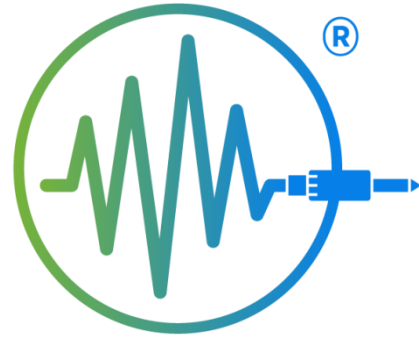


LISA LASHES
SCHOOL *of*
MUSIC



Behaviour Policy (Pupils)

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1. Policy Overview

LLSOM work with pupils with social, emotional and mental health (SEMH) as well as working with pupils who may have:

An education, health & care plan, learning difficulties, social difficulties and those who, for various reasons, may have difficulties with learning. Our provision has a staff team consisting of; a Head of School, an assistant head, teachers/tutors and teaching assistants/learning mentors.

Behavioural difficulties describe a continuum of behaviour ranging from social maladaptation (i.e. challenging, but with excepted bounds) to serious mental illness. Social, Emotional and Mental Health difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems.

The difficulties experienced by pupils referred to LLSOM will already be persistent; they are not necessarily permanent. They may be multiple and may manifest themselves in many different forms and severities. They may become apparent through withdrawn, depressive, aggressive or self-injurious tendencies. They may have single or several contributory causes ranging from the family context, the social environment, school, to physical or sensory impairment.

2. Definitions

Pupils with SEMH are usually distinguished by the unusual or the extreme nature of their behavioural responses to a variety of social, personal, emotional or physical circumstances.

On a personal level, this may present itself through low self-esteem, anxiety, depression, resentment, vindictiveness or defiance.

On a verbal level this may present itself through silence, threats, interruption, argumentativeness, or profuse abusiveness.

On a non-verbal level this may present itself through clingy-ness, truancy, failure to observe rules, disruptiveness, aggression or violence.

On the works-skills level this may present through inability or unwillingness to;

Work without direct supervision, concentrate, complete tasks or follow instructions.

Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

Whether or not a pupil is deemed to have SEMH will depend on the nature, frequency, persistence, severity, or abnormality and cumulative effect of the behaviour, in context, compared to normal expectations for a pupil of the age concerned.

There is no automatic link between SEMH and any one social factor, but research shows that the prevalence of such difficulties varies according to sex, age, health, ethnicity, class and domicile.

These rates are likely to be higher in inner cities, socially deprived families, boys rather than girls, children with other learning, health or development difficulties and adolescents rather than younger children.

While many children cope well with adverse circumstances and events, higher rates of behavioural, emotional and social difficulty are also likely to feature e.g. where there is or has been parental discord or divorce, mental health problems in other family members, neglect, or significant parental coldness or irritability towards the child.

3. Common behaviour themes that will fall under this policy are;

Peer on peer abuse – young people targeting other young people can include (but not limited to) the following:

- Bullying including cyberbullying
- Sexual violence
- Sexual harassment
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting and initiating/hazing type violence and rituals

4. Bullying

In order to be considered bullying, the behaviour will include:

An imbalance of power as young people who bully use their power such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people. Bullying behaviours happen more than once or have the potential to happen more than once

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. Misbehaviour – can include (but is not limited to) the following:

- Disruption
- Non-compliance with school requirements
- Poor attitude

Serious Misbehaviour – can include (but is not limited to) the following:

- Repeated acts of misbehaviour (see above)
- Bullying (see above)
- Any act perceived to be criminal in nature
- Concerns of a safeguarding nature
- Discriminatory behaviour
- Possession of prohibited items such as;
- Drugs or alcohol, including so called 'legal highs'
- Weapons
- Inappropriate media
- Pornographic media
- Malicious allegations towards staff/volunteers or another pupil

5. Aims and Objectives

At an organisational level, the policy seeks to ensure that LLSOM provide a safe, healthy and calm atmosphere in which pupils feel safe and secure and have the opportunity to learn.

On an individual basis, the policy seeks to provide pupils with a structure, which will encourage them to reflect on their behaviours and, where appropriate, to adopt behaviour strategies in order that they should be able to develop more rounded, social interaction skills.

