

NORTHEASE MANOR SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY

Date of review: January 2018

Date of next review: January 2019

Reviewer: Headteacher.

Introduction.

Most of the students who attend Northease Manor School have experienced mainstream placements where their academic, social and emotional education has not met their needs. Our students are of average or above average ability but have specific learning difficulties or disabilities such as high functioning autism, dyslexia, dyspraxia, dyscalculia, sensory processing disorder, semantic pragmatic disorder and social communication difficulties. Many students have high anxiety levels and a range of sensory impairments. These factors all impact on how our students learn to manage their behaviour.

At Northease Manor School we want to understand the whole child, so we work in a holistic way to support and develop each child's academic, emotional, social and behavioural wellbeing so that we achieve the best outcomes for each individual. Our goal is to create happy, confident, fulfilled young adults who are ready for the world of further education and work.

Responsibilities.

Governors

The Governing Body will ensure that there is a Positive Behaviour Policy in place and review its implementation annually.

Headteacher

The Headteacher will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to Governors at least annually on its implementation.

Assistant Head – Pastoral The Associate Head Student Support is responsible for monitoring behaviour on a daily basis by reviewing the incident logs and through scrutiny of incident forms/restraint logs/ positive behaviour support plans/ risk assessments etc.

Senior Leadership Team/Heads of Department

Members of the Senior Leadership Team will ensure that:

The Promoting Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff.

Staff are supported in implementing strategies to support pupils.

Positive Behaviour Support Plans (PBSPs) are in place for pupils needing extra support.

The PBSPs are regularly monitored and evaluated.

Training is offered and up to date for all staff.

All Staff Responsibilities.

- Staff understand that our students have a range of needs which may impact on their behaviour
- Staff will work to develop trust with each student and support them to develop strategies and social skills to enable them to manage their behaviour
- Staff will have high expectations for all students and demonstrate this to the students
- Staff will act as positive role models at all times. Examples of modelling are listening, talking in a calm voice, not attributing blame, showing tolerance and forgiveness, taking turns, never being patronising or using sarcasm. Ensuring that feedback on progress is positive and focuses on what has been achieved and how to make further progress
- Staff understand that behaviour is a means by which a child communicates important signs or information as to how they are feeling. Staff will look beyond the behaviour to identify why the student is behaving in this way and how to respond. The use of STAR analysis will be used to support this
- Staff will support students to communicate their feelings appropriately
- Staff will give frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviour thus focusing on what they want the student to do
- Staff will build trust and rapport with students and know what motivates them

- Staff understand that making mistakes is an important part of human development and that students develop at different rates according to their individual needs. Similarly, staff should apologise to students if they make a mistake so that the idea that making mistakes and learning from them is modelled positively to the students
- Staff will learn strategies to support each of our students to develop their positive behaviour
- Staff understand that providing the correct support and intervention is key to empowering students to improve and manage their behaviour
- As with academic tasks such as learning to read or write, students may find it challenging to learn new behaviour. Staff will be aware of the student's preferred learning style and will have aspirational , not unrealistic expectations of a student's progress when learning to develop positive behaviour
- Staff will reflect on individual triggers to a student's behaviour and consider what they could have done differently in response
- Staff will treat students with respect and dignity at all times. They will not talk about a student in front of other students
- Staff will communicate with students clearly, in a way that is accessible for the individual student's needs
- Staff will treat other staff in a positive and supportive manner so that positive behaviour is displayed to the students throughout the school day
- Staff will be committed to developing and sharing their skills, experiences and strategies with other members of staff so that a consistent approach is provided for the students
- Staff should keep their word to students wherever possible and apply consequences where students have been warned of them
- Staff will hold appropriate boundaries for their students
- Staff will establish clear routines for activities inside and outside the classroom as consistency and routines provide support for behaviour for learning

- Staff will encourage students to identify behaviour choices and to choose the right thing to do. Staff will also help the student to understand the consequences of each type of choice to enable students to make the best choice
- Staff will support and engage in the School's Restorative Justice Practice,
- Staff will not be judgemental about a student's behaviour but will use their experience of it to inform their planning and strategizing
- Staff will communicate with parents and carers in a consistent and constructive way

Provision.

We believe that children learn when they are happy and that they want to behave well.

Students respond well when their positive behaviour is recognised and commented upon.

