

This is an updated Behaviour Policy in response to Covid19. The **yellow** highlights are additions and the **green** highlights are clarifying statement referring to the section immediately preceding it.

# Tarporley High School and Sixth Form College Behaviour Policy



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# Our School Rules

- We **respect** ourselves, each other and the school community
- We are **safe** and act responsibly
- We are **ready** to learn and make progress

## **Behaviour and Covid19**

From September 2020, despite the very different circumstances in their schooling, we expect students to adhere to the school's Behaviour Policy.

**Any student who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.**

### **Student Behaviour to Ensure a Covid19 Safe School**

The school will expect all students to follow safety guidelines to ensure that Tarporley High School is a COVID-19 secure setting.

Failure to follow these protocols will be considered to be a breach of their health and safety duty to behave in a way which does not endanger themselves or others and will result in sanctions under the school's behaviour policy.

### **Following Instructions from Members of Staff**

All students will be expected to follow safety instructions from members of staff when on site.

### **Social Distancing**

The school will be enforcing strict social distancing protocols to keep staff and students safe whilst on site.

- Upon arrival on site students will go straight to their predesignated classroom in their Year Group bubble and sit at their predesignated desk according to the teacher's seating plan.
- Students will remain in year group bubbles during the time they are on site.
- Students must remain in their designated Year Group areas (bubble).
- Students must not move tables or chairs in classrooms from their pre-set arrangement.
- Students will only use the designated Year Group toilets.

## Creating a Positive Learning Culture

We have high expectations for all and recognise that consistency of routine and practice supports students in their learning.

At the beginning of every lesson we use **Ready to Learn:**

- Teacher to meet and greet students as they arrive. Due to Covid19, teachers greet students from an appropriate distance, from their teaching desk
- Students and teachers use hand sanitiser on entry to and exit from the room
- Check students' uniform. If there is a uniform infringement, the teacher directs the student to sign their own RESPECT card
- Students stand in seating plan behind desks, remove coats, unpack lesson equipment and place bags on the floor. Due to Covid19, ask students to stand when lesson is ready to begin.
- Students asked to sit down

At the end of every lesson we use **Ready to Leave:**

- Students leave the classroom tidy and ensure desks are positioned as they found them
- Students stand behind chairs
- Teacher checks uniform and dismisses students

**Seating Plans:** All teachers should establish seating plans that ensure that all students know where they are to sit in the class; these are set to promote positive behaviour and progress in lessons. Due to Covid19, it is imperative that these seating plans are adhered to.

**Positive Approach:** All staff should use positive language and model the behaviour that you expect from students. Take opportunities to praise and emphasise what is going well and reference previous positive behaviour.

**Rules/Rewards/Consequences:** Involve students in the development of any specific rules in your classroom that fit within the school's behaviour policy.

## Lesson Grades

We should seek every opportunity to praise students and recognise effort and achievement. In every lesson, the subject teacher will use SIMS lesson monitor – all students will be given grades as follows:

1	<b>Outstanding learning</b> – the student worked hard all lesson, making excellent progress with their learning. They actively contributed to the lesson and worked well with and supported other students.
2	<b>Good learning</b> - the student worked hard all lesson, making good progress with their learning. They contributed to the lesson and worked well with other students.
3	<b>Passive learning</b> – the student made little progress in the lesson as a result of not fully engaging with their work
4	<b>Low level disruption</b> – the student’s behaviour required the teacher to intervene on more than one occasion
5	<b>Persistent disruption</b> – despite warnings and teacher interventions, the student’s behaviour meant that they made little progress and their behaviour had a negative effect on the learning of other students. Also, Grade 5 if the student is removed from the lesson or a removal is scheduled for the next lesson.

## Mobile Phone Rules

Mobile phones should not be used in lessons (unless they are part of the learning). Inappropriate mobile phone use in lessons should be reflected in the lesson grade awarded.

Students must leave their phone with the teacher (or on student desk during Covid) if they are given permission to use the toilet.

Mobile phones should not be used for any purpose between lesson transitions (including listening to music). Students using their phones during transitions will receive a signature on their Respect Card.

