

**St Mary’s Church of England**

**Junior School**

*In association with*



Behaviour Policy

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| **Policy Type: Approved By: Approval Date:****Date Adopted by LGB: Review Date:****Person Responsible:** | **Academy Policy Board of Trustees 06/12/2021****06/12/2021****December 2022****Chair of Governors** |

## Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

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| **Page****Ref.** | **Section** | **Amendment** | **Date of****Change** |
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## Roles and responsibilities

The Diocese of Norwich St Benet’s Multi Academy Trust and St Mary’s Trustees are accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust’s policies.

## Policy Statement

This policy sets out the framework for a clear and consistent assessment of the overall performance of all staff, including the Principal, and for supporting their development within the context of the academy’s plan for improving educational provision and performance, and the standards expected of all staff.

The policy applies to all staff employed at the academy, except those on contracts of less than one term, those undergoing induction *(i.e. NQTs)* and those who are subject to capability procedures. (See Capability of Staff Policy)

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**…………………………………………………………………………………………………………………………….**

This policy aims to:

# Aims

* + Provide a **consistent approach** to behaviour management
	+ **Define** what we consider to be unacceptable behaviour, including bullying

#### Outline how pupils are expected to behave

* + Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
	+ Outline our system of **rewards and sanctions**

# Legislation and statutory requirements

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

* + [Behaviour and discipline in schools](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)
	+ [Searching, screening and confiscation at school](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
	+ [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
	+ [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
	+ [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [special educational needs and disability (SEND) code of practice.](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) In addition, this policy is based on:

* + Schedule 1 of the [Education (Independent School Standards) Regulations 2014;](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made) paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
	+ [DfE guidance](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online) explaining that academies should publish their behaviour policy and anti-bullying strategy online This policy complies with our funding agreement and articles of association.

# Definitions

**Misbehaviour** is defined as:

* + Disruption in lessons, in corridors between lessons, and at break and lunchtimes
	+ Non-completion of classwork or homework
	+ Poor attitude or defiance

**Serious misbehaviour** is defined as:

* + Repeated breaches of the school rules
	+ Any form of bullying
	+ Physical assault
	+ Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
	+ Vandalism
	+ Theft
	+ Fighting
	+ Smoking
	+ Racist, sexist, homophobic or discriminatory behaviour
	+ Possession of any prohibited items. These are:
		- Knives or weapons
		- Alcohol
		- Illegal drugs
		- Stolen items
		- Tobacco and cigarette papers
		- Fireworks
		- Pornographic images
		- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

# Bullying

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

Bullying is, therefore:

* + Deliberately hurtful (physically or emotionally harmful)
	+ Repeated, often over a period of time
	+ Difficult to defend against

Bullying can include:

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

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

* + Children, parents or staff should report all incidents of suspected bullying to the class teacher.
	+ Class teachers (or staff under the direction of class teachers) should ensure to record these on CPOMS labelling the incident as ‘bullying’ and ensuring to notify both SLT and the Pastoral Support Officer.
	+ The Senior Leadership will ensure that a fair and unbiased investigation is carried out. This may include support from other members of staff and may include all children involved and additional persons who may have been witness to said allegations.
	+ Sanctions will be applied as appropriate to the act and may use a restorative approach with an adult and a spell of time in The Temple (Lunchtime Nurture Group).
	+ Support for children having been bullied is provided by the class teacher, support staff and Pastoral Support Officer.
	+ Whole-school proactive strategies to prevent bullying include:
		- Whole-school mission and values creating an ethos of ‘positive relationships’
		- Anti-bullying Collective Worship and class assemblies, external provider assemblies, lessons and events
		- Year 6 Playground and Sports Prefects for mentoring and supporting younger students with support from teachers, teaching assistants, the Pastoral Support Officer and mid-day supervisors
		- PSHE curriculum links, class culture, collective whole school rules, partner work and class roles; class buddies for new pupils or those requiring peer support
		- Restorative behaviour strategies
		- Adult modelling of the school’s mission and values, which build positive relationships, communication and a restorative ethos and culture that supports the development of social and emotional skills.
	+ Whole-school reactive strategies to bullying include:
		- Communication with parents
		- Restorative approaches including children involved
		- Stepped sanctions
		- Pastoral Support Plan

# Roles and responsibilities

### The governing board

The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the principal to account for its implementation.

