BOWER PARK
ACADEMY

Behaviour Policy

This policy has been approved by the Local Governing Committee and has been signed by the Chair of Governors:	
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When reading this policy, please note the principal's decision is final, alongside any staff member with delegated responsibilities.

Policy

The purpose of the policy is to provide an excellent education in a safe and supportive learning environment, where people are valued and make positive contributions to the academy community. We are committed to inclusion, ensuring every individual feels valued, respected, and able to participate fully. We believe that good behaviour is an essential condition for effective teaching and learning to take place. Students and staff have the right to work in an environment that is safe, friendly, motivating and fair. It is the responsibility of all students, staff and parents to work together to achieve this goal, through consistent practices that embody our common purpose to ensure that everyone learns, develops and thrives whilst in our care. The development of positive social, emotional and learning behaviours is at the heart of this behaviour policy. Trauma informed approaches are at the core of our whole school ethos and across our academy.

The policy aims to:

- Unify leadership in managing behaviour.
- Define desirable behaviour and address bullying.
- Communicate our expectations for behaviour and conduct and stress the Code of Conduct.
- Clarify roles for maintaining positive behaviour.

At Bower Park Academy, positive behaviour is defined by three key guidelines: Being Ready to Learn, Being Responsible and Being Respectful.

Being Ready to Learn

- Engage: Arrive prepared, on time, and with a positive attitude.
- Participate: Actively join in class.
- Persevere: Show resilience and effort, even when challenged.

Being Responsible

- Own Actions: Take responsibility for choices and their impact.
- Follow Expectations: Adhere to the Code of Conduct and procedures.
- Seek Help: Ask for support and resolve conflicts peacefully.

Being Respectful

- Treat Others Well: Show kindness and consideration.
- Listen and Speak: Listen attentively and express thoughts politely.
- Value Differences: Appreciate peers' diverse backgrounds.

Values

Values	Examples
Respect	Positive attitude to learning Care of property Learning environment Completing a good deed Respect staff and peers Respect learning of others
Effort	Contribution to discussions Good class work Excellent homework Extra-curricular achievement Trying hard in lessons
Aspirations	Careers Self-challenge Additional study Representing the academy
Learning	Improved attainment Improved work Improved contributions

Legislation and Regulation

This policy takes account of the Academy's public-sector Equality Duty set out in Section 149 of the Equality Act 2010. This means that the Academy will take account of a students' age, gender, racial heritage, gender identity, disability, sexuality or faith or no faith but will not discriminate because a student has one or more of the protected characteristics. The Academy's inclusive culture will ensure that pupils with different protected characteristics will feel safe and secure from any form of abuse or poor behaviour.

The legal framework behind this policy lies in the following legislation:

- Behaviour in Schools 2022
- Education Act 1996
- Children and Family's Act 2014
- Keeping Children Safe in Education 2026
- School Standards and Framework Act 1998
- Equality Act 2010
- Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2026
- Searching, Screening and Confiscation 2022
- Restrictive Interventions 2026

The principal must determine measures to promote students' self-discipline and proper regard for authority; encourage good behaviour and respect for others and, in particular, prevent all forms of bullying among students.

The principal must make sure the standard of behaviour of students is acceptable; make sure that students complete educational tasks and make sure that students' conduct is regulated; The standard of behaviour must be determined by the principal and meet guidelines set out by the Academy.

Roles and responsibilities

Principal

The principal will:

- Encourage good behaviour and respect for others.
- Secure an acceptable standard of behaviour of students.
- Promote among students, self-discipline and proper regard for authority.
- Strive to prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Ensure that students complete assigned work in connection with their education
- Otherwise regulate the conduct of students.
- Ensure that this policy is implemented by staff and students.
- Ensure that the guidance relating to suspensions and permanent exclusion is adhered to and that parents, the Local Governing Committee (LGC) and the local authority are informed of exclusions accordingly.
- The principal appoints the pastoral team to oversee and monitor behaviour in the school made up of: Vice Principal, Assistant Principals, Heads of Years, Pastoral Support Officers, as well as Support and Guidance Managers.

