

Positive Behaviour and Relationships Policy

Carfield Primary School 24-25



Carfield
Primary School

Positive Behaviour and Relationship Policy

The Carfield Vision

We want our children make their journey through Carfield as kind and respectful citizens with a curiosity and love for learning. Our curriculum is broad, balanced and ambitious for all and is designed to be exciting, relevant and meaningful for all pupils within our community, enabling them to shine academically and flourish socially, emotionally, morally and culturally.

At Carfield, we view the time our children spend with us as one continuous journey. Our curriculum is designed to build on prior learning and works towards clear end points so that our children are well-equipped for the next stage of their education. Links between topics, subjects and year groups are explicitly planned for, to allow children to revisit key knowledge, skills and concepts and ensure these are remembered long term. Children are given opportunities to apply their learning in different contexts, using their knowledge and skills creatively and are also provided with a range of enrichment activities to give their learning purpose and bring it to life, to participate in and contribute to our local community and practise the core values of the school: **Respect, Relationships and Resilience** and above all, be happy and safe.

Overview

At Carfield we foster a calm, safe, respectful, and caring environment which is essential if pupils are to learn effectively and progress efficiently. It is our responsibility to provide this environment so that pupils and teachers can use their time effectively and make sure every single pupil receives the highest level of education they deserve. Our staff encourage the highest level of standards and are fully supportive in helping pupils achieve self-discipline.

Behaviour expectations are consistent throughout the school with teachers and teaching assistants expecting the same behaviour in the classroom, during interventions, whilst eating, during all play times and all locations around the school site. This consistent approach is achieved by all adults modelling polite, inclusive and positive behaviour towards pupils and other adults. Staff, pupils, parents and all community members understand that positive relationships form the foundation of any successful school.

Promoting Positive Behaviour with Positive Reinforcement

We praise and reward children for positive behaviours in a variety of ways:

- **Consistent verbal positive praise** from class teachers and support staff. Making sure pupils are consistently praised; making eye contact with the pupil and making sure they know why they are being praised.
- **Peer recognition and celebration** for effort, creativity, manners and self-confidence. If a pupil has produced something of note or has shown high levels of effort, the class will be stopped to view the work and celebrate.
- **Praise across year group and phases** (Pupils showing work to other classes and year groups). For excellent examples of effort, the TA or another adult will take the pupil with the work to show to the other classes.
- **Green star sticker** – Staff can give out green star stickers for pupils going above and beyond the daily expectations. Pupil shield badges are given out for 50, 100, 150 and 250 totals during celebration assemblies for KS2 pupils.
- **Weekly star of the week** celebration assembly. Celebrating the top pupils (any area of the curriculum, social interactions or linked to the school values and/or priorities) in every class with a reward certificate and assembly celebration posted on the school website and social media.
- **Star of the day classroom postcard** – The classroom teacher will choose a star of the day for any pupil who has demonstrated any of the positive values mentioned and a postcard is sent home with the pupil. We strive to give each pupil at least 1 star of the day postcard a term.
- **Shooting star of the half term** – For pupils who have been consistently amazing all half term.
- **Super nova star of the year** – One pupil per a class will be awarded the ultimate award of the year for demonstrating outstanding effort all year round.
- **Class rewards** - Classroom teachers set whole class rewards and how the class can achieve the reward. Marbles are placed in the jar and when the total is reached the class receive their reward.
- **Head teacher golden sticker**- Reserved for truly amazing examples of effort, the Headteacher will give a golden Headteacher sticker for the pupil to wear.

In addition, the behaviour standards are displayed in each room; we use the STAR system for staying focussed and keeping on track; and the positive development card to encourage and facilitate good behaviours if the child is struggling to maintain good behaviours.



Zones of regulation

The school employs the Zones of Regulation framework to help support and develop pupils' social and emotional wellbeing. Each class will have a display of the ZOR, where pupils can move their name to one of the 4 zones. The teacher and the pupil will work on the strategies needed to move back to the green zone (the desired zone). Each year group will approach using this system slightly differently but all classes will follow the core principles. EYFS pupils use the ZOR on mini whiteboards at the start of each day.