### The principal

The principal is responsible for reviewing and approving this behaviour policy.

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

### Staff

Staff are responsible for:

* + - Implementing the behaviour policy consistently
		- Modelling positive behaviour
		- Providing a personalised approach to the specific behavioural needs of particular pupils
		- Recording behaviour incidents though CPOMS
		- Proactive and supportively implementing Pastoral Support Plans, where applicable.

The senior leadership team will support staff in responding to behaviour incidents where pupils are not responding to the usual strategies.

### Parents

Parents are expected to:

* + - Support their child in adhering to the pupil code of conduct
		- Inform the school of any changes in circumstances that may affect their child’s behaviour
		- Discuss any behavioural concerns with the class teacher promptly
		- Support the implementation of Pastoral Support Plans, where applicable

**The School will:**

# Pupil code of conduct (Home-school agreement)



* Give your child the opportunity to achieve his or her full potential as a valued member of the school community
* Provide a balanced curriculum to meet the individual needs of your child and help him or her to discover his or her special talents
* Promote good relationships and a developing sense of responsibility
* Provide opportunities for the development of the whole child including the chance to take part in a residential visit, represent the school or house in sporting activities and participate in drama and musical activities
* Encourage high standards of behaviour and achievement
* Inform you of your child's progress each term and more frequently if there are particular concerns
* Set, mark and monitor homework
* Be open and welcoming and offer opportunities for you to become involved in the life of the school
* Enable your child to work and play in a safe, happy environment, developing self-respect and respect for others

**Signed Principal**

**As Parent, I will:**

* See that my child goes to school regularly, on time and properly equipped
* Ensure my child wears appropriate school uniform and hairstyle with a smart appearance.
* Provide a note or telephone call of explanation if my child is absent
* Let the school know about any concerns or problems that might affect my child's work or behaviour
* Encourage my child with their homework and other opportunities for home learning, and sign my child's homework book
* Support the school's policies and guidelines on behaviour
* Attend parents' evenings and discussions about my child's progress
* Help my child to develop a positive attitude to school and to his or her work

**Signed \_ parent**

**As Pupil, I will:**

* Show courage by taking on new challenges
* Show pride by attending school regularly, on time, in appropriate uniform and hairstyle, looking smart and properly equipped.
* Put my best efforts into all my classwork and homework
* Build positive relationships by being polite and helpful to others
* Help keep the school tidy
* Take care of my possessions and those of others
* Keep to the school's Code of Conduct
* Demonstrate determination by putting on my best efforts towards my learning.
* Build my resilience by understanding that mistakes are okay as long as I learn from them and challenges are how I learn

**Signed Pupil**

# Expectations, procedures, rewards and sanctions

This applies to all behaviours with-in school, as well as whilst in educational visits. Sanctions will also be applied to malicious allegations. The school may deem it suitable to support out-of-school bullying incidents within the school context of behaviour expectations, as well as incidents whereby children are seen outside of school, in the school

uniform, as they remain a representation of the school’s ethos and values.***\*Updates due to Covid restrictions***

|  |  |
| --- | --- |
| **GOLDEN RULES** | **VISIBLE CONSISTENCIES** |
| In St Mary’s we are…1. Ready to learn
2. Respectful
3. Safe

Practice with your classes, to what each of these look like. In class; in assembly; in PE; quiet, straight lines whilst walking around the school; in the playground, line up, etc – all following clear and rehearsed routines, procedures and expectations. | 1. Greeting at the door at the beginning of the day.
2. 30 second check in (visual display or verbal reminder)
3. Count down
4. – Stop,