We are committed to ensuring that each student's provision meets their needs by:

- Clearly and accurately assessing their educational, social and emotional needs
- Implementation of Personal Therapy Passports and PBSPs
- Developing student resilience, self esteem and confidence through the individualised work of our Protective Behaviours Practitioner
- Integrated Speech and Language Therapy and Occupational Therapy to develop students' holistic needs
- Including the student, where appropriate, in their target setting and evaluation process to measure outcomes

Praise and Rewards.

We consider it is important that praise and rewards should have a considerable emphasis within the school; students will thus achieve recognition for a positive contribution to school life. It is important to develop and maintain consistency in the application of the reward system.

Use of descriptive praise.

Descriptive praise is used by staff to tell students what we like about what they are doing, to reinforce positive behaviour and encourage correct behaviour choices eg:

- “ I liked the way you got ready to start the lesson”
- “ I think what you just said to X was very kind and thoughtful”
- “ You are trying so hard today”
- “ Excellent, I can see that two thirds of you are doing exactly as asked.”
- "Nearly ready, just one or two to join the rest of us."

The use of descriptive praise gives students positive feedback and raises self esteem whilst promoting positive behaviour.

Rewards.

We aim to develop a consistent system of rewards, which is understood by, and is accessible for all. Rewards are linked to positive achievements and choices and promote positive behaviour.

Examples of rewards which staff are encouraged to use include:

- Descriptive praise and encouragement used as much as possible.
- Class house points for work, effort and positive behaviour, added to Engage
- Merits. These need to be added to Engage under the students name.
- Senior Leadership Team invited to give praise in classrooms or to groups or individuals as much as possible.
- Postcards home to parents to be used frequently, covering a wide variety of academic and non-academic achievements.
- Recognition of success of differing kinds eg certificates, swift meal tickets and cheeky deserts to be given in assembly
- Weekly House Point winners to be rewarded in assembly.
- Certificates issued termly for high levels of attendance.

Restorative Practice.

'A restorative school is one which takes a restorative approach to resolving conflict and preventing harm.

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement.

It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches must be in place across the school. This means all pupils, staff (including non-teaching staff), management and the wider school community must understand what acting restoratively means and how they can do it. As a result, restorative schools adopt a whole-school approach to restorative methods.

Northeast Manor School launched Restorative Practice in April 2017 following staff training by the Restorative Justice Co-Ordinator at Brighton and Hove Youth Offending Team.

Our Speech and Language department developed some Restorative Practice cue cards, to make them accessible to our students. We also use these alongside other communication tools such as Temper Tamers.

Staff are to refer to the Restorative Practice tip sheet.

As a rule, restorative meetings need to happen as soon as possible following an incident/falling out or issue and can be led by any member of staff. Meetings need to be solution focused and as short as can be in order to reach a positive outcome.

GOLDEN RULES OF RESTORATIVE PRACTICE:

- Solution focused not problem focused
- Avoiding blame and judgement
- Moving forward while learning from the past

All staff all have their own cue cards printed and we also have some 'Temper Tamers' cue cards which are really useful for getting awkward or difficult conversations started in a non-threatening way.

We are now using Restorative Practice as a general whole school approach to repairing conflicts and misunderstanding.

In the future we intend to develop this further by training up a couple of our students to be RJ ambassadors and act on behalf of those students who might prefer a peer to peer intervention.

Approach.

NORTHEASE MANOR'S RESTORATIVE PRACTICE QUESTIONS

The Justice system works by assuming there is one person who has been harmed, and one who did the harming. We have decided to adopt Restorative Practice (rather than Justice) as a school based model for 'repairing' conflicts and difficulties between students (and staff/students). This can be done 1:1, in pairs or threes and also in small groups.

In school two or more people often feel like they have been harmed, and often no-one feels like they have 'done the harming'. The questions are for a guide only but they do offer a consistent approach so that students get used to being asked them and start to prepare in advance when they know a restorative meeting is happening.

Staff use Restorative cue cards stored in their ID lanyards for easy reference. The cue cards have visuals on them.

For the 'Harmed'

- What happened? (Where were you? Who was there?)
- What were you thinking about? What did you say/do?
- What feelings did you have?
- What has been difficult about this?
- What will help you feel better about this? What would you like to happen next?

For addressing Challenging Behaviour:

- What happened? (Where were you? Who was there?)
- What were you thinking about? What did you say/do?
- What feelings did you have?
- How did your behaviour make other people feel?
- How do you feel now about what happened?
- What will help you feel better about this? What needs to happen next?

Recording the outcome of the conversation.

It is important that staff involved in Restorative Practice conversations record them and log them on to MyConcern.

