Protection Policy
- Anti-Bullying Policy

# Relationships & Behaviour Policy

## September 2023

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## Responsibilities

The Governing Body is responsible for drawing up a policy that ensures pupils' standards of behaviour are acceptable and encourages good conduct and respect for others.

The head teacher must publicise the school's behaviour policy within the school and to parents of registered pupils. In particular, the head should bring it to the attention of pupils, parents and members of staff at least once a year.

## Aims

"Teach children how they should live, and they will remember it all their life." Proverbs 22:6

At St Luke's Primary School, we are preparing our children for life, in school and beyond, providing them with the understanding to build, maintain and repair relationships to live "life in all its fullness." John 10:10

We aim to create a culture that makes everyone in the school community feel valued and respected. At St Luke's Church Primary School, we have high expectations of behaviour and personal achievement for all of our children. We establish this by providing a caring and stimulating environment where pupils are encouraged to be independent, develop self-control, show respect for others and take responsibility for their actions.

We believe that good behaviour and high levels of wellbeing promote effective learning. Staff, children and parents/carers themselves are essential in ensuring that this is understood and maintained.

Our Code of Conduct is:

Be Kind.

Be Safe.

Be Polite.

Be Responsible.

This is supported by our Learning Characteristics of:



Taking Risks



Being Inquisitive



Making Links



Co-operation



Resilience



Reflecting

## An Understanding of Behaviour

All behaviour is a form of communication and throughout their schooling children will show a range of behaviours in the different activities and environments that schooling demands.

Behaviour can be positive, helpful and useful to the person and it can include skills like asking for help, waiting in a queue, getting on with work, doing chores, exercise to work off energy, listening to music to calm down...and many other things. However, behaviour can be problematic to the individual or to other people around them.

When investigating behaviour, it is important that staff consider why the behaviour is occurring:

- Sensory (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction) - connection seeking
- Tangible (a way of gaining access to an item or activity)
- Whether the behaviour is conscious or unconscious.



Staff work alongside each other to understand the behaviour and try to identify a need understanding that may so-called challenging behaviours are often more extreme versions of quite ordinary behaviours in other situations. They consider what can be changed to make things better for tomorrow.

“If you can’t change the behaviour, change the circumstance in which the behaviour occurs”.

## Types of behaviour

Prosocial		The ‘model child’ - those that are following the policy and ‘doing the right thing’.
Unsocial		Do not seek connection or association with others. Unwilling or unable to behave sociably in the company of others or follow instructions but not to the detriment of self or others.
Antisocial	Difficult	Antisocial but not dangerous, e.g. throwing a chair across the room is difficult.
	Dangerous	Will imminently result in injury to self or others. Damage to property or behaviour that would be considered criminal. Throwing the chair across the room at a child or teacher is dangerous.

## Pupils with SEND

We expect all children at St Luke’s to abide by our Code of Conduct, Learning Characteristics and high expectations of behaviour. We want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. We will make reasonable adjustments for these children.

To monitor this there will be:

- Regular contact between teachers and parents/carers.
- Specific targets for improved behaviour. A Personalised Distress Management Plan (appendix ix) may be put in place and shared with all adults involved with the child at school.
- Regular termly review meetings with the Class Teacher and/or SENCo to discuss progress.

All staff will be aware of the plan and be supportive of the needs of the child.

