

THE WEMBLEY SCHOOLS FEDERATION

LYON PARK PRIMARY SCHOOL

Relationships and Behaviour Policy



"With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave."

Paul Dix

September 2025

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RATIONALE

At Lyon Park Primary School, we are committed to creating an inclusive environment where **exemplary behaviour is the foundation of successful learning**. We believe that high standards of behaviour enable all children to access education effectively and feel safe, valued, and respected within our school community.

Positive learning behaviour is not just expected — it is **explicitly taught, modelled, encouraged, and praised**. It stems from strong, respectful relationships between adults and children and a **well-planned, stimulating curriculum** that inspires curiosity and challenge. Every member of our community — staff, parents / carers, and pupils—shares responsibility for upholding high expectations and maintaining a calm, ordered learning environment.

By promoting consistent, positive behaviour, we build self-discipline, strengthen individual and collective self-esteem, and foster a community where **every child has the right to feel safe and happy—and the responsibility to ensure others do too**. This policy outlines our shared expectations, how we will work together to meet them, and how we respond when behaviour falls short. It reflects our vision and values, and is central to our commitment to nurturing a respectful, responsible, and ready-to-learn school culture.

AIMS

At Lyon Park Primary School, we believe that exceptional behaviour is underpinned by **consistent adult practice, positive relationships**, and a **shared commitment to high expectations**. Our approach is rooted in the principles of *When the Adults Change, Everything Changes* by Paul Dix, placing adult behaviour, relational practice, and restorative approaches at the heart of our policy.

We aim to:

- **Foster strong, positive relationships** between all members of our school community through genuine care, trust, and understanding, recognising that behaviour change starts with connection, not correction.
- **Treat all individuals with fairness and respect**, creating a safe, inclusive, and nurturing environment where everyone can feel seen, valued, and ready to learn.
- **Maintain high expectations of behaviour for all pupils and staff**, with adults modelling calm, consistent and kind behaviour at all times, and taking collective responsibility for reinforcing those standards.
- **Explicitly teach, model, and praise positive behaviours**, recognising that behaviour is a curriculum that must be learned, practised, and reinforced over time.
- **Develop pupils' self-regulation, empathy, and social awareness**, helping them understand the impact of their actions and build the skills needed to make positive choices independently.
- **Use restorative approaches** to repair harm, rebuild relationships, and ensure that consequences are paired with meaningful reflection and support.
- **Promote a school culture grounded in kindness, good humour, tolerance and empathy**, which supports emotional safety and strong personal development.
- **Support pupils in building self-esteem and emotional intelligence**, alongside academic achievement.
- **Celebrate good citizenship, excellent attendance, and punctuality**, recognising these as key to a respectful and responsible school culture.
- **Prevent bullying through proactive, whole-school strategies**, built on visibility, relational practice, and a culture of inclusion.

VALUES

We have a simple set of four core values; **Friendship, Achievement, Resilience and Respect**. These core values underpin the other values that we celebrate every month across the year. Our values are celebrated and taught alongside the British values and are the bedrock of the culture at our school.

CORE VALUES
Friendship
Achievement
Resilience
Respect

In addition to the core values, pupils explore 8 other values. Each value is discussed in assemblies, referred to by staff and children discuss how it links to the British Fundamental values. These values were agreed upon by the whole school community.

Month	Value
September	Friendship
October	Diversity
November	Peace
December	Sharing
January	Responsibility
February	Love
March	Courage
April	Honesty
May	Resilience
June	Respect
July	Achievement
August	Happiness

PRINCIPLES

- **Relentless Routines:** Clear, practised routines are embedded in daily school life. These provide structure and reduce anxiety for students.
- **Visible Consistency with Visible Kindness:** All staff use consistent language, tone, and routines to create a safe and supportive environment. We refer to the right choices (which lead to good consequences) and choices which are wrong (which lead to negative consequences).
- **Adult Behaviour First:** We model the behaviour we expect, remaining calm (no shouting), measured and fair in all interactions.
- **Repair Over Punish:** Restorative conversations replace punitive sanctions wherever possible.
- **Reward Effort, Not Outcome:** Positive recognition is given for persistence, kindness, and progress—not just achievement.

All members of our school community have the right to:

- Feel secure and safe
- Feel happy and be treated with kindness and understanding
- Be treated fairly and consistently
- Be listened to (at an appropriate time)
- Be treated with respect and politeness
- Be treated with empathy

CONSISTENCY OF APPROACH

In implementing this Relationship and Behaviour policy, Lyon Park Primary School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: taking responsibility for behaviour interventions, seeking support as necessary and not delegating (different to escalation)
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced routines for behaviour around the school environment in line with the school values

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.”

Paul Dix

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

1. Ready to learn
2. Be respectful
3. Be safe

All staff every day will:

- Acknowledge all members of staff and children with a greeting. (Good morning/Good afternoon)
- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, Safe- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Structure the routines/instructions that you teach in 3s.
- Use a visible recognition mechanism throughout every lesson (count down from 5 will be used across the school and a positive recognition board will be used in every classroom).
- Be calm when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS where necessary.
- Never ignore or walk past learners who are making / displaying the wrong behaviour choices.