6. Legal framework

Pupils admitted to LLSOM will cover the range of abilities found in mainstream schools. They all have, to a greater or lesser extent, learning disabilities. 'learning disability' is defined as;

A child who has a significantly greater difficulty in learning than the majority of children of his/her age or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in schools within the area of the Local Authority.

Pupils in LLSOM are defined as having learning difficulties because they are facing barriers which cause them to have significantly greater difficulty in learning than most of their peers. These impediments affect their achievement and sometimes that of others.

7. Background

LLSOM makes five requests of all pupils, which are held as being fundamental to the establishment and maintenance of a well-ordered learning environment as pupils are expected to be:

- *Courteous and respectful to all adults; Courteous and respectful towards other pupils;*
- *Careful and considerate in their use of school property; Respectful towards themselves;*
- *Respectful of the local community.*

The behaviour management policy employed at LLSOM draws extensively on the training from many behavioural theorists. Fundamental to the approach is the assumption that most behaviour is learnt and therefore can be unlearnt or adapted.

LLSOM endeavour to approach learning in terms of relatively permanent changes in behaviour. It suggests that learning has only taken place if the pupil displays behaviour related to the new learning.

The behavioural approach claims that the environment controls learning, in that pupils respond to stimuli in their environment, and their response, or behaviour, is positively or negatively reinforced. A pupil will learn from this reinforcement to either continue displaying that behaviour if it was positively reinforced, or not to display that behaviour if it resulted in a negative reinforcement or consequence.

Behaviourists believe in a method of training called operant conditioning. This method is based on the idea that we behave the way we do because of the consequences that resulted from this type of behaviour in the past. Our behaviour is the product of our conditioning, and our reactions are caused by stimuli, rather than by a conscious act. By controlling the consequences that result, either by rewarding or punishing, you can shape the behaviours of the pupil.

LLSOM place its main emphasis on the introduction of alternative behaviours, which are better reinforced than inappropriate behaviours. This also requires the reduction of those enforcers, which have sustained the inappropriate behaviours. The establishment of clear, observable individual or group objectives, which give definition to desired behaviour, is an important element in behavioural programs. LLSOM make extensive use of individual objectives to provide both provision and focus.

The assumption is made that any pupil who is recommended for admission to LLSOM has ceased, within a mainstream school environment, to behave in a controlled and reasonable manner. It is the establishment of

an appropriate level of self-control, which is the principal objective of the policy. Initially, control will be imposed externally; this should steadily reduce as the pupil recovers the motivation of self-direction to the point where control is little more than adult guidance.

8. Behaviour management in practice

The principal task in managing the behaviour of pupils at LLSOM is to establish effective external control whilst at the same time encouraging pupils towards the development of self-regulation. We have designed a set of strategies that are mechanisms to prevent permanent exclusions, as many young people sent to us have been excluded from their previous mainstream schools or have failed to be successful in large colleges. We believe that this does not help to solve our young people's behavioural issues; we believe this makes them worse (see Appendix C for behaviour management strategies used).

Parents and professionals are kept informed at all stages throughout the process using regular progress reviews. This helps to keep all parties concerned fully informed of what issues we are having and what we are doing to support our pupils with the issues they may have. We also hold regular self-esteem and wellbeing classes and behaviour formal and informal discussions to ensure the pupils are as much a part of the process as possible.

9. Roles and responsibilities

LLSOM believe that improved behaviour can only be achieved if it is viewed as a shared responsibility of the referring school/agency, referring school governors, parents/guardians, pupils and the wider LLSOM community.

The LLSOM Governing Board and Senior Team will:

- Ensure that the importance and value of good behaviour is promoted to pupils and their parents/guardians
- Annually review the LLSOM Behaviour and Anti-Bullying Policies and ensure the required resources are available to fully implement them
- Monitor the school behaviour through the Monitoring Information System and related issues through termly reporting at school meetings
- Ensure that the Head Teacher leads on behaviour
- Ensure that the school has clear systems to report, record and monitor
- Monitor the behaviour of all pupils
- Provide staff development opportunities in relation to behaviour management

10. The LLSOM Head Teacher will:

- Actively promote the importance and value of good behaviour to pupil and their parents/guardians
- Form positive relationships with pupils, parents and carers
- Ensure that there is a whole school approach which reinforces good behaviour; with good teaching and learning experiences that encourage all pupils to attend and to behave in a positive way
- Monitor the implementation of the LLSOM Behaviour and Anti-Bullying policies and ensure that the policy is reviewed annually by the Governing Board (sooner if required)
- Ensure that all staff are aware of the LLSOM Behaviour and Anti-Bullying policies and are adequately trained to address behaviour concerns
- Return LLSOM behaviour data to the referring school/agency and parent/carers as required and on time

