

Temple Meadow Primary School



Temple Meadow
Primary School
Growing together, learning together

Positive Interaction Policy

Safeguarding Policy Statement

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

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1 Policy Rationale

At Temple Meadow our school values of belong, nurture, thrive, discover and grow ensure a learning culture with high expectations for all.

1.1 Our school expectation

At Temple Meadow we all agree to:

- be ready
- be respectful
- be safe.

By everyone working together sharing this aspiration throughout the school day and in all interactions, we thrive and achieve together.

Our school expectation is clearly displayed in every classroom and shared spaces, both indoors and outdoors.

Be ready, covers all learning interactions and transitions throughout the school day. This can be demonstrated in their interactions with each other and staff, movement around school, independence and emotional regulation and engagement in lessons.

Be respectful covers interactions between all members of the school community, including children, staff, visitors, and families as well as our school environment and local community. This includes verbal and physical interactions as well as body language. At Temple Meadow we value and encourage politeness and manners.

Be safe links explicitly to our Protective Behaviours curriculum and ethos; we all have the right to feel safe all of the time. We teach children their rights and responsibilities and how they can exercise these.

1.2 Our core approach

Our core approach focusses on positive and inclusive interactions at all times.

All adults must:

- be calm, kind and consistent
- be attentive to those doing the right thing
- proactively praise
- be relentless with, and sustain, routines and expectations
- actively use emotion coaching to support restorative practice
- meet and greet at the external entry point
- meet and greet at the classroom door
- refer to 'be ready, be respectful, be safe'
- model positive interactions and build relationships
- plan lessons that engage, challenge and meet the needs of all learners
- follow up every time, retain ownership and engage in reflective dialogue with learners
- never ignore or walk past learners who are not meeting expectations of positive interactions and behaviours.

Our leadership team will:

- be a visible and supportive presence around school
- celebrate staff, leaders and learners whose effort goes above and beyond expectations.

Our agreed consistent approach includes:

- consistent language and response
- consistent follow up
- consistent positive reinforcement
- consistent consequences
- consistent respect from all
- consistent models of emotional regulation
- consistent environmental expectations including calm and inclusive classroom approaches in which all opinions are valued and respected.

1.3 Recognition and rewards

We use praise to develop a positive atmosphere in the classroom. Adult’s notice, acknowledge and positively reinforce when children are ready, respectful and safe. We notice those incremental achievements for all children.

We have a wide range of ways to recognise, motivate and reward including:

- praise, when children reach or surpass an adult’s expectations
- recognition in front of the class, with wider school adults such as the leadership team, or in a praise assembly
- positive feedback to parents (verbally, or written)
- dojo praise points
- Star of the Week
- Kindness Leaves
- Deputy Headteacher sticker
- Headteacher Award.

1.4 Restorative steps

For the vast majority of learners, a gentle reminder is all that is needed. Steps should always be followed through with care and consideration, taking individual needs into account. Focus on and praise the interactions you want and expect to see. Address negative interactions non-verbally and follow up later using ‘be ready, be respectful, be safe’ as a basis for discussion. Sometimes a simple reiteration of expectations without discussion is all that is required. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

	
	Positive praise, rewards and reinforcement
Flyby	Quietly pass by and remind the child of the instruction and the expected interactions. Ensure you link this to our school expectation, ‘be ready, be respectful, be safe.’ Staff should consider using non-verbal cues.
Reminder	Quietly remind the child of the expected interactions. This also links with Emotion Coaching step 1. “I can see you are feeling _____ and I understand why. I need you to _____ so we can move you back being (ready, respectful, safe).”
Warning	Quietly issue a warning. Emotion Coaching step 1. “I can see you continue to feel _____ and I understand why. I have spoken to you twice so this is a warning. I need you to _____ so we can be (ready, respectful, safe). ‘Thanks for listening.’ The adult should then walk away and do not respond to secondary interactions. ‘Needs work’ Dojo point is applied Emotion Coaching Steps 2 and 3. Problem solving will occur when the child is in a calm and rational state.
2nd warning	If the interactions continue to be negative then the child may be given further warnings. The child will be asked to take time out in an agreed place for 5 to 10 minutes (as appropriate) to reflect upon their interactions. ‘Needs work’ Dojo point is applied.
Individualised intervention	If the interactions continue to be negative, a highly individualised intervention will be established in order to support the recovery of the pupils behaviour pattern. E.g change of mood walk, face swap, PSK support.

