



## NIGHTINGALE PRIMARY SCHOOL

### BEHAVIOUR POLICY

Nightingale Primary School is a safe and nurturing school community where the whole child is at the heart of all that we do. As respectful and respected individuals, all those at Nightingale will promote and set high expectations around the development of life-long learning skills such as resilience, self-belief and adaptability.

Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. Our pupils will be valued, confident, recognise their own value and will be empowered to make a positive impact upon the world in which they reside.

Through the implementation of this policy we will ensure that unacceptable behaviour will be addressed and should not impact on the learning and well-being of others.

#### **AIMS**

**The aim of this policy is:**

- To set clear and consistent expectations of behaviour throughout the school.
- To establish strategies to support children who find it difficult to behave consistently well.

#### **NIGHTINGALE'S BEHAVIOUR ETHOS**

Every child should feel safe and valued. Through setting high expectations for behaviours, both social and academic, pupils will have the opportunity to build confidence and resilience. Pupils will be empowered to make progress, take ownership of their learning and behaviour, understanding the ways in which they impact positively on the diverse communities to which they belong.

At Nightingale we promote positive attitudes to learning and life, including honesty, tolerance, justice, courtesy and respect for others, regardless of their religious belief, race, culture, gender, abilities or family background.

We aim to promote and maintain an ethos in which:

- Children and staff develop self respect and personal worth.
- Children understand that their behaviour is their own responsibility.
- All children and adults respond appropriately to the behaviour of others and view this as their collective responsibility.
- Children develop respect for their own property and that of others, taking pride in the school and helping to keep it in good condition.
- Unacceptable behaviour is consistently challenged and used as a learning opportunity.
- We will always seek to "Catch children being good". This is central to our school's approach and comes from the belief that "what you pay attention to you get more of".

## **BEHAVIOUR STRATEGIES**

In society, children who struggle with their academic learning are given extra support, yet children who struggle with their behaviour are often punished and made examples of. At Nightingale Primary School we believe that behaviour incidents are learning opportunities. Our focus will always be on helping the child to understand what went wrong and to learn what they could have done differently, rather than on punishments.

### **Use of Praise**

All staff are required as a matter of priority to watch for and praise regular, thoughtful and responsible behaviour. Those who do not find it easy to behave well will be praised when they do make good choices about their behaviour. It is important to achieve a good balance between praising both children who consistently behave well and those who do so more intermittently.

Praise can be given in a variety of ways;

Visually - through a smile or a "thumbs up" signal

Feedback - through stickers in books with reasons

Verbally - through the use of explicit praise, "I am pleased with you because"

Our teaching encourages enthusiasm for learning and active participation for all. Praise is used to encourage good behaviour as well as good work.

At times throughout the year, either as a class or whole school focus, the class teacher will target specific behaviours for a limited period of time, e.g. coming into the classroom quietly, starting work quickly. This will be discussed with the children at the beginning of the period, giving reasons for this emphasis. Agreed praise and rewards, usually linked with class rewards, will be given when this behaviour is observed throughout the time in order to reinforce desired behaviours.

### **At Nightingale Primary School staff will:**

- Praise good behaviour publicly and privately
- Give clear and simple instructions
- Never use 'put downs'
- Be as polite to children as they are to adults
- Praise pupils for telling the truth
- Be cheerful and positive around pupils and colleagues
- Listen
- Use all behaviour, both acceptable and unacceptable, as a learning opportunity
- Present corrective action as a choice
- Condemn the behaviour NEVER the child
- Correct every time, be consistent
- Take action immediately otherwise non-action may be seen as permission
- Follow the agreed behaviour and discipline policy.

### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Using Personal Learning Plans (PLPs) and Individual Behaviour Plans (IBPs) when planning for the needs of individual children, active involvement of children in their learning, plus effective feedback will help to avoid disaffection.

### **At Nightingale Primary School all activities will have:**

- Clear realistic objectives, which are understood by the children
- Differentiation to meet the needs of all children
- Positive feedback to children during/after a lesson that recognises their achievement and effort and signals to them that progress matters

### **Classroom Management**

We recognise and value the importance of a positive climate within the classroom. Classroom management and teaching methods have important influences on children's behaviour. Children are provided with positive feedback where appropriate and their efforts are valued. We recognise that good adult child relationships are paramount in encouraging good behaviour.

We also consider carefully organisational features such as arrangement of furniture and access to resources in order to promote qualities of on task behaviour, independence and initiative. Resources are organised to aid accessibility and reduce disruption. We display

children's work as part of promoting self-esteem. This demonstrates the value we place upon each individual's contribution as well as providing a welcoming environment.

During the day children will be required to behave in different ways according to the activity in which he/she is taking part. For example, in class:

- Quiet independent study. During these times children are asked to read or do other activities requiring a very quiet and calm atmosphere.
- Listening time. It is important that children learn to listen properly especially when teachers are giving instructions, reading a story, during circle time etc.
- Discussion time. PSHE time is also an opportunity for children to talk, as are small discussion groups.
- Co-operative time. The National Curriculum often requires children to work as part of a team. When doing this it is important that children show respect for other people and their equipment.