MANAGING DAILY BEHAVIOUR IN THE CLASSROOM - CLASS RECOGNITION BOARDS

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other,”

speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working” When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

How to use Class Recognition Boards

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not “simply something they can already do well.”
2. The name goes on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for the right choices it cannot come off for wrong choices.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask other children who has been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed daily.
7. Pupils are recognised for effort not achievement.
8. When everyone’s name is on the board a collective acknowledgement is appropriate. E.g. silent cheer or a pat on the back. Large rewards are not necessary.
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.
10. The focus for the recognition boards must be changed weekly as a minimum and fortnightly as a maximum.

PRACTICAL STEPS IN MANAGING AND MODIFYING POOR BEHAVIOUR

Positive relationships and high expectations have a significant role to play in influencing pupils’ behaviour and self-esteem. Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson be praising the behaviour they want to see. All staff must be kind, respectful and positive in all of their dealings with children. Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children, and should model good manners at all times. We are mindful of our body language and facial expressions.

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

STAGES OF BEHAVIOUR MANAGEMENT

Stage 1. Redirection
Positive reinforcement of other children around them “X thank you for sitting so beautifully”. A visual cue to the child that you want them to make a good choice this could include a: <ul style="list-style-type: none">• a ‘look’• visual point to what you expect.
Stage 2 - Reminder
A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Appendix 1)
If appropriate, make links with the Zones of Regulation.
Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 3 – Caution
If the behaviour persists: A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase “think carefully about your next step”.
The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices
Scripted approaches at this stage are encouraged (Appendix 2).
If appropriate, make links with the Zones of Regulation.
Praise them when they positively change their behaviour, acknowledging the positive change.
Stage 4 – Consequence 1
If the behaviour still persists: <ul style="list-style-type: none">• The pupil is asked to speak to the teacher away from the others. The pupil is given a final opportunity to engage with the learning/follow instructions using the 30 second scripted intervention (Appendix 3).
At this point the learner has a time out (3- 5mins in general should be enough). This might be a short time outside the room, at the side of the lesson or in a specific area of the playground/field. It is a few minutes for the pupil to calm down, breathe, look at the situation from a different perspective and compose themselves.
If the behaviour is repaired here, the adult is responsible for logging the incident on CPOMS – under behaviour category-stage 4 (alerting the relevant AHT).
Class teacher to inform parent at the end of the day (in person or on the phone).

Stage 5 – Consequence 2

If the step above is unsuccessful, or if a pupil refuses to take a time out then a pupil will be asked to leave the room and go to their parallel partner class (L and Y/ O and N) to reflect. The class teacher will use the 30 second scripted intervention (Appendix 4). The receiving teacher should state “you have x minutes to reflect on the choices you have made. You will be returning to your class at x.”

Reception: 5 minutes

Year 1, Year 2 and Year 3: 10 minutes

Year 4, Year 5 and Year 6: 15 minutes

When the child returns to class the class teacher should follow the restorative conversation script (Appendix 5).

If the behaviour is repaired here, the adult is responsible for logging the incident on CPOMS – under behaviour category-stage 5 (alerting the relevant AHT).

Class teacher to inform parent at the end of the day (in person or on the phone).

Stage 6 – High level behaviours

If a child displays a high-level behaviour they will automatically spend lunchtime with SLT in the Reflection Room. No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the Deputy in their absence.

- Deliberately not following hygiene rules in place e.g. spitting or urinating on the floor
- Verbal aggression e.g. name calling, insults and threats
- Physical aggression
- Swearing
- Sexist / racist / homophobic comments or actions
- Vandalism
- Bullying
- Dangerous behaviour
- Substance abuse
- Dishonesty with malicious intent
- Inappropriate use of technology

The class teacher should log the incident on CPOMS – under behaviour category-stage 6 (alerting the relevant AHT & the DHT).

Class teacher to inform parent at the end of the day (in person or on the phone).

If the consequence is an internal or fixed term exclusion then a Senior Leader will send a letter to the Parents / Carers. This will also be logged on CPOMS – under behaviour category-internal/fixed term exclusion.

Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour.

To foster good relationships, staff at lunchtime will consistently ‘catch children being good’ and share this with them.

All behaviour incidents are managed at lunch time in line with the policy starting at stage 2. Serious incidents of high-level behaviours should be addressed by staff and the Lead SMSA should be informed.

The lunchtime member of staff is then responsible for informing the class teacher and the class teacher must log the incident on CPOMS.

Exclusions

For very serious offences, the Headteacher will consider exclusion in line with statutory guidance. Parents / Carers will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting. Exclusion is always a very last resort.

GETTING THE BASICS RIGHT – ENSURING VISIBLE CONSISTENCY

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

At the start of the day	Children should be welcomed into school and into the classroom. This includes staff being outside promptly in the morning, being visible in the playground and then standing at their classroom door to greet the children.
Playtimes / end of lunch time	Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.
Transition	Children are expected to walk calmly and silently in the corridors, in register order.
Lunchtimes	Children eat calmly and without raising their voices. Sensible walking around the dining room / classroom. Children ensure they have cleared their space when they have finished eating. All staff are proactive in responding to incidents.
End of the day	Children are expected to walk calmly and silently in the corridors, in register order to their dismissal point. Children should wait in their line until their name is called. Parents / Carers should be in a line waiting for the children. Teacher should say goodbye to each child.

