

Thomas Telford School



Behaviour Policy

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Approved by: Governing Board

Date: June 2026

Review Date: June 2027

Behaviour Policy

All students and staff at Thomas Telford School are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical and personal standards are clearly expected and communicated.

Positive reward rather than punitive sanctions provides the motivation to succeed. Opportunities for reflection and restorative work are also fundamental to maintaining the highest standards of behaviour. It is upon these principles that the charters for students and parents were developed. The expectations and standards of behaviour are defined in detail in these charters and should apply not only in school but on trips or external activities where students are representing the School. The code of practice has been agreed by the students, teachers, parents, and Governors of the School over many years and is regularly revisited through parents, staff and student voice questionnaires, Headmaster Lunches and Heads of Year breakfast. It is the responsibility of all concerned to ensure that behaviour expectations and standards are upheld and that the students gain their entitlements: -

- to be at a school where the school values of being 'kind, respectful, and ambitious' are a daily experience
- to be valued as highly and equally as other students
- to be actively encouraged to achieve and realise or exceed potential
- to foster independence, resilience, integrity and personal responsibility
- to develop, discuss and justify personal viewpoints in a climate which encourages active listening and respect

Students will be expected to extend these same entitlements to everyone in the School and wider community. There will be due regard for other students' and teachers' entitlements. Above all we must emphasise:

- students attend school to learn
- teachers come to school to teach
- everyone at Thomas Telford School must be safe and feel safe
- to treat others the way we would like to be treated

In the rare exceptions when students breach the above, they will be dealt with according to the procedures detailed in this document to ensure that other students and staff can proceed effectively with their learning and teaching. Again, in these very rare cases, the Headmaster has the authority to temporarily suspend a student following a serious breach of behaviour. This will be for the shortest period possible with the intention of students reintegrating back into school. This allows for cooling off and a period of reflection, whilst evidence is collated. A meeting with parents will be arranged, usually within 1 working day and no longer than three

working days. Work will be provided from day 1 of any suspension and a phone call home on a daily basis should be made by the Year Head or Designated Safeguarding Lead (DSL) to check the student has received appropriate work and their wellbeing is noted and logged.

Where behaviour is poor, the opportunity to learn can be reduced for all students within the same group by the teacher's distraction in dealing with the issue.

Pastoral System

The Headmaster is responsible for behaviour and standards at Thomas Telford School. A Deputy Head has delegated responsibility for the pastoral system.

The School operates a Year Head system, with support from an Assistant. Parents are informed at the beginning of each year which staff have overall pastoral responsibility for year groups.

Heads of Key Stages and Year Heads support students in the expectation of helping them fulfil their potential in every area of their school career. Heads of Key Stages and Year Heads are responsible for applying the Behaviour Policy consistently and effectively, to benefit the whole school population.

How can teachers promote positive behaviour?

A school which actively fosters an ethos which is motivating, supportive and friendly will promote and sustain good behaviour.

The following strategies, if used consistently by all personnel, will help us to achieve a positive atmosphere and high standards of behaviour, both in the classroom and outside of the classroom:

- Effective lesson preparation to ensure work is matched to the ability of all students within group
- Provision of attractive and user-friendly learning resources
- Actively involving students in learning which includes a range of varied and relevant activities
- Establishing clear routines for classroom management. Greeting students to class, warmly and professionally. This should also be the expectation in the other areas of school, outside of the classroom
- Politely, calmly and consistently holding students to high standards of behaviour and uniform in line with school policy: shirts, ties, badges, jewellery, etc.
- Setting attainable and realistic targets each lesson
- Providing constructive feedback through regular marking of books, formative and summative assessment (See Feedback and Marking Policy for details), and purposeful discussions with students to foster mutual respect
- Ensuring records of progress inform lesson planning
- Keeping personal tutors and parents updated about student progress
- Reward good behaviour and work regularly through:
 - words of encouragement
 - sharing examples of good practice with group
 - informing parents
 - displaying student work

- broadcasting achievements via the news bulletin
- awarding TTS points
- Retaining a sense of humour and fostering a friendly, warm, and professional atmosphere
- Ensuring that teaching environments are attractively maintained
- Setting appropriate and relevant homework tasks
- Listening and taking appropriate action when students express concern
- Do not tolerate bullying or unacceptable behaviour. Immediately refer to personal tutor /subject line manager/ Head of Year, or DSL, where appropriate

Dealing with incidents

Occasionally, student behaviour may fall short of the expectations that the School has for its students. This may involve aspects of the following:

- Low level disruption in classrooms or communal areas
- Child on child abuse, which may be manifested in sexual, physical or emotional abuse
- Bullying
- Discriminatory behaviour based on gender, race, religion, sexuality, disability
- Aggressive behaviour, which may be physical or verbal
- Damage to the fabric of the School
- Misuse of Communications or Information Technology including sexting and illegal explicit images

Acute instances of misbehaviour will be termed as 'Serious Incidents' and will be dealt with according to the processes outlined below. At all times the actions of the School will be with a view to protecting members of the School community from harm.