Mobile phones should not be used at any time to record images within school. Students that share and upload images will receive commensurate sanctions for their actions, including fixed term and permanent exclusion.

6thForm students must restrict their use of mobile phones to the 6thForm Centre.

Staff should model the behaviours we expect from students and follow the same rules.

## Recognition of Positive Learning Behaviour

The following triggers and actions will be used to recognise consistent excellence in lessons:

### Subject Teachers

#### Daily

Verbal praise within and at the end of the lesson for grades awarded.

#### Half-Termly

In subject areas, good practice includes communication home via phone call, eComms or postcard

### Pastoral Team

#### Daily

Tutor to give verbal praise within registration time for excellence the previous day.

#### Weekly

One student in the group who the tutor identifies using lesson data plus other knowledge of a student's achievement that week: communication home from tutor via phone call, eComms or postcard.

#### Half termly

##### Headteacher Awards

Two students from each year group identified by the Pastoral leader informed by lesson data and other knowledge of the students to meet with the Headteacher and receive a letter home.

#### Termly

Excellence recognised in assemblies

#### Annually

- Recognition discussions at STAR Day
- Comment on Summative Report

### Whole School

For students who are averaging 2 and who have not received any 3, 4 or 5 grades, a letter sent at the end of each half term by admin acknowledging this achievement.

For students who are averaging 1.8 and who have not received any 3, 4 or 5 grades, a letter sent by admin acknowledging this achievement

## Dealing with Challenging Behaviour

**Language:** Avoid the use of negative words such as, “don’t”, “shouldn’t”. Avoid directives resulting in “No”: Be aware that more than 60% of all communication is non-verbal.

**Proximity praise:** Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.

**Move in, Move out:** If you are speaking to an individual student, don’t shout across the room; move in. Once you have spoken to the student, move away, expecting compliance.

**Due to Covid19, this strategy will not be used.**

**Choice rather than ultimatum:** Remind students of the rules, provide a choice and give time to comply.

**Refocus:** Don’t be verbally misled by arguing with students. Refocus them on the issue by using a statement of understanding (*‘Yes, I understand, however we need to...’*). Be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.

**Voice matching:** Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response.

**Remain Calm:** Remember that the first person who needs to calm down in a confrontation is you.

**Personal space:** Do not invade a student’s personal space. Personal space is approximately the radius of an outstretched arm. **Due to Covid19, issues around personal space are superseded by the requirement to maintain safe social distancing.**

**Avoid an audience:** Avoid dealing with conflict in front of an audience.

**Time out/Change seat:** A change of environment may help to focus a student. However, the emphasis should be on **time** - you must have a plan of how to reintegrate the student back into your teaching group. **Due to Covid19, Time Out will be restricted to a few minutes outside the classroom. If the student leaves that area, teacher will send for an SLT red card.**

## Subject Intervention

### Students graded as 3 in a half term:

Occasions	Action*	Who
2	10 minute repair. Short repair in lesson through discussion or at the end of/start of the next lesson.	Subject teacher
3	Phone call home	Subject teacher
3+	Meet with parents. Use 'meeting' phone call as appropriate. Send email after parent meeting (Y7 Meeting, Y8 Meeting etc)	Subject teacher

### Students graded as 4 in a half term:

Occasions	Action*	Who
1	10 minute repair. Short repair in lesson through discussion or at the end of/start of the next lesson.	Subject teacher
2	Phone call home	Subject teacher
3 (or 2 + a 5)	Meet with parents. Use 'meeting' phone call as appropriate. Send email after parent meeting (Y7 Meeting, Y8 Meeting etc)	Subject teacher with Subject or Curriculum Leader

### Students graded as 5 in a half term:

Occasions	Action*	Who
1	Phone call home and 20 minute repair. Short repair in lesson or for no more than a few minutes at the end of/start of the next lesson.	Subject teacher
2+	Meet with parents. Use 'meeting' phone call as appropriate. Send email after parent meeting (Y7 Meeting, Y8 Meeting etc)	Subject teacher with Subject or Curriculum Leader

\* To support these actions, see Structured Conversations in Appendix 2.