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Relationships and Behaviour Policy. The Governing Board strongly believes that for pupils of primary school age it is their Parents / Carers' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

SEARCHING AND CONFISCATION OF INAPPROPRIATE ITEMS

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- knives and weapons
- alcohol
- illegal substances
- stolen items
- tobacco and cigarette papers
- fireworks
- inappropriate images

- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

POSITIVE HANDLING

For Positive Handling and Reasonable force, Lyon Park Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013). Any force used should always be the minimum needed to achieve the desired result. Key staff at Lyon Park Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Schools do not require parental / carer consent to use force on a pupil. Parents / Carers will be informed of any incident where force or restraint has been used on their child.

PROCEDURE IN THE EVENT OF A CHILD RUNNING AWAY FROM AN ADULT

If children run out of class or the building and do not respond to requests to return, Parents / Carers will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones. If a child leaves the school site the police will be contacted for the safety and wellbeing of the pupil.

EQUALITY

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the Local Authority. Children on reduced timetables will be reported to the Governors and the primary objective is for these children to return to full time provision as soon as possible.

- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

ROLES & RESPONSIBILITIES

The role of Governors

The Governing Board is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

The role of the Headteacher

The Headteacher is responsible for reviewing this policy annually and approving this policy with governors. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor if staff implement this policy with consistency. Staff should speak to the Headteacher if they have concerns about this policy or have training needs.

The role of staff

The staff at Lyon Park Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff are responsible for:

- Implementing this policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific needs of particular pupils
- Recording relevant incidents on CPOMS
- Report to Parents / Carers in line with the policy

The role of Parents / Carers

Staff welcome early contact if Parents / Carers have a concern about their child's behaviour or fear that they are being upset by others. If Parents / Carers and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all. Parents / Carers have a clear role in making sure their child is well behaved at school.

Parents / Carers can help in the following ways:

- By informing the school of any change of circumstances that may affect their child's behaviour
- By ensuring that pupils arrive punctually for the start of the school day
- By ensuring that pupils are appropriately dressed for school (in line with uniform expectations) so as to take a full part in all school activities
- By supporting the school in our policy that all pupils are expected to follow the school rules, 1. Ready to learn, 2. Be respectful, 3. Be safe and showing our core values (FARR) at all times
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment
- By ensuring regular attendance at school and avoiding unnecessary pupil absence
- By adhering to the Home-School Agreement, which details the agreed responsibilities of Parents / Carers, pupils and school staff (Appendix 6)

INCLUSION

Supporting pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's ISP - Individual Support Plans. Teachers need to use ISPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their ISP which will be monitored by the SENDCo. A child's triggers for negative behaviour need to be on their ISP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure ISPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults - following and asking repeated questions - this might be for more reassurance that they are doing the right thing or that they are liked.
- calling out - this might be so they feel noticed and to also feel reassured.

RIGHTS

A vital element of our positive ethos is the Rights Respecting Agenda. We want our children to know their rights and the importance of their voice. At Lyon Park, children learn to respect each other's rights in line with the UNHCR Rights of the Child. All staff must respect the rights of each child at all times. Pupils also play an active role through our School Council where Article 12 is lived out. The children exercise their democratic rights by voting for a suitable candidate from their class to represent them. The candidate has to write a letter of application to senior leaders before being nominated.

REWARDS

There is a weekly celebration assembly in which the following is celebrated:

- Star of the Week
- Value of the Month
- Runner of the Week
- Times Tables Champion
- Handwriting
- 100% Club (Reading)
- Reader of the Week
- Attendance
- Punctuality

Staff should send children to showcase a particular piece of work / home learning to a Senior Leader. This gives the child an opportunity to share something they are proud of, which is then rewarded with a small prize.

CHILD ON CHILD ABUSE

At Lyon Park there is there a zero-tolerance approach to abuse, and it should never be passed off, for as “banter”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. Children can abuse other children and this can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between peers, sexual violence and 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. School staff must discriminate between what constitutes exploratory play that is appropriate to the child's developmental stage and what may constitute peer abuse. As a school, we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported. We will implement the school's Relationships and Behaviour Policy consistently and allow opportunities for children to talk to adults and raise concerns.

Where there is a concern that a pupil in school may have behaved inappropriately towards another pupil, this should be passed immediately to the DSL/Deputy DSLs whether the concern is for a child attending school or being educated remotely. They will alert the DSL or deputy DSLs and they will carry out an investigation in person or via telephone or Microsoft Teams as well as make a referral to services if needs be.

The DSL/Deputy DSL will discuss the matter with Parents / Carers or social care as appropriate and with the child's interests at the core of all decisions made.

When investigating the matter, the Designated Safeguarding Leads will consider:

- the possible impact on the child/victim.
- any disparity in age between the abusing and abused child.
- whether there is any element of coercion or violence.
- exploratory play should be dealt within school, involving Parents / Carers/carers as appropriate.