Taking Appropriate Action

No matter how effectively we operate consistent strategies there will be occasions when students' behaviour or standards of work are unacceptable. There may be instances where students are suspended from school and parents are requested to collect students from school due to matters being serious. Swift and appropriate action should be taken.

In the first instance, the responsibility for acting rests with the relevant personal tutor or subject teacher. If subject teachers or personal tutors are unsure about the nature of action, they should seek advice. They are supported by their subject line managers and Heads of Year and Assistants.

Personal Tutors are the gatekeeper for all issues related to their tutees and should be kept informed so that they can retain an overview of their personal students' progress in relation to matters of behaviour, as well as academic progress.

Key people to take advice from include subject line managers, pastoral leads/Heads of Year and Assistant Heads of Year or, in serious cases, the Headmaster or Senior Deputy Heads.

The four levels for disciplinary action

At the first level

- Keep calm.
- Do not be led into an argument.
- Condemn the act not the person.
- Discuss the problem.
- Ensure a fair outcome.
- Set target for future behaviour and a review date determined by the severity of the problem
- Inform Personal Tutor and subject line manager.

At the second level

- If behaviour does not improve, action should be taken to rectify the matter. The strategies below could be applied progressively, or escalated in line with the behaviour presented:
 - The teacher should seek professional advice from subject lead
 - A phone call home made from the subject teacher to constructively discuss the matter with parents
 - The student could be temporarily removed from the classroom and placed with a subject lead to provide an opportunity for reflection and to ensure learning is not disrupted.
 - A phone call home from subject lead with a clear final warning that behaviour must improve.
 - A meeting arranged between parents, student, teacher, and subject lead in a bid to rectify the behaviour

If the strategies above fail, the matter should be escalated to the relevant Head of Year who will meet with parents, and the student, to communicate the potential next steps, if behaviour does not improve level 3 action should be implemented.

- At all stages, the Personal Tutor should be kept informed, so that they can raise broader issues with the relevant Head of Year, if required
- Once behaviour has reached the subject lead, the relevant Head of Year should be informed, so that they have overview of the matter. At this stage, the student's Module Report should reflect that action has been taken

At the meeting with parents/guardians:

- Thank parents for coming into school
- Give a progress report. Emphasise positive achievements as well as concerns
- Identify behaviour causing concern
- Devise support strategies, which might necessitate temporary restrictions to unstructured time in school for safeguarding reasons.
- Agree future targets
- Set a review date

- Subject lead **and** Heads of Year will keep accurate records on CPOMS of incident, meeting and outcome. Personal Tutor will keep Head of Year informed of meeting and outcomes
- A follow up letter by subject lead or Head of Year, to parents will summarise the meeting and agreed outcomes. Copy of which will be saved on CPOMS

If a resolution of the behaviour is not reached, continue to seek advice from the relevant Head of Year or DSL.

It may be necessary at this stage to draw up a behaviour contract:

- Make a follow up appointment with the parents to review progress
- Devise support strategies (may include involvement of outside agencies)
- Set a review date
- Document action as above

At the third level

If action at level 2 has not seen improvements in student attitude and behaviour (this will be very rare), the Head of Year will discuss ongoing difficulties with the Headmaster. The Headmaster has the authority (scheme of governance) to suspend the student for a period of time (as deemed appropriate by the Headmaster) and/or may also utilise the School's Pre-Reintegration Centre, or in exceptional circumstances seek a short term placement in the Learning Inclusion Unit at Madeley Academy. (See Inclusion Centre details **Annex C**).

Following this short suspension, there will be an opportunity for a restorative meeting with School, parents and the student. The student will make a presentation to all about how they have reflected on their behaviour, the choices they made, and how they will improve in the future to ensure a long and prosperous career at the school. It is common for students to produce letters of apology for any victims.