For all lessons graded 4 or 5, right click and add a comment describing the behaviour. This will be used in parental meetings so will need to be written bearing the potential audience in mind. Comments are otherwise not needed but you may wish to add a comment for exceptional work/effort.

## Year Leader Intervention

For a student who has triggered parental meetings at grade 4, 5 in at least 3 subjects in a half term, the following actions will be taken:

- Meet with parents and student. Use TEAMS or meet through a phone call.
- Explore any additional needs and source external agency support if necessary
- Create an IBP with targets set
- Success criteria identified
- Subject teachers continue to grade but also make a comment in each lesson
- Student reports to YL every morning to review previous day. This takes place in the Year Group bubble during Tutor Period or before as appropriate.
- Monitoring continues for up to 4 weeks – or longer at the discretion of the Year leader. In the case where additional needs are identified, this will be longer.

If unsuccessful at this stage, the student will be issued with a fixed term exclusion/ step out in alternative settings is temporarily suspended and moved to monitoring by the Deputy Headteacher linked to the year group.

## Deputy Headteacher Intervention

- New IBP produced in readmission meeting with parents and student
- Additional needs explored
- Managed move / alternative provision explored
- Report to DH every day. This takes place in the Year Group bubble.
- Monitoring continues for up to 4 weeks or longer at the discretion of the Deputy Headteacher. In the case where additional needs are identified, this will be longer.

If successful, student returns to Pastoral Leader Intervention. If unsuccessful, the student will be issued with a fixed term exclusion / step out step out temporarily suspended following which a Governor meeting will be held with parents, student, Year Leader, Deputy Headteacher and Headteacher.

## Headteacher Intervention

Targets agreed and monitored by Headteacher

- Report to Headteacher every day. This takes place in the Year Group bubble.
- Monitoring continues for up to 4 weeks or longer at the discretion of the Headteacher.

If successful, student returns to Pastoral Leader Intervention. If unsuccessful, the Headteacher will consider permanent exclusion.

## Out of Lesson Behaviour Monitoring and Roles

### All Staff

For low level poor behaviour, member of staff directs student to add a cross, reason and their name to the Respect card.

### Tutors

- Check cards daily. Students display their Respect cards for the tutor. Check cards at the beginning of assembly. Respect cards will not be checked during assembly. Students who have reached 6 crosses – send name(s) to 'Respect' email. Due to Covid19, teacher will send the email to the appropriate Year Leader.
- Tutors check Register Notices for detention list and remind students. As Year Leaders will have this information through email this is not applicable. Rather, Year Leaders will inform tutors of detention details for members of the form.
- Student is informed by tutor that they will be attending a lunch time detention in C2. These detentions will take place as directed by the Year Leader with support from the Assistant Year Leader and be Year Group detentions taking place in the Year Group bubble rather than C2.
- Issue new card if card is full or lost. The Tutor writes the student/form name & the number of the card issued on the student's card and leaves for student to collect on their exit. Student shows tutor their full Respect card and disposes of it in the tutor room bin.
- For lost/forgotten cards – if there is a genuine reason for a student not having their card, they should bring a note from home otherwise a lunch time detention will be issued by the tutor as above. Tutor should issue a second card and note that on the card that is the second card issued. Tutor discusses with Year Leader if a detention is appropriate.

### 'Respect':

- Collate detention list for the following day and send standard letter home. 'Respect' detention list and letter temporarily suspended – Year Leader/tutor will discuss and contact with home as appropriate.
- Put detention list in Register Notices. Year Leaders will inform tutor of lunch time detentions.
- Send after school detention letter home for those students who fail to attend lunch detention. After school detentions suspended temporarily.

## Year Leaders and Assistant Year Leaders:

- Support with C2 detention. and follow-up where necessary. Detentions will be Year Group bubble detentions in Year Group. bubble classroom as Year Leader sees fit.
- For any students not attending their lunchtime detention – inform 'Respect' for an after school detention to be set and letter sent home. Year Leaders will sanction as appropriate.

## SLT:

- Support by supervising students on internal exclusion for last 20 minutes of lunch. Internal Exclusions will be suspended temporarily due to Covid19.

