

# Clifton Green Primary School

## Behaviour Policy

**Signature of Co-Chairs of Governors** Kathleen Wood and Jeremy Pilling

**Signature of Head Teacher**



**Member of staff responsible** Kristine Proctor

**Reviewing Committee** Teaching, Learning and Curriculum

**Statutory/Non-Statutory** Statutory

**Date of Adoption** September 2025

**Date of Review** September 2026



## I. Introduction and Principles

At Clifton Green Primary School our motto of 'Better Never Stops' is underpinned by three key principles:

- Striving For Excellence
- Creating Opportunities
- Nurturing One Another

It is important that every member of our community feels valued and respected, and that each person is treated fairly. We are a caring school community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can demonstrate a consistent approach in a nurturing environment, where everyone feels happy, safe and secure.

In addition, we aim to use this policy to support the DfE's advice for 'Promoting fundamental British values as part of SMSC (Social, Moral, Spiritual and Cultural Development) in schools' with particular reference to the values of respect and tolerance and an understanding that rules are in place to ensure well-being and safety.

At school we:

- Recognise that all behaviour is communication.
- Encourage children to be responsible for their own behaviour.
- Recognise and reward individual children and groups or classes for behaving well.
- Use the language of choice - we refer to good choices (which lead to positive consequences) and choices which are poor (which lead to negative consequences).
- Ensure feedback is constructive and supportive.
- Encourage all children to fulfil their personal potential, regardless of other influencing factors such as background, ability or gender.
- Inform parents about their children's behaviour via positive postcards, phone calls.

## 2. Aims of Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To raise pupil self-esteem.
- To promote clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To help pupils, staff and parents have a sense of direction and a feeling of common purpose.

## 3. School Rules

There are 3 school rules:

1. Be Ready.....to learn.
2. Be Respectful.....to all.
3. Be Safe.....at all times.

Within EYFS and the beginning of Key Stage One children are learning to understand the principles that underpin each rule and working towards following them. As children learn, mature and journey through school we expect children to follow the rules at all times. Recognising, acknowledging and rewarding pupils for their positive choices, using our three behaviour rules of Ready, Respectful, and Safe will encourage positive behaviours in the early years.

## 4. Routines

Specific practices help to create a calm, safe, happy and welcoming environment for all. All members of the school community are encouraged to:

- Demonstrate calm and consistent behaviour-high expectations for all.
- Refer to Ready, Respectful, Safe - the behaviours they expect to see.
- Meet and greet.
- Walk on the left.
- Ensure best behaviour gets first attention.
- Follow the whole class instruction to stop [“Year x stop and put your eyes on me.”]



## 5. Children's Rights and Responsibilities

Children's rights are:

- To learn.
- Be respected and treated fairly.
- Be listened to.
- Be safe.
- Have fun.
- Make friends.

Children's responsibilities are:

- To work to the best of their abilities and allow others to learn.
- To understand and help define the rules of the school and classroom.
- To follow instructions of all the school staff.
- To respect others and treat them fairly.
- To take care of school property and the environment.
- Listen to and cooperate with other children and adults.

## 6. Staff Responsibilities

Staff responsibilities are:

- To cherish and prioritise relationships with children and their families.
- To consistently make clear the expectations for good behaviour referring to the class rules and our learning behaviour blueprint, visible in all classrooms. (Appendix 1)
- To refer to school expectations every time we provide feedback or discipline and explain how a behaviour has/has not embodied these expectations.
- To be a good role model demonstrating the behaviour we wish to see.
- To recognise that each child is an individual with their own needs and respond appropriately.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and stimulating environment both physically and emotionally.
- To liaise with external agencies as necessary to support and guide the progress of the child.

## 7. Governor Responsibilities

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 2)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation



## 8. Parents' Responsibilities

Parent's responsibilities are:

- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To make children aware of appropriate behaviour in all situations.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To encourage independence and self – discipline.

## 9. Rewards

As a school we believe that rewards are more successful in promoting good behaviour than sanctions are in preventing bad behaviour. This policy is based upon positive praise underpinned by a nurturing approach and recognises that all behaviour is communication. It promotes the idea that children are encouraged to make the correct choice as to how they behave, developing their own moral compass. Our reward system is set up to provide praise for positive behaviour. This takes the form of verbal praise and positive feedback, house points, celebratory house afternoons, certificates, awards, sharing success with parents/carers, assembly awards.