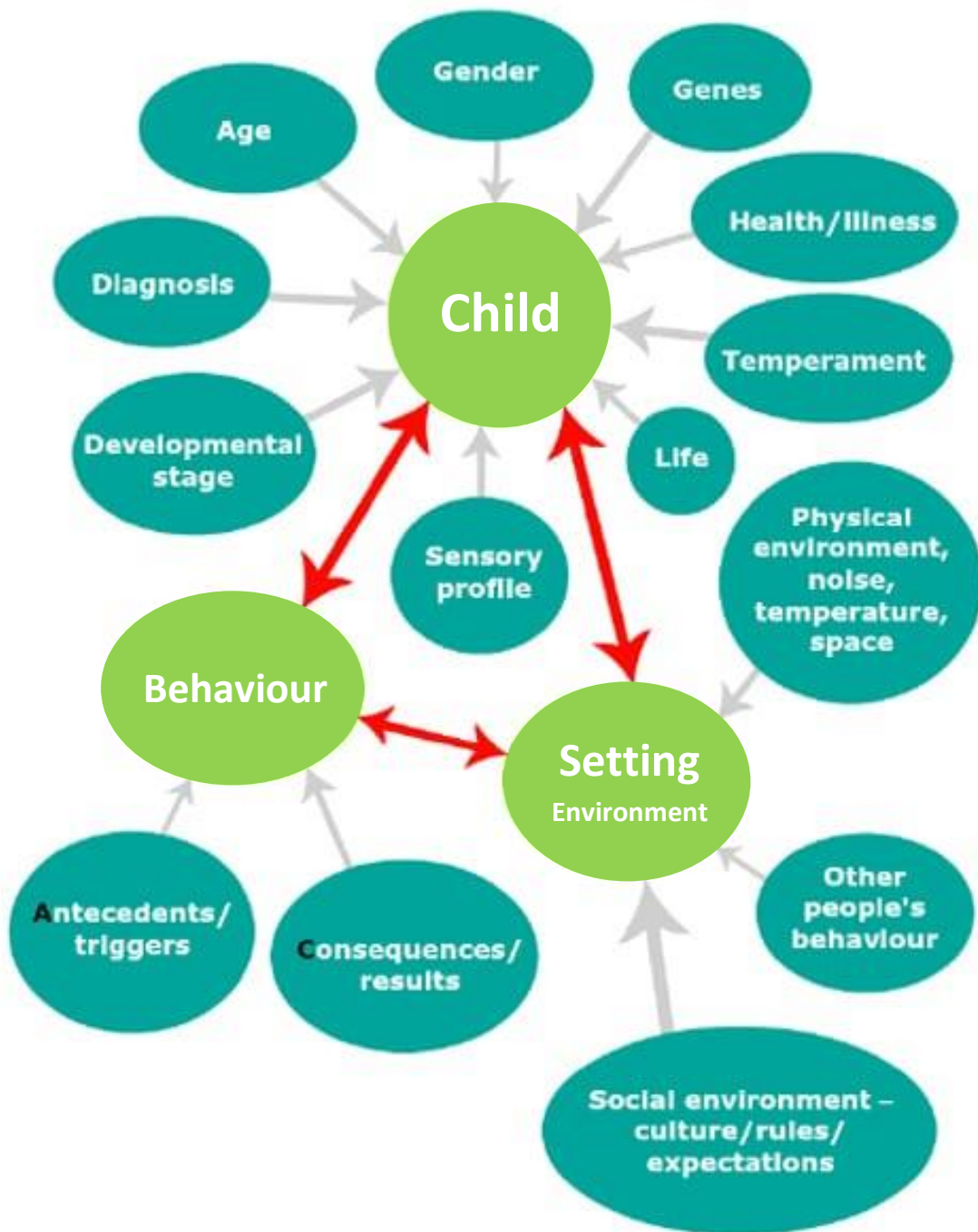
### Other children requiring additional behavioural support

On occasion, there may be a child that does not have existing SEND provision but requires further and more specific support with their behaviour. In this case, the STEPS Process (appendix ii) will be initiated, moving to the completion of a Personalised Distress Management Plan (PDM Plan) if necessary (appendix ix).

For any child working with a PDM Plan, it is crucial that all adults involved with the child have read this document. Parents will be made aware by class teachers that the STEPS process has begun and will be kept informed along the way.

### A framework for considering behaviour

The diagram below shows the many factors that influence our own and others' behaviour. These can be fixed: age, gender (usually), life experiences for example, but that others can be changed: expectations, physical environment, others' behaviour and reactions, triggers and results of behaviour. These are the ones we need to consider in managing, changing and supporting behaviour positively.



## Foundations of our practice

- Consistent Adult Behaviour.
- Over and Above Recognition.
- Relentless Routines.
- Scripting Difficult Conversations.
- Restorative Follow Up.

(appendix ii)

### Consistent Adult behaviour

Strong relationships between staff and children are vital. Staff must be consistent with children and set firm boundaries at all times, enabling children to feel safe. Adults will model our Learning Characteristics and Code of Conduct while being calm and caring. They meet and greet children with a smile and show visible kindness and deliberate botheredness. Adults will:

- Give first attention to best conduct.
- Persistently catch children 'doing the right thing'.
- Use consistent language.
- Foster the belief that there are no bad children, just bad choices.

### Over and Above Recognition

Prosocial behaviour is promoted throughout the school in a clear and consistent way. All staff use positive behaviour management approaches, for example proximal praise (noticing positive behaviour in others around the child) and highlighting prosocial behaviours and choices.

Pupils will follow our school 'Code of Conduct and Learning Characteristics' and act in a respectful and responsible manner. Good behaviour is recognised sincerely. This can be done in a variety of ways and may vary according to age and stage of the children. These can include:

- Verbal praise
- Marvellous Me Badges
- Stickers
- Phone calls home
- Certificates
- Showing work to another class/adult/SLT
- Celebration assembly

### Relentless Routines

We are committed to making our school a safe and calm environment. Having clearly defined routines help us to remain consistent. Routines help children feel safe and secure.

We do this by:

- Meeting and Greeting with a smile.
- Calmly and Sensibly Lining Up.
- Safe Walking around the school.

### Scripting difficult conversations

At St Luke's, we believe that difficult conversations need to be scripted so that all staff are consistent when dealing with children in their classes and across the school. It is important we address the language we use so that children know what to expect in any situation.

As part of our Stepped Interventions we will use a quick microscript to refocus behaviour:

"I've noticed that.... You know the school rules 'Be Kind, Be Safe, Be Polite, Be Responsible'. I know you can... (refer to previous positive behaviour). That is who I need to see today. I expect you to... Thank you for listening."

Where de-escalation is needed the follow script should be used along with time and space for the pupil to recover and respond to requests.

1. Name (Use the pupil's name)
2. I can see there's something wrong (acknowledge their right to their feelings)
3. I'm here to help (tell them why you are here)
4. Talk and I'll listen (it may be possible staff to find out how the situation has developed, or how it may be resolved).
5. Come with me and we can.....(give them an 'out' to withdraw from the situation)

Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

### Restorative Follow Up

Not every incident will need to be followed up with a restorative conversation, but they are needed specifically when behaviour dips below expected standards (appendix x). A restorative conversation is more than a process or a set of questions. The key emphasis of these conversations is that children understand how their behaviour has impacted others.