Expectations and Reflective support

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit somewhere they can concentrate better. Pupils will receive a warning for not following instructions.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime to ensure that they do not miss out on valuable learning.
- If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should explain to the child what they are doing that is not acceptable.
- If a child continues to make inappropriate choices and is spoken to 3 times or more by the teacher, the pupil will be asked to reflect upon their actions at break or lunchtime. The child will always be given a choice to choose the correct behaviour to display.

- If a child continues to repeatedly make inappropriate choices and refrains from adjusting to a more positive display of behaviour, they will be safely removed from class to reflect upon their behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from members of the pastoral or senior leadership team.
- If a child repeatedly disrupts or upsets others, the teacher will seek further support from the Senior Leadership Team. The school will contact the child's parents or carers and seek an appointment in order to discuss the situation, with a view to improving the positive choices of the child.
- Pupils on behaviour plans will be required to follow the procedures in place and will be monitored closely between classroom teachers, SLT and parents.
- Pupils displaying negative behaviours regularly will be placed upon a classroom development card. This card will have agreed targets, rewards and reflective supports with the classroom teacher, pupil and parents.
- Pupils displaying serious dysregulated or inappropriate attention or failing the classroom development card will be placed on a 3-tiered SLT development card, where each pupil will report directly to a member of SLT.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear.
- Racist, sexist, homophobic, sexual violence/inappropriateness or prejudice incidents will not be tolerated in any form and will be severely dealt with and where appropriate be reported to the local authority.

Play/lunchtimes

Pupils are required to conduct themselves in an appropriate manner while playing in any of the outdoor spaces. Equipment will be provided and must be used with respect. Pupils are required to show the same level of respect to lunchtime supervisors as they do to teachers or members of SLT. At the end of the session, the adult on duty will blow a whistle indicating all pupils must stop what they are doing immediately, stand still and be silent. Once this has happened, a second whistle blast will be sounded indicating the time to go back into class. The pupils are responsible for the tidying of the playground. KS1 and KS2 pupils will line up with their teacher outside of the classroom; entering the building/classroom in an orderly fashion.

Pupils with SEND

In the event of any behaviour management issue, the school will liaise closely with parents where practical and, if relevant, other local or national support agencies. We have the highest expectations for all our children and expect them to conduct themselves in the best possible way, at all times. We acknowledge that children are not all the same and that in some instances our expectations for behaviour may have to be differentiated to meet individual needs and recognise that a pupil's behaviour may be impacted by a Special Educational Need or Disability (SEND) and will take this into account through reasonable adjustments across the school day. These can be discussed with a member of our Inclusion Team.

Pupils that sit outside this policy have individual behaviour plans, based on their individual SEND need, if applicable. However, staff will not permit behaviour to impact on the learning and progress of others and steps will be put in place to address this, should it become apparent. We believe that the times when children do not make positive choices about their behaviour are opportunities to learn and for members of staff to teach them a better way of handling their emotions.

Expectations and Reflective Support for Early Years Foundation Stage

We have adapted the behaviour policy for children in EYFS to reflect their age and cognitive development so that they are able to flourish and develop within the boundaries of the school.