Key expectations for rewards in school:

- We make clear our expectations for good behaviour- referring to the school rules and our learning and behaviour blueprint throughout each and every day.
- We encourage children to take responsibility for their actions and behaviour and use emotional coaching and restorative questioning to help resolve conflicts.
- We discourage unsociable behaviour by promoting mutual respect.
- We praise good behaviour and effort both privately and publicly.
- We adopt de-escalating practices to enhance children's chances of getting out of difficult situations with dignity. (Appendix 3 – list of de-escalating strategies)



## 10. Sanctions

If a child's behaviour choices are poor and go against the school rules the following actions will be taken:

- The child will be reminded of the rules and behaviours for learning and feedback will explain how behaviour has not embodied these expectations.
- Any incident is discussed using scripted interventions including the Emotion Coaching framework and restorative questioning to help problem solve. (Appendix 4 – Emotion Coaching/Restorative Questioning)
- We encourage the child to take responsibility for their behaviour, supporting them to repair harm and make things right.

Teachers and other school staff will employ a range of strategies to ensure classroom discipline as part of their daily teaching practice. However, if a child consistently chooses to break agreed rules after non-verbal reminders and verbal support has been offered the following steps will apply:



Consequences:		Suggested Script
If a pupil breaks a rule	<p>Redirection</p> <p>A visual cue to the child that you want them to make a good choice this could include:</p> <ul style="list-style-type: none"> <li>• a 'look'</li> <li>• a visual point to what you expect.</li> </ul>	<p>Positive reinforcement of other children around them:</p> <p>{Name} thank you for sitting–safely and showing you are ready to learn.</p>
	<p>Private Verbal Reminder</p> <p>Give take up time</p>	<p>[Name] I noticed you chose to... this is a verbal warning to...</p> <p>Children will be reminded of their good previous conduct to prove that they can make good choices. Do you remember when...? This is who I need to see today. Thank you for listening.</p>
A second incident	The incident will be recorded as a negative point on Class Charts Arbor.	[Name] the instruction was to..... I will be fair to you, that will be a negative house point. If you continue to make the wrong choice you will spend 10 minutes during break reflecting on your behaviour. Do you remember when...? This is who I need to see today. Thank you for listening.
A third incident	Recorded as a negative point on Arbor with note on CPOMS. Lose 10 minutes of break remain in class	[Name] the instruction was to..... You have chosen not to do this. I will be fair to you, that will be a negative house point and you will now spend 10 minutes of reflection during break. If this happens again you will spend reflection time in parallel year group class.
A fourth incident	Recorded as a negative point on Arbor with note on CPOMS.. Reflection time in parallel year group class.	[Name] the instruction was to..... You have chosen not to do this. I will be fair to you, that will be a negative house point. Please go to {Name Class} to reflect on your behaviour/ continue with your work there. I will discuss your behaviour with you in your free time. If this happens again you will spend reflection time with SLT member.
A fifth incident (Severe)	Recorded as a negative point on Arbor with note on CPOMS. Inform SLT	[Name] the instruction was to..... You have chosen not to do this. I will be fair to you, that will be a negative house point.

	Possible loss of privilege unable to attend a school club. Parents contacted (spoken to) by Class Teacher or Behaviour Team/SLT Possible Intervention Referral/IBP Referral	You will now spend some reflection time with SLT leader
Parents will be informally notified by the class teacher (ideally face to face discussion at the end of the school day or telephone call) if their child is consistently breaking a school rule. Dialogue and collaboration between school and home will always be sought to resolve issues.		

The progression of consequences outlined above is based on a daily sanction arrangement. If a child is subsequently involved in a negative incident the following day, they will be issued with a verbal reminder and warning. The steps to be followed thereafter are outlined above.

However, in some instances, the negative behaviour displayed may be judged by a teacher to be serious and require a step further up the consequence table. During reflection time children will be supported using restorative questioning and/or visuals.