Staff

All staff are expected to promote self-discipline amongst students and to deal appropriately with any unacceptable behaviour. Staff have a responsibility to ensure that behaviour in their classrooms is conducive to good learning. Staff should follow a trauma informed approach for behaviour to ensure they have the strategies in place for the more challenging behaviours. In particular, staff will:

- Ensure in all lessons, and half termly, that they remind students of the expectations, standards and routines and consequences of not following these.
- Ensure that around the school site students are following the expectations of the standards and routines and displaying respect for the community and themselves.
- Act as role models of good behaviour.

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour.
- Recording behaviour incidents on Edulink.
- Being aware of associated policies that are linked with this Behaviour Policy.
- Reward good behaviour and achievement as set out in this policy and record it as appropriate.
- Intervene promptly in any situation where behaviour is difficult or dangerous.
- Apply behaviour management strategies and consequences consistently and fairly.
- Ensure that the work they prepare for students is appropriate, stimulating, interesting and challenging.
- Promote a positive working environment which is conducive to high quality learning.
- Take into account the needs and circumstances of individual students with particular identified difficulties, such as a disability, when implementing the policy.

All staff have the right to apply consequences and reward students according to this policy.

Students

On joining the Academy, students will be taught what the expectations of behaviour, standards and routines are and what they mean. In addition to following the expected behaviour, standards and routines, students should:

- Behave well at all times and live up to the expectations of the Academy.
- Allow teaching and learning to proceed without disruption or interference.
- Report dangerous situations immediately to a member of staff.
- Cooperate with all members of the Academy.
- Complete home learning as assigned by their teachers.
- Comply with school uniform requirements.
- Not bring any dangerous or banned items onto the school site.

Students with SEND/Mental Health Needs

We are committed to inclusion for all learners, including those with Special Educational Needs and Disabilities (SEND). Inclusion means ensuring every learner can participate fully, access learning equitably, and feel valued within the community. SEND inclusion is embedded in all aspects of planning, teaching, and behaviour expectations. Additionally, it is recognised that some behaviours are more likely to arise from types of SEND or disabilities. Under the Equality Act 2010, we recognise that the Academy should make reasonable adjustments for students with SEND and have a duty to use our 'best endeavours' to meet the needs of those with SEND under the Children and Families Act 2014. The school will work with families to look at the triggers and where possible put preventative measures in place.

Parents and Carers

Parents and carers are expected to encourage their children to show respect for school rules and to support the school's authority to apply consequences to its students. The most important things that parents and carers can do is to ensure that their children attend school punctually every day, come equipped and ready to learn, and are aware of the Academy's Behaviour Policy and its rewards and consequences. Where difficulties arise, the Academy will seek to work cooperatively with parents and carers to support the necessary changes in a student's behaviour.

At Bower Park Academy we build positive working relationships with our parents and carers. We appreciate the need for a collective approach in developing student behaviour and inclusion.

We expect that parents and carers will:

- Support the implementation of the Academy Behaviour Policy.
- Celebrate their child's success with us.
- Encourage their child to make the most of the opportunities presented at the Academy.
- Reinforce to their child that they must value and respect other students and all those who work at the Academy .
- Support the Academy by being actively involved in their child's education.
- Ensure that their child is in full Academy uniform every day and they wear the correct Academy PE Kit if they have PE or Dance lessons only.
- Ensure that their child is equipped for learning.
- Monitor and intervene to ensure the effective use of their child's Edulink. Parents must check their child's Edulink to monitor attendance, punctuality, behaviour/achievement points and homework.
- Contribute to any costs incurred through wilful damage to, or loss of Academy property .
- Support their child in maintaining a positive behaviour record throughout their time at the Academy.
- Attend Progress Evenings and any other parental events.
- Work with the Academy's Pastoral Teams to ensure continuity and consistency.

Praise and recognition

At Bower Park Academy, we are committed to fostering a positive learning environment where all students feel valued and motivated to succeed. We believe that regular recognition of student achievements contributes to a culture of respect, personal growth, and high academic performance. Our staff are encouraged to use a wide range of methods to praise students, both formally and informally.

Rewards

We believe that a school ethos of inclusion, encouragement, celebration and praise is central to the promotion of desirable behaviour. Rewards and recognition play a motivational role in helping students realise that desirable behaviour, self-awareness and responsibility to self and others is valued and clearly defined in procedures.