The DSL/Deputy DSLs will:

- keep the involved children separate to avoid collusion or intimidation
- not talk to the children about the incident to avoid distorting the evidence, other than initially establishing what is alleged to have taken place;
- keep a detailed log of actions, discussions and decisions.
- contact Parents / Carers/carers of the children involved in light of the information gathered
- may contact Family Front Door (social services) for guidance and support throughout the process.

If the assessment concludes that the allegations made can be substantiated, the school will make a referral to social care who have the responsibility for progressing enquiries and carrying out investigations. The school will work to support the families but will place safeguarding the abused child and abuser at the heart of all decisions. When dealing with allegations that involve peer to peer sexual abuse, the school will be mindful that there is significant research evidence, to suggest that children who behave in a sexually inappropriate and/or aggressive way towards other children, are often victims of abuse themselves.

Minimising the risk of child on child abuse

At Lyon Park Primary School, we have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy, pastoral support system and by a planned programme of evidence-based content delivered through the RSE curriculum and the wider curriculum when appropriate.

Such a programme will be developed to be age and stage of development appropriate, and will tackle such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping and equality
- body confidence and self-esteem
- prejudiced behaviour
- the importance of consent
- the understanding that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment

The children will also be taught to embody the school values as well as British Values. Through the Relationship, Sex Education curriculum and the PSHE curriculum, the children will be taught about healthy relationships and unhealthy relationships including the importance of consent and what to do if they are concerned. Other opportunities such as science lessons, outside agencies such as NSPCC assemblies, Police Liaison Officer / workshops will be implemented to equip the children to keep themselves safe and raise awareness. In order to minimise the risk of child on child abuse, all children will be encouraged to report all concerns or incidents of child on child abuse to their teacher or a trusted adult and the adult will reassure them that the incident will be treated seriously. All staff are to pass this information on to the DSL/Deputy DSLs who will deal with it accordingly. Where a child may have been a victim of child on child abuse, a risk assessment will be carried out by the DSL and appropriate agencies contacted as needed. This will be reviewed regularly, especially following any significant changes. Specific work would be undertaken with the child by senior leaders and may involve a referral to specialist outside agencies as well. Additional support for pupils with additional barriers such as SEND, pupils using English as an additional language will be implemented. For example, ensuring that a child is spoken to in their home language through a staff member translating, ensuring that a child with SEND is able to use various medium to communicate their worries such as pictures, PECs, Makaton and also involving staff that work regularly with the child in conversations to support the child. The curriculum will be presented in a way that allows children an open forum to talk things through; such discussions can lead to increased safeguarding disclosures and staff will fulfil their safeguarding duties and pass these on. Children will be made aware of the processes by which to raise their concerns or make a report. This should include processes when they have a concern about a friend or peer. All staff are aware of how to manage a disclosure enabling the relevant member of staff to support individuals involved and staff should speak to the DSL if further support is needed. The school will work closely with outside agencies for further specialist support, e.g. police, health or social services where it is necessary to do so.

Recording Incidents of child on child abuse

All incidents of child on child abuse will be recorded on CPOMS by the staff and the DSL/Deputy DSL should be informed. The information will be shared with relevant agencies, governors and Parents / Carers if safe to do so.

ZERO-TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will be implemented in line with the school's Consequences Flow Chart and on a case by case basis. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our safeguarding and child protection policy for more information

VULNERABLE GROUPS (in relation to sexual harassment and sexual violence)

Children with Special Educational Needs

Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable to sexual harassment and sexual violence. Additional barriers can sometimes exist when recognising abuse in SEND children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying and harassment, without outwardly showing any signs; and
- communication barriers and difficulties overcoming these barriers.

LGBTQ+

Children who identify as Lesbian, Gay, Bi, or Trans (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. At Lyon Park Primary School, we will ensure that all staff are vigilant and act to support all pupils. Concerns about any children with SEND should be raised to the DSL who will work closely with the SENDCO to ensure appropriate support for the child as the matter is investigated.

ALLEGATIONS

Allegations of any nature will be taken seriously, and Lyon Park Primary School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Exclusion will not be used as an automatic response when an allegation has been reported. Please refer to the Safeguarding and Child Protection policy for more detail.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

MOBILE PHONES

1. The school does not allow pupils to have mobile phones on school grounds unless the Parents / Carers/carers and school have agreed it is necessary for them to be brought to school, under these circumstances the phone must then be left in the school office until home time. If a pupil is found to have a mobile phone which has not been agreed with the school, this will be confiscated immediately. The parent/carer will be responsible for collecting the device after school.
2. If a pupil is found to have a mobile phone on school grounds and there is reasonable suspicion that it has been used in cyber bullying, the school has the right to search the phone and collect the evidence. If the child is in breach of the school's behaviour policy, the child may be sanctioned accordingly. Additionally, if necessary, the police or local authority may be contacted depending on the nature of the messages sent and received.
3. If the pupil is found to have a mobile phone and there is suspicion of the pupil possessing inappropriate images, such as child abuse images or violent images, or is found to be forwarding inappropriate images, the mobile phone will be confiscated and searched. The incident will be reported to the DSL who will ensure that the incident is recorded. The DSL will investigate the matter and report to the Head teacher. If necessary, the police will be contacted and the pupil will be sanctioned accordingly.
4. Any type of bullying, including bullying by email, on any school system, via text message, via phone, or using any other form of technology on school grounds is against the school's behaviour policy. Therefore, if a pupil is in breach of the behaviour policy, the appropriate sanctions will be issued.

