

# QUEEN'S DRIVE INFANT SCHOOL



## **BEHAVIOUR POLICY** (including Restraint of Pupils)

**APRIL 2018**

**Amended May 2020, August 2020, October 2020 (Covid-19)**

# Queen's Drive Infant School

## BEHAVIOUR POLICY

**April 2018/ May 2020/ August 2020 (COVID-19)**

**QUEEN'S DRIVE INFANT SCHOOL** believes that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.

**New additions have been made to the policy in the light of Children returning to school after Lockdown during the Corona Virus epidemic – May 2020, August 2020**

### **AIM**

- We aim to promote high standards by modelling positive behaviour at all times;
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement;
- We aim to ensure that all adults and children treat other with mutual respect and consideration.

### **We also have a policy covering**

- Anti-Bullying

### **RIGHTS AND RESPONSIBILITIES**

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

Everyone within our school community has a right and responsibility to ensure that Queen's Drive Infant School is a safe place in which to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school, which is supported by the community. **(taking into account social distancing)**
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Members of staff have the power to use reasonable force or make physical contact when it is necessary to protect themselves, colleagues or children from danger or harm. **This will absolutely be used as a last resort due to social distancing measures.**

### **WHY POSITIVE BEHAVIOUR MANAGEMENT?**

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices?

Our aim is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that rules are followed.

**As children come back to school it is important that staff build up good relationships with the children they will be teaching. The children will not have the same teacher they had before the Lockdown. Therefore, teachers will need to develop a**

sound rapport and mutual respect with the children. Without these aspects of social behaviour and relationships children are less likely to show approval of specific rewards and behaviours asked of them.

Staff will need to focus on PSHE and well being development, new rules and routines of school to make sure children settle into school with guidance and support acknowledging issues and concerns that may have arisen over lockdown. This will hopefully break down barriers for future learning.

### **Inappropriate Play**

Inappropriate play is actively discouraged during class time and break times.

For example, making and playing with guns or knives, 'Gang like behaviour play'

## **PRINCIPLES**

- **ALL** staff work to promote **good** behaviours at every opportunity. **Following the school's reopening guidance.**
- All children have the opportunity to make positive choices about their behaviour and influence outcomes.
- All teachers have a system within daily teaching in order to promote positive behaviour and effective behaviour management skills. **Frequent verbal feedback as a reward work best.**
- Class teachers discuss wanted behaviour to ensure everyone is clear about expectations.
- Pupils who consistently follow the rules are noticed and rewarded.
- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. **Assemblies will need to take place in the small class groups (Bubbles)**
- Class teachers take photographs of wanted behaviour to refer back to and display as part of their class/school rules. **Rules will need to be established and shared with class as if this was the beginning of term.**
- The school rules are displayed around the school and in the classroom. The rules are regularly referred to in assemblies and throughout the school day. They support the pupils understanding of wanted/good behaviour expectations. **These rules will have changed and need to be shared regularly with the children.**

### **Principles added for COVID -19**

- **Parents and children are taught and instructed to maintain social distancing through staggered start and finish times to the school day for different classes, movement around the school within the class bubbles in single file, staggered lunch and playtimes in set playground zones, explanations of how the bubble works and who they are able to play with within the school.**
- **Pupils are taught about hygiene. Specifically, frequent handwashing, 'catch it, bin it, kill it', not touching face and mouth, not coughing sneezing directly in people's faces, using the toilets**
- **Procedures, rules, routines in place for children to learn remotely if a Lockdown situation comes into effect.**

## **School and Classroom Rules**

- **Keep each other safe; we don't harm each other**
- **We work hard; we don't waste time**
- **We listen; we don't interrupt**
- **We are kind and helpful; we don't hurt anybody or their feelings**
- **We are honest; we don't cover up the truth**
- **We look after property; we don't damage things**
- **We listen respectfully to adults in our school and follow instructions.**

## **REWARDS SYSTEMS**

### **Individual sticker charts**

1. In class children are praised for wanted behaviours and their name is added to the smiley face. **Positive verbal praise is used as a first line in improving behaviour.**
2. Children on the smiley face are given a sticker to add to their individual sticker chart. **Have 10 stickers cut up and placed in child's table tray. Child can add sticker to chart themselves.**
3. Complete sticker charts are given to the Headteacher and special Headteacher stickers are given out during Friday celebration assembly. **As sticker chart filled class teacher acknowledges all completed during a class assembly. Everyone can clap and appreciate their efforts. Then they can take chart home. Whole school weekly zoom/team assembly lead by HT to celebrate the week.**

4. Stickers can also be earned during lunch and playtimes. If a sticker is earned during playground time. The member of staff keeps a note and informs class teacher. No stickers to be given or stuck on clothes.