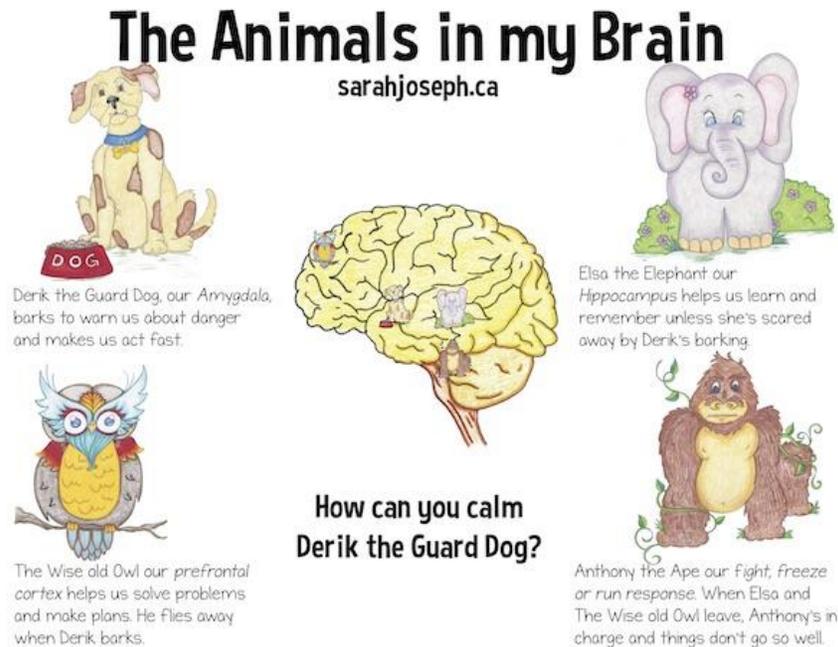
1.5 Emotion Coaching

Our ethos embraces Emotion Coaching, which enables children to co-regulate their emotions through helping them to understand the different emotions they experience, why they occur and how to respond to them. The Animals in my Brain is weaved through our Protective Behaviours within our Learning 4 Life curriculum. This tool teaches children how the brain works using the analogy of four animals and how they interact. Emotion Coaching involves co-regulation through the use of high empathy and high guidance, split into three key steps to success:

1. Adult recognising, empathising and validating feelings and labelling them. The aim is to connect with the child before correcting the interactions.

2. Setting limits on interactions and behaviours and developing a rapport with the child before attempting to reason/problem solve. It is important that the emotional tone is set by the adult.
3. Problem solving with the child. This must always happen when the child is in a calm, relaxed and rational state.

1.5.1 Animals in my brain diagram



1.6 Positive climate for learning

We aim across school to promote a positive climate for learning in which:

- all emotions are valued and valid
- agreed Emotion Coaching strategies are embedded in everyday practice (children and adults)
- agreed expectations are established and acted upon fairly and consistently
- positive interactions, effort and good working habits are encouraged, rewarded and used as a model for others to follow
- we encourage children to be empathetic and respectful in all interactions
- families are key partners in understanding our approach to positive interactions
- property is respected, and pride in the school and each other is nurtured
- fair treatment of all is ensured, regardless of age, gender, race, ability or disability ever mindful of reasonable adjustments
- staff and children's well-being is valued.

1.7 Involving all in our Positive Interactions Policy

To have an effective Positive Interactions Policy, everyone needs to have input and take ownership. We adhere to the following principles, to ensure our policy is fit for purpose and embedded in day-to-day practice:

- all adults take responsibility for supporting a positive Emotion Coaching ethos, for all children, across the school
- all adults model positive interactions in every area of school life
- children are encouraged to model positive interactions in every area of school life
- our policy is kept live by regular review and revisit throughout the year
- children are encouraged to develop self-awareness, to take responsibility for their own actions

- families and Governors are made aware of and understand our Positive Interactions Policy
- adults facilitate pupil voice, discussing any issues arising from day-to-day interactions and behaviours.