- Report LLSOM behaviour and related issues through termly reporting to the SMT
- Ensure that systems to report, record and monitor the behaviour of all pupils, including those who are educated off-site are implemented and updated regularly
- Ensure that behaviour data is collected and analysed frequently to identify causes and patterns of negative behaviours
- Interpret the data to devise solutions and to evaluate the effectiveness of interventions
- Develop a multi-agency response to improve behaviour and support pupils and their families through the half term reviews

11. Referring agency/school staff will:

- Support LLSOM team with behaviour management through actively implementing the LLSOM Behaviour Policy
- Keep LLSOM abreast of any changes in circumstances that could impact on behaviour.

12. LLSOM staff will endeavour to:

- Actively promote the importance and value of good behaviour to pupils and their parents.
- Form positive relationships with pupils and parents/carers.
- Contribute to a whole school approach which reinforces good behaviour; with good teaching and learning experiences that encourage all pupils to attend and to display positive behaviours.
- Utilise systems to report, record and monitor the behaviour of all pupils, including those who are educated off-site.
- Analyse behaviour data to identify causes and patterns of concern.
- Contribute to the evaluation of LLSOM' strategies and interventions.
- Work with other agencies to improve behaviour and support pupils and their families.
- Make use of internal and external training opportunities in dealing with behavioural issues
- Complete the behaviour monitoring forms every day in an objective manner.
- Make telephone calls home to parents/carers on a regular basis keeping them informed about their child's behaviours.
- During unstructured activities (breaks & lunches) stand around the common area and observe for any negative behaviours that may occur and deal with them in a calm and therapeutic manner.
- Complete an incident form detailing all negative behaviours displayed by a pupil and report any such behaviour to the Senior Tutor/ Head Teacher within the same working day.
- Make use of the following strategies to support improved behaviours:
 - Effective teaching & learning
 - Whole school meetings
 - Seating plans
 - Incident reports
 - Monitoring scores
 - Progress reviews
 - Displays around the centre
 - Pupil forums
 - Individual Education Development Plan (IEDP)

In the event of a pupil behaving aggressively, staff will use guidance and a reasonable amount of force to

remove a pupil should they be a danger to themselves or anyone else. If reasonable force is not sufficient, it is protocol to ensure the safety of others and call the police to remove the pupil (See section 13 – Safer Handling).

13. LLSOM request that parents/carers will:

- Talk to their child about LLSOM and what goes on there.
- Take a positive interest in their child’s work and educational progress
- Instil the value of education and positive behaviour at LLSOM within the home environment
- Encourage their child to look to the future and have aspirations
- Attend any reviews scheduled for their child in which their contribution will be recorded
- Inform LLSOM of any change in circumstances that may impact on their child’s behaviour
- Support LLSOM by; taking every opportunity to get involved in their child’s education, forming a positive relationship with LLSOM and acknowledge the importance of children receiving the same messages from both LLSOM and home
- Encourage routine at home, for example, bedtimes, preparing bag and clothing the evening before
- Support the Pupil of the week strategy
- Accompany their child to a reintegration meeting after any fixed term exclusion to sign a behaviour contract
- Where parent/carers repeatedly undermine LLSOM and/or do not support the policies and procedures, a new school placement may have to be sought.

14. School pupils will:

- Sign a pupil contract on admission agreeing to abide by school rules and regulations
- Follow all instructions that are issued to them by all staff
- Refrain from swearing, shouting or using of any form of bad language to staff or peers
- Not bring offensive weapons into the building
- Refrain from the usage of drugs or alcohol before, after or during the school day
- Not display any racist, abusive, homophobic or prejudice behaviours as it is important to treat everybody with respect
- Not running within the school building
- Not bully, intimidate or threaten other pupils or staff
- Complete all work before participating in any off-site activities
- Not display disrespectful behaviour or language towards staff or members of the local community
- Not steal from LLSOM or any location, especially if on a visit with LLSOM
- Seek permission from LLSOM staff to log onto any websites not already approved. Failure to do so will result in an immediate ban from the ICT equipment.
- Leave the LLSOM building in an orderly fashion and return at agreed times
- Respectfully not cause damage to oneself, staff, and peers or to School property
- Not use any fire exit door unless during a fire evacuation procedure
- Not throw any projectiles within the school building or whilst travelling
- Not be allowed into certain offices within buildings unless invited by a staff member
- Have to complete a behaviour reflection sheet after any fixed term exclusion or insisted time away