At the fourth level

In rare cases, where agreement cannot be reached with parents and support strategies have failed, or the incident is of a most serious nature, the Headmaster may decide to expel the student in accordance with the delegated authority as outlined in the Scheme of Government Paragraph 14, Section (h). Prior to reaching a decision senior staff will report to parents and the student the outcome of their investigations and following this will provide a full written report with evidence for the Headmaster to consider who will then decide whether or not to proceed with expulsion from the school.

Occasionally, before proceeding with expulsion in exceptional circumstances, where all support strategies have failed to achieve the desired behaviour, the parents may advise the school that they intend to withdraw the student and seek a place at another school or decide to electively home educate (EHE) instead of proceeding with the expulsion process. **Senior staff must be careful not to offer these alternatives as a solution to the problem but note that parents do have that right of choice.**

Following receipt of the written report from senior staff If the decision of the Headmaster is not to proceed with expulsion there will be another meeting arranged to agree a return to school programme for the student with senior staff, if the decision is to proceed with expulsion, parents will be invited to meet with the Headmaster to make representations as outlined in Annex B. If the Headmaster decides to uphold the decision to expel, then parents may make further representation to Governors (appeal) as detailed in this Policy. Before making a final decision the Headmaster will consider the advice of the Governors hearing the appeal.

Annex A advises on Procedures to be adopted in the case of a Serious Incident. **Annex B** details the School Procedures regarding Expulsion.

Conclusion

Clearly the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The commonsense rule applies and teachers are encouraged to seek advice when they are unsure of appropriate action.

Reasonable Force

All members of School staff have a legal power to use reasonable force. Reasonable force is when physical action is necessitated in a proportionate manner to minimise harm to Members of the School community. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. This force could be used to restrain pupils.

The power to search pupils

The Headmaster will authorise members of staff to use the statutory power to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited item listed below or any other item that the School rules identify as an item that may be searched for. This is outlined in the 'Searching and Confiscation Policy'.

The list of prohibited items as set out by Searching, Screening and Confiscation guidance July 2022 is:

- Knives and weapons;
- Alcohol
- Illegal drugs
- Stolen items

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).
- an article specified in regulations:
- vapes, tobacco and cigarette papers
- fireworks; and
- pornographic images.

If reasonable force is used, it is good practice to speak to parents and record incidents. Please consult the 'Searching and Confiscation Policy' for further information on how these will be managed.

Bullying

Our goal is to have a Bully Free School. However, we are realistic and understand that there is always the possibility of bullying occurring within school and it can happen in many different ways:

- physical violence
- threatening behaviour
- verbal abuse
- teasing
- humiliation
- embarrassment
- name calling
- comments about family
- comments about appearance / physique
- comments about ethnicity / religion
- intentional damage to possessions
- psychological bullying
- use of technology to assist in any of the above: texting, email, photographs

All these and many more demonstrate the wide variety of ways in which students can be bullied. It is vitally important that **any** incidents of bullying be notified immediately to the Personal Tutor or other relevant members of staff as indicated in the Student and Parent Charters e.g. Pastoral Heads of Year, Assistant Heads of Year or DSL team (names are in each toilet in school).

Cases of bullying will not be tolerated at the school and will be managed in accordance with the guidance set out in this policy.

All students will be periodically reminded via broadcast, Personal Tutorial, assemblies, and the PSHE/RSE program, about the role of all to prevent bullying and what to do if bullying occurs.

If a student feels that appropriate action is not being taken to resolve the problem, they can have immediate access to the Headmaster. Parents can also have access to the Headmaster, if they feel appropriate action has not been taken by the Pastoral Lead/Head of Year.

Role of Teachers, Supervisors and Management

Bullying should be a regular topic of discussion within the tutorial group, assemblies and the PSHE/RSE program. All teachers should have discussions about bullying, from time to time, emphasising the school's views about nil tolerance. Students should be encouraged and supported to look out for each other and be prepared to report any concerns to any teacher, nurture room staff, supervisor, member of SMT or the Safeguarding Team. Every student should be reminded that the Headmaster is available to support them if they feel the matter has not been dealt with properly or the bullying will not stop. Parents also have an important role to play and are strongly advised (through the Parents Charter) to report any concerns over

bullying, however small. Opportunities to emphasise the school's views about bullying will be made via assemblies, school broadcasts, PSHE/RSE program and within subject lessons.