Sometimes the following restorative questions are too much for a particular/younger child, choose two (\*) that are most pertinent to the incident instead.

1. What has happened?
2. What were you feeling at that time?
3. Who has been affected by the actions?\*
4. How have they been affected?
5. What needs to be done to make things right?\*
6. How can we do things differently in the future?

### Stepped Interventions

At St Luke's we use Stepped Interventions within class and try to keep children in their classroom as far as possible. Children are also supported to learn from their behaviours and taught how to manage situations differently if there is a 'next time'.

In class, and around the school, teachers use a variety of behaviour management techniques and strategies. For example some of the following:

- Tactical Ignoring.
- Non-verbal signals.
- Proximal Praise.
- Offering a choice.

Appendix i provided a list of Stepped Interventions and the order in which they should be followed, once behaviours can no longer be managed using existing classroom strategies. Sometimes a specific behaviour requires a higher level of intervention.

All staff are to have an 'emergency triangle' available to be able to signal to another member of staff that they are on their own and need support. Staff members to send a card with a child to the office.

## Lunchtimes

Staff encourage the children to take part in lunchtime games in order to reduce antisocial behaviour and promote prosocial behaviours. Together with an atmosphere of first attention to best conduct, the MDAs and LSAs follow the same stepped interventions as above. For more serious behaviours:

1. MDA to pass on to Class Teacher if a child has had a consequence (Teacher notes behaviour on Integris).
2. Child taken to see Senior MDAs for initial investigation into an incident (For more serious behaviour incidents, for example dangerous behaviour. This may include actual injury to self or others.) Then taken to Senior Leader for next step (Senior Leader notes behaviour Integris).
3. Physical Intervention is a LAST RESORT. Only to be used if there is a physical threat to other children/staff or the child themselves. Only trained staff should engage in this.

## Day to Day Physical Contact with Pupils

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- to comfort a pupil in distress (appropriate to their age and individual specific needs identified through a risk assessment);
- to direct a pupil;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger to the pupil or others;

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual needs and history;
- the location where the contact takes place (ideally it should not take place in private without others present).

Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

## Hugging

A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the pupil to turn themselves into them.

## Handholding

It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

## Lap-Sitting

There are clearly potential issues with this and, as such, lap-sitting should be discouraged, so neither staff nor pupils are vulnerable. Pupils should be taught to seek comfort / attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

## Fixed term (suspensions) and permanent exclusions

This policy will pay due regard to the DfE guidance for Exclusion from maintained schools, academies and child referral units in England. Decisions for exclusions of any type will result in evidence being gathered to ensure that exclusions are lawful, reasonable and procedurally fair.

Only the Headteacher can make the decision to exclude. In their absence, the Deputy Head can make the decision to exclude.

Exclusions can be either for a fixed period (suspension) or permanent.

### Suspension

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, the headteacher will consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

Suspension or Permanent Exclusion will be considered for the behaviour of children outside of the school. Any decision to do this will be made in line with the principles of administrative law, i.e., that it is: lawful, reasonable, fair and proportionate.

When establishing the facts, the pupil's views will be taken into account, before excluding unless it would not be appropriate to do so. The pupil will be informed of how their views have been factored into the decision made.

Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team led approach with school staff, parents and outside agencies, as needed.

Who will be informed?

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Parents may wish to seek further advice via the government guidance:

[School exclusions: guide for parents - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Headteacher will also notify without delay the Local Authority of any suspension or permanent exclusion.

The headteacher must, without delay, notify the governing board of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

### Reintegration after a suspension

A meeting will always be held with either the Headteacher, or Deputy Headteacher with the pupil and their parent/carer in which the school will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

On arrival at the school, the pupil will be greeted and offered a number of strategies during the meeting to support their return to school. These may include, but are not limited to:

- Planned pastoral interventions;
- Mentoring by a trusted adult;
- Receiving external support.

### Behaviour outside of the school grounds

The school will take into account poor behaviour that takes place outside of the school gates. Pupils may be disciplined for:

- Taking part in any school-organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some way other identifiable as a child at the school.

Or for 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 child or member of the public or
- Could adversely affect the reputation of the school.

The Headteacher may cancel an exclusion that has not been reviewed by the governing body. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head.

### Child on Child Abuse

The school recognises that children can suffer abuse from other children on the school site. If the school is made aware of this through a disclosure of a child, the school's Safeguarding and Child Protection Policy will be enacted.

The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will listen to both the victim and perpetrator and then parents of both will be contacted. In line with the most recent version of Keeping Children Safe in Education, the school may put a risk assessment in place to protect the victim. This may include a fixed term exclusion (suspension) whilst an investigation takes place.

Other agencies will be contacted, and these may include, but are not limited to; Social Services, the Police and/or the Health team.

## Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

The Headteacher and any authorised staff can search pupils where they have reasonable grounds to suspect that they have a prohibited item on them. The list of items as defined by the DfE is below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
  - tobacco and cigarette papers;
  - vaping products;
  - fireworks; and
  - pornographic images.