See Acceptable User Policy for further information.

ONLINE SAFETY

Due to online learning, pupils may at times spend more time learning through online portals. The expectation for behaviour is the same during such situations and breach of behaviour expectations will be dealt with according to school policy. Children will be taught how to keep themselves safe on line and to report any concerns to staff and Parents / Carers about any inappropriate behaviour from other children or adults. Please see our Safeguarding Policy and E-Safety policy for more details.

PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings or provide staff with transition notes. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. For pupils with additional needs, information is shared by the SENDCo and staff involved with that child to ensure a smooth transition. When pupils go to other schools or begin secondary school, information relating to their behaviour is also passed on to aid a smooth transition.

STAKE HOLDERS CONDUCT

When discussing behaviour expectations of pupils, we also must ensure all stakeholders follow our core values. Our governors expect the whole school community to treat everyone with respect and consideration at all times. Even when they feel dissatisfied or unhappy, all stakeholders are expected to treat each other with respect in:

- the choice of language they use
- in body language
- in tone
- volume and pitch of voice

Where any of the school community does not adhere to the above, the school will follow the Parent/Carer Code of Conduct and will record such incidents and further action such as a ban from the school premises may be enforced for Parents / Carers. All staff are also expected to adhere to the Staff Code of Conduct.

Anti-Bullying

Definition of Bullying

Bullying can present as verbal, physical, emotional or psychological behaviour by an individual or group which hurts another individual or group - it generally, but not always, is repeated and is an abuse of power.

At Lyon Park Primary we believe that there is no place for bullying in any form. We aim to ensure that the whole school community understands the devastating effect all types of bullying can have on the emotional wellbeing of pupils, Parents / Carers and staff. We believe that all individuals should feel safe and free from any intimidation or the threatening actions or words of others. We will collectively strive for the eradication of bullying, this is both online and bullying that may occur in school or off the school site. The school will implement the Consequences Flow Chart when dealing with bullying and through our curriculum and shared values ensure that all children are taught how to keep safe and also implement the British Values in their daily lives. All incidents of any type of bullying will be dealt with swiftly and with serious. They will be recorded on CPOMS for review and analysis. External support may be sought for both victims and perpetrators of bullying. The school will work in very close partnership with Parents / Carers/carers when dealing with any bullying incidents.

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We therefore intend that:

- We will have a 'living' anti-bullying policy and practice that makes bullying unacceptable in our school.
- We will ensure that pupils, Parents / Carers/carers, staff and governors are fully aware of our policy and practice to tackle bullying, and support our practice.
- We will ensure that our pupils feel confident and that any concerns about bullying will be taken seriously.

We will follow the school's consequences flow chart when dealing with any forms of bullying.

REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the school's review cycle.

Appendix 1: Reminder

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder: I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice.

Thank you for listening.

Appendix 2: Caution

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

(learner's name), do you remember when_____ (model of previous good behaviour)?

That is the behaviour I expect from you.

Think carefully, I know that you can make good choices.

Thank you for listening.

Appendix 3: Consequence 1

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

(learner's name), do you remember when_____ (model of previous good behaviour)?

That is the behaviour I expect from you.

You will have a short time out in class and I will check back in in a moment.

Let's try again—show me what you can do.

Thank you."

Appendix 4: Consequence 2

I noticed you chose to..... (noticed behaviour)

This is the _____time I have spoken to you.

(learner's name), do you remember when_____ (model of previous good behaviour)?

That is the behaviour I expect from you.

You will have time out in another class.

When you return I will check in with you.

Appendix 5: Consequence 2-Restorative conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5 consequence 2. This conversation will take place when the child returns to class. 5 questions should be chosen from the following questions.

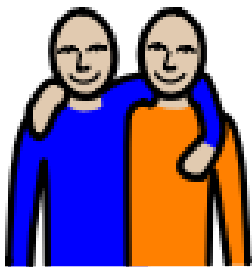
1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

With younger children you may wish to use only 2 or 3 key questions with the emphasis on making sure the pupil can see the impact of their behaviour on others.

Our Lyon Park Core Values

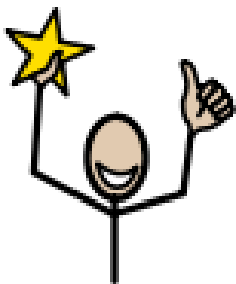
Core Values	Linked values
Friendship	Peace, Sharing, Love
Achievement	Responsibility, Happiness
Resilience	Courage
Respect	Diversity, Honesty

A core value is a central belief clearly understood and shared by every member of the school community. At Lyon Park Primary we believe that the core values of Friendship, Achievement, Resilience and Respect are core to developing a happy, safe and achieving school where every member of the community is important.