The following are some examples of the types of positive behaviours that we see in school:

- Positive attendance
- Excellent punctuality
- Well-presented uniform and equipped for learning
- Active involvement in Academy life (clubs, shows, trips)
- Greeting staff and students in a positive way
- Being helpful around the Bower Park Academy community
- Treating staff and students with kindness
- Promoting understanding and equality

There will be a number of rewards throughout the year ranging from weekly to termly awards. Our aim is to ensure all students' achievements are celebrated throughout the year through the following awards:

- Teacher praise is encouraged and promoted in all lessons. Teachers regularly praise students verbally or by sending communications home through phone calls or emails.
- Positive phone calls home
- Achievement points on Edulink
- Prize draws
- Rewards assemblies in each year group are used to formally recognise the achievement and effort of students, with all departments contributing to awards ceremonies
- Special recognition awards in weekly newsletter
- Praise postcards and letters home
- Proud Thursday
- Jack Petchey Award - A student from the school can be nominated by any member of staff and will receive a badge, certificate and £300 to spend on an educational resource or activity
- Principal's Pin - A top performing student will receive a pin and feature in the school newsletter

Bullying

Bower Park Academy is committed to providing a safe, supportive, and inclusive learning environment for all students. Bullying, harassment, and discrimination of any kind are not tolerated. Bullying is defined as the repetitive, intentional harming of one person or group,

where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated over a period of time, and difficult to defend against.

Bullying can include:

- Emotional - being unfriendly, excluding, tormenting
- Physical - hitting, kicking, pushing, taking another's belongings, any use of violence
- Prejudice-based and discriminatory, including Racial, Faith-based, Gendered (sexist) Homophobic / biphobia / 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
- 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 take all forms of bullying, harassment, and discrimination seriously. Any student who is found to be bullying someone will be educated and sanctioned appropriately. All disclosures are taken seriously. Once reported to a member of the Safeguarding Team, the incident will be investigated and necessary steps taken in line with our ELAT Child Protection and Safeguarding policy - ELAT-Policy-Safeguarding-Child-Protection.

Racist, homophobic or hate Incidents

The Academy does not tolerate discrimination of any sort, including comments or behaviours that are offensive or attack an element of someone else's identity (staff or student). It is the Academy's duty of care to ensure that any incidents which involve race, religion, sexuality, gender and any form of discrimination are formally reported. Incidents of this nature will be investigated swiftly to ensure that the issue is resolved as soon as possible. Where appropriate, support will be put into place for the victim and supportive education put in place for the perpetrator alongside proportionate sanctions decided by the Academy.

Sexual incidents

The Academy has a statutory responsibility to follow child protection and safeguarding procedures. As such, any sexually inappropriate behaviour will be swiftly dealt with and formally reported to the Safeguarding Team and relevant external agencies for further investigation.

If a student discloses an incident of sexual abuse and or harassment all members of staff must report this incident to the Safeguarding Team immediately either in person or via the

school's 'on call/patrol' system. Staff should bear the following in mind when a child makes a disclosure:

- Always take the child seriously
- Don't promise confidentiality
- Listen to the child non-judgmentally
- Record the disclosure / facts as reported
- Pass the information to the DSL or a Safeguarding Deputy immediately

If an allegation is made then we will support the victims of child-on-child abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by: if appropriate, removing the alleged perpetrator from any classes they share with the victim; considering how best to keep the victim and alleged perpetrator a reasonable distance apart on Academy premises and on transport to and from the Academy. Providing support in the form of counselling, mentoring or a 'safe space' if requested. These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Whilst all incidents of this nature will be considered in their own context, the nature of this type of behaviour may sometimes mean that permanent exclusion is the appropriate action. All young people involved in such incidents would be referred to social care as a mechanism to ensure support for a potentially vulnerable young person, please refer to the ELAT Child Protection and Safeguarding policy for more details.

Child on child harassment or abuse

As in all settings, there can unfortunately be situations where young people are subjected to bullying (including cyberbullying);

Children should be free from harm. Examples of child-on-child harassment include:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Gender-based violence
- Sextortion
- Initiation-type violence and rituals

Occasionally, allegations may be made against students by others in the Academy, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Staff must bring the allegations of this nature to the attention of the Designated Safeguarding Lead (DSL). Young people are not always able to articulate that they feel uncomfortable with others

touching them. At Bower Park Academy we recognise that this can be a difficult issue for students and therefore take the decision out of the student's hands. Any touching of another student is not allowed, and all students should follow the 'no hands rule'. This is to ensure that students are not placed under undue pressure to explain 'inappropriate touching' as a 'joke' or as consensual.