## Monitoring and evaluation

All staff have a responsibility for monitoring behaviour at St Luke's Primary School, however the Headteacher and other senior members of staff will also use contextual data (e.g. age, gender, SEND, etc) when monitoring and evaluating behaviour. Staff will use their monitoring to help them to understand any patterns that may be emerging. This will give staff a greater insight into the needs of individual children. This information will help staff to reflect upon how best individual children can be supported. This will also assist when sharing incidents with parents because it provides factual information and is not anecdotal.

## How we ensure this policy meets our duty under the Prevent Strategy

(Section 26 of the Counter-Terrorism and Security Act 2015)

The school recognises its duty to protect our children from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school vets all visitors carefully and will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a child is expressing opinions which may cause concern. Staff report these concerns to the Designated or Deputy Designate Person for Child Protection. We place a strong emphasis on the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our children's experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

## Physical Restraint

Please see 'Keeping Pupils and Staff Safe - management of behaviour in schools, including use of physical contact and restrictive/non- restrictive physical intervention to address difficult and harmful behaviour.' Autumn 2019

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this will be accurately recorded and the incident communicated to parents. Parents will be informed of the incident initially by phone and it will then be followed up in writing (letter guidance and incident form, Appendix A and B in above mentioned guidance).

## Appendices

- i. Stepped Interventions Flowchart
- ii. Behaviour Blueprint
- iii. Behaviour Poster
- iv. STEPS Process Flowchart
- v. Inclusion Circles Master
- vi. Risk Calculator Master
- vii. Anxiety Mapping Master
- viii. Predict & Prevent Master
- ix. Roots & Fruits Master
- x. Personalised Distress Management Plan Master
- xi. Restorative Questions Flowchart
- xii. A summary of the governing board's duties to review the headteacher's exclusion decision



# Behaviour Blueprint

Adult Behaviour	Over and Above Recognition	Our code of conduct
Calm, consistent and fair	Verbal praise	Be Kind.
Give first attention to best conduct	Marvellous Me Badges	Be Safe.
'Deliberate botheredness'	Stickers	Be Polite.
Meet and greet with a smile	Phone calls home	Be Responsible.
Recognise positives	Certificates	
	Showing work to another class/adult/SLT	
	Celebration assembly	

## Learning Characteristics



Taking Risks



Being Inquisitive



Making Links



Co-operation



Resilience



Reflecting

Stepped Interventions	Restorative Questions
<ol style="list-style-type: none"> <li>1. Reminder of rules</li> <li>2. Warning</li> <li>3. Redirection</li> <li>4. Logical consequence</li> <li>5. Restorative conversation</li> </ol>	<ol style="list-style-type: none"> <li>1. What has happened?</li> <li>2. What were you feeling at that time?</li> <li>3. Who has been affected by the actions?*</li> <li>4. How have they been affected?</li> <li>5. What needs to be done to make things right?*</li> <li>6. How can we do things differently in the future?</li> </ol>

Redirection Microscript	De-escalation Microscript
<ul style="list-style-type: none"> <li>· I've noticed that...</li> <li>· You know the school rules 'Be Kind, Be Safe, Be Polite, Be Responsible'.</li> <li>· I know you can... (refer to previous positive behaviour).</li> <li>· That is who I need to see today.</li> <li>· I expect you to... Thank you for listening."</li> </ul>	<ul style="list-style-type: none"> <li>· Name</li> <li>· I can see there's something wrong</li> <li>· I'm here to help (tell them why you are here)</li> <li>· Talk and I'll listen (it may be possible staff to find out how the situation has developed, or how it may be resolved).</li> <li>· Come with me and we can... (give them an 'out' to withdraw from the situation)</li> </ul>