### **Class reward Chart**

Children work together towards a class treat through an aspect of behaviour that may require to be targeted. The children each a point when all children are showing they are working towards the chosen target.

Each class has a reward chart for the children in their class group. Rewards can still take place with social distance in mind. Frequent steps to reward. (5 steps to get reward instead of 10)

### **Whole school Reward system**

The Headteacher chooses an aspect of behaviour development that the school needs to focus on as a whole to improve the ethos in the school.

Children earn tokens that they place in a class jar outside the school office.

At the end of the week the class with the most tokens gains a reward. Eg, class disco, book time, golden time, ice lollies, colouring,

## **CONSEQUENCES**

Modelling positive behaviour and clear rules and routines are the primary route to engaging good behaviour. Consequences are a last resort but can provide children with the opportunity to bring themselves back in line with the expected behaviours. Children coming back to school may find this difficult if they haven't had this from home life over lockdown. Some children may not have played or socialised with any other children during the Lockdown.

Teachers use least intrusive skills to redirect behaviour.

- Move a child's name to the sad face, teacher must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is **always** provided for pupils in between each stage.
- Teachers constantly help pupils to make the right choices.
- The name must be removed from the sad face at the end of the session or moved back to the happy side once the behaviour is rectified.

## **CONFLICT RESOLUTION / RESTORATIVE PRACTICE**

At QDIS we support the children to resolve minor disagreements and problems by listening to each other and coming up with a fair solution. Children are encouraged to reflect on their behaviour and make amends in order to form positive relationships.

This will be a large part of reintroducing children back into the school system as they may not have socially interacted with other children during Lockdown.

All adults working with children in school should ask the following questions when solving a problem.

- What has happened?
- Who has been affected and how?
- How can we make it right?
- What have we learnt so that we can make a different choice next time?
- PUT ON A CARD FOR STAFF : If children do not engage or repeatedly break the rules/display more serious behaviours, go to consequence steps.

## **FURTHER CONSEQUENCE STEPS**

Before following the consequence steps below, staff should remember to use good practice behaviour techniques such as proximity praise and 'the look' to remind pupils of expectations.

Behaviour will be documented on cpoms in case a pattern develops or there are other circumstances that require looking into.

This is what will happen in each class if a child is not following our expectations, members of staff will:

1. Give a verbal warning of consequences if behaviour persists;
2. Add child's name to sad face.
3. Have time out in own class for up to 10 minutes; (Teacher to document behaviour on cpoms)
4. Consequence card. Time out in partner class for up to 10 minutes. Children can't move into another classroom or leave the class they are in. Therefore, if a child requires time out they are to have a hoop or zone where they can

sit away from the other children. This may be by the door. (All classrooms doors open so SLT can walk by at any point) Once time out has been fulfilled, make sure the child is calm. Reinforce positive behaviour through showing the child what task they need to do next. Repeat 5 mins at a time. If the children becomes disruptive and unable to re-join the class then send teaching Assistant for the SLT.

5. Send to team leader (class teacher logs and informs parents) Do not send child out of classroom. Send for the team leader.
6. Send to the Headteacher. Meeting to be arranged for parents to come in and discuss behaviour & next steps. Do not send child out of classroom. Send for the HT.
7. More serious behaviours can miss particular steps and jump straight to the SLT or Headteacher being involved.
8. The child may be asked to complete a consequences discussion pictures sheet. The HT will document the behaviour on cpoms.

### **PLAYGROUND RULES**

These rules have changed to adhere to social distancing and hygiene. They will need sharing prior to the child's first playtime and reminding frequently.