Whose responsibility is it to report bullying?

The victim
Other students
Parents

Sometimes, the victim may find it difficult to report the matter. Other people i.e. other students and parents have a responsibility to see that the matter is raised and dealt with appropriately. We all need to look out for each other.

What action will be taken?

The priority is to safeguard the victim and other students and totally remove any possibility of repeat. Please see second and third level of this policy.

In the event of not being able to secure these conditions with an offender or if any one incident is particularly serious in the judgement of the Headmaster, the bully will spend time in the PRC, be suspended, or expelled from the School, using the normal procedures for suspension and expulsion.

The Headmaster's decision regarding suspensions and expulsions will be final.

This policy should be read in conjunction with the E-Safety Policy, Child Protection Policy and Safeguarding Policy.

Annex A

SERIOUS INCIDENTS OF MISBEHAVIOUR AND POSSIBLE EXPULSION

ACTION TO BE INVOKED BY SENIOR STAFF IN SERIOUS DISCIPLINARY MATTERS

Please take note of the principles of quality care, guidance and fairness implicit within the Students' Charter.

Over serious matters with the possibility of expulsion, students must be interviewed by a senior member of staff which must be a Deputy Head or Head of Year or Head of Department. Two staff members should be present to conduct the interview.

The student(s) will be questioned fairly and be given ample opportunity to give a response. The student will be asked to provide a written and signed/dated statement of what happened. At this stage this report will help to enable the School to decide on what further action should be undertaken. Where necessary, witness support and CCTV evidence will be gathered.

Two senior staff should then meet with parents and the student if there is the possibility that the student could be expelled from the School because of the seriousness of the incident(s). The senior members of staff should enter into discussions with parents and the student to attempt to establish solutions and where appropriate provide advice and support. When expulsion is a serious possibility, the student will be given access to the school's Pre-Reintegration Centre, so that they receive access to their full timetable whilst a decision is reached.

In this process, regard must be made for the general standards of behaviour and discipline expected within the School and the other children should not be compromised as a result of any recommendation made. Normally a 'cooling off' period of one to three working days is required to allow proper discussions with parents after which a full report is provided for the Headmaster with recommendations from the senior member of staff as to what decision should be taken. A full chronological written report should be prepared for the Headmaster.

If the senior members of staff believe that expulsion is likely and the intention is to recommend expulsion to the Headmaster for consideration, then as an alternative every effort should be made to secure a fresh start in another school via a managed move. In most instances a managed move will be the preferred option by parents rather than expulsion.

The options available to the Headmaster are; to allow the student to return to School, usually with some conditions that are agreed with parents and the student; or to expel because the overriding factor is that the progress, welfare and safety of other students and employees within the School could be compromised by the student returning. Where serious misbehaviour has the potential for being a criminal offence the School will work in full cooperation with the police.

It is the responsibility of the Headmaster to ensure that there is a safe and secure environment for students and staff. Expectations in relation to standards of behaviour from the students will be clear and unambiguous. To ensure that the School is able to provide a safe and secure environment, it is essential that the standards of behaviour set are consistently met and complied with. Sometimes a minority of parents do not agree with the high standards of behaviour expected by the School and it should be noted that the School is not prepared to compromise on these standards and will not arbitrate to achieve an alternative outcome due to pressure being applied by parents.

The Headmaster of the School will act in accordance with the Scheme of Government Paragraph 14, Section (h). In the event of deciding expulsion the Headmaster of the School will inform parents of their right to make further representation to the Chairman of Governors (appeal). **Please see Annex B**

Annex B

INFORMATION FOR THE HEADMASTER AND GOVERNORS

SCHOOL PROCEDURE REGARDING EXPULSION

Following internal processes including a meeting with parents if the Headmaster decides to invoke expulsion he will write to parents confirming this, listing the reasons for his decision. He will also inform parents of their right to make further representations to Governors (appeal) via the Chair of Governors. (Sample letter attached)

1. If requested by parents, the Chair of Governors convenes a meeting with at least two Governors and an outside Observer to ensure fairness. (Sample letter and Procedure for Meeting is attached)
2. Following the Meeting, the Headmaster consults with the Governors and reaches a decision which is final.
3. There are no other appeals.

LETTER TO PARENTS FROM THE HEADMASTER

Dear

Re: (Student's Name)

Following detailed enquiries conducted by senior staff, I have made a decision to formalise (Student's Name)'s expulsion from this School.