 2 – Look, 1 – Listen.1. Wait for 100 %
 |
| **ABOVE AND BEYOND RECOGNITIONS** | **BEHAVIOUR STEPS** |
| Above and beyond display in each class.1. Teachers to daily praise students for their above and beyond behaviour

relating to school’s rules (above and beyond board started from ‘clean/ fresh’ every day. Children to be told what they are getting above and beyond for specifically.)1. Above and beyond behaviours will be reported to teachers via MSAs, support staff or via email.
2. Star of the week given out to outstanding pupil on Friday’s celebration assembly, linked to

school’s mission and values. Names and reasons to Andrea by 3pm Thursday.1. House points given out for academic achievements, positive behaviour – ready, respectful, safe.
2. Principal will at times select children for a Principal’s Award Certificate.
 | **Tell the child how you expect them to behave** (refer to academy rules)**If behaviour persists, give child a verbal warning** (signal thanks to child when they comply)**If behaviour persists, write child’s name on a note on the teacher’s desk**(let the child know privately)**If behaviour persists, send child to the parallel class** (could be 5 mins to calm down or reflect on behaviour, or as long as necessary to complete work)**Teacher should complete behaviour slip to give to receiving teacher and record on CPOMs.** (This will be brought back with child to be given to parents)**Child refuses to leave class**If causing disruption/risk to own or others health & safety/property – consider use of STEPS training. Notification sent home to parentsIf not causing disruption etc. – complete behaviour slip. Photocopy of work not done to be sent home**NB:** Teachers must inform the SLT when there have been three incidents of sending out of class in one week. The SLT will contact parents to discuss the matter and if necessary open a PSP.**RESTORATIVE CONFERENCE (only to be used when child is calm)*** What happened?
* What were you thinking/feeling?
* What needs to happen to put it right?
* What are you going to do differently next time?
 |

**Behaviour procedures**

* **We walk on the left**, making eye contact as appropriate
* **Children are met by the teacher with a greeting every morning and afternoon as they enter the classroom.**
* Adults consistently use **signals for silence**, such as: a hand in the air and wait; a clapped rhythm; standing silently.
* Adults consistently use strategies to get student's attention: 30 s check in; 5,4,3,2,1 countdown; Wait for 100%.
* **The first behaviours drawn attention to by adults are always positive.**
* The **Rules** ‘*We are ready to learn,' 'We are respectful,' 'We are safe')* are displayed clearly for all to see.
* **Praise boards are used to reinforce above and beyond behaviours within the Rules.**


### Ensure learning activities meet the needs of all children.

* Children are **seated/grouped** to maximise behaviours for learning.

### Position yourself around the room, standing near particular children.

* **SELECTIVELY ignore** low-level behaviours which are intended to gain your attention.

### Praise the majority for specific above and beyond behaviours.

* Use **silent gestures** such as eye-contact, touch the child's table, remove

'fiddles.'

### De-escalate through distraction.

* **Verbal reminder** to individual child, of the Rule you expect to see.

See Behaviour Steps (page 8)

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# Behaviour management

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### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

* + - Create and maintain a stimulating environment that encourages pupils to be engaged, including ensuring that work suitably challenges children at all attainment levels and needs
		- Display the school rules and behaviour expectations and procedures: Ready, Respectful, Safe and Behaviour Steps
		- Develop a positive relationship with pupils, which may include:
			* Greeting pupils in the morning/at the start of lessons
			* Establishing clear routines
			* Communicating expectations of behaviour in ways other than verbally
			* Highlighting and promoting good behaviour
			* Concluding the day positively and starting the next day afresh
			* Having a plan for dealing with low-level disruption
			* Using positive reinforcement
			* Praising publicly and reprimanding or delivering consequences privately

### Physical restraint

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

* + - Causing disorder
		- Hurting themselves or others
		- Damaging property Incidents of physical restraint must:

#### Always be used as a last resort with de-escalation always being the first response to any behaviour incident

* + - Be applied using the minimum amount of force and for the minimum amount of time possible
		- Be used in a way that maintains the safety and dignity of all concerned
		- Never be used as a form of punishment
		- Be recorded and reported to SLT, on CPOMS, and to parents
		- Following Norfolk Steps procedures

### Confiscation

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

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

Searching and screening pupils is conducted in line with the DfE’s [latest guidance on searching, screening and](https://www.gov.uk/government/publications/searching-screening-and-confiscation) [confiscation.](https://www.gov.uk/government/publications/searching-screening-and-confiscation)

#### Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. Pastoral Support Plans (PSP) may be implemented, alongside teachers, parents and pupils, at any time deemed appropriate to support improving behaviour.