Students on report

A student may be placed on report for one or more of the following:

- Concerns expressed in a number of subject areas (via Edulink / incident reports/discussion with staff)
- Concerns about underachievement
- Concerns about bullying or anti-social behaviour etc
- Truancy
- Frequent lateness (to school or lessons)

The hierarchy of pastoral reports, that students may be placed on follows the sequence:

- Tutor report
- Head of Department
- Head of Year
- Assistant Principal
- Vice Principal

Some students may move to a higher level of report skipping some levels, based on their individual needs and identified support.

Safeguarding and behaviour support

When a student displays continuous disruptive behaviour, it may mean that they are experiencing learning, behavioural, social, emotional or other difficulties that might impede self-discipline and effective learning. We therefore recognise that there are times when further intervention is required. Students who may be experiencing difficulties are referred via their year teams where their needs are tracked, monitored and discussed and appropriate interventions are put in place. These may include:

- Intervention groups run by the Year Team
- Adaptations to the curriculum
- An increase in staff: student ratio through second adult support
- Pastoral Support Plan (PSP) (internal)
- Referral for SEND interventions via the SENCO
- In school counselling service

- Referrals to external services. For example, social care, CAMHS, Speech and Language therapy, Educational Psychologists, HEST

Sanctions in school

Students have the right to expect fair and consistently applied sanctions for poor behaviour, which make a clear distinction between serious and minor breaches of our behaviour policy. An appropriate sanction is one which is designed to put matters right and encourage better behaviour in future. Thus, it is inappropriate to punish whole groups for the misdemeanours of a few or impose a sanction which is designed to humiliate a student or students. Students can be sanctioned for:

- Behaviour in lessons.
- Behaviour in the school buildings and site outside of lesson time.
- Behaviour when offsite on educational visits, when outside of school and at any time where they can be identified as a student of Bower Park Academy.

Sanctions should result in a positive impact on student behaviour. The sanctions available to teaching staff are part of a framework of support for students and should be regarded as one aspect of the disciplinary procedures available. Repeated use of these sanctions towards individual students will be counterproductive, since much of their value lies in their rarity. When students begin to collect frequent sanctions, other strategies will be considered to help the student recognise the problem and overcome it.

In all cases, the Form Tutor, Pastoral Team and, if applicable, SENCO will be informed of sanctions and consulted regarding repeated concerns. This will enable them to respond if, for instance, there are difficulties in several departments or there is a pattern of misbehaviour.

The Academy may use one or more of the following actions or sanctions in response to unacceptable behaviour:

● A verbal reprimand and restorative conversations

● Withdrawal of privileges

● Removal of social time to complete community service

● Letters or phone calls home to parents and carers

● Meetings with parent and carer

● Agreeing a behaviour contract

● Placing a student on report for monitoring and tracking purposes

● Detention

● Referring the student to a senior member of staff

● Placing a student into reset

● Implement a PSP

● Suspension

● Alternative Provision

● LGC Behaviour Panel

All sanctions should be recorded on Edulink by staff and communicated to all key stakeholders.

In lessons, before formal sanctions are issued, two informal verbal warnings will be given as an opportunity for the student to correct their misbehaviour.

For example, "(Student name) you are disrupting your/students' learning by…so this is your first warning. Do you understand?" This explains to the student the behaviour that is disruptive and gives them the opportunity to address it, rather than be sanctioned. Students acknowledge the warning so it's clear they have been given the opportunity to correct their misbehaviour.

If needed, a second warning will be issued. For example, "(Student name) you are disrupting your/students' learning by…so this is your second warning. Do you understand?" The student has now been provided with two opportunities to stop disrupting the learning environment. If they choose to continue to disrupt the learning of others, sanctions will be put in place to discuss and address this outside the lesson time. In cases of extreme behaviour, or behaviour that endangers safety, warnings will not be given before on call/patrol is called.