1.8 Kindness leaves

As part of our positive interactions culture, children are nominated for a kindness leaf by their class. These are linked to thoughtfulness, care, help and support of each other. These are awarded on a Friday afternoon.

1.9 Star of the Week

Early Years	Y1-Y6
<p>Star of the Week is awarded to one child per class (Reception, Morning or Afternoon Nursery) and they receive a certificate.</p>	<p>Star of the Week is awarded to one child per class.</p> <p>The Star of the Week child gets the following rewards:</p> <ul style="list-style-type: none"> • Certificate presented in Star Assembly • To sit on a chair in assemblies during the week they are Star •

1.10 Dojo points

Dojo Points are awarded as positive affirmation for **being ready, being respectful and being safe**. A maximum of 2 points can be awarded at any one time. Dojo Points can be awarded for home learning and individual work in books, as this constitutes evidence of being ready to learn.

Dojo Points are recorded on the Class Dojo system. When a child receives a Dojo Point, they add the point to the class dojo system in the classroom, via the class iPad. When other adults around school award a Dojo Point, it is the child's responsibility to ask their teacher to add this to their individual profile.

If a child receives a warning, a 'needs work' point is applied to the child's profile; this is typically actioned by an adult. Only 1 point can be removed per warning. Points are removed against the following aspects:

- Damage to property
- Inappropriate language
- Leaving the classroom without permission
- Name calling
- Not following instructions
- Physical aggression
- Repeated shouting out
- Speaking disrespectfully to adults

Families receive notifications via the class dojo app whenever a dojo point is added or removed.

Class reward dojo time will be given to each year group fortnightly, and this will be managed within the year group. Children who have lost three dojo points or more in that two week period will use this time to have opportunity to reflect on their interactions.

At the end of each term, children will have the opportunity to redeem their dojo praise points. The intention of this is for children to redeem the points that they have accumulated for a reward of their choice. The redemption will deduct from their Class Dojo avatar, enabling the child to see where points have been redeemed. Any points not spent roll over into the next term. Points are reset to 0 at the start of each academic year.

Although redemptions will be deducted from the child's avatar, the total number of points accumulated will remain the same for reports generated (for certificates etc). Class teachers are responsible for ensuring the correct number of points are redeemed for the prize chosen.

Pupil voice will be gained throughout a school year to gain feedback to inform the rewards on offer.

1.11 Inappropriate and unacceptable interactions

Throughout the school, the following interactions are defined as inappropriate and unacceptable - this is not a definitive list.

Inappropriate Interactions:	Unacceptable Interactions:
<ul style="list-style-type: none"> • Insolence • Aggressive Play/Interactions • Bad language • Minor damage 	<ul style="list-style-type: none"> • Biting • Racism • Sexism • Disablist interactions • Bullying • Theft/Stealing • Homophobic name calling • Physical Abuse/Fighting • Repeated violence (any violent incident should be recorded) • Repeated bad language • Threatening interactions towards an adult • Major damage/Vandalism • Any interactions that constitute a health and safety risk • Peer on peer abuse • Sexualised behaviours

Sanctions range from expressions of disapproval and withdrawal of privileges, to referral to Assistant Head/Phase Leaders, Deputy and Head Teacher, letters to families, individual Positive Interaction Recovery Plans, meeting with families and, in extreme cases, suspension or exclusion (Following LA and DFE guidelines).

- See our *Non-Violent Crisis Intervention Policy* for details on when restraint is appropriate.
- Refer to section on suspension and exclusions for details of interactions and behaviours that will trigger a suspension and /or exclusion.
- See also our *Racist Incidents Log Guidance* for more information on how Racist Incidents are addressed.

1.12 Red Alert Cards

1.12.1 Red Alert for Inappropriate interactions

When a member of staff needs help immediately they should send a Red Alert Card to any other adult, who can assist. Once assistance has arrived, they should consider whether a member of senior management is needed to address the inappropriate interaction (i.e., if it is unacceptable) and if so, they should send for the Assistant Head/Deputy/Head by sending a child with a Red Alert Card to collect them. Senior management will log all incidents of this nature.

1.12.2 Red Alert for Unacceptable interactions

Interactions and behaviours addressed directly by the Deputy and/or Head teacher

All incidents of this nature will be logged.