Friendship

- We value positive relationships
- We take care of one another
- We are self-aware and understand the impact of our decisions
- We share with each other and create a place where everyone is welcome and valued



Achievement

- We believe in ourselves
- We constantly work hard to fulfil our potential
- We take enjoyment in things that we do
- We celebrate the success of others as well as ourselves
- We are self-motivated to work independently
- We produce work of the highest quality and take pride in all that we do.
- We know we are responsible for ourselves, our school and our community



Resilience

- We know that challenges will come and we tackle them with courage and perseverance
- We know how to work well as part of a team
- We know how to solve problems
- We do not give up even when things are tough
- We know when to ask for help and when to try things on our own
- We keep a positive attitude



Respect

- We all show tolerance of others' beliefs
- We value and celebrate each other's differences
- We are honest in all situations
- We show respect to everyone

Appendix 7

Rights Respecting Agenda (UNICEF)

Article 1 Everyone under 18 has these rights.

Article 2 All children have these rights, no matter who they are, where they live, what their Parents / Carers do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4 The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5 Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6 You have the right to be alive.

Article 7 You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8 You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9 You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10 If you live in a different country than your Parents / Carers do, you have the right to be together in the same place.

Article 11 You have the right to be protected from kidnapping.

Article 12 You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14 You have the right to choose your own religion and beliefs. Your Parents / Carers should help you decide what is right and wrong, and what is best for you.

Article 15 You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16 You have the right to privacy.

Article 17 You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18 You have the right to be raised by your parent(s) if possible.

Article 19 You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20 You have the right to special care and help if you cannot live with your Parents / Carers.

Article 21 You have the right to care and protection if you are adopted or in foster care.

Article 22 You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26 You have the right to help from the government if you are poor or in need.

Article 27 You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31 You have the right to play and rest.

Article 32 You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33 You have the right to protection from harmful drugs and from the drug trade.

Article 34 You have the right to be free from sexual abuse.

Article 35 No one is allowed to kidnap or sell you.

Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37 No one is allowed to punish you in a cruel or harmful way.

Article 38 You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39 You have the right to help if you've been hurt, neglected or badly treated.

Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41 If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54 These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

Lyon Park Primary School – Home/School Agreement

<p>HOME SCHOOL AGREEMENT</p> <p><i>Lyon Park Primary School offers equal opportunities for all pupils whatever their age, gender, ethnicity, attainment and background to develop to the full their personal, intellectual and practical capabilities. This involves a partnership between Parents / Carers/carers, staff, pupils and governors. The school provides a happy, caring and purposeful atmosphere where children are encouraged to be independent and develop their natural talents and abilities. We have high standards of behaviour based on respect for others.</i></p>		
<p>Parents / Carers/Carers will:</p> <ul style="list-style-type: none"> I will conduct myself in line with the school's parent/carer code of conduct. I will encourage my child to behave well and be supportive of school policies; particularly in relation to behaviour. I will make sure that my child attends school regularly, arriving and leaving on time and encourage them to do their homework. I will take an interest in my child's learning by attending parent/carer consultation meetings and other school events. I will let the school know of any problems which may affect my child's health, work or behaviour. I will follow the school's procedures for reporting my child's absence and engage with meetings to discuss any concerns in relation to attendance and punctuality. I will not take leave during term time. I will inform the school if my contact details change. I will work with the school if my child is identified as having additional needs. 	<p>Pupils will:</p> <ul style="list-style-type: none"> I will follow our school rules and values (FARR). I will respect other children's culture, race, feelings, beliefs and values. I will cooperate with others in school. I will be responsible for completing my homework to the best of my ability. I will look after the school environment. I will have respect for all school property. I will have my PE kit and book bag in school every day. I will listen to all adults in school and follow their instructions. I will take responsibility for things that I do. I will speak to a trusted adult if I am worried or unhappy about anything. I will follow my Class Charter. I will bring my school bag and reading book log to school every day. I will take ownership of my own learning. 	<p>The school will:</p> <ul style="list-style-type: none"> Encourage children to do their best at all times. Work in partnership with Parents / Carers/carers and pupils and value their contributions. Provide a safe, happy, caring and secure environment. Have an open-door policy to actively welcome Parents / Carers/carers into school and ensure staff are available at a mutually agreed time to discuss any concerns about your child's progress or general welfare. Keep Parents / Carers informed of their child's progress through informal discussion, parent/carer consultations and annual written reports. Keep Parents / Carers/carers informed of school activities. Offer a broad and balanced curriculum to meet the needs of all of the children. Endeavour to keep the school website updated, e.g. policies/curriculum. Ensure homework reflects every child's learning needs.
<p>Please ensure that you have completed all sections. It is your responsibility to inform the school should any information on this form changes.</p> <p><u>Please PRINT YOUR NAME BELOW CLEARLY.</u></p>		
<p>Parent's/Carer's Name:</p>		
<p>Parent's/Carer's Signature:</p>		<p>Date:</p>
<p>(Office only) Interviewed by:</p>		<p>Date:</p>

Appendix 9

Model letter from Headteacher notifying parent/carer of a pre-exclusion.



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mr D Meggi

Address

Date

Dear _____,

Re: Pre-exclusion warning letter – Name of child

Further to our conversation today I am writing to confirm that we are issuing _____ with a 'Pre-Exclusion Warning Letter.'

The reason why your child has been issued with a pre-exclusion warning is because _____ (detail reason why).