Removal from classrooms

In response to serious or persistent breaches of this policy, the Academy may remove a student from the classroom for a limited time. Students are relocated, normally to another lesson within the department, and will be set a detention with the Classroom Teacher. During the detention, the teacher will discuss how the student was disrupting the learning and the impact this had on other students. Also, it will be an opportunity for the students to catch-up on any missed learning. They will also agree a resolution for the next lesson.

Conditions for placement:

- Students may be removed if they repeatedly fail to meet the academy or the subject teacher's expectations during a lesson.

- The subject teacher would have issued the student with a first warning, second warning and some intervention before the lesson removal, this could include moving the student's seat within the classroom to minimise interruptions and disruptive behaviour and/or had a 1:1 conversation with the student outside the classroom to address the behaviour concerns.
- If the student fails to correct their behaviours, the subject teacher will log a patrol removal/on call via Edulink. The student will be collected by the member of staff on patrol.
- The student will be relocated to a different classroom, where they will remain until the end of the period to complete work.
- At the end of the period, the student will be allowed to attend their next lesson.

For extreme behaviours, or behaviours that endangers safety, or when a student has caused further disruption in the relocated lesson. A decision will be made by the Pastoral Team or SLT, whether the student returns to lessons for the remainder of that day. Students who are subject to a removal on call/patrol will be given either a Head of Department detention, Head of Year detention or reset consequence depending on the severity of their behaviour and previous similar behaviours. Typically, a restorative conversation will take place with the Subject Teacher and missed work completed.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the principal. Students should be reintegrated into the classroom as soon as it is appropriate and safe to do so in order to maximise learning. The Academy will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

The Academy will consider an alternative approach to behaviour management for students who are frequently removed from class.

Reset

The reset room acts as our internal exclusion room and is a higher-level sanction. This space is used as a last resort, indicating serious concerns about a student's behaviour. The primary objective is to provide an inclusive environment where students can reflect on their actions with staff support and make positive decisions going forward. Reset also serves as a safe place designed to remove students from an incident or potential incident, alleviating any concerns or barriers to learning and safety. Students can be referred to reset by a member of the Pastoral Team, Safeguarding Team or SLT.

Conditions for placement:

- The pastoral team will contact home to inform the parent/carer of the incident and reset sanction.

- Hand in their mobile devices for the day and any other items which may impact on learning and behaviour in the room.
- Students will receive textbooks or other relevant materials to continue their work on assignments, readings, or exercises related to their classwork.
- Supervising staff may assign extra work to reinforce learning and provide opportunities for self-improvement.
- The student will have an opportunity to reflect on the negative behaviours that led them to being issued with the sanction, regulate their emotions and complete a self-assessment reflection sheet.
- Students in reset will forfeit social time during break and lunch.
- Remain in the reset room until 2.55pm.

Failure to comply with the reset expectations may result in further sanctions. Consequences of non-compliance and failure to adhere to the rules of the reset room may result in more severe consequences, including possible suspension. It is crucial that students use this time for self-improvement and reflection.

Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) may be issued to a student who requires additional guidance to support their behaviour, wellbeing, or engagement with learning. The plan is designed to identify specific needs, set clear targets, and outline strategies to help the student make positive progress. A PSP is created in collaboration with the student, SLT, Pastoral Team and Parents or Carers, ensuring a consistent and supportive approach. The purpose of a PSP is to provide structured support rather than punishment. Regular monitoring and reviews are carried out to assess progress and make adjustments where necessary. By offering clear expectations and appropriate support, the school aims to help the student develop positive behaviours, improve outcomes, and successfully reintegrate into the wider school community.

Screening, searching and confiscation

We follow the statutory guidance and advice on 'Screening, Searching and Confiscation'. This information can be found at: Searching, Screening and Confiscation.

Examples of items which are banned/prohibited from the site include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen item
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil)
- Tobacco, cigarette papers, vape/s

- Fireworks
- Pornographic images

Malicious allegations

If a report is shown to be deliberately invented or malicious, the school, should consider whether any disciplinary action is appropriate against the individual who made it. A strategy meeting must be held to identify the risks of the student returning to mainstream education. The risk assessment should include recommendations for educational provision for the student whilst taking into account the safeguarding of teachers. The principal will also consider the needs of staff accused of misconduct.