- Refer to *Anti-Bullying policy* for more information on whole school action taken against bullying.
- Refer to *Non-Violent Crisis Intervention Policy* for more information on instances when non-violent crisis intervention may be taken and the principles and procedures that guide this.

1.13 Whole class rewards

1.13.1 Extra play or treat

AHTs have professional discretion to support teachers in their phase with one off treats.

1.13.2 Class reward

A special award for helping a child with significant disruptive interactions. In some extreme incidents, the inappropriate interactions of a child may have a detrimental effect on a whole class. It is really important that the class's encouragement and support is rewarded, i.e., when the disruptive child has a positive lesson / day / week, etc. the rest of the children will be praised and rewarded for their help. Teachers to use professional discretion to decide on an appropriate reward.

2 Lunchtime Systems and Break time

2.1 Lunchtime Supervisor Role

Lunchtime Supervisors play an important role in positive interactions at lunchtime. Their allocated duties are outlined in the positive lunchtime policy, as are roles and responsibilities.

2.2 Lunchtime expectation

The lunchtime expectation is the same as the whole school expectation during the rest of the school day: be ready, be respectful, be safe.

2.3 Lunchtime interactions management

Each lunchtime, the Principal School Meal Supervisor (PSMS) leads on positive interactions and is responsible for recording any incidents and consequences. Children will receive a yellow, orange or red warning, with increasing severity of a time out penalty (yellow = verbal warning, orange = 5 minutes, red = 15 minutes) in the event they are not ready, respectful or safe.

It is not necessarily a progressive penalty system - some interactions may automatically attract a red penalty, and/or require further action.

At the end of lunchtime, all the interactions logs are collated by the SAO (School Administrative Officer), who enters the logs onto Bromcom. This information can be seen by the class Teacher/The form is scanned and uploaded as a linked document. All information linked to the incident is therefore held electronically on Bromcom. Notifications are sent to class teachers when a lunchtime consequence is logged for a child in their class.

3 Confiscation of inappropriate items

Inappropriate items are items that can cause disturbance to learning, accident or injury, risks to health and safety or the potential for theft or extortion, because of their value. These can change with time depending on current trends/fashions. They include:

- Matches/Lighters/Vapes
- Tablets/Medicines or Illegal Substances
- Toy items, including; Football/Top Trump/Collectors' cards/stickers
- IPADS, etc.
- Smart Watches
- Penknives/Weapons (possession of these will result in a significant sanction).

Any such items brought into school will be confiscated by a member of staff and held by office staff and logged on My Concern. At the end of the day, items will be returned to the child, via their parent/guardian, as part of a meeting to discuss why the items should not be brought into school.

3.1 Mobile Phones

From Nursery to Year 5, mobile phones are not allowed in school unless there are exceptional reasons, which need to be put in writing by the Parent/Carer to the Headteacher. In these unusual situations, the phone is turned off and handed to the office at the start of the day and collected at the end of the day.

Children in Year 6 who have permission to walk home at the end of the school day are permitted to bring a mobile to school. This must be switched off and placed into the Year 6 phone storage bags. These are then stored in the school safe until the end of the school day, whereby teachers hand them out on dismissal. Children must keep all phones switched off until they have left the school site.

Any mobile phone found in school without permission will be confiscated and families will be contacted. This rule applies for all extra-curricular activities, e.g., discos, residentials, etc.

It would never be appropriate for a mobile phone to be concealed in school and used to contact home or 3rd parties during the school day. Given the context of use this could lead to a fixed term exclusion.

3.2 Smart Watches

Smart Watches are not allowed in school. The only watches that are appropriate are those with limited functionality i.e. tell the time. The 'Smart Watches' not allowed in school are watches that have similar functions to a mobile phone such as a camera, messaging system, ability to record conversations etc.

Any Smart Watch found in school will be confiscated, stored in the school office and will be returned to the child at the end of the school day.

4 Monitoring of Interactions by Senior Staff

- AHT have a standard item on their weekly phase agenda to discuss interactions.
- SLT schedule weekly meetings where any patterns of interactions can be reviewed and focus support implemented.