from the school building

15. Exclusion

LLSOM are supportive of the use of fixed term exclusions, which is consistent and supports the maintenance of adequate discipline and safety within LLSOM. It is the view of LLSOM that individual circumstances should be taken into consideration when fixed term exclusion may be required; every instance where a member of staff is assaulted (both verbally and physically) will be taken as extremely serious and will always result in fixed term exclusion, pending possible permanent exclusion.

Likewise, LLSOM will consider situations where a pupil or pupils are persistently harassed, endangered or encouraged to remove themselves from the care and supervision of staff as unacceptable behaviour that may merit fixed term exclusion.

Where fixed term exclusion is deemed necessary, exclusion periods will be based upon the nature of the behaviour. Usually one days fixed term exclusion will suffice to reinforce positive behaviours within the LLSOM building. The effective use of exclusion indicates that the likelihood of successful rehabilitation increases the shorter the period of absence.

Parents/carers are normally expected to accompany the pupil on their return to the reintegration meeting with the Head of School or Assistant Head, who will conclude the exclusion and complete a behaviour reflection sheet with the pupil. An additional behaviour contract may also be signed by all present.

At the reintegration meeting, the IEDP can be adapted to reflect new targets as set by parents/carers, referring agents/schools, external support agencies, the pupil and the staff member from the school.

LLSOM have the right to fix term exclude a pupil from learning if any of the following negative behaviours have occurred or we are investigating allegations of the same nature. This list is not exhaustive:

- Violent and/or disruptive behaviours
- Damage to property
- Not following instructions from a member of the LLSOM learning team (non-compliance)
- Bullying of staff or other pupils
- Offensive conduct
- Violation of the Equal Opportunity Policy
- Violation of the Health and Safety Policy
- Being under the influence of drugs and/or alcohol
- Having drugs and/or alcohol or related paraphernalia on your person
- Theft of LLSOM property
- Inappropriate behaviour whilst representing LLSOM in the local community

If a pupil is excluded by LLSOM, Parents/carers will be informed of this, and the length of the FTE, by telephone and an explanation of the fixed term exclusion will be given. Parents/carers will also receive verbal or written confirmation no longer than 24 hours after the fixed term exclusion has been imposed. Incident reports will be completed for any violation of any of the above rules for evidence purposes. Exclusion protocol, sources of support and appeal guidance is outlined in the fixed term exclusion letter that all parents receive and follows departmental advice.

Fixed term exclusions can be issued for a period of up to 5 days, before the referring school or agency will be required to source a 6th day provision. Parents and carers will be notified of the period that the pupil has been excluded for.

From time to time, a pupil may display a behaviour that requires them to be sent home for the rest of the day (and receive no further fixed term exclusion) on the grounds of a health & safety risk to other pupils, staff or the wider community.

A telephone call is made to parents/carers informing them of the situation and why their child is being sent home on the grounds of health & safety and the subsequent conversation is recorded in the pupils call log as evidence.

An incident report will be completed by a member of staff and brought to the attention of the Head of School. On the next occasion when the pupil returns to school, they must have a discussion with the Head of School/ Assistant Head to discuss the reasoning behind being sent home and targets set to avoid repeat offences.

There are, on occasion, times when the intensity and repetition of a pupil's behavioural is such that they cannot be safely contained by normal behaviour, management strategies at LLSOM will result in a withdrawal from LLSOM. The key issue, which would indicate the pupil is beyond management, would be an increase in frequency and intensity of behaviours, which would have a significant adverse impact on other pupils, staff and teaching.

Sexual intimidation, racist abuse, intimidation, aggressive behaviour, carrying or use of weapon or any behaviour which threatens the health & safety within the LLSOM learning community, might be included upon the higher management discretion.

Where a fixed term exclusion spans a day where the pupil is due to attend either alternative provision or a work placement, the exclusion will include exclusion from attending any placements.