The reasons for my decision are:-

(State Reasons Here)

If you feel that my action is unfair, then you may seek to present further representation to Governors (appeal) by writing to, the Chair of Governors, Ms Georgina Ruoss, at the School address within 5 working days following receipt of this letter. A meeting will then be convened within 10 working days following receipt of your request.

You are entitled to have access to any written statement about the incidents made by (Student's Name) and his/her pastoral records. A copy of all information provided to Governors will also be made available but it may contain some redaction due to GDPR law.

I am prepared to consider any representation that you may wish to make to the Chair and shall consult with them before reaching a final decision.

Please consider the School Behaviour Policy which can be accessed from the School website.

Yours sincerely

Mr Ian Rawlings
Headmaster

INFORMATION FOR PARENTS REGARDING EXPULSION PROCEDURE

1. Expulsion from the School may happen on occasions for very serious misbehaviour or activity.
2. The Scheme of Government provides clearly:-
“The Head shall have the power in his discretion to suspend or expel any student and in the event of expulsion shall invite and give due consideration to representations from the Parents of such student and consult the Chairman (or if unavailable the Vice Chairman) before reaching a final decision.”

Page 8 Section 14 Para (h)
3. The Headmaster shall inform the Parents, in writing with the reasons of his intention to expel a student.
4. An opportunity for Parents to make representation to the Chair of Governors (appeal) in writing or verbally via interview will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The Chair of Governors will appoint at least two Governors, plus at least one other as an outside observer to ensure fairness and shall consider the views given by the Parents, the student and the parents friend/representative.
5. Efforts will be made to complete the procedures within ten working days in the interests of all parties concerned.
6. If the Parents wish to make representation in writing and not attend a meeting, the Chair of Governors shall make whatever enquiries and arrangements she feels necessary before offering advice to the Headmaster.
7. The Headmaster and senior staff involved in managing the process will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

LETTER TO THE PARENTS FROM THE CHAIR OF GOVERNORS

Dear

Re: (Student's Name)

Following your request to meet with Governors to make representation (appeal) over the Headmaster's intention to expel (Student's Name), I have now arranged for a meeting to take place at the School at (time) on (day) (date).

Please report to the Main Reception at the School by (time).

The procedure for the meeting is attached.

Yours sincerely

Ms Georgina Ruoss
Chair of Governors

INFORMATION FOR PARENTS

PROCEDURE FOR A MEETING BETWEEN PARENTS AND/OR MAKING REPRESENTATION TO THE CHAIR OF GOVERNORS REGARDING EXPULSION

1. Introductions.
2. The purpose of the meeting is described to all present by the appointed Chair of the hearing.
3. Senior staff provide a verbal report to all present supported by documentary evidence where appropriate.
4. Parents, student and their friend/representative are offered the opportunity to verbally respond supported by documentary evidence where appropriate.
5. The Chair of the hearing plus Governor(s) in attendance will seek clarification on any issues from the persons present.
6. When the Headmaster has received the views of the Chair and received advice on the fairness of the meeting he will make a final decision concerning expulsion and inform the parents as soon as possible in writing.
7. If the parents wish to make representation in writing and not attend a meeting, the Chair of Governors shall make whatever enquiries and arrangements she feels necessary before offering advice to the Headmaster.
8. The Headmaster will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

Policy for use of the Pre-Reintegration Centre and Madeley Inclusion Unit

The school provides a Pre-Reintegration Centre (PRC) for the placement of a student for the following reasons:

- The student has committed a very serious offence or combination of offences and is borderline facing the possibility of expulsion
- To isolate the offending student from other students within the school to prevent escalation
- To protect victims from the offender and any potential retaliation
- To provide time to investigate a serious Safeguarding matter
- To continue access to their education
- To provide a period of reflection
- To prepare a presentation, following a period of reflection, to be delivered at a meeting with the Head of Year or Deputy Head, the DSL and parents prior to being considered for a return to normal lessons
- To produce letters of apology including reassurance about future behaviour which will be prepared by the offending student to their victim(s) and their parent(s) before the student is allowed to return to normal lessons
- To allow the student and parents time to consider an agreed return to lessons by signing a behaviour contract which shall include conditions for compliance
- To decide a review date for behaviour

The points below ensure safe and effective use of the Reintegration Centre and Madeley Inclusion Unit:

- In the very rare circumstances, when there is a need, Madeley Academy may be approached for support
- The decision on who is placed in the PRC will be made by the Headmaster who will consult with the DSL, and Chair of the Pastoral Committee
- Work will be accessed from subject teachers by the DSL and Head of Year
- The student is expected to complete work independently to the best of their ability following their regular timetable
- The PRC will start at 9.00am and finish at 3.00pm
- Parents must deliver and collect the student from reception
- Students will not be allowed to use school transport from Wolverhampton
- Meals will be delivered to the PRC or the student can bring a packed breakfast and/or lunch
- A member of staff will check-in with the student during the school day
- The DSL, Head of Year/Assistant, Personal Tutor, or another designated member of staff will offer guidance on the successful completion of the restorative practices outlined above
- No breaktimes allowed outside with other students

Attendance at Thomas Telford School Related to Behaviour

This document is intended to outline the use of attendance codes at the School related to behaviour. The following points have been extracted from Statutory Guidance, Working Together to Improve School Attendance applicable 19 August 2024. The school is exempt from Statutory Guidance, Suspension and Permanent Exclusion From Maintained Schools applicable September 2023.

Parents are asked to sign a charter when their child(ren) starts at the School. This charter outlines the procedure in place when students are asked to be collected by parents for serious behaviour issues. Parents are aware of the procedure before starting at the school.

Use of attendance codes relating to behaviour

Code E

If a parent is requested to collect their child following a serious incident, this should be logged as suspended "E".

If a child is in process of expulsion and not attending school this should be logged as Code "E".

Code B

Attending a place such as a referral unit should be logged as code "B". This may be due to the Local Authority placing a student in a referral unit from day 6 in the expulsion process and would therefore replace code "E" from that point.

Code D

This is for students that are Dual registered, Code "D". For example, attending Madeley inclusion centre.

A full list of Registration Codes issued for non-behavioural issues is contained in the updated Attendance Policy.

Reporting progress to Governors

At each termly meeting of Governors, data relating to attendance is prepared by the Headmaster and scrutinised by Governors allowing them to audit, monitor and where appropriate advise the Head. Attendance for each year group is recorded and benchmarked against national standards and previous termly and annual trends. Finer detail is also included in the Safeguarding Report which is prepared by the Designated Safeguarding Lead and checked and corroborated by the designated Governor with responsibility for Safeguarding. They then report any findings to the full Governing Board and issues are discussed accordingly and action taken where appropriate. Details include data regarding persistent absentees, school refusers, gender, ethnicity and behavioural trends including the impact of the Behaviour Policy.

<Parent Name>

<Parent Address>

<date>

Serious incident letter (serious but not expulsion)

Dear <Parent Name>

Re: <Student Name> – <Year>

Regretfully, I write to inform you that <Student Name> has been involved in a serious incident in school. This means that **he/she** will not be allowed into school until parents have had an opportunity to meet with senior staff and if possible, to agree conditions for a return.

Due to the latest DfE guidance the school is compelled to record in the school register letter 'E', suspended until he/she returns to school. However, the sooner we resolve problems with the cooperation and support of parents the quicker xxx can return to school. It is not the school's intention to share this information via references with employers or university applications.

It is important that parents request a mutually convenient meeting as soon as possible to hopefully resolve matters quickly and satisfactorily. In most cases we do not expect the absence to exceed two days on condition that an appropriate return to school programme is agreed. Not until a return to school programme has been agreed with senior staff, should you allow your child to be present in a public place in school hours unless there is reasonable justification for this.

At the meeting you have the right to be accompanied by a friend or representative. Your child may also attend the meeting to speak on **his/her** own behalf. Alternatively, your child may wish to communicate **his/her** views by other means. We strongly recommend that your child attends the meeting at least in part.

We will set work for **name** during **his/her** absence from school, or work can be accessed from the online curriculum on the school website. Please ensure that work is completed and returned to us promptly for marking. We will also call parents on this number (**xxxxxxxx or xxxxxxxxx**), daily during the absence to ensure that **name** is safe and well.

It is always helpful to access the School's Behaviour Policy from the school website to fully understand the expectations and processes that are approved for use at the school.

Please telephone the Headmasters PA/Secretary who will make the necessary arrangements for the meeting.

Yours sincerely

Name

Head of Year or Deputy Head

General Data Protection Regulation (GDPR) – Data will be processed to be in line with our requirements and protections set out in the UK GDPR, Data Protection Act as amended by the Data (Use and Access) Act 2025