Use of off-site direction

The Academy may use off-site direction by providing temporary education at another setting where it is judged to be a suitable intervention to improve a student's behaviour. The student will remain on roll at the Academy and responsibility for safeguarding, attendance and educational progress remains with the Academy. The LGC will review all off-site directions at appropriate intervals to ensure the placement remains suitable and continues to meet its intended objectives.

Where an off-site direction is agreed, the home school and receiving provision must agree and document; the purpose and intended outcomes of the placement, the duration of the placement and review arrangements, the educational provision to be delivered and the planned reintegration meeting.

Where the student has an Education, Health and Care Plan (EHCP), the local authority will be informed in accordance with statutory requirements.

Safeguarding separation

In exceptional circumstances, the Academy may require a student not to attend the school temporarily where this is necessary to manage an immediate safeguarding risk. Such action is not a suspension or permanent exclusion and will not be recorded as a disciplinary sanction. The Academy will should follow general safeguarding principles as set out in Keeping Children Safe in Education (KCSIE).

Managed moves

A managed move is a process which leads to the transfer of a student to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. The process and arrangements for any managed move are outlined in the Trust's Suspensions and Permanent Exclusion Policy. The Academy will actively liaise with Havering School

Admissions, Attendance and Inclusion Team in the case of a managed move and will follow Havering protocol and procedures.

Suspension

A suspension is a temporary removal from school and may be used where a student's behaviour breaches the Academy's behaviour policy. Suspensions can be one or more fixed periods of up to 45 school days in any academic year and may be issued for a full school day or part of a school day. The purpose of a suspension is to make clear that certain behaviours are unacceptable and to provide an opportunity for reflection and behaviour improvement. During the suspension period, the school will ensure that appropriate work is provided so that the student can continue their education. Parents/carers will be informed of the suspension and the reasons for it, and the school will consider additional support and interventions where repeated suspensions occur. In exceptional circumstances, further sanctions may be considered following additional investigation or new evidence.

Permanent exclusion

Permanent exclusion is a serious sanction and will only be used as a last resort. It may be considered where a student has committed a serious breach, or persistent breaches, of the Academy's behaviour policy, and where allowing the student to remain in school would seriously harm the education, wellbeing, or safety of others, including students and staff. Following a permanent exclusion, the student will no longer be able to attend the school unless reinstated through the appropriate statutory process. The school will ensure that appropriate work is provided during the first five school days and will work with relevant agencies and support services to support the student and their family during the transition to alternative educational provision.

Duty to inform parents/carers about an exclusion

If a student is at risk of suspension or exclusion the principal will inform the parents without delay in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour. If the Principal decides to suspend or exclude a student, the parents will be informed of the period of the suspension or exclusion, and the reason(s) for it, without delay. The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion.
- The period of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Parents' right to make representations about the suspension or permanent exclusion to the Governing Board and how the pupil may be involved in this.

- Parents' right to make a request for a remote meeting.
- How any representations should be made.
- Where there is a legal requirement for the LGC to consider whether the student should be reinstated, that parents or an excluded student have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Supporting students – reintegration

Reintegration planning applies following suspension from school, safeguarding separation and off-site direction placements. It is a core component of the Academy's behaviour and inclusion approach.

Where a student has been subject to off-site direction, reintegration planning will begin before the placement ends and will include arrangements for transition back into mainstream provision. Following suspension, the Academy will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the Academy will work with third party organisations to identify whether the student has any unmet special educational and/or health needs. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life. The points below are suggestions only and should be adapted to the Academy's specific circumstances.

- Maintaining regular contact during the suspension or off direction and welcoming the pupil back to school site.
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents and staff of potential external support.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

The Academy will clearly explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting the Academy will communicate to the student that they are getting a fresh start and that they are a valued member of the school community. The student, parents, a member of SLT, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend. The Academy expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.

The reintegration strategy will reflect our core values and will allow us to realign expectations of behaviour and foster a renewed sense of belonging within the school community and build engagement with learning.

For further information about suspension and permanent exclusion, please see the ELAT and other related policies:

ELAT-Policy-Suspension-and-Permanent-Exclusion-26

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

A guide for parents on school behaviour and exclusion - GOV.UK