Where a fixed term exclusion ends on the day before the pupil is due to attend either alternative provision or a work placement, they will not be permitted to return to any placement until they have attended a reintegration meeting with the school.

16. Accidental and wilful damage

LLSOM recognise that there are occasions when accidents occur. By definition, there is no premeditation, and no intention and pupils inform staff when accidents happen. Within the context of LLSOM, these are likely to be relatively minor incidents. Costs of replacement will be borne from the repairs and maintenance budget where possible.

Most of the damage caused in LLSOM is avoidable as pupils frequently ignore the advice or cautions that staff will give. The result is often that something is broken or damaged. Pupils must learn that their own actions have consequences and there is a cost to their carelessness. It is policy that pupils should make full restitution of the actual replacement cost or participate in restorative justice. This will be done in conjunction with parents/carers.

In exceptional circumstances, some pupils maliciously and wilfully cause damage to LLSOM property. This is criminal conduct that can or will be referred to the Police. It is policy that a complaint will be logged and if necessary, the cost of repair will be recovered through a criminal compensation order or sought through the small claims court. If this is the case, it is more than likely that the pupil will not be allowed back on the premises.

17. Arrangements for damage payments

Parents/carers will be informed as soon as it is known that damage has unnecessarily been caused. An approximation of likely cost will be given. Parents/carers will be encouraged to ensure pupils pay in person directly to LLSOM. Given that most repair/replacement costs are relatively significant sums, payment by instalments can be negotiated. It is hoped that the learning, associated with the repeated payments, drives home the reality of the true costs and consequences of the pupils' behaviour.

Some parents/carers may prefer to pay the replacement costs in one lump sum. They will be encouraged to recover this sum from their child's personal allowance, but this is a matter for the individual families/carers.

Parents/carers can expect to receive a copy of any invoices received for the restoration of damage. Where LLSOM staff can undertake repair work, their time will be costed at £15 per hour. Time will be charged by the quarter hour. It may be appropriate that a parent/carer will offer to restore the damage him/herself, provided that the standard of repair is equal to that of a professional or standard set by the Head Teacher, this offer will be an acceptable means by which repairs can be carried out.

Where monetary repayment is not possible, there may be occasions to arrange for the pupil to give back to the school by other means. This may include manual labour such as redecorating, tidying, cleaning. (Restorative Justice)

18. Pupil referral with history of weapons

LLSOM have seen an increase in referrals where pupils have been involved or suspected of being involved in the practice of carrying weapons.

Each case is reviewed by the Managing Director and CEO are then held with the Head Teacher to put extra measures in place and informing other tutors if the risk is high after an assessment.

In the event a pupil is admitted to LLSOM, the following procedure will be followed once strategy is approved by the Head Teacher: the pupil could be subject to a search each morning and each time they enter the premises if they have previously absconded. They will be asked to voluntarily show the contents of their pockets and bags prior to admittance to the school. This is to safeguard each pupil and staff member.

The above process will be followed at all times until the risk is deemed reduced and the pupil has become more well-known to LLSOM

In the event of the pupil refusing to do as requested, this will be treated as non-compliance in line with LLSOM behaviour and sanctions (see Appendix C). The appropriate sanction will then be applied.

In the event of a weapon or any other concerning item being found, the item will be confiscated immediately and may be passed to the police. The pupil will be removed from the premises and excluded whilst an investigation is carried out.

Only the Head Teacher has the authority to determine when the voluntary searches will cease.

The same procedure will be implemented if an existing pupil has been involved in an incident outside of school where weapons were involved

19. Safer Handling

In rare circumstance, staff may use reasonable force to restrain a pupil to prevent them from harming

themselves or others.

The definition of restraint is:

To keep in check or under control or within bounds, confine, imprison”.

Any action that removes a person’s liberty (their freedom to go about their lawful business, to do as they please, make their own choices and move about freely without restriction) is a form of restraint.

Incidents of physical restraint must:

Always be used as a last resort following appropriate de-escalation techniques 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 Be recorded and reported as appropriate (LLSOM staff must de-brief with the Senior Leadership Team after any use of restraint)

Where restraint has been used and there has been an injury, the relevant medical assistance will be provided, and consideration will need to be made as to informing the pupil of their restraint rights under procedures such as the complaints procedures/safeguarding procedures and management of allegations procedures.