5 Positive Interaction recovery plans

Initially, we follow the whole school positive interactions policy. However, when this has no impact on interactions, we develop a personalised strategy, which may include some or all of the following:

- meeting with family to highlight our concerns and gather further information
- home visit
- contact with previous school
- modified timetables with parental agreement and regular review cycle
- clear personalised interactions plan, i.e. timer, time out zone with personalised motivation (stickers, charts)
- regular meetings/dialogue with families
- escalation of SEMH Inclusion Support Team via ISLE.
- clear 'behaviour recovery space' under supervision and to ensure adults/other children are safe.

The key to our success with challenging behaviours is a consistent approach from all both school and at home.

5.1 Positive Interactions Recovery Plan

5.1.1 Recovery Plan

Recovery Plans are for pupils likely to be experiencing social, emotional and mental health issues.

Parental support and understanding of issues / concerns	Supporting pupil with interactions recovery	Minimising risk to other learners and pupils throughout the school
<p>Meet with parents to share concerns (meetings are likely to have already occurred as child progresses to this crisis point). A synopsis of interactions, behaviours and concerns will be shared.</p>	<p>Support will already be in place, but this now steps to more intensive approach.</p> <p>Weekly mentoring session with Pastoral Worker including Network Hand review and Early Warning Signs work as part of Protective Behaviours.</p>	<p>Create risk assessment to capture control measures.</p> <p>Consider a Positive Handling Plan if required to include Crisis Safety Intervention.</p> <p>RA may include strategies such as:</p> <ul style="list-style-type: none"> • lunch time Early Exit to ensure other children are not affected by last minute issues as lunch closes. • managed toilet provision, i.e. clear plan of a toilet that is used which is separate from the cloakroom and provision for other children to ensure they feel safe and are not intimidated by interactions when pupil is on recovery plan, e.g. fighting or hurting or threatening others. • managed P.E. changing, minimising opportunities to negatively impact on other children. • control of where coat peg/lunch box, etc. is in school, minimising opportunities to negatively impact on other children.
<p>Cycle of review meetings</p>		<p>High focus supervision from all adults who will be aware of pupil on recovery plan.</p>
<p>Clarity of contact numbers should lack of success lead to exclusion, due to escalating nature of interactions.</p>		<p>Depending on nature of interactions.</p>

6 Suspension or Exclusion and Police Involvement

Sandwell's Schools policy and procedures for suspensions and exclusions are followed, which is included below as part of our policy at Temple Meadow.

- *Our policy takes note of: Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England September 2023.*

6.1 Decision to suspend or exclude

A decision to suspend or exclude is made on a case by case basis, taking into account context. Usually, a suspension or exclusion results from escalation of extreme interactions and behaviours where other sanctions from the Positive Interactions Policy have failed to address the behaviours and interactions exhibited in school. However, in some cases behaviour and interactions are so extreme that a suspension or exclusion is given immediately. Where a child has an EHCP, consideration needs to be made whether there is need for an emergency review of the EHCP.

- *See Personalised Interaction Recovery plans section above*

Suspension can be short term, i.e. ½, 1, 2, 3, 4 days at a time. A child may be suspended for a number of short-term suspensions. Work is always sent home along with a suspension letter explaining the reasons for the suspension. On return to school at Temple Meadow, the child is always welcomed back by the Head and/or Deputy/Assistant Head. Suspensions can also be for lunchtimes.

At Temple Meadow, suspensions have been triggered by interactions such as:

- violence to a teacher or other adult working with children
- violence to other children
- health and safety issues with pupil involved and/or other pupils
- gross defiance to all adults within school, including refusing to co-operate with senior staff, Deputy and/or Head teacher.

There are three types of suspension and exclusions that schools can use as a sanction:

6.2 Lunchtime Suspensions

Children whose interactions at lunchtime are disruptive may be suspended from the school premises for the duration of the lunchtime period. Lunchtime suspensions are counted as one half of a school day for statistical purposes and to trigger Governor meetings, so that parents can make representations if required. These suspensions are not affected by the recent regulations on providing children with education from the sixth day of their suspension. Taking into account the child's age and vulnerability, the Headteacher should ensure that a parent/carer has been contacted and is available to collect the child and supervise during the lunchtime suspension.

Free School meal entitlement must be honoured.