## 11. Recording Behaviour

Arbor is an online management system that enables all staff to track achievement and behaviour throughout the school day. Behaviour incidents both positive and negative are recorded on this system. Negative behaviour is recorded after the first formal verbal warning has been given and procedure will be followed as outlined in this policy on the Consequence Chart.

## 12. Severe Clause

This comes into effect when a child's behaviour persistently either:

- Disrupts the education of others.
- Exhibits behaviour that is unsafe for self and others.
- Causes physical injury / mental distress to others.
- Damages property.
- Verbally abusive.

Parents will be involved straight away, hopefully, prior to the need for seclusion. This may involve intervention support and/or the creation of a Personal Provision Plan for Behaviour.



### 13. Around School and At Playtimes/Lunchtimes

Our school rules apply at all times and in all areas of school. All adults in school have a responsibility to ensure rules are followed in lessons, break times and lunch times inside and outside. This also applies to our breakfast and after school club. Key expectations are outlined below:

- Consistent routines will ensure that opportunities for lapses in behaviour will be kept to a minimum.
- No child should be left in an outside play area without supervision.
- Staff on duty deal with minor incidents as outlined in this policy and at their discretion.
- Emotion Coaching/Restorative Practice strategies to be employed by all members of school staff.

At play time and lunch time the following procedures will be employed if a child breaks a school rule:

Play Time & Lunch Time Consequences Procedure:		Script
If a pupil breaks a rule	<p>Redirection</p> <p>A visual cue to the child that you want them to make a good choice this could include:</p> <ul style="list-style-type: none"> <li>• a 'look'</li> <li>• a visual point to what you expect</li> </ul>	<p>Positive reinforcement of other children around them:</p> <p>[Name] thank you for keeping the ball safely in the arena.</p>
If a pupil breaks a rule	A verbal reminder is given	[Name] this is a verbal warning to...If you choose not to do this you will spend 5 minutes of reflection time and receive a negative house point.
A second incident	<p>Verbally informed of their second warning. 5 minutes reflection (shadowing staff on duty or at a designated spot)</p> <p>Verbally informed of the next step/ consequence - ' CPOMS with notes.</p>	[Name] the instruction was to..... You have chosen not to do this. I will be fair to you, that is a negative house point. If this happens again you will receive a negative house point and spend reflection time with a member of SLT.
A third incident	<p>Verbally informed of the third negative incident.</p> <p>Radio through to SLT to inform them that the child is on their way OR invite SLT to meet the child.</p> <p>Recorded as a negative point on CPOMS with notes.</p>	Name the instruction was to..... You have chosen not to do this again. I will be fair to you, that is another negative house point. You will now spend some reflection time with a member of SLT.



#### 14. Pupils' conduct outside the school gates - teachers' powers

Within law, teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. Teachers may need to discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school
- or
- misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another pupil or member of the public or
    - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

#### 15. Interventions to Support Behaviour

The school recognises that some children require specific interventions to meet their behaviour for learning needs and endeavours to accommodate these needs in the following ways:

- Wellbeing Breakfast is offered to targeted children who find specific transitional periods difficult for a variety of reasons. These interventions are open to children from EYFS to Year 6 and attendance is reviewed on a half termly basis.
- ELSA support teachers work with targeted children to promote emotional literacy and resilience. The school's inclusion support worker liaises with the wider staff team to identify those who would benefit from these types of support.
- School provides targeted interventions led by support staff and external agencies e.g. North Yorkshire Stepping Up Mentoring Programme and the Well Being In Mind Team for those children requiring additional support. Key behaviours for learning are developed through wider opportunity experiences which encourage collaboration, build self-esteem and resilience.
- Class teachers may also choose to create individual behaviour charts for specific children with particular needs at any one time. The latter may involve a collaborative partnership between the home and school.
- For those children who are receiving regular support in school and who still present a challenge, a phone call home each week to discuss progress may be considered. Dialogue between parent/carers and school staff will involve discussing both the positive and negative behaviour exhibited at school that week including next steps for development.
- For those children who struggle with school life for a consistent time, the school may seek the support of Danesgate Community School and their outreach team. In the first instance this could involve the outreach team supporting teachers within school. Those identified



by the outreach team and school as requiring more intensive support, dual placements at Kestrel house may be considered.