Relentless Routines		
Safe walking	Lining up	Meet & greet

# Positive Behaviour

**Kind**

**Be**

**Safe**

**Polite**

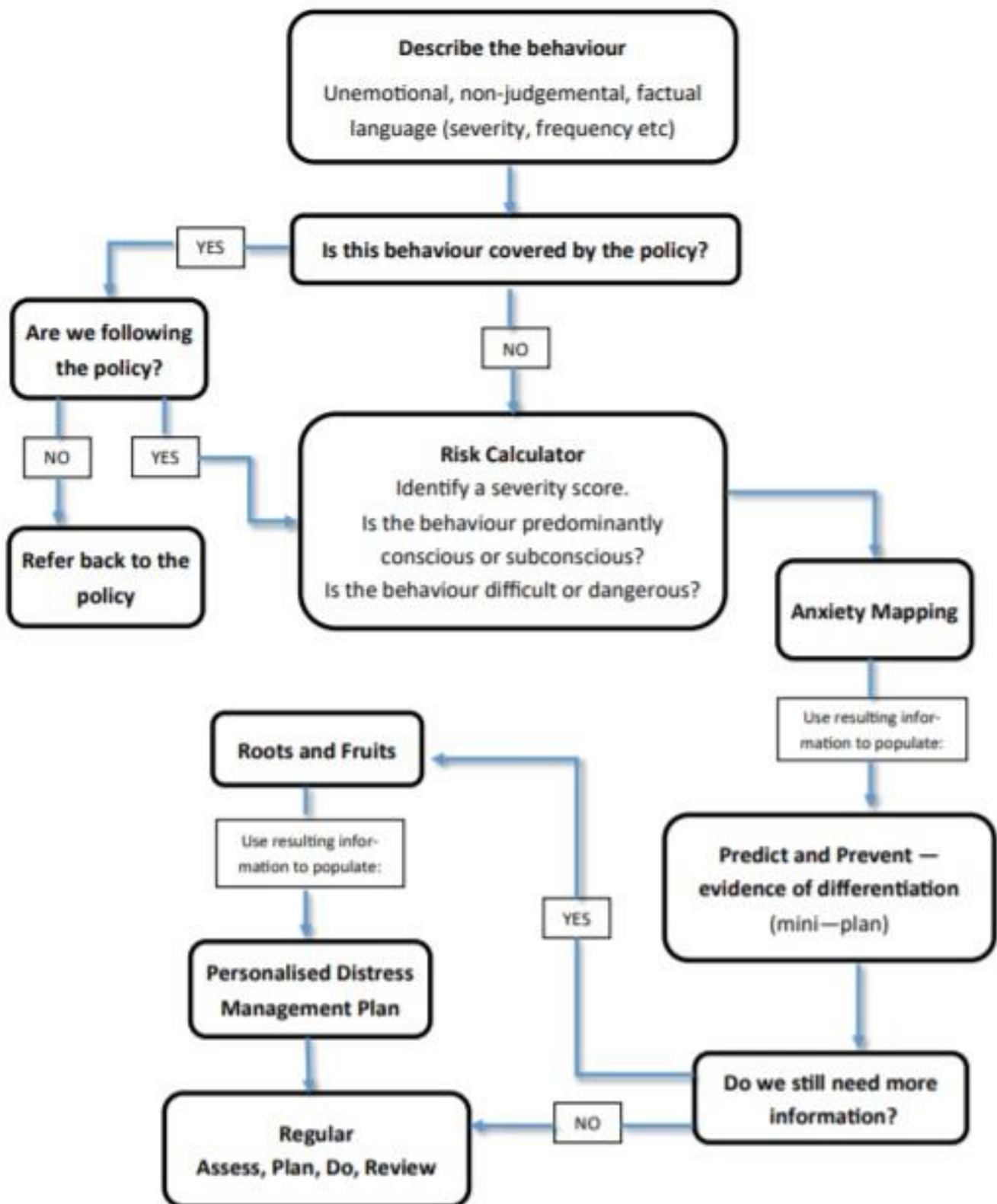
**Responsible**

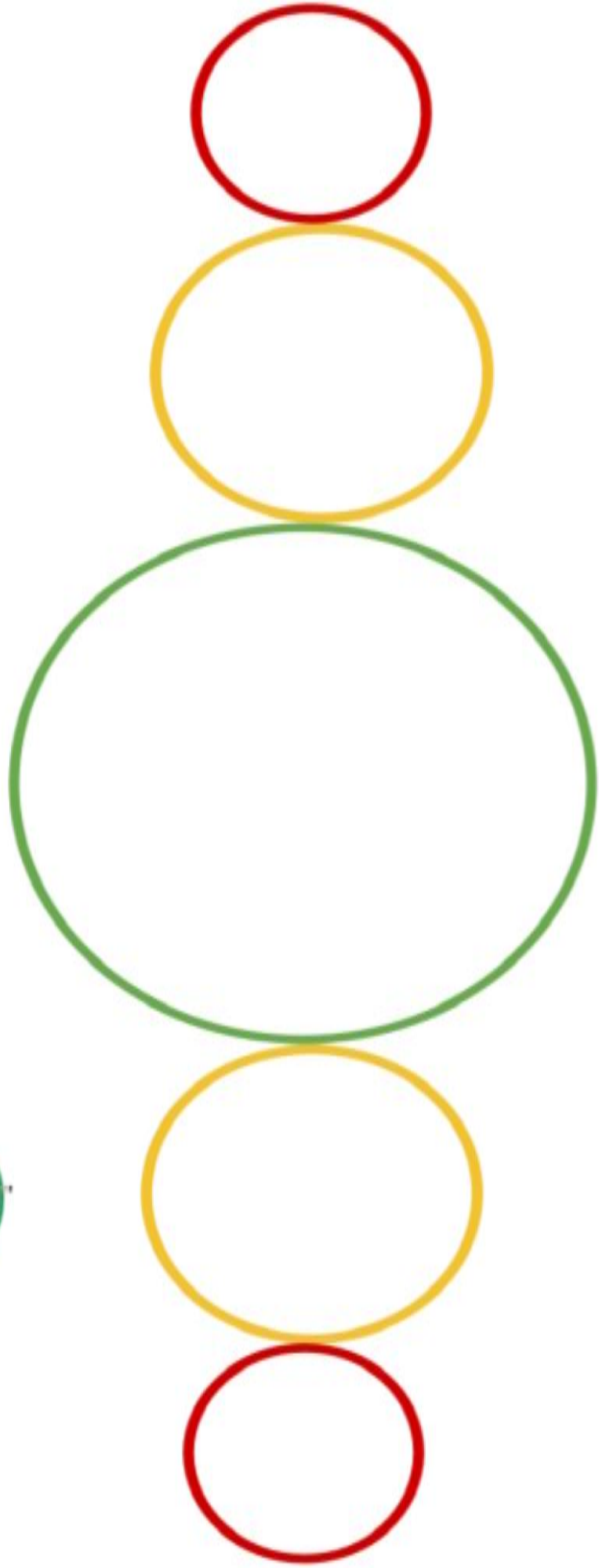
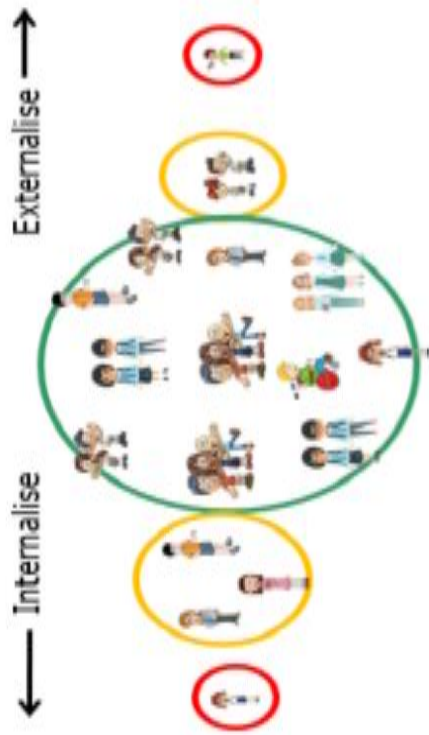
*“Teach children how they should live,  
and they will remember it all their life.”*