For more serious out of lesson behaviour such as smoking, leaving the school site and fighting, and unsafe behaviours relating to our Covid19 guidelines staff need to use their professional judgement in the situation to firstly ensure that students are safe and that any immediate response which may be required is sought. Staff should then complete a log of the incident on SIMS under the 'Out of lesson Red', referring to the relevant Year Leader.

# Appendices

## **Appendix 1: Diversity**

The school is required to be able to identify, record and monitor bullying and in particular bullying or incidents affecting those with protected characteristics as described under the Equality Act. All members of the school are protected from discrimination on the basis of:

- Disability
- Gender Identity/Sex/Sexual Orientation
- Race/Ethnicity
- Religion or belief
- Home Circumstances

Please note that the following related policies should also be referenced as appropriate:

- Drugs Policy
- Anti-bullying Policy
- Equality and Diversity Policy
- E-Safety Policy

## Appendix 2: Structured Conversations

### REPAIR\*

Structured conversations may need to alter slightly. For example, the member of staff should explain to the parent that the phone call is taking the place of a meeting in school due to Covid19 restrictions. Agreed way forward and/or targets will need to be communicated to students via parents and teacher should remind students of their targets in lesson.

STRUCTURE		SUGGESTED SCRIPT
Opening	<p>Pre Repair - agree time/place.</p> <p>Opening statement. Thank you.</p> <p>Purpose.</p> <p>Positives. Reference any previous conversations – focus on any previous improvements if possible.</p>	<p><i>(Student name)</i> come back at break to <i>room</i>, so we can discuss your behaviour this lesson. I've graded you 3/4/5.</p> <p>Thanks for coming <i>(student name)</i>. I'm sure if we both listen to each other we can sort this out and see an improvement. All I want is for you to be enjoying our lesson and doing well in <i>(subject)</i>. Your behaviour has been really good this last month or so, you've been getting 2s regularly...</p>
Context & Behaviour	Describe the behaviour using neutral language.	<p>However, in today's lesson you...</p> <p>**</p>
Child's Perspective/Voice	Listen to student.	<p>Okay, thanks for listening to me <i>(student name)</i> so why do you think your behaviour was poor this morning?</p> <p>Is there anything I can do to help you improve?</p> <p>***</p>
Way Forward	<p>Outline a positive way forward, responsive to the conversation.</p> <p>Agree the type of behaviour expected. Refer to the Behaviour Policy. Thank the student for their positive attitude.</p>	<p>So, can we agree that in future we will...</p> <p>That's great, that will mean that I don't have to call home to discuss, because that would be the next step.</p> <p>I really appreciate you coming back to discuss and know that from now on you are going to be really positive in <i>(subject)</i>. Thanks <i>(student name)</i>.</p> <p>****</p>

\*If the student does not come to Repair, pursue: wait for a lesson you are free and collect them, ask another period 2/3 teacher to keep them back and collect them. Or contact the tutor with a message that should attend. Contact home to ask for support.

\*\*If the student interrupts, return to the purpose. Explain that in a minute you will listen to their point of view because you value it.

\*\*\*If the student says other students were not listening/shouting out etc too, then explain that you will speak to others privately and today you are working with them to improve their behaviour.

\*\*\*\*If the student is argumentative or negative, stop the repair and explain that you want them to return at your next available time to discuss when they are in a more positive frame of mind.