- We expect children to listen carefully to instructions in lessons and to concentrate on the task for short periods of time: if they are unable to do so the teacher may try a different approach to facilitate the pupil to engage in learning.
- We expect children to try their best in all activities. If they do not do so, a trusted adult will work with the pupil to help them with their learning.
- If behaviour is inappropriate then a verbal warning and/or visual explanations are given to the child and the class teacher should explain to the child what they are doing that is not acceptable and model correct behaviour.
- If a child continues to make the wrong choices and is continually spoken to by the teacher, the child will be asked to reflect upon their actions with a trusted adult. The child will always be given a choice and guided to choose the correct behaviour to display.
- If a child is disruptive in class, the teacher will appropriately give a 'time in reflective support'. The 'time in reflective support' will allow the child to reflect on their choices, with a trusted adult, away from the distractions of the group.
- If a child misbehaves repeatedly and refrains from adjusting to a more positive display of behaviour, they may be required to complete a 5-point scale reflection task to help make the connection between actions and outcomes.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and prevents the child from taking part until it is safe for them to return. The teacher may, at this point, seek further support from members of the senior leadership team.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Senior Leadership Team. The school will contact the child's parents or carers and seek an appointment in order to discuss the situation, with a view to improving the positive choices of the child.
- Pupils on behaviour plans will be required to follow the procedures in place and will be monitored closely between classroom teachers, SLT and parents/careers/guardians.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Extensive work with all pupils and families involved will be employed to ensure the incidents do not occur again.
- Racist, sexist, homophobic, sexual violence/inappropriateness or prejudice incidents will not be tolerated in any form and will be treated with the upmost importance by the school. Specific interventions (external providers if necessary) with all parties will take place to enable a positive shift in behaviours. Where appropriate, incidents will be reported to the local authority.

Stages of undesirable behaviours

Stage 1. Low level dysregulation

1. Talking unnecessarily or chatting
2. Calling out without permission
3. Being slow to start work or follow instructions
4. Not paying attention
5. Making silly noises
6. Getting out of their seat
7. Disrupting others

Most stage one disruptions will be dealt with by the member of staff in a simple verbal or non-verbal way. Examples can range from hand gestures, reminding the pupil that they are displaying signs of unacceptable behaviour to moving a pupil to prevent any further escalation of negative

behaviour. The classroom teacher will raise one hand for the class to become quiet and focused. **All** pupils must raise their hand, be silent and focus on the teacher before the lesson can continue.

Stage 2. Mid-level dysregulation

1. Pupil spoken to about negative behaviour, 3 or more times in a session
2. Persistence of low level disruption
3. Being rude to other members of the class
4. Being argumentative
5. Showing a lack of respect for each other or staff

All behaviour at this stage, or further, will require reflection time. Reflective supports used will range in duration depending upon the frequency and severity of the behaviour. It is the responsibility of the pupils and teacher to reduce the amount of pupils who reach this stage by solving the issues in stage one. Strong classroom management and correct decision making in stage one will negate most pupils moving to this stage.

Stage 3. Concerning dysregulation

1. Destruction of school property
2. Destruction of own or others work
3. Throwing of equipment
4. Running around the classroom and out of the classroom
5. Refusing to go into or leave the class

Behaviour at this stage will have a serious detrimental effect on pupils learning; it may also prove a danger to pupil's safety and wellbeing. If a pupil does not immediately stop the negative behaviour, after the teacher has requested them to do so, another adult will be called to help safely remove the pupil from the situation (If needed). If pupils are on a behaviour/support plan the appropriate steps will be followed. The next steps will be for the adult and pupil to return to a more positive display of behaviour and return to the classroom. The class teacher will call home that evening to discuss with parents/carers/guardians the key points of the situation and the following reflection and reflective supports. Reflective supports at lunchtime/break time or multiple playtimes may be needed to catch up on work and reflect on behaviour.

Stage 4. Severe negative dysregulation

1. Physical assault on another pupil
2. Physical assault on a member of staff
3. Running out of teaching area
4. Swearing or being verbally/sexually/racially abusive

In this most severe category, it is the responsibility of the adult staff in the room to make sure no pupil is at risk of harm. When safe to do so, an adult will call through to SLT and a member of SLT/inclusion team will immediately come to the classroom to remove the pupil or allow the class teacher to take the class elsewhere. If pupils are on a behaviour plan the appropriate steps will be followed. At this stage pupils may be internally or externally excluded depending up on the severity of the behaviour. Pupils will be expected to complete all work missed and a reflection support session will be held between pupils, parent/guardian/carers, class teacher and a member of SLT.