*Proverbs 22:6*



# STEPS Process Flowchart for Analysis, Understanding and Planning





## Risk Assessment Calculator

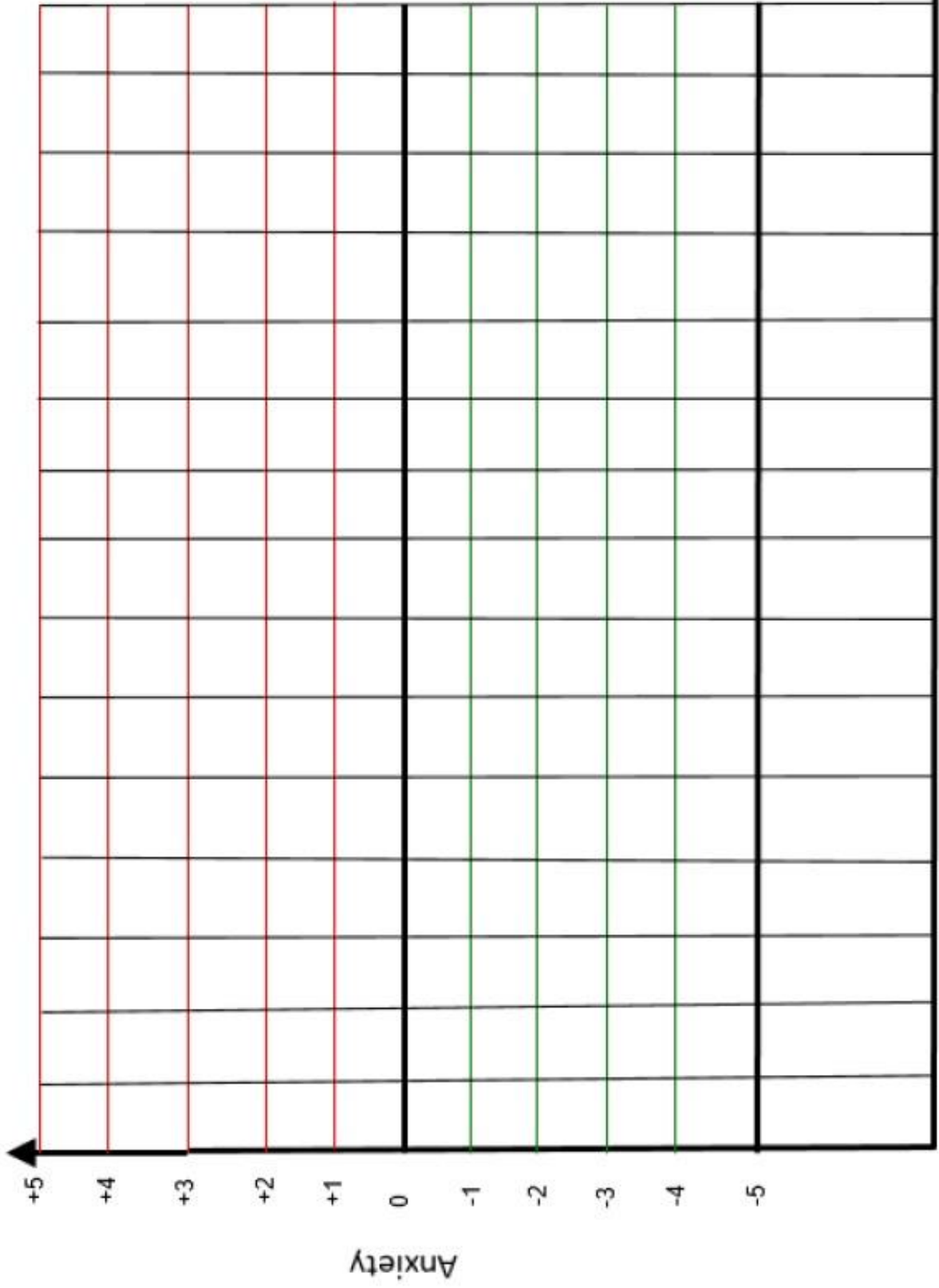
Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