- Be kind to each other
- Wash your hands and go to the toilet before and after playtime
- Look after and share the toys within your class group.
- Put your group's toys back in your class basket
- Put rubbish in the bins
- Don't go into another classes play area
- Be calm when you line up to go into school

### **LUNCHTIME/ Class CONSEQUENCES**

Positive play and social distance interaction with the children on the playground is paramount. Children will have playground time with children in their Bubble/Class group.

1. Follow the conflict Resolution/Restorative Practice steps.
2. Time out wall ~ 5 minutes Time out in a hoop within the class playground zone or in classroom.
3. Duty SLT to be summoned by TA. Reflection time to take place outside classroom with social distance measures in place.
4. Class teacher to inform parents. If a brief conversation to parent is required. Ask parent to wait until majority of children have left premises. If not inform parents you will phone them at given time.
5. Meeting with parents to discuss behaviours/next steps. Teacher or HT to inform parent. Organise telephone/teams call if needed.

Midday Co-ordinator to complete lunchtime tracking sheet and pass on to Headteacher weekly for behaviour file. Use a specified computer to fill in the cpoms behaviour system. Midday Co-ordinator to liaise at the end of lunchtime to class teacher.

Any serious incidents will be referred directly to the senior person on duty.

No incident should be referred to a Senior Leader unless it is serious and all procedures have been followed

### **COVID RELATED BEHAVIOURS ACTIONS CONSEQUENCES**

As part of our PSHE and Well being curriculum teachers remind children of our school rule. Keeping each other safe and what that means. Staff keep health and safety behaviours at the forefront of classroom life so it becomes a natural behaviour.

| <b>Inappropriate COVID related Behaviour</b>        | <b>Actions and Consequences</b>  |
|---|--|
| Child crossing into another class 'Bubble'          | Directing immediately back to own class Bubble and reminding of social Bubble group. If repeated normal behaviour policy takes over.   |
| Child coughing and spitting at others deliberately. | Check affected child for sputum. Remind child of 'Catch it, bin it, kill it' and our school rule/ moto 'Looking after other people, keeping others safe'. If happens un COVID related direct to normal behaviour policy. |

## **VULNERABLE PUPILS**

During their time at school some pupils will require extra support at managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and SLT will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils.

**Staff will need to be more alert to responses, behaviours from children due to experiences they may have encountered during Lockdown. Staff to always Log onto cpoms.**

This information will contribute towards:

- Individual Education and or Behaviour plans
- Pastoral support programmes

## **STICKER CARDS**

Children with behaviour targets/needs can be supported to make the right choices by using daily sticker charts which can be completed and shared with a senior member of staff. The day is split into manageable chunks. Some children may need a sticker chart for a particular time of the day (e.g. lunchtime)

**Child to have stickers in own tray and child to attach sticker when required.**

## **HOME/SCHOOL BOOKS**

There may be times when particular pupils, who are set behaviour targets, have a home/school book set up to share incidents and positive sessions with parents on a regular/daily basis.

**Limiting what resources go and come to school. Instead of a book going home teachers to speak verbally to parents on a regular basis away from other parents or arrange with parents for a phone call home to talk privately.**

## **FIXED TERM AND PERMANENT EXCLUSIONS**

**School will follow latest guidance from the Local Authority which may differ from this policy.**

We do not want to exclude any child from school, but sometimes this may be necessary for example where behaviour is unsafe or aggressive towards adults or other pupils.

Standard guidance, statutory guidance on School Exclusions (September 2012)

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year.

In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Parents are informed in writing giving reasons for the action and detail of how to appeal.

The Headteacher will inform the LA and Governing Body about any permanent exclusion and about any fixed-term exclusion beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **MULTI AGENCIES AND EXTERNAL ADVICE**

**These will not take place in school. Meeting held online or by telephone.**

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual Behaviour Plans (IBPs)
- Support from the SENDCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.

- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists etc.
- **Discussions with Play Therapist**

## **USE OF REASONABLE FORCE AND RESTRAINT**

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law. This is only to be used when all possible options for giving the child time/space to regain self-control have been exhausted. **(social distance measures in place)**

The Governing Body have taken account of advice provided by the DfE – *Use of reasonable force: advice for Headteachers, staff and governing bodies* and the school's public sector equality duty set out in section 149 of the Equality Act 2010. Force is generally used for two different purposes, either to control pupils or restrain them.