The member of staff involved in a Restorative Practice conversation must complete a Restorative Practice Outcomes sheet with the students. This can be written electronically, or scanned in – then attached to MyConcern for both students.

Consequences.

It is important that our students understand that there is a clear link between a specific behaviour and a resulting consequence.

Wherever possible staff will help a student to take responsibility for what they have done and for how it has impacted on others. It may simply involve asking the child the following questions:

- What happened? ^[1]_[SEP]
- What were the people involved thinking and feeling at the time? ^[1]_[SEP]
- Who has been affected and how? ^[1]_[SEP]
- How can we put right the harm? ^[1]_[SEP]
- What have we learned so as to make a different choice next time?

An appropriate consequence is one which is designed to put matters right and encourage positive behaviour in the future.

Students have a right to expect fair and consistently applied consequences for poor behaviour.

Examples of consequences are :

Behaviour	Consequence
Pupil disrupts lesson	^ ^ Pupil leaves lesson for 'time out' Pupil apologizes to the group, for his/her specific actions Pupil may be required to come back at break time to discuss the behaviour with the teacher
Pupil plays dangerously at break/lunchtime	^ Pupil is given a verbal warning Member of staff requires pupil to move to 'time out' for a short, specified amount of time (not the whole break time) where the behaviour can be discussed.

It is important for our pupils to clearly link a specific behaviour with its consequence.

The consequence needs to be a natural consequence, which makes sense to a child.

Bullying

We do not tolerate any form of bullying and will never ignore bullying behaviour. All instances of bullying will be addressed using the restorative justice process wherever possible so that the student takes responsibility and apologises for their actions, understands the harm caused and agrees to change their behaviour.

All instances of bullying are recorded and analysed for patterns or trends.

Please see the school's Anti Bullying Policy and Cyberbullying Policy.

Discriminatory language/incidents

Any incident or behaviour which includes elements of racism, homophobia, sexism, or those related to disability, gender presentation or religion will not be tolerated in our school community.

All incidents will be treated in accordance with this policy, by a member of the Senior Leadership Team.

All incidents must be recorded, including all follow up action.

Some students may use discriminatory language without understanding its meaning or impact so it will be important to use such a situation to teach them how to respect members of the school community and the world at large.

Staff should always be aware of their Prevent Duty and consult with the school's DSL who is the Single Point of Contact for Prevent if they have concerns about a student's comments or behaviour.

Please see the school's Anti-Bullying Policy and Radicalisation and Extremism Policy.

Mobile phones.

Recent research from the London School of Economics has found that banning mobile phones from classrooms could benefit students' learning by as much as an additional week's worth of schooling over an academic year.

From September 2017, mobile phone usage by students will not be allowed during the school day. Boarders will be required to leave their phones in their boarding house and may use them after activities in the evening.

We understand that day students may need to use their mobile phones when travelling to and from school but their usage will not be permitted during the school day. Day students should keep their phones in their bags. If a student is found using their mobile phone during the school day the phone will be confiscated and returned at the end of the school day. If use of the mobile phone occurs on multiple occasions, communication will be made with parents or carers and an agreed course of action will be implemented accordingly.

Please see the school's E Safety Policy regarding mobile phone data searches.

Behaviour in boarding.

The school's Promoting Positive Behaviour Policy also applies to those students who board, in residential time. The school's boarding staff are always mindful that for boarding students their boarding houses are their homes during the week and like in any family there needs to be clear boundaries, rewards and consequences to enable everyone to feel happy, comfortable and safe.

All boarders are expected to behave in a way which is:

- Friendly and co-operative
- Safe
- Fair
- Respectful
- Lawful
- Sensible

The boarding staff understand that sometimes we all make mistakes and it can take time to learn how to behave in these ways. They guide and support students at all times but as part of this the boarding staff reinforce that some behaviours will not be tolerated.

The boarding staff also use a three step system of warnings and consequences. To remind students of positive behaviour if they make a mistake.

STEP ONE BEHAVIOURS/ INCIDENTS

These include: teasing; shouting out; talking out of turn; wasting time; inconsiderate behaviour; lack of hygiene; refusing to do what is being asked; being obstructive; being rude to staff; being rude to each other; rule-breaking; messing around; refusing to go to bed / sleep

ACTIONS – the student will be spoken to by their houseparent who will write up the incident/behaviour and give the student a stage one warning. At this stage the student might be given a consequence depending on what happened

STEP TWO BEHAVIOURS / INCIDENTS

These include swearing; constantly arguing back; going into other people's bedrooms after lights out; going into restricted areas without permission; regular or repeated rule breaking; first-time abusive or threatening language; continued disruption of sessions or activities; refusing to shower; repeating Stage One behaviour after a warning; physical contact with staff (ie non-violent shoving, pushing, knocking past someone); persistent or callous teasing; telling lies about someone else; hiding mobiles or other electronic devices

ACTIONS – the student will be spoken to by the Deputy Head of Boarding who will write up the incident/behaviour and give the student a stage two warning. At this stage the student might be given a consequence depending on what happened and this time the student's parents/carers and tutor will be informed.