<b>Seriousness</b>	
<b>1</b>	Evidence of upset or disruption.
<b>2</b>	Evidence of needing support internally from our school resources, e.g. requiring first aid, nurture, budget allocation.
<b>3</b>	Evidence of needing intervention from external agencies outside of school resources, e.g. significant distress, extensive damage, requiring hospitalisation, professional counselling or group work, insurance claim.
<b>4</b>	Evidence of harm that cannot be resolved, e.g. loss of life or permanent disability, sectioned mental health, loss through arson, emotional trauma requiring counselling or critical property damage.
<b>Probability</b>	
<b>1</b>	Yearly or less. There is evidence of historical risk and no evidence of current risk. No identified triggers remain.
<b>2</b>	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
<b>3</b>	Weekly or less. The risk of harm is more likely than not to occur again.
<b>4</b>	Daily or constantly. The risk of harm is persistent and constant.

*Risks which score 6 or more (probability x seriousness) should have strategies listed on next page.*

# Anxiety Mapping

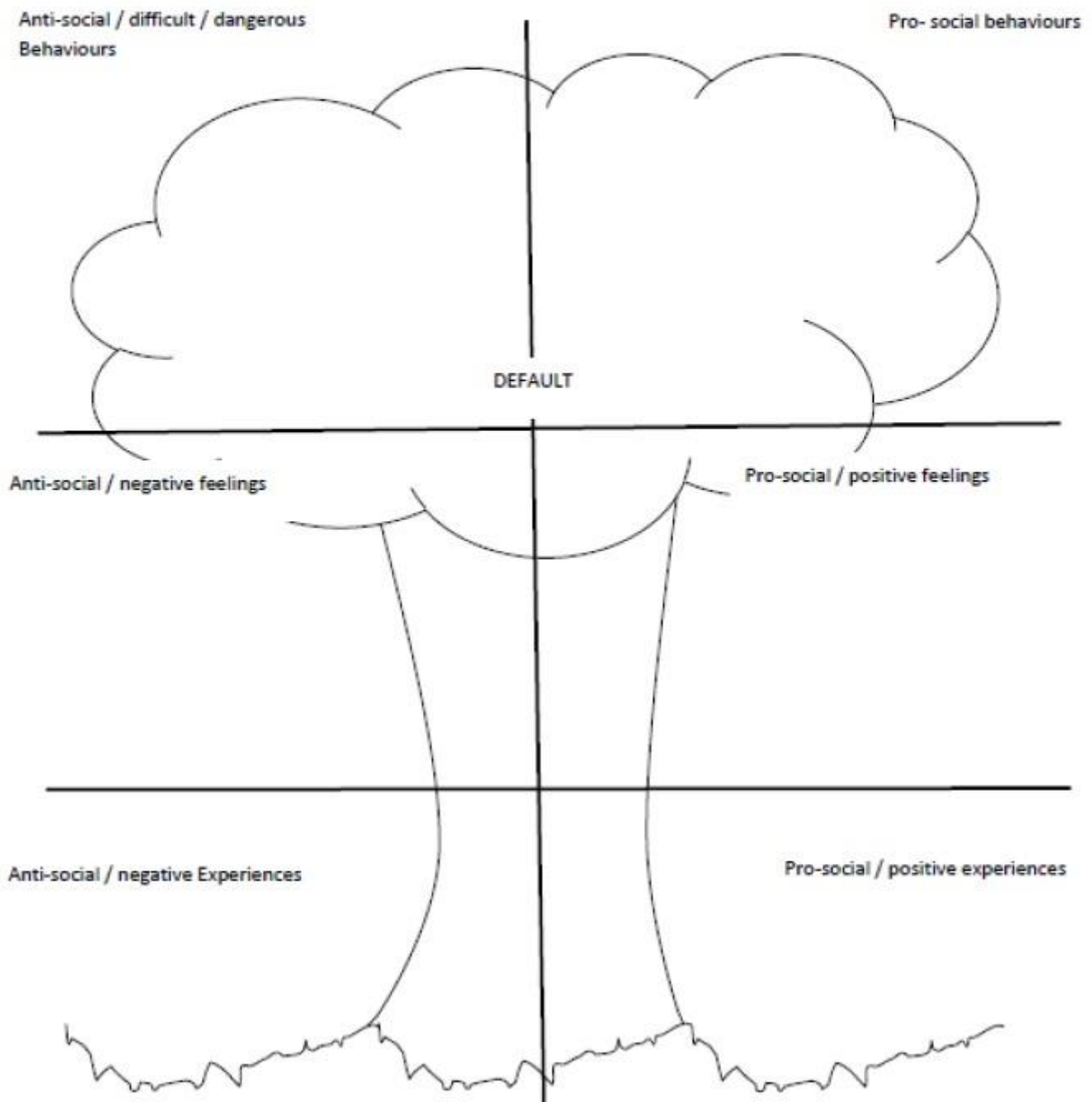


# Predict and Prevent

	Score	Staff/Location/Activity/Peer/Time <u>Predict it</u>	Evidence of Action <u>Prevent it</u>
Raised Anxiety	+5	These items overwhelm the pupil	Planned differentiation required to reduce anxiety
	-		
	+2		
	+2	These items run the risk of overwhelming the pupil	Monitoring needed
	0		
Increased Dependency	-2	These areas run the risk of developing an over reliance	Monitoring needed
	-		
	-5	These areas have developed an over reliance	Differentiation needed to reduce this over reliance

# Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	



## Personalised Distress Management Plan

Name	DOB	Date	Review Date
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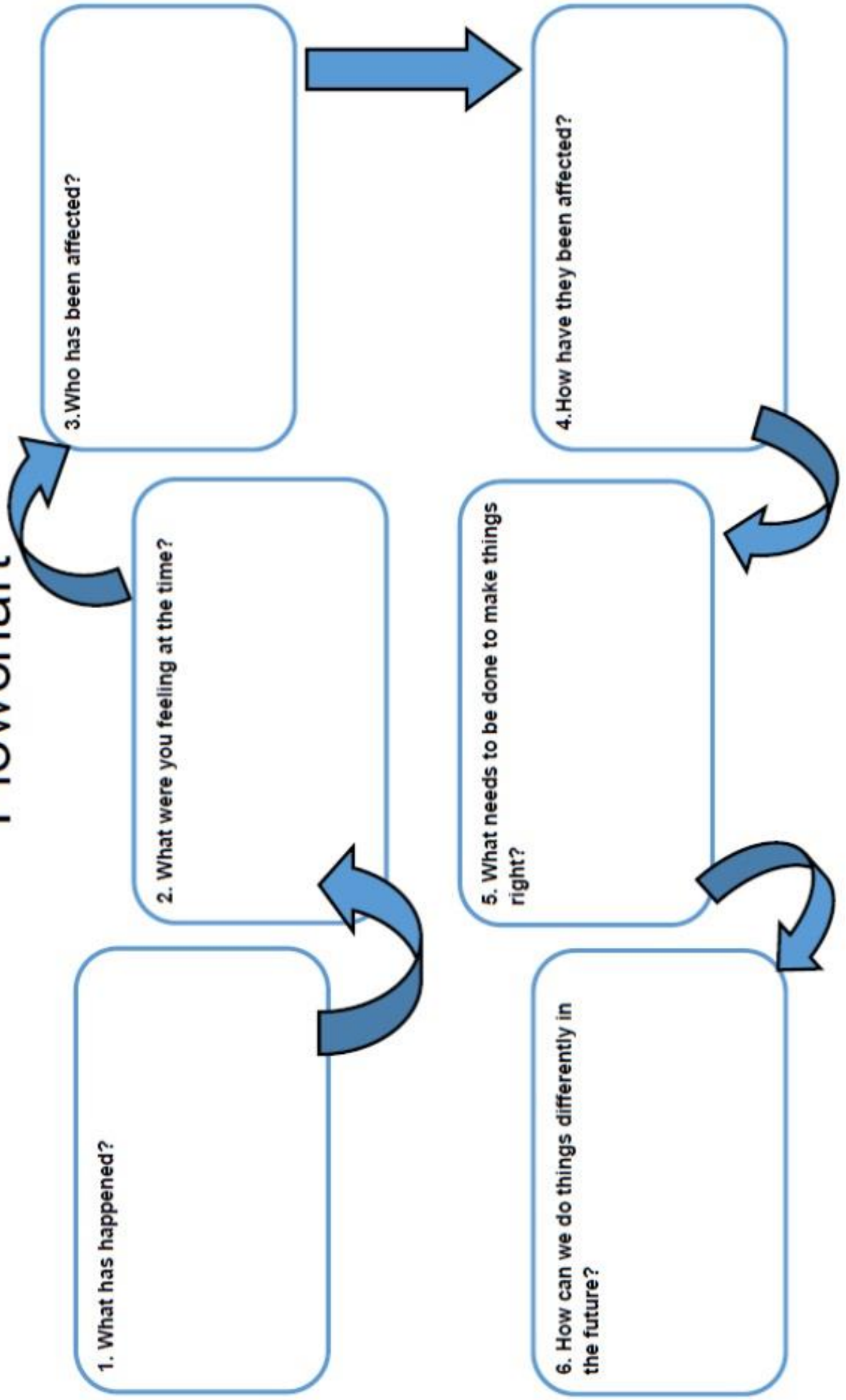
Photo	Risk reduction measures and differentiates measures (to respond to triggers)		
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Pro social / positive behaviour		Strategies to respond
Anxiety / DIFFICULT behaviours		Strategies to respond
CRISIS / DANGEROUS behaviours		strategies to respond
Post incident recovery and debrief measures		

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

# Restorative Questions Flowchart



## A summary of the governing board's duties to review the headteacher's exclusion decision

### Conditions of exclusion

### Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test\*

↓ **Yes**

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.<sup>49</sup>

\*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.<sup>50</sup>

↓ **No**

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ **No**

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

**Yes**

Have the pupil's parents requested a governing board meeting?

↓ **Yes**

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ **No**

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.