Control can mean either passive contact (standing between two pupils or blocking a pupil's path) or active physical contact (leading a pupil by the hand or arm, ushering a pupil away by placing a hand to the centre of the back).

All members of school staff have a legal power to use reasonable force. This power also applies to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Any use of force by staff will be reasonable, lawful and proportionate to the circumstances of the incident and seriousness of the behaviour (or the consequences it is intended to prevent). Reasonable force will be used only when immediately necessary and for the minimum time necessary to achieve the desired result and in order to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property, including their own
- Engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Force will **never** be used as a punishment.

Whether it is reasonable to use force and to what degree, also depends on the age and understanding of the pupil and whether they have Special Educational Needs or disabilities. Medical advice will always be sought about the safest way to hold pupils with specific health needs, special educational needs and disabilities.

### **ACTION AS A RESULT OF SELF-DEFENCE OR IN AN EMERGENCY**

All staff including Teaching Assistants, Lunchtime Supervisors, Admin staff and the Site Management have the right to defend themselves from attacks, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk or injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Management Plan.

### **CIRCUMSTANCES IN WHICH REASONABLE FORCE MIGHT BE USED**

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving the classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, or rough play, or by misuse of dangerous materials or an object.

### **RECORDING AN INCIDENT**

A contemporaneous record (i.e. written as soon as possible and no longer than 2 hours after the incident's occurrence) should be made by the staff member involved in the incident and a copy given to a senior member of staff and parent/carer. Bound and numbered book kept. **(also add a note onto cpoms)**

Similarly, contemporaneous notes will also be made by all other staff members involved (i.e. as witnesses or additional providers of support). The notes will be sealed and dated.

The record will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
- The name(s) of the child(ren) involved;
- When and where the incident took place;
- Names of staff and child(ren) who witnessed the incident;
- The reason the force was necessary;
- Behaviour of the child(ren) which led up to the incident;
- Any attempts to resolve the situation;
- The degree of force used;
- How it was applied;
- How long was it used for;
- The child(ren)'s response and the eventual outcome;
- Details of any injuries suffered by either staff or child(ren);
- Details of damage to property;
- Details of any medical treatment required (an accident form will be completed where medical treatment is needed);
- Details of follow-up including contact with the parent/carers of the child(ren) involved;
- Details of follow-up involvement of other agencies, police, social services.

Child witnesses may also be asked to provide a written account if appropriate.

A copy of this entry will be kept on the child's file and retained. The Headteacher will share with the Safeguarding Governor.

#### **DEBRIEFING ARRANGEMENTS**

The child/young person and the member of staff will be checked for any signs of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. The child or young person will be given time to calm down while staff continue to supervise him/her. When the child regains composure, a senior member of staff (or his/her nominee) will discuss the incident with the child and try to ascertain the reason for its occurrence.

The child will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the child and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the child returns to school.

All members of staff involved should be allowed a period of debrief and recovery from the incident. A senior member of staff (or his/her nominee) will provide support to member(s) of staff involved.

The Head of School will be informed at the earliest possible opportunity of any incidents where positive handling was used. The Headteacher (or his/her nominee) will initiate the recording process if not already under way and review each incident to ensure that any necessary lessons are learned.

All parents will be informed after an incident where positive handling is used with a child. Parents will need to be notified sensitively and to be made aware of the full circumstances.

## APPENDIX ONE ~ STRATEGIES TO SUPPORT GOOD / WANTED BEHAVIOUR

- It is important that children recognise that they can play an important role in supporting children to stay on the smiley face. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing.
- Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make right choices. The following is a list of positive redirection tactics, from least to most intrusive.