[APPENDIX A]

Head Teacher's Checklist

- It is important to consider the following questions before deciding to exclude for any period.
- Did the pupil's behaviour directly result in the incident?
- Was the behaviour significantly out of line with the school's behaviour policy?
- Does the pupil's presence seriously harm the education/welfare of pupils/others?
- Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or is this a serious first or 'one off' incident?
- Is exclusion the appropriate response?

Factors to consider:

- Exclusion has not been considered in the heat of the moment.
- Has a thorough exploration of circumstances been carried out?
- Has the situation been considered in light of policies and discrimination?
- Has the pupil's perspective and account of events been encouraged / heard / recorded?
- Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc)?
- Has this pupil had multiple exclusions and if so, have they proved an effective intervention?
- Has there been involvement from Education Inclusion Officer (Secondary) / SEND Services (Primary)?
- Has a Pastoral Support Plan been implemented?
- Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion, alternative provision, managed move)?
- Standards of proof: On the balance of probabilities, did the pupil do it?
- Special Considerations (SEN/Disability/Vulnerable Groups)
- Has the pupil been treated less favourably?
- Have reasonable adjustments been made for this pupil?
- Has your school reviewed policies, practices and procedures?
- Does this pupil have Special Educational Needs / Disabilities?
- Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010)
- Does this pupil have an EHCP? If so, have you contacted the SAT Casework Officer?
- Has an emergency annual review been called?
- Is this pupil a (LAC) looked after child? If so, have you contacted the social worker and Virtual School to discuss?
- Safeguarding: If this pupil is subject to a Safeguarding or a Child in Need Plan, have you spoken to the Social Worker?
- Is there an Early Help Assessment (EHA) for this young person? Is the EH District Team or SEND Services involved?
- Where the family's first language is not English – Have you taken steps to ensure that the process is fully understood?
- Appropriate length of exclusion considered? Is this for the shortest possible time?

[APPENDIX B]

Dear (Mr. and Mrs. Smith) James Smith,

I am writing to inform you of my decision to exclude (James) for a fixed period of..... days. He has been excluded for the following reasons:

.....

.....

We have taken the following steps to try to avoid this exclusion:

.....

.....

[This brings the total days excluded this term to]

This means that (James) should not attend school until

[We are aware of (James') SEN. The following steps have been taken to make reasonable adjustments for this - include if appropriate]

I will arrange for (James) to have school work during his exclusion and for this work to be marked. Please contact [.....] regarding these arrangements.

[You are invited to a meeting to discuss how James will be supported on his return to school on at]

You have a right to make written representations to the Discipline Committee of the governing body.

If you wish to make representations, you should contact The Clerk to The Governors Discipline Committee at the school.

You may see your child's school records in advance of any meeting of the Discipline Committee. If you do wish to view them, please contact [my secretary] who will be able to make the necessary arrangements.

[You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and if you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal (for disability discrimination), or to a County Court (for other forms of discrimination).]

I must further advise you that during the period for which your child is excluded you are responsible for ensuring that he is not present in a public place during school hours. If your child is found in a public place at such times without reasonable justification you may be liable to a fixed penalty notice of £50 issued by the Local Authority.

A Local Authority officer with responsibility for exclusions who can provide you with advice on the exclusions process is:

Yours sincerely,

Head Teacher

cc. Chair of Governors

[APPENDIX C]

Strategies used by all LLSOM staff to manage behaviour in school.

- Positive reinforcement – rewarding positive choices and good behaviour
- Appropriate praise – ensuring every pupil hears a positive comment within their school day from a member of staff
- Time out of the environment – not be left alone or out of sight, but if a pupil needs space, this should be provided
- 1-2-1 with a staff member – to support calming down, re-focussing, removing them from a potentially negative situation
- Phone call to parent / carer to report positive behaviour

Sanctions to be implemented if required.

- Phone call to parent / carer to report negative behaviour
- Being removed from the classroom temporarily with a member of staff
- Being sent home
- Missing the opportunity to take part in something (school trip, project etc,)
- Meeting with parents / carer
- Fixed Term exclusion

***Please refer to Attendance, Absence and reporting guidance for more information on the FTE procedures**

Date: January 2022

Name: Lisa Rose-Wyatt

Signature: *Lisa RoseWyatt*

Position: CEO at Lisa Lashes School of Music

Policy renewal date:

January 2023