Whilst we regret having to issue a Pre-Exclusion Warning Letter, it is school policy that this type of behaviour is completely unacceptable and will be dealt with robustly. I must inform you that should there be any further incidents of unacceptable behaviour, we may have to issue a fixed term or a permanent exclusion. Please could you also be mindful that any form of exclusion is kept on our school records and the Local Authority will be notified.

Should you wish to discuss the matter further, you may contact the school office and make an appointment to see a member of the Senior Leadership Team.

Yours sincerely,

Ms Bhambra
Headteacher

Appendix 10

Model letter from Headteacher notifying parent/carer of an internal exclusion.



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mr D Meggi

Address

Date

Re: Internal Exclusion due to unacceptable behaviour – Name of child

I am sorry to have to inform you that _____ spent the afternoon out of class today. This is due to _____ (detail reason why).

There are no circumstances when such behaviour can be seen as an acceptable way to behave in our school. As I am sure you are aware the school will not tolerate such disregard for the rules and behaviour expectations of Lyon Park.

In line with the school's Behaviour Management procedures and to reflect the school's expectations, I think it is important that you are informed of your child's unacceptable behaviour.

_____ has therefore been internally excluded for (period of time) where he/she will not be involved in whole class activities. A child is removed from class only when their behaviour is a cause for concern. This is not a decision that is taken lightly as it is an extremely serious matter and cannot be tolerated.

We expect all the children at Lyon Park to demonstrate our values Friendship, Achievement, Resilience and Respect.

Please talk to _____ about his/her behaviour, as it is of great importance that he/she understands that the expectations of the school and his/her family are the same. Please keep the copy of this letter for your records and return the other letter to school on _____. Your support in this matter is greatly appreciated.

Yours sincerely,

Mrs Bhambra
Headteacher

I acknowledge the contents of the letter and understand that Lyon Park Primary School has zero tolerance with regards to children displaying behaviour that results in them being removed from class.

Name of Child: _____ Class: _____
Date of Letter: _____

Signature of Parent/Carer: _____

Appendix 11

Model letter from Headteacher notifying parent/carer of a fixed term exclusion of 5 school days or fewer in one term.



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mr D Meggi

Address

Date

Dear _____,

Re: Exclusion letter – Name of child

I am writing to inform you of my decision to suspend [Pupil's Name] for a fixed period of [specify period]. This means that he/she will not be allowed in school for this period. The fixed term exclusion begins/began on [date] and ends on [date].

I realise that this fixed term exclusion may well be upsetting for you and your family, but the decision to suspend [Pupil's Name] has not been taken lightly. [Pupil's Name] has been suspended for this fixed period because [reason for fixed term exclusion].

[for pupils of compulsory school age] You have a duty to ensure that your child is not present in a public place in school hours during this fixed term exclusion on [specify dates] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

[for pupils of compulsory school age] We will set work for [Pupil's Name] to be completed on the days specified in the previous paragraph as school days during the period of his/her fixed term exclusion when you must ensure that he/she is not present in a public place without reasonable justification. [Detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking. [NB – if you are making provision from day 1 i.e. for Looked After Children – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day]

You have the right to make representations about this decision to the Governing Board. If you wish to make representations please contact the Chair of the Governing Board at the school address, as soon as possible. Whilst the Governing Board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the fixed term exclusion relates to discrimination 21 (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which First tier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate Darlington, DL1 1RU <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You [and your child or pupil's name] are requested to attend a reintegration interview with me [alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of [Pupil's Name]'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of [Pupil's Name]'s school record. I will be happy to supply you with a copy if you request it.

You may wish to contact your local Children and Families: Early Help Team, who can provide advice. I have also included below further information which may be of use to you:

- a link to this statutory guidance on fixed term exclusions/exclusions – May 2023 (School suspensions and permanent exclusions - GOV.UK (www.gov.uk));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- [where considered relevant by the headteacher], links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk, or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

[Pupil's Name]'s fixed term exclusion expires on [date] and we expect [Pupil's Name] to be back in school on [date] at [time].

The schools allocated Inclusion Support Officer (Ato-Kwamena Carboo at ato.carboo@brent.gov.uk) can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk.

Yours sincerely

Ms Bhambra
Headteacher

cc. schoolexclusions@brent.gov.uk

Appendix 12

Model letter from Headteacher notifying parent/carer of a fixed period fixed term exclusion of more than 5 school days in total in one term (or where cumulative days suspended in the term are between 6 and 15 days in total) If the total days suspended in the term totals more than 15 days please use Appendix 13



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mr D Meggi

Address

Date

Dear _____,

I am writing to inform you of my decision to suspend [Pupil's Name] for a fixed period of [specify period]. This means that he/she will not be allowed in school for this period. The fixed term exclusion begins/began on [date] and ends on [date].

I realise that this fixed term exclusion may well be upsetting for you and your family, but the decision to suspend [Pupil's Name] has not been taken lightly. [Pupil's Name] has been suspended for this fixed period because [reason for fixed term exclusion].