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

**8.5 Exclusion**

**There are 2 types of exclusion:**

• Fixed period exclusion, which can range from half a day to a maximum of 45 school  days in a school year (a child can also be excluded for lunchtimes).

             • Permanent.

**Fixed period exclusion**

This means that a pupil is not allowed in school for a specified number of days because they have breached the school’s behaviour policy. Pupils who misbehave at lunchtime may be excluded for lunchtime only. Each lunchtime exclusion counts as half a day. The pupil is not allowed on the school site for a definite period, however this does not have to be a continuous period. This might apply if a pupil attends college or other off site provision for part of the week. An individual pupil may not be given more than 45 days fixed term exclusions in any one academic school year. When a pupil has a fixed term exclusion, the school must set and mark work for the first 5  days of the exclusion and from the 6th day must provide a full-time education provision.

**Exclusion for more than 5 days**

If any exclusion is for more than 5 school days, parents/carers can request a meeting of the  school to review the exclusion. The Governors must agree to this request and must meet  within 50 school days.

**Exclusion for more than 15 school days**

When exclusions total over 15 school days in any one term, the Governors must arrange a  meeting to consider the exclusion within 15 school days, to which the parents/carers and a LA representative must be invited.

**Permanent exclusion**

A pupil is permanently excluded for a serious breach or persistent breaches of the school’s  behaviour policy and if their being in school would harm the education or welfare of  themselves or others. Permanent exclusion should only be used as a last resort and it means  that the pupil would no longer be allowed to attend the school. When a pupil is permanently excluded, the school must provide work for the first 5 days of the exclusion and the LA is responsible for the education from the 6th school day.

# Pupil transition

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

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

Additional transition support will be put in place to support individual pupil needs where appropriate.

# Training

Our staff are provided with training on managing behaviour. Behaviour training is offered at least twice annually to all staff, or more often where required.

Staff are required to read excerpts from *When the Adults Change, Everything Changes*, Paul Dix. Further text to support behaviour and routines includes *Teach Like a Champion,* Doug Lemov.

Behaviour management will also form part of continuing professional development.

# Monitoring arrangements

This behaviour policy will be reviewed by the principal and governance annually. At each review, the policy will be approved by the principal.

# Links with other policies

This behaviour policy is linked to the following policies:

* + - Exclusions policy
		- Safeguarding policy

# Appendix 1: written statement of behaviour principles

* + - Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
		- All pupils, staff and visitors are free from any form of discrimination
		- Staff and volunteers set an excellent example to pupils at all times
		- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
		- The behaviour policy is understood by pupils and staff
		- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
		- Pupils are helped to take responsibility for their actions
		- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

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



**Behaviour slip**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, you have been sent to a different space to learn today. This is because (despite two warnings) you did not follow rule \_\_\_\_\_\_\_\_\_ (see circled below).

1. **Ready**
2. Looking at the adult
3. Using equipment properly
4. Taking care of my work
5. **Respectful**
6. Using kind words
7. Allowing others to speak
8. Following adult direction
9. **Safe**
10. Kind hands and feet
11. Safe sitting
12. No play fighting

 **Have you tried ………………….?**

* **TELLING** the children how you expect them to behave in certain situations and referring to the school rules.
* **SAYING** the child’s name in the flow of speech ie “ ….. and after that, Daniel, you need to finish sheet 2.”