## 16. Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE guidelines, 'Use of reasonable force' July 2013.

Staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All details of incidents in which staff need to use reasonable force are logged on CPOMS. A number of staff team members have completed 'Team Teach' training in de-escalation and reasonable force.



## 17. Removal From the Classroom and School

Removal from the classroom (internal seclusion) and school (suspension/permanent exclusion) is considered to be a very serious matter and will usually only happen when all other avenues have been explored.

Internal seclusion will involve the pupil spending time with a dedicated adult on focused reflection time using restorative strategies to support the pupil. In addition, it will allow for the continuation of a pupil's education which may differ from the mainstream classroom but still be meaningful for the pupil.

Suspension will be automatic when there is;

- Threatening, or verbally abusive, behaviour towards a member of staff, visiting adult or pupil.
- Racially abusive language or behaviour.
- Behaviour which causes significant physical harm to other children or staff.
- Significant damage has been made to school property either inside or out.
- Continued serious disregard for the school rules which impacts on their own and/or other pupil's ability to be safe and learn.
- Recurrent exiting from a classroom and a refusal to engage.

In the event of such behaviour, the Headteacher will make a decision based on evidence from staff, the child and any other witnesses, if appropriate. At this point, DFE Suspension Guidelines and the school's Exclusion Policy will be followed. Parents/carers will be notified of a decision to suspend/exclude a child as soon as possible following the incident and investigation. An exclusion letter will be issued (see Appendix 5 –Exclusion Letter).

## 18. Equal Opportunities and Inclusion

All children are expected to behave appropriately and, therefore, will be dealt with according to the same standards and guidelines, regardless of gender, ethnic background or ability. Staff understand their legal duties under the Equality Act 2010 and in terms of safeguarding and supporting pupils with SEN. It is clearly understood that some children will require an adaptation to the behaviour management strategies used, in order to accommodate their particular needs. Children with SEND may require support in adhering to the rules therefore teachers must always use their professional judgements in these circumstances. In such contexts, liaison between the Inclusion Leader and class teacher to determine appropriate individualised procedures will take place. Procedure in these circumstances would be documented on a child's learning plan and shared with the wider teaching team where necessary. A variety of strategies, including incentives and contracts may be utilised in these individual circumstances.



## 19. Bullying

The school does not tolerate bullying of any kind. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic bullying)
  - Gender based bullying, including transphobic bullying

If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The Local Authority Anti Bullying Policy; DFE guidelines for preventing and tackling bullying and parent and pupil guidance via the Anti-Bullying Alliance can be found on our school website.

Further information about the school's approach to bullying can be found in Appendix 6.

## 20. Monitoring and Review

All staff will be consulted at the beginning of the year as to the ongoing relevance of this policy. Any changes and training requirements arising from this will be the responsibility of the headteacher and behaviour leader. The designated governor with responsibility for behaviour will meet the behaviour lead regularly to discuss the policy and its impact on the whole school. The policy will be reviewed annually.



## 21. References

- Behaviour in schools: advice for headteachers and school staff DFE September 2022
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance DFE September 2022
- Use of reasonable force. Advice for headteachers, staff and governing bodies DFE 2013
- Preventing and tackling bullying DFE July 2017
- Promoting fundamental British values as part of SMSC (Social, Moral, Spiritual and Cultural Development) in schools DFE 2014
- Getting the Simple things right: Charlie Taylor's behaviour checklists DFE 2011
- Preventing and tackling bullying. Advice for headteachers, staff and governing bodies. DFE July 2017
- CYC Safe to Learn ~ Anti-Bullying Policy
- Using de-escalation strategies effectively. Optimus Education Blog 2016. Elisabeth Smith



Appendix I - Behaviour Blueprint

# BEHAVIOUR BLUEPRINT

**At Clifton Green we are always...**



**Striving for Excellence**



**Creating Opportunities**



**Nurturing One Another**

**Our School Rules**

1. Be **READY** to learn.
2. Be **RESPECTFUL** to all.
3. Be **SAFE** at all times.

**Our Regular Routines**

- \* Adults 'meet and greet'.
- \* We walk on the left.
- \* Best behaviour always gets first attention.
- \* There will be positive reflection time each day.