[for pupils of compulsory school age - next 3 paragraphs] You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days [or specify dates if fixed term exclusion is for fewer than 5 days] of this fixed term exclusion, that is on [specify dates]. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for [Pupil's Name] to be completed on the days specified in the previous paragraph as school days during the period of his/her fixed term exclusion when you must ensure that he/she is not present in a public place without reasonable justification. [Detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking. [NB – if you are making provision from day 1 i.e. for Looked After Children – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day]

[include the next paragraph if the individual fixed term exclusion is for more than 5 days – NB this includes if 2 fixed term exclusions run consecutively and total more than 5 days]

From the 6th school day of the pupil's fixed term exclusion [specify date] until the expiry of his/her fixed term exclusion we [For PRUs the local authority] — set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter- will provide suitable full-time education. On [date] he/she should attend at [give name and address of the alternative provider if

not the home school] at [specify the time — this may not be identical to the start time of the home school] and report to [staff member's name]. [If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter — this must be 48 hours before commencement].

[School/PRU] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations. The Governing Board will consider the reinstatement of your child. As the period of this fixed term exclusion is more than 5 school days in a term the discipline committee/management committee must meet if you request it to do so. The latest date by which the discipline committee/management committee must meet, if you request a meeting, is [specify date — no later than the 50th school day after the date on which the discipline committee were notified of this fixed term exclusion]. If you wish to make representations to the discipline committee/management committee, and wish to be accompanied by a friend or representative, please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform [contact] if it would be helpful for you to have an interpreter present at the meeting. Representation can also be made in writing.

You should also be aware that if you think the fixed term exclusion relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which First tier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate Darlington, DL1 1RU

You [and your child or pupil's name] are requested to attend a reintegration interview with me [alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it.

You may wish to contact your local Children and Families: Early Help Team, who can provide advice. I have also included below further information which may be of use to you:

- a link to this statutory guidance on fixed term exclusions/exclusions – May 2023 (School suspensions and permanent exclusions - GOV.UK (www.gov.uk);
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- [where considered relevant by the headteacher], links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk, or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

[Pupil's Name]'s fixed term exclusion expires on [date] and we expect [Pupil's Name] to be back in school on [date] at [time].

The schools allocated Inclusion Support Officer (Ato-Kwamena Carboo at ato.carboo@brent.gov.uk) can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk.

Yours sincerely

Ms Bhambra
Headteacher

cc. schoolexclusions@brent.gov.uk

Appendix 13

Model letter from Headteacher notifying parent/carer of a fixed period fixed term exclusion of more than 15 school days (or cumulative days of totalling more than 15 days in total in one term).



The Wembley Schools Federation
Lyon Park Primary School
Vincent Road, Wembley, Middlesex, HA0 4HH

Executive Headteacher: Mr R Fenton
Headteacher: Ms T Bhambra
Chair of Governors: Mr D Meggi

Address

Date

Dear _____,

I am writing to inform you of my decision to suspend **[Pupil's Name]** for a fixed period of **[specify period]**. This means that **[Pupil's Name]** will not be allowed in school for this period. The fixed term exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this fixed term exclusion may well be upsetting for you and your family, but the decision to suspend **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been suspended for this fixed period because **[reason for fixed term exclusion]**.

[for pupils of compulsory school age — next 3 paragraphs]

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of fixed term exclusion or specify dates]**, unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

We will set work for **[Pupil's Name]** during the **[first five school days or specify dates]** of his/her fixed term exclusion **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual fixed term exclusion is for more than 5 days - NB this includes if 2 fixed term exclusion run consecutively and total more than 5 days]

From the **[6th school day of the pupil's fixed term exclusion]** **[specify date]** until the expiry of his/her fixed term exclusion we **[For PRUs the local authority — set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]** will provide suitable full-time education. **[Set out the arrangements if known at the time of writing, e.g.]** On **[date]** he should attend **[give name and address of the alternative provider]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**.

[If applicable — say something about transport arrangements from home to the alternative provider] [if not known say that the arrangements for suitable full time education will be notified shortly by a further letter].

As the length of the fixed term exclusion is more than 15 school days in total in one term the Governing Board/management committee must meet. The Governing Board will consider the reinstatement of your child. At the review meeting you may make representations to the Governing Board/management committee if you wish, either written or verbal representation. The latest date on which the Governing Board/management committee can meet is **[date here — no later than 15 school days from the date the Governing Board is notified]** If you wish to make representations to the Governing Board/management committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Board/management committee of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the fixed term exclusion relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which Firsttier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate Darlington, DL1 1RU <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.**

You also have the right to see and have a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact your local Children and Families: Early Help Team, who can provide advice. I have also included below further information which may be of use to you:

- a link to this statutory guidance on fixed term exclusions/exclusions – May 2023 (School suspensions and permanent exclusions - GOV.UK (www.gov.uk));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- [where considered relevant by the headteacher], links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or

schoolexclusions@nas.org.uk, or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

[Pupil's Name]'s fixed term exclusion expires on [date] and we expect [Pupil's Name] to be back in school on [date] at [time].

The schools allocated Inclusion Support Officer (Ato-Kwamena Carboo at ato.carboo@brent.gov.uk) can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk.

Yours sincerely

Ms Bhambra
Headteacher

cc. schoolexclusions@brent.gov.uk