* **STOPPING** what you are doing / saying and waiting for quiet.
* **STANDING** close to the child who is disrupting.
* **LOOKING** at the child /children who is /are disrupting you.
* **CHECKING** that the child knows what they are doing. Do they need help to get started?
* **PRAISING** the whole class for being on task.
* **TARGETTING** children next to the child who is disrupting and praising for on task behaviour.
* **INVOLVING** the child (who is disrupting) in the class activity e.g. ask direct question.
* **SINGLING OUT** the child who is disrupting by giving him/her a special job e.g. holding a timer, distributing resources etc.
* **SURPRISING** the child who is disrupting you by praising them for previous actions e.g. “Remember when we did letter writing – yours was fantastic!”
* **ASKING** the child who is disrupting you for advice (make them the expert) e.g. “Bobby you are good at subtraction could you be the teacher for 2 minutes and show us how to ………..”
* **GIVING** the child a WAY OUT of a difficult situation e.g. “Do you need time out?”

**St Mary’s Church of England Junior School**

**Pastoral support plan**

A pastoral support plan (PSP) is a school-based, time-limited plan of intervention to address behaviours which are having a negative impact on learning and/or social inclusion. A PSP should be considered at an early stage of concern to prevent the need for exclusion wherever possible. A PSP may therefore be put in place in order to prevent further decline in behaviour or exclusion. Any pupil returning from a fixed-term exclusion ***must*** have a PSP as part of their reintegration. A PSP must be under constant review with a formal review meeting with the parents and pupil invited after a period of no more than eight school weeks. At this point, the PSP should be updated and a further review date agreed or it must be closed.

|  |
| --- |
| **Pupil’s details** |
| Name |  |
| Class/year group |  |
| Home language |  |
| SEND |  |
| Parents’ names and contact details |  |
| School lead person |  |

**Reason for the pastoral support plan**

|  |  |
| --- | --- |
| **PSP meeting** | **Date:** |
| Attendees |  |
| Date of this meeting: |  |
| Pupil’s view |  |
| Parents’ view |  |
| Agreed aims |  |
| **Commitments** | **Evaluation**(to be completed at review meeting) |
| The pupil agrees to: | Date and time of review meeting: |
|  |
| The parents agree to: |
| The school agrees to:*(support, rewards, sanctions and any external support)* |
| Signed……………………………… (pupil) (parents)……………………………… (teacher) (SLT) |
| **Review meeting** | **Date: Time:** |
| Attendees |  |
| Next steps | Further plan / closure (date of next meeting: |

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Principal: Ms Aziza Cranmer

#### [DATE]

Dear ,

I am writing to inform you of my decision to exclude **(child’s name)** for a fixed period of **(number of days).** This means that he will not be allowed in school for this period. The exclusion begins on **(start date)** and ends on **(end date and time)**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **(child’s name)**

has not been taken lightly. **(child’s name)** has been excluded for this fixed period because **(reasons).**

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion 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 without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **(child’s name)** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. 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. If you wish to make representations please contact Jan Pierson (Chair of Governors) at St Mary’s Junior School as soon as possible. Whilst the governing body of the Academy Trust, has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has and you think disability discrimination has occurred; you have the right to appeal, and/or make a claim, to the First Tier Tribunal [(h](http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm%29)t[tp://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm).](http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm%29)

Exclusion guidance can be obtained from the Department for Education website at <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on [http://www.childrenslegalcentre.com/.](http://www.childrenslegalcentre.com/)

Advice on the exclusions process can also be obtained from the Attendance and Exclusions Team, Norfolk Children’s Services, telephone number 01603 303333 email exclusions@norfolk.gov.uk or the local Parent Partnership on 01603 704070 email parentpartnership@norfolk.gov.uk (for pupils with special educational needs)

**(child’s name)**’s exclusion expires on **(date)** and we expect **(child’s name)** to be back in school, together with a parent, on **(date)** for a return to school interview.

Yours sincerely,

#### Ms Aziza Cranmer Principal

 **[Or name of SLT issuing FtE]**