A Lunchtime suspension for an indefinite period, like any other suspension, would not be lawful. The Guidance suggests that this strategy should not be used for long periods, e.g. for not longer than a week. However, we have used this strategy in consultation with Inclusion Support and parents when we are managing child integration.

6.3 Fixed Term Suspensions

A decision to suspend a child for a fixed period should be taken, on the balance of probabilities, only in response to breaches of the school's Positive Interactions policy, where these are not serious enough to warrant permanent exclusion. Individual fixed period suspensions should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the child to reintegrate into the school following a suspension. Ofsted inspection evidence suggests that 1-3 days are often long enough to have the desired effect, without adverse educational consequences.

A school can implement fixed term suspensions for a maximum of 45 days in one academic year. When a child is given a fixed period suspension for six school days or longer, the school has a duty to arrange suitable full-time education provision from and including the sixth school day of the suspension.

When a child has received fifteen days suspensions in one term this should then be presented to the Governors for them to review the case. Both of these measures are used as a strategy to prevent a permanent exclusion.

Full time education must be provided from the first day for 'Children in Care'.

Primary Schools must arrange reintegration meetings for all children following a fixed term suspension. Return to school cannot be delayed if a parent is unable or unwilling to attend this meeting.

6.3.1 Examples of interactions that warrant a suspension or exclusion:

In schools such as Temple Meadow, where we work hard to meet children’s needs via early support, it would be rare to have a child permanently excluded presenting SEMH concerns that we hadn’t already worked hard to support via the EHCP process. If a child has an EHCP linked to SEMH concerns, we would be conducting an emergency review meeting to review provision with the LA.

Continued disruptions in lessons & School	1 - 3 Days
Defiance	1 – 3 Days
Verbal abuse to staff / pupils / others	1 Day
Racial abuse to staff / pupils / others	1 Day
Bullying – physical / verbal	1+ Day
Physical abuse to staff / pupils / others	1+ Day
Sexually inappropriate interactions	To be determined
Theft	1 – 3 Days
Vandalism	1 – 3 Days
Extortion	1 – 3 Days
Threatening interactions	1 – 3 Days
Setting off Fire Alarm	1 – 3 Days

This table is a guide only and draws on current practices in Sandwell Primary Schools. The number of days given to the child is at the discretion of the Headteacher (or Acting Headteacher). The days illustrated above are a guideline only and longer suspensions (including permanent exclusions) may be implemented depending on the severity of the offence.

6.3.2 Guidance in relation to representation from parents / carers:

If total is 5 school days or less	Governors do not have to meet but it is good practice to do so.
If total is 5 1/2 school days or more	Parents have the right to put case to Governors – they are able to remove the fixed term exclusion from the pupil’s school record if appropriate.
Exclusions that total 15 school days or more in one term *.	Governors should review the pupil’s case.

6.4 Permanent Exclusion

The decision to permanently exclude can only be made by the Headteacher (or Deputy Headteacher if Headteacher is not on site). A decision to exclude a child permanently should be taken only:

- in response to serious breaches of the school’s interactions policy, and
- if allowing the child to remain in school would seriously harm the education or welfare of the child or other in the school.

The decision to exclude a child permanently is a serious one and should only be taken when all the facts and evidence are clear. In some circumstances it will be necessary to put a fixed term suspension in place pending the outcome of an investigation. This should be as short as possible and work should be sent home by School in the first instance. Full time education should be provided from the sixth day of any fixed term suspensions. However, full time education must be provided from the first day for ‘Children in Care’. In such cases, letters sent to parents/carers need to indicate that a permanent exclusion might be the outcome of these investigations.

There will be exceptional circumstances that the Headteacher will decide to permanently exclude a child for a ‘one off’ incident – these could be:

- Serious actual or threatened violence against another pupil or member of staff
- Sexual assault / abuse
- Supplying an illegal drug

- Carrying an offensive weapon.

When a child is involved in a criminal activity, the school should consider whether or not to inform the police. The outcome of the police investigation does not have to have reached its conclusion before the Headteacher makes their decision.

Once the Headteacher has made the decision to permanently exclude a child they need to contact the Local Authority to advise them in order for the statutory Day 6 education provision to be made by the Authority (Day 1 for 'Children in Care').

Headteachers should carefully follow the procedures set out in law, which are designed to ensure fairness and openness in the dealing of permanent exclusions.