**Praise and Reward**

- Verbal Praise
- Class Chart Points
- Recognition Boards
- Weekly Certificates

**These phrases will be used to guide and remind...**

Thank you for...

I hear what you are saying...

It/That may be...

I have noticed that...

I need you to...

You know Clifton Green's rule on....

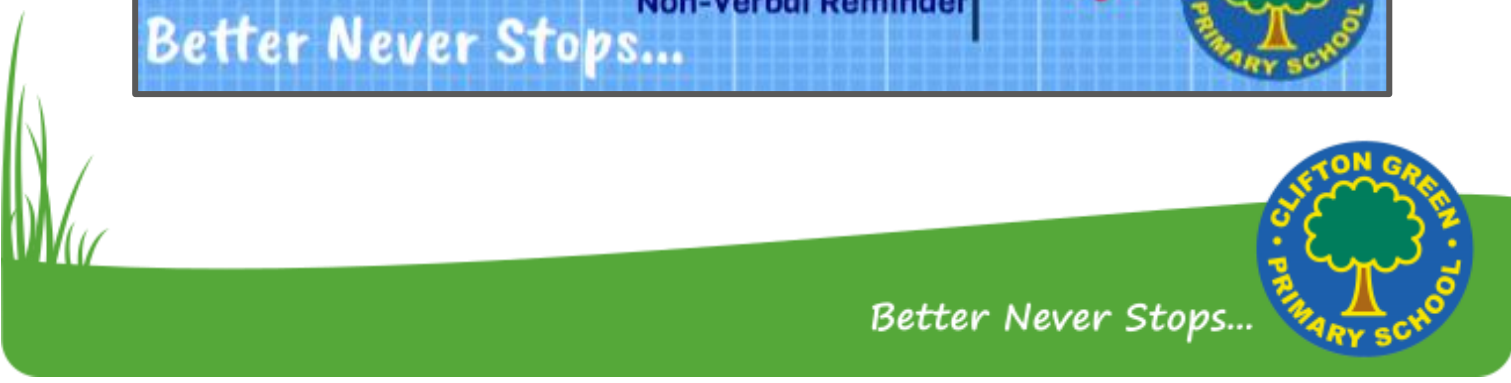
You have chosen to...

**Stepped Sanctions**

- Visit Senior Leadership Team
- Time Out in Another Class
- Negative Class Chart Point + 10 min. reflection
- Negative Class Chart Point
- Private Verbal Warning
- Non-Verbal Reminder



Better Never Stops...



## Appendix 2 - Statement of Behaviour Principles

This written statement of behaviour principles is reviewed and approved by the Governing Body Teaching, Learning and Curriculum committee annually alongside the rest of the policy.

At Clifton Green Primary School:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff, volunteers and families/carers
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.



## Appendix 3 - De-escalating Strategies

### When to de-escalate

De-escalation techniques are most successful when used early, before the child becomes physically aggressive. To do this, it is necessary to be aware of and spot early signs of agitation such as:

- balled fists
- fidgeting
- shaking
- 'eye-balling' another child
- head thrust forward
- clenched jaw
- Speech becomes more rapid or high-pitched.

These signs should not be ignored and you should never turn your back on an angry child in the hope that they just calm down.

### Non-verbal techniques

Calm can be just as contagious as fear and must be communicated to the child. Approximately 55% of what we communicate is through physiology, 38% is through the tone of our voice and just 7% is through the words that we use. It is useful to remember these proportions when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate.

Techniques include the following:

- Appear calm and self-assured: make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact and avoid standing square to the child.
- Maintain a neutral facial expression: even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled.
- Allow space: entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.
- Control your breathing: when we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.



### Verbal strategies

- Lower your voice and keep your tone even: it is hard to have an argument with someone who is not responding aggressively back to you.
- Distraction and diversion are extremely useful: when a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.
- Give choices, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.
- Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.
- Use words and phrases that de-escalate, such as:
  - *I wonder if...*
  - *Let's try...*
  - *It seems like...*
  - *Maybe we can...*
- Tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

### Things to avoid

- Do not make threats you cannot carry through, such as threatening to exclude the child.
- Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you.
- Do not use humour unless you are sure it will help and you have a very good relationship with the child.
- Do not use sarcasm or humiliate the child.