### TELEPHONE CALL HOME

STRUCTURE		SUGGESTED SCRIPT
Opening	Introduce yourself. Ask the parent if now is a convenient time to talk. State the issue. Explain the purpose – supportive. *	Hello Mrs/Mr...I'm Mr...(student name, subject) teacher. Is now a convenient time to talk? Thanks, over the last two weeks (student name) has received 2 grade 4s for behaviour in our (subject) lessons...I'm ringing because we want to respond quickly to any emerging issues before they become habit and hopefully support (student name) to improve and get back to the excellent behaviour we've seen previously.
Context & Behaviour	Using an emotionally neutral tone and language, outline history, look to reference examples of positive behaviour and contributions. Describe recent behaviour.	As I've said, (student name) often makes positive contributions and is focused and on task, (add specific example of positive behaviour if you can), but this (day, period) they... **
Child's Perspective/ Voice	Reference the Repair conversation and young person's point of view – what was agreed.	Last Wednesday, after the lesson (student name) and I discussed what had happened and (student name) agreed that their behaviour could be improved and asked if they could move seats...however, despite the seating move we've had another lesson where behaviour wasn't as good as it should be.
Parents' Perspective/ Voice	Has this been discussed at home. Ask whether the parent uses the SIMS App.	Has (student name) mentioned this to you?
Way Forward	Outline a positive way forward, responsive to the conversation. Agree the type of behaviour expected. Thank the parent for their support. Agree how you can communicate in future.	I really appreciate your support with this and hope that working together we can see a big improvement...If (student name) can make sure they work quietly and do their best...(add specific behaviour to avoid, such as) - and not shout out and distract others they will be receiving at least grade 2s in (subject) lessons. I'm sure we'll see an improvement, how would you like me to contact you...I'll call you next week/send an email if that's more convenient/please check the parent App.

\*If there is no answer, leave a message explaining who you are and a very brief, neutral description of issue. Add positive comment too. Ask that they ring you at school or say that

you will try again later. If you have not been able to make contact by phone, send an email. An email should follow the same structure as the telephone conversation but loses the parent perspective.

**\*\*If the parent tries to interrupt and introduce another topic, refocus the conversation by returning to purpose and specific issue. Explain that they can contact appropriate person at school to discuss other issues.**

If the parent is upset or angry, remain calm and neutral; suggest that you ring back another time to discuss or arrange a time to meet in school.

### **PARENTAL MEETING**

<b>STRUCTURE</b>		<b>SUGGESTED SCRIPT</b>
Opening	Introductions, Thank you, Outline.	Hello Mr/Mrs... Thank you for coming into to school, we appreciate your support. This is Mr/Mrs... ( <i>student name's</i> ) teacher/the Curriculum Leader for... To begin, I'll outline the purpose of the meeting...its aim is to be positive and find a way forward so that ( <i>student name</i> ) can improve...I'm sure we all share this same goal/want the same thing...*
Context & Behaviour	Using an emotionally neutral tone and language, outline history of issue to date, reference to previous conversations. Describe the behaviour. Be neutral.	As you know, when we spoke on the phone, and in my conversations with ( <i>student name</i> ) we agreed that... However, there has been further instances where... As you can see, we are now at a point in the school Behaviour Policy, where this is serious repeated misbehaviour...
Child's Perspective/Voice	Listen to student's point of view, their reflection on the behaviour/issue.	( <i>Student name</i> ) you often behave really well and ( <i>make reference to positive behaviour/contribution</i> ). When this isn't the case...Why do you think this happens? How do you feel about this? From your point of view, what are the barriers to behaving well in class?
Parents' Perspective/Voice	Ask parent(s) whether they have discussed these issues at home/What their point of view is.	Mr/Mrs... we really appreciated your support after we spoke on the phone/is there anything you would like to add? Any questions?
Way Forward/Thank you	Outline a positive way forward, responsive to the content of the meeting. Thank the student for their mature attitude, thank the parent(s) for their support.	It's really reassuring to hear ( <i>student name</i> ) say that they want to turn over a new leaf/improve in.../move to a different table etc. Looking forward positively, can we agree that in future: Agree Targets. You will be able to track ( <i>student name</i> ) progress daily through the SIMS App. Are we agreed that... ( <i>summarise</i> ).

	Thank you again for your support.
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\*You may return to this if the parent or student take the discussion in a different direction. It will help maintain a positive approach.

### Appendix 3: SLT Emergency Support

SLT Emergency Support should only be used for a serious behaviour incident that cannot be dealt with by any of the usual Faculty, Pastoral or whole school procedures. The process is as follows:

- Teacher sends a student to reception with a Red Card. This procedure will be adapted due to Covid19. Staff will email "On Call" with details of the incident/issue. The designated office staff will then contact SLT. A member of SLT or a Pastoral Support Officer will come to the classroom. The SLT PSO will assess the situation and remove the child.
- Reception staff will contact an SLT member. See above.