STEP THREE BEHAVIOURS / INCIDENTS

These include racial, sexual or any form of abusive or offensive language; bullying; refusing to follow instructions; any unsafe behaviour; stealing; persistent rule breaking; fighting or any form of assault; vandalism/ graffiti; spitting at anyone; hitting anyone; throwing objects; deliberately breaking things; any dangerous behaviour

ACTIONS – the student will be spoken to by the Head of Boarding who will contact the Headteacher to discuss an exclusion from boarding. The student's parents will also be contacted. At this stage the Headteacher may also exclude the student from school depending her investigation of the incident and behaviour. All staff will be informed.

Use of reasonable force.

All members of staff should work hard to avoid physical intervention as a means of controlling behaviour.

Staff will use a range of non-invasive interventions to try to de-escalate a situation. These may include verbal de-escalation, distraction, space or a combination of these.

Some members of staff have been trained to use forms of physical intervention but this must only be used when all alternative strategies to de-escalate a situation have been attempted but have not succeeded or when the situation dictates that it is absolutely necessary. Trained teachers and boarding staff are allowed to use reasonable force to prevent students from hurting themselves or others, from damaging property, from causing disorder or to prevent a student leaving the school's premises where this may lead to the student injuring themselves or others.

In school, reasonable force would be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is illustrative and not exhaustive but provides some examples of situations where reasonable force can be used

- to remove a disruptive student from the classroom where they have refused to follow an instruction to do so,
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- to restrain a student at risk of harming themselves through physical outbursts.
- To prevent a student from leaving the school grounds where leaving may lead to the student injuring themselves, or others.

As soon as possible after the incident there will be a debrief by staff involved to reflect on the incident and amend or instigate a Positive Behaviour Support Plan, risk assessments and future interventions.

The incident and outcomes should always be recorded in the school's Restraint Log.

The school shall not use force as a punishment – it is always unlawful to use force as a punishment.

Please see the school's Restraint Policy.

Search and Confiscation of Items.

The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and legal highs
- stolen items
- cigarettes
- fireworks
- pornographic images
- 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 the property of, any person(including the student).

The Headteacher and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate sanction.

The member of staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

A member of staff can carry out a search of a student of the opposite sex and without a witness present, but only where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. The member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

The person conducting the search may not require the student to remove any clothing other than outer clothing.

Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.

A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

If a student does not consent to a search (or withdraws consent having signed a consent form) then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Members of staff may retain or dispose of the item, They do not have liability for damage to, or loss of, any confiscated items.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

The search and deletion of data/files on students' mobile phones and other electronic devices is dealt with in the school's **E Safety Policy**.

Procedures for behaviour support, monitoring, evaluation and review

The majority of students will respond positively to the school's behaviour policy. Some students may need additional support to learn how to manage their behaviour.

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

STAR Chart: An initial observation phase that looks at the Setting, Trigger, Action and Response of the student's behaviour. This is completed by staff over a period of up to 2 weeks. ^{[[1]]}_[SEP]

STAR Chart Review: A review of the observation period by relevant staff to identify behaviours of concern

Positive Behaviour Support Plan: This is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/consequences as appropriate. This is shared with all staff working with the student, the student's parents and (if appropriate) the student themselves. ^{[[1]]}_[SEP]

Individual Risk Assessment: If the behaviour is regarded as a 'risk', then an individual risk assessment may be completed and attached to the Positive Behaviour Support plan ^{[[1]]}_[SEP]

Review of Positive Behaviour Support Plan: Plans are to be monitored and reviewed on a 6 weekly basis. ^{[[1]]}_[SEP]

Recording of Incidents.

All incidents should be recorded in order to identify, monitor, track and provide evidence of student behaviour. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents.

Support and Training for all Staff

Ongoing positive behaviour management skills are taught to staff. Additional support and training is offered as necessary to support staff in dealing with more challenging behaviours through sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

Student Voice.