All pupils will be treated as individuals and adaptations will be considered for those pupils with additional need, such as, but not exclusive to, SEND, SEMH, age and personal circumstance.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school or interactions between pupils online), the school may enforce its right to apply a reflective support to a pupil in school. Examples of this may include:

- Continued bullying of a pupil outside of school
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school
- Behaviour that could adversely affect the reputation of the school

Behaviour Incident Records

CPOMS (Child Protection Online Monitoring System) is a secure, internal software system used for recording behaviour incidents. The system is used for recording any form of negative behaviour and is used as a record of evidence-based statements for the pupil, parents/carers/guardians

and school. CPOMS is regularly monitored, enabling interventions and sanctions to be applied to individual children when necessary and provide the best care for all pupils.

Any incidents of positive handling are recorded on Behaviour Smart, a digital recording and behaviour plan development system.

Different behaviours and how we deal with them

Positive Handling

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Child-on-child sexual violence and sexual harassment

Sexual harm, violence and sexual harassment can occur between two children of any age or gender; this can either be a group of children sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together.

The impact of this behaviour on children can be very distressing having an impact on academic achievement and their emotional health and wellbeing.

We may also use an 'In-School' Health, Wellbeing and Safety Support Plan, Brooks sexual behaviours traffic light tool or an 'In-School' Risk HSB Management Plan depending on the outcomes of assessing risk in each individual case.

Using tools like this will help us:

- Decide next steps and make decisions regarding safeguarding children
- Assess and respond appropriately to sexual behaviour in pupils
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour
- Assist with communicating with parents/cares about the concerns we have about their child/children
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school

Action following a report of Sexual Harm, Violence and/or Sexual Harassment

- We will inform all staff that should they see or hear of any sexual behaviour they will stop the behaviour immediately; report the behaviour to the Designated Safeguarding Lead and make a written record of the incident
- We will speak to the pupil to establish their view about what happened and why, what understanding they have, what responsibility they take for their actions, and their willingness/ability to work on their behaviours
- We will speak to the pupil/s who has been targeted to establish the impact on them of the behaviour. How the other pupil/s managed to get in a position to carry out the behaviour, how they are feeling about the other pupil now, and what support they require.
- This will only be to ascertain clarification; any further investigation may have to be undertaken by the statutory agencies

We will contact the parents/carers/guardians of those involved and share the information.

Following an incident, we will consider:

- The wishes of the victim in terms of how they want to proceed e.g. ask about
- Whether they want to make a police complaint. This is especially important in the context of sexual violence and sexual harassment
- The nature of the alleged incident(s) e.g. the intention, mitigating circumstances AND Including: whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the pupils involved
- The developmental stages of the pupils involved
- Any power imbalance between the pupils concerned. For example, is the alleged abuser significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern

- Are there ongoing risks to the victim, other pupils, siblings, adult students or school staff; or other related issues in the wider context?

Whilst the school establishes the facts of the case:

- We will consider any reasonable steps to ensure the safety and protection of the alleged abuser, victim and all other pupils we have a duty to safeguard
- We will consider how best to keep the victim and alleged abuser/s at a reasonable distance apart on school premises, including transport to and from the school;
- We will use the recommended In School HSB Risk Management Plan if assessed as appropriate
- We will support the victim

These actions are in the best interests of the pupils involved and should not be perceived to be a judgment on the guilt of the alleged abuser/s.

Responding to an incident/disclosure or violent or sexual harm

Where behaviour between peers is abusive or violent, including sexual harm or sexual harassment within the school; we will use our procedures as set out by the school's child protection and safeguarding policy, and the procedures as set out by the local Children's Safeguarding Partnership. This will mean a referral to the police and a referral to Children's Social Care Services.

All staff understand that all concerns must be reported to the Designated Safeguarding Lead; however, we acknowledge that anyone can make a referral.

Searching, screening and confiscation

In accordance with the new DFE guidance (July 2022) the below explains the procedure in relation to searching, screening and confiscation. Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Headteachers and staff have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed

- 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;
- fireworks;
- pornographic images.

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search.