SLT member will resolve the issue through:

- A brief discussion out of the lesson
  - Time for the student to cool off away from the lesson
  - Removal of the student for the rest of the lesson and placed using the faculty's buddy system. The usual buddy system will be temporarily suspended due to Covid19. However, if the 'Red Card SLT staff or PSO have students from more than one bubble during a period they might need to place a child in another classroom within a Year Group bubble.
- Teacher will follow up the incident after the lesson using behaviour system.

#### Students going missing from lessons

Always complete your register promptly at the start of a lesson. If a student leaves your lesson without permission or a student does not arrive to your lesson having previously been marked present, send a student to reception with a note with brief details. Due to Covid19, rather than send a student out of lessons, send brief details by email to the attendance staff (Lisa Crank, Liza Roberts). For safeguarding reasons, do not communicate this by email as it cannot be guaranteed that the message will be seen. During Covid19, Attendance will be extra vigilant in terms of checking emails. The member of SLT on Emergency Support or Pastoral Support Officer will be contacted and then instigate appropriate actions to ensure that the student is safe.

## **Appendix 4: Exclusions**

### **Exclusion**

Exclusion is the most serious sanction the school can impose. A student will be excluded for either a number of behaviour incidents or a single serious incident of misbehaviour. All incidents are formally investigated by senior staff and students are given the opportunity to make a written statement.

The school informs the Local Authority about all external exclusions and the Governors monitor exclusions on a termly basis.

There are four levels of exclusion:

### **Internal Exclusion**

A student may be excluded from lessons but remain in school as a result of persistent misbehaviour, for an isolated serious incident or when a serious incident is being investigated. This is a serious sanction as it means withdrawing a student from their lessons (including break and lunchtimes) for one or more days. Parents/carers will be informed when their child is placed on internal exclusion. These exclusions will be recorded by the Year Leader. **Internal Exclusions will not be used due to Covid19.**

### **Fixed Term Exclusion:**

Fixed term exclusion is an even more serious sanction because it means a student is not allowed to attend school for one or more days. The school will use fixed term exclusion for a serious behaviour incident. It will also be used as a sanction for persistent misbehaviour, defiance and/or disturbing the learning of others when other sanctions have been exhausted.

Fixed term exclusions are normally for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year.

Students will be issued with work for the period of their exclusion and a reintegration meeting will be held prior to readmission. Parents are expected to attend. Students must reflect on their behaviour during a fixed term exclusion and resolve to improve their behaviour on their return to school. The readmission meeting will outline expectations on future behaviour and arrangements for the return to school. It also enables parents, students and senior staff to discuss how behaviour in school will be improved and monitored.

Fixed term exclusions of over 5 days are a response to incidents of poor behaviour which are serious in nature. From the sixth day of exclusion, the school will make arrangements for alternative provision for the student to continue their education off site. **Alternative provision, during Covid19, may be suspended as appropriate.**

Under the conditions of the fixed term exclusion, parents are responsible for ensuring that their child is supervised in their education at home and are not present in a public place during school hours. If an excluded child is present in a public place during the dates of the exclusion, the parents are liable to a fixed penalty fine.

The school may also exclude students from the premises for their lunchtimes for a period of up to a week.

### **Permanent Exclusion**

The Headteacher may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education, **safety (a serious or persistent breach)** or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of a drug, or the severe misuse of a drug (Please refer to the Drugs Policy)
- Carrying an offensive weapon.

The Headteacher will consider all external exclusions in line with current statutory regulations.

When a student is excluded, the parent will be notified by telephone, and then followed by a letter. An exclusion will normally begin on the next school day.

Letters about fixed period and permanent exclusions will explain:

- Why the Headteacher decided to exclude the student;

- The reason for the exclusion;
- If the exclusion is for a fixed period, the length of the exclusion and the date and time the student should return to school;
- If the exclusion is for lunchtimes only, the length of the exclusion (normally no more than five school days), and the arrangements for providing a meal for any student entitled to free school meals;
- If the exclusion is permanent, the date from which the permanent exclusion takes effect, and details of any relevant previous warnings, fixed period exclusions or other disciplinary measures taken before the present incident. The letter will outline the date for the governor meeting to consider the exclusion;
- Copies of all external exclusion letters are sent to the Local Authority.