We listen and respond to students' needs and will regularly review the support given to individual students. We will seek to include the input of students in the management and development of their behaviour. This can include 1:1 meetings, during reviews, post incidents and at other stages that may present themselves.

Feedback is also given via the School Council, boarders' forums and student surveys.

Fixed term exclusion

We do not believe that exclusions are the most effective way to bring about change in a student's behaviour and we always try to create a positive solution and conclusion; but in exceptional circumstances such as serious incidents which involve harm or the risk of harm to students or staff, the Headteacher may conclude that it is necessary to exclude a student for a fixed term period.

Exceptional circumstances include, but are not limited to:

- Incidents where harm or the risk of harm seriously compromises the safety of students or staff
- Incidents involving knives or the deliberate use of weapons in school
- Incidents of sexual activity or sexual violence in school
- Incidents if significant and deliberate damage to property
- Incidents of persistent bullying
- Incidents of discriminatory behaviour
- Persistent disruptive behaviour

Some exclusions can be managed internally by removing a student from their class for a fixed period of time.

The decision to exclude

If the Headteacher decides to exclude a pupil she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the student
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or fixed term exclusion, the length of the exclusion and any terms or conditions agreed for the student's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the student's needs on his/her return
- Plan a meeting with parents and student on his/her return

The Headteacher will notify the governing body and funding LA within one day of the decision to exclude being made.

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These might include:

- Discussion with the pupil
 - Mentoring (adult support)
 - Discussion with parents
 - Setting targets and agreeing a Positive Behaviour Support Plan
 - Checking on any possible provocation
 - Mediation
 - Counselling
 - Internal exclusion
 - Multi-agency support

No exclusion will be initiated without having first exhausted other strategies or, in the case of a serious single incident, a thorough investigation. In such cases the Headteacher will investigate the incident thoroughly, usually via the Senior Leadership Team, and will consider all evidence to support the allegation, taking account of the school's policies. The student will be encouraged, and if necessary be supported by

familiar staff or parents, to give his/her version of events. A member of the Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

The school will take account of any special educational needs and/or disability when considering whether or not to exclude a pupil. The Headteacher will ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

When a student returns to school following a fixed term exclusion an Assistant Headteacher or the Headteacher will hold a reintegration meeting with the student and their parents and where appropriate, use the principles of restorative justice to assist the student's successful reintegration into the school community. The student will be given clear targets, that will be reviewed accordingly.

Permanent exclusions

A permanent exclusion is a rare consequence and ordinarily comes about following a placement review or emergency annual review of the student's EHC plan or statement of special educational needs with the student's parents and the Local Authority. A decision to exclude a student permanently is not taken lightly and is only taken if the school feels that it cannot meet an individual student's needs. In these circumstances, we will aim to work with the student's family and the Local Authority assisting in identifying a suitable alternative placement for a managed move.

The Headteacher reserves the right in her absolute discretion to exclude from the school any student for a serious breach, or persistent breaches, of the school's behaviour policy; or where the student's behaviour means allowing the student to remain in school would be detrimental to the education or welfare of the student or others in the school.

Appeals.

The governing body will review fixed-term exclusions of any length on request by parents who feel that the sanction is unjustified. They will automatically review all cases of permanent exclusion, as well as any fixed-term exclusions that would lead to a student being excluded for more than 15 days of a school term or missing a public exam. The governing body review panel will look at the evidence and the records leading up to the exclusion and decide whether the Headteacher has made a fair decision and if exclusion is the appropriate sanction. Notes will be taken of any review proceedings.

Parents who want to appeal an exclusion should contact the governing body by email. The governing body will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within five days. Parents will be invited to attend the meeting and are entitled to bring a friend or legal representative with them. Parents will be asked to provide the governing body with any written statements

or evidence that they might have relating to the exclusion prior to the review meeting so that these can be circulated amongst the review panel. There will be an opportunity during the review meeting for parents to ask questions of the other parties.

The student concerned is encouraged to attend if they are able to understand the proceedings. Northease Manor School believes that students should be encouraged to take part in the review process and feel that they are listened to. This will hopefully increase the chance of a positive behaviour pattern emerging in the future.

Notification of the review decision

Parents will be informed in writing of the governors' decision and the reasons for it. Their decision will be final. The governors' findings and any recommendations will be sent in writing to the parents, Headteacher and governing body.

A copy of the letter detailing the outcome will be put in the student's academic records along with any relevant papers.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school. 

Signed:

Dated:

This policy should be read in conjunction with the following school policies:

E Safety

Extremism and Radicalisation

Anti-Bullying

Cyberbullying

Restraint