When exercising their powers, schools must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

The Headteacher will oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

Roles and responsibilities of pupils, teachers, TAs and SLT

Pupils:

- Show respect and kindness to others while following the school rules and report anyone who is not
- Behave in accordance with the published school behaviour and relationship policy and report anyone who is not
- Attend school unless there is a legitimate reason for absence
- Be punctual in attendance at school and within school
- Attend classes with whatever equipment is necessary; including, PE kit, water bottle, home learning and equipment which may be needed for that day
- Respect the school buildings and equipment and report anyone who is not
- Co-operate with staff to get as much benefit from school as possible
- Voice any concerns you may have, with any aspect of school life, to a trusted adult

The role of Parents/Carers/Guardians	The role of the Headteacher	The role of Teachers	The role of Teaching Assistants/ Support Staff
<p>The school works collaboratively with parents, so that children receive consistent messages about how to behave at home and at school</p> <p>We explain the school rules at our introductory parents' meeting and within the behaviour policy, expecting parents to support the school in implementing these</p> <p>We build a supportive dialogue between school and home and inform parents appropriately if we</p>	<p>It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.</p> <p>The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting</p>	<p>Ensure the school behaviour and relationship policy and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time, break times and any time when representing the school</p> <p>Have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability</p>	<p>Be aware of relevant and accepted expectations and reinforcing them</p> <p>Be consistent and fair when giving rewards and relevant and proportionate when using sanctions</p> <p>Know the children as individuals, recognising their characters and taking this knowledge into account when working with them</p>

<p>have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains they should contact the Chair of Governors</p> <p>Inform the school of any medical or social circumstance that might affect the behaviour of their child</p> <p>Inform the school of any concerns about their own child's behaviour</p> <p>Keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary</p>	<p>staff in their implementation of the policy.</p> <p>The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.</p>	<p>Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons and dealing with behaviour incidents</p> <p>Inform parents about negative behaviour and seek their support</p> <p>Use the star reward system and positive reinforcement throughout each day</p> <p>Treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding</p> <p>Organise the classroom in a way that encourages successful learning by celebrating effort, using working walls and promoting a progressive environment</p>	<p>Be aware of procedures for giving directions about tasks and reinforcing them</p> <p>Teach children about behaviour skills and self-regulation</p> <p>Fulfil roles identified within various plans for children</p> <p>Have high expectations of children</p> <p>Allow children to express their views and feelings and seeking to extend their understanding of relationships through discussion</p> <p>Respond to children's needs swiftly</p> <p>Observe children and inform class teachers teacher about</p>
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<p>Support and co-operate with the school in implementing the behaviour policy</p> <p>Respect the staff of the school and valuing their professional opinions</p> <p>Promote positive attitudes towards school verbally or digitally</p> <p>Provide a good example of behaviour</p>		<p>Plan activities appropriate to the ability, maturity and special educational needs of the children, making sure activities are accessible</p> <p>Provide opportunities for children to develop different kinds of relationships with one another, giving guidance and support in conflict resolution</p> <p>Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour</p>	<p>specific incidents or trends in behaviour</p> <p>Encourage respectful attitudes for others, the environment, property and equipment</p> <p>Help the teacher in the day to day running of the classroom</p>
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Fixed-term suspensions and permanent exclusions

Only the head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. Work will be provided for the pupil from the second day of the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body will convene a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Pupil reintegration

Carfield Primary School has a commitment to support pupils to successfully reintegrate into school life following a suspension or period of off-site direction. The DFE guidance states that a reintegration strategy should be designed that offers the pupil a fresh start, while helping them to understand the impact of their behaviour on themselves and others. The strategy should also teach them how to meet the expectations of behaviour in line with the school culture. Following a suspension parents, carers, guardians will attend a reintegration meeting with a member of SLT, SENDCO (if pupils are on the SEND register), class teacher (if possible), pupil (if appropriate) and the staff member that was involved in dealing with the incident (if appropriate). The overarching principle of the meeting is to work with parents and pupils to implement strategies to reduce the risk of the negative behaviour occurring again. During the cooperative meeting, a reintegration document will be completed outlining the agreed strategies and signed by parents, senior staff member and pupil if appropriate.