Correspondence to the parents / carers must clearly indicate the following:

- Reason for the permanent exclusion and effect from what date
- The parent's right to make representations about the exclusion to the governing body and how the child may be involved in this
- The contact details if they wish to make such representation (this is normally the Clerk to the Governors)
- The school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so
- The arrangements that have been made enabling the child to continue with his / her education. (Day 6 provision)
- The latest date by which the governing body must meet to consider the exclusion. (15 school days from date of the permanent exclusion letter)
- The parent's right to see and have a copy of their child's records upon written request to the school
- The name and telephone number of an officer from the Local Authority who can provide advice as well as the contact details for ACE (Advisory Centre for Education).

Within one school day the Headteacher must inform the governing body and the Local Authority of permanent exclusions. If the child lives outside the local authority where the school is located then the "home" local authority need to be advised in order from them to provide the statutory Day 6 provision.

The Clerk to the Governors is responsible for arranging the meeting of the Discipline Committee meeting, ensuring that there are three or five Governors available. The Clerk will need to minute the meeting. The statutory guidance is that this meeting must take place within 15 school days from the date of the permanent exclusion.

The School need to collate all the relevant paperwork and to ensure that the family receives this paperwork at least five days prior to the governors meeting. The Governors as well as the Local Authority representative will also need copies of the paperwork provided again at least five days prior to the Governors meeting.

Once the Governing Body have heard the case then the clerk to the Governors will inform the family of the decision within one working day, clearly stating in the letter that the family have the right to appeal against this decision before an Independent Appeal Panel. In the appeal letter the contact details to whom the request for the appeal must be made to should be clearly identified as well as the date by which the letter needs to be received by (the family have 15 school days in which to appeal). On receipt of a letter requesting an appeal, the Local Authority has 15 school days in which to hear this appeal.

Statutory guidance on exclusions now allows for withdrawal of permanent exclusion up to the date of the governing body meeting. This applies up to the point of the Disciplinary Committee Meeting where the Governors withdraw to make their deliberations and reach a decision. This position is adopted by West Midlands Exclusion Forum with immediate effect. TM additionally adopt this position.

For children with an EHCP, we would request an Emergency Review from the LA.

6.5 Police Involvement

At Temple Meadow, the Leadership Team will involve Community Police Officers to give us and/or children and parents guidance, advice and support in any incident that involves or is believed to involve the breaking of the law. These include incidents that involve:

- Theft of valuables or repeated thefts
- Illegal drugs/substances
- Weapons
- Assaults or pre-meditated violence that results in actual or grievous bodily harm.
- Local gang networks
- Extreme vandalism

➤ Refer to Drugs Policy for more information on action taken when drugs or drug use are suspected to be involved in an incident.

7 Inclusion

If a pattern of poor interactions, disruption, anti-social interactions around school or in the playground develops, the following stages need to be followed.

7.1 Inclusion Strategy

- SENDCO made aware and motivational tracker set up to support interactions initially.
- SENDCO review – if motivational tracker has not addressed and eradicated problem, Individual Positive Interaction Recovery Plan to be set up.
- Parents made aware when child placed upon the Special Needs Register for interactions and behaviours (see full SEND Policy).
- Staff awareness raised, so that adults can ‘catch them being good’.

If the above intervention strategies do not significantly improve interactions then the SENDCO will be informed and the decision to move to seek advice from Inclusion Support will be made.

7.2 SEND Pupils

- SENDCO to ask for help from external agencies, including Inclusion Support, Child Educational Psychologist and Social Care.

7.3 EHCP pupils re SEMH

We would seek an Emergency Review from the LA, regarding provision. We would request PPE (Preventing Primary Exclusion) to support the school during these emergency periods.

7.4 Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of interactions.

A positive partnership with parents is crucial to building trust and developing a common approach to interaction expectations and strategies for dealing with problems.

Where necessary, we will work alongside parents to regulate and address inappropriate interactions or conduct outside school if this is deemed appropriate by both parties and can result in a positive effect on conduct overall.

We ask parents to keep us informed of interaction difficulties or trauma experienced at home, which may affect their child’s interactions at school.

7.4.1 Parenting programmes

We actively promote and encourage parents to attend courses designed to support interactions and behaviour management in the home.