Sometimes, no matter how carefully and skilfully you try to de-escalate a situation, it may still reach a severe stage/crisis point. In such circumstances seek assistance from colleagues/SLT.



Appendix 4 - Emotion Coaching in Practice

(John Gottman)

Step 1	Recognising the child's feelings and empathising with them.
Step 2	Labelling the feelings and validating them.
Step 3	Setting limits on behaviour (if needed).
Step 4	Problem-solve with the child.

Restorative Practice Script Posters:

**Restorative Practice**  
 What happened?  
 What were you thinking about at the time?  
 What do you think needs to happen next?  
 How do you think they are feeling?

**Restorative Practice**  
 What happened?  
 How did you feel when it happened?  
 How does it make you feel now?

Restorative practice

What happened?  
 What were you thinking about at the time?  
 What have your thoughts been since?  
 Who has been affected by what you did?  
 In what way have they been affected?  
 What do you think needs to happen next?

Appendix 5 - Exclusion Letter

**Clifton Green Primary School**

Better Never Stops...

Kingsway North, York YO30 6JA - 01904 555105  
clifongreenprimary@york.gov.uk  
www.clifongreenprimary.co.uk  
f /clifongreenprimary  
t @clifongreenps  
Date

Dear Parent/Carer,

I am writing to inform you of the decision to suspend your child. The decision to suspend a child is not one which has been taken lightly and means that your child will not be allowed in school for the period detailed below:

**Name of Child:**

**Reason for Suspension:**

**Start Date of Suspension:**

**Number of Days:**

**Return Date and Time of Re-Admission Meeting:**

Please note that for the first five school days of suspension (or until the start date of any alternative provision where this is earlier) parents/carers are legally required to ensure that their child is not present in a public place during school hours without reasonable justification. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Learning should be supported at home throughout the duration of the suspension. You can do this by supporting your child with reading (accessing [Big Cat Ebooks](#) (EYFS/KS1) Reading Plus (KS2 only) or books sent home from school). They should also use [Numbots](#) to practise Maths skills (KS1) or [Times Tables RockStars](#) to practise Maths skills (KS1/KS2), [Spelling Shed](#) (Y2-6) to practise key spelling patterns or refer to [Oak National Academy](#) for further curriculum support.

In order for your child to return to school, they **must attend a re-admission meeting which you must also be present at.**

You have the right to make representations to the governing body. If you wish to make representations, please contact the **Chair of the Governing Body, Mr John Kesterton**, c/o the school. You should also be aware that, if you think the suspension relates to a disability your child has and you think disability discrimination has occurred, you have the right to appeal and/or make a claim to **Special Educational Needs and Disability Tribunal (SENDIST)** [www.justice.gov.uk/tribunals/send](http://www.justice.gov.uk/tribunals/send). You may also want to contact CYC's independent SEN advisory team SENDIAS. Their details are found at <https://www.yorksendiass.org.uk>

Further guidance can be obtained from the suspensions guidance published by the Department for Education (<https://www.gov.uk/government/publications/school-exclusion>) or the Coram Children's Legal Centre (<http://www.childrenslegalcentre.com> or telephone: 08088 020 008).

Yours sincerely

Paul Prest  
Head Teacher



## Appendix 6 - Anti-Bullying

Clifton Green School works with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community:

- Discusses, monitors and reviews our anti-bullying on a regular basis.
- Supports staff to identify and tackle bullying where appropriate.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns.
- Supports the child who experiences bullying to ensure that they feel safe and secure.
- Supports the child carrying out bullying behaviour by imposing appropriate sanctions and restorative learning programs so that there are no future occurrences.
- Seeks to learn from anti -bullying good practice elsewhere utilising the support of the LA and relevant statutory/voluntary organisations when appropriate.

The school is committed to fostering an open environment whereby all children and parents are encouraged to share concerns about bullying. Bullying behaviour can take many forms with the most common experiences outlined below:

- Teasing or name calling.
- Making others do things they don't want to.
- Taking or damaging other people's things.
- Hitting or kicking.
- Playing unkind practical jokes.
- Making others feel unwelcome or scared.
- Ignoring or deliberately leaving others out of activities
- Saying or writing nasty things
- Sending abusive or nasty text messages or emails