| Strategy used by staff  | Example of Teacher response  |
|---|--|
| Positive discussions about rules.<br>PSHE lessons on positive behaviour, social interactions  | Use the PSHE planning to provide positive discussions and activities to help in promoting and setting good behaviours in the class group.  |
| Child talks about family bereavements.  | Listen attentively and acknowledged you've heard what the child is saying. Be sympathetic. Inform parent and provide child with a bereavement story.   |
| Tactical ignoring – For short period of time.   | Focus on primary behaviour ~ don't waste teaching time<br>'I will talk to you about that later' (playtime)   |
| Tactical pausing – pause, emphasises attention and focus , allowing cognitive take up   | Say what needs to be said clearly and pause ~ children can respond   |
| Nonverbal cueing ~ A clear, discussed cue that gives message  | Raise hand (briefly) as she cues the class/individual ~ thank you class. Bob please sit down   |
| Proximity praise ~ praising a pupil for following expectation to direct another pupil without drawing attention to negative                                       | That's great ~ we are all ready / sat down ..  |
| Behavioural direction ~ use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keeping direction brief. | 'Jane, sit down and look this way'   |
| Rule reminder ~   | Several children are chatting .. it's whole class teaching time.<br>Could ask a question, 'What is our rule for ..?'<br>When .. then .. ~ keeps focus on the desired outcome whilst allowing pupil to see the next steps |
| Partial agreement ~ partially agree then redirect. Keep focus on required behaviour. Do not get into discussion.  | 'I understand that you feel / think ... but I would like you to ...'<br>'But in here we all .....  |
| Stuck record ~ I would like you to .....  | 'Oh, but the rule is ...'<br>'We need to ...'  |
| Direct questions ~  | 'What', 'when', 'how' rather than 'why are you'. Direct the responsibility to the child. What are you supposed to be doing?  |
| Directed choices ~ within known rules or routines   | 'Put the watch in your tray or on my table'.<br>Refer back to rights, roles and responsibilities   |
| Assertive comment / direction / command   | Command ~ 'I' statements.<br>Direction ~ you need to look this way, Thank you.   |

# TEAM TEACH TRAINED STAFF

| <b>September 2017</b> | <b>July 2017</b> |
|-----------------------|------------------|
|                       | Sarah Skinner    |
|                       | Emma Talbot      |
|                       | Jo Leonard       |
| Helen Patel           |                  |
| Lynn Smith            |                  |
|                       | Rebecca Johnson  |
|                       | Kate Harrison    |
|                       | Tanzila Begum    |
|                       | Zahida Bibi      |
|                       | Jo Dawson        |
|                       | Tonia Dobson     |
|                       | Jane Hancock     |
|                       | Jane Jennings    |
|                       | Kate O'Callaghan |
|                       | Noreen Sabir     |
|                       | Dorota Walewska  |
|                       | Faye Worsdall    |
|                       | Lisa Young       |
|                       | Shazia Ali       |
| Emma Brown            |                  |
|                       |                  |

Date

MY REFLECTION

What happened?

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Who felt sad?

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How can we fix this?

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Comments / next steps

## APPENDIX FOUR

### **Queen's Drive Infant School**

Queen's Drive West  
Peterborough  
PE1 2UU

**Telephone:** 01733 343914

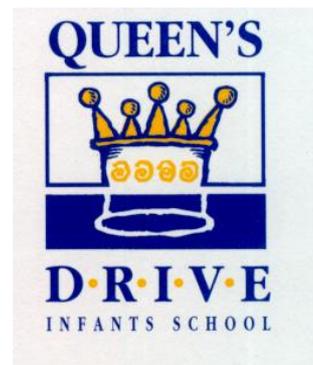
**e-mail** :- office@queensdrive.peterborough.sch.uk

### **Headteacher:**

Sarah Skinner

### **Deputy Headteacher:**

Julie Kane



*Date*

*Parent/Carer*

*Address*

Dear *(Name)*

I am writing to inform you of my decision to exclude **(NAME)** for a fixed period of *(number of days)*. This means that *(name)* will not be allowed in school for this period. I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude *(name)* has not been taken lightly. *(Name)* has been excluded for this fixed period because of *(reason)*

You have the right to make representation to the School Governors Discipline Committee. If you wish to make representation, please contact *(name of Chair of Governors)* via school as soon as possible.

You also have the right to see a copy *(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 *(name)*'s school record. There may be a charge for photocopying.

The school will continue to set work for *(name)* during the period of her exclusion. Please ensure that any work set by the school is completed and returned to us for marking.

*(name)*'s exclusion expires on *(date)* and we expect *(name)* to be back in school on *(date)* at 8.45am. I am sure it would be helpful for us to meet to discuss *(name)*'s return to school before they are due back. Please could you contact me to arrange a convenient time and date.

Yours sincerely,

*Sarah Skinner*  
*Headteacher*