**At Nightingale Primary School classrooms will be:**

- Positive calm places
- Well provisioned and laid out
- Organised
- Friendly with positive relationships
- Controlled by the teacher
- Inspiring

### **Rewards**

Our emphasis is on rewards and incentives to reinforce good behaviour, rather than on over use of sanctions on undesirable behaviour. Rewards have a motivational role and help children to see that good behaviour is valued. The most common reward is praise and a smile. A brief acknowledgement is a very powerful motivator. The intrinsic rewards offered by warm relationships and a stimulating curriculum are important incentives. But we also have tangible rewards, which recognise all forms of social and academic achievement.

To keep the momentum of this approach fresh and vibrant there will be a focus upon different target behaviours at different times over the school year. These will form the main focus for the giving of praise and rewards at playtimes and lunchtimes and may link with the class rewards system.

These include:

- Earning a sticker/star on work from the class teacher, LSA, Head Teacher
- Receiving a Dojo point by a member of staff
- Rubber stamps with messages in their work books
- Showing/telling about good behaviour/good work
- Each class has a 5 point scaled system in place to recognise individual and class effort in meeting School Values
- Star Worker certificate which includes being entered into a half termly prize drawer to possibly win £10 voucher
- Merit cards for Green, leading to a Golden Badge for completing the behaviour Passport

### **Class reward systems**

Each class will have one class reward system, e.g. marbles in a jar. These will be used to promote good behaviour, which should be decided on with the teachers, LSA's and pupils. We will also have whole school focus weeks, linked with the School Rules, e.g. lining up safely. Acceptable class rewards include; extra play time, class party, board games and DVD time.

### **Fostering Responsibility**

All children need the opportunity to carry out a special responsibility. We have a range of monitor roles that children carry out to feel trusted and worthy. Through these responsibilities we hope to raise self-esteem of pupils, as we recognise that low self-esteem is characteristic of disruptive elements.

- Register monitors - All children have a responsibility to take registers etc. to the office
- Cloak room monitors - responsible for keeping the cloakrooms tidy
- Library monitors - helping to keep the library clean, tidy and well organised
- Young Governors - 2 members from each class nominated by the children to discuss issues that affect the children and school
- Eagles - Key Stage 2 (years 4, 5 & 6) children are responsible for helping children at play time and lunchtime, including being a friend to others who are upset or have no one to play with
- Year 6 children may be given additional responsibilities as needed throughout the school year

Many of these responsibilities foster qualities of empathy and consideration.

## **RULES**

### **Whole School Golden Rules**

During the day, children will be required to behave differently in different areas within the school. Lessons are taught at the beginning of each academic year to teach children what behaviour is expected in different areas, for example in the dinner hall. These may be revisited throughout the year depending on the needs of the children.

As well as having different behavioural expectations throughout the school, we also have a set of Golden Rules, which are displayed around the school.

**Golden Rules**

- We are safe
- We are kind
- We listen
- We do our best
- We are proud of our school

### **Class Golden Rules**

Each class will discuss and draw up its own class rules, based on the Golden Rules at the beginning of the school year. They will be reviewed with the class at the beginning of each term, clearly and attractively displayed and frequently referred to. This will ensure they remain high profile. The regular class LSA must be part of this process. They may contain both "do" and "don't" statements.

### **Playground rules**

Playtimes in school can be one of the best parts of the day for most children. However, they can also be very difficult for some children to cope with for a whole range of reasons. Staff too can find this time of day challenging to manage. It is essential anyone supervising playtime understands this policy and has support in order to carry out their role effectively.

We are aware that organisation can affect behaviour. In order to ensure the smooth running of the school, details of the school routines including line up, play time arrangements, swimming arrangements etc, can be found in each classroom.

At Nightingale School during playtimes we try to be positive with the children and take notice of good behaviour, kind acts and helpfulness during their lunch break both in the dining room and around school. We will reward positive thoughtful and responsible behaviour; and praise children consistently, fairly and honestly when positive behaviour is observed. This positive reinforcement is a key part of our policy. We will establish playground rules through discussion with staff and children and use reward systems of positive feedback and Lunchtime Dojo Points.

**Playground/Midday Supervisors:** The main function of your role as playtime supervisor is to keep the children safe and to encourage and facilitate positive playtime behaviour from all. The core of our behaviour policy is noticing and rewarding positive, thoughtful and sensible behaviour rather than drawing attention to poor behaviour. The Welfare Manager has regular meetings with the midday supervisors where they are able to discuss any matters arising from their lunchtime duties. You must be aware of this behaviour policy and implement the rules and apply them when children are in your charge. At the end of lunch break these instances of positive behaviour will be reported to the class teacher through the use of Lunchtime Dojo Point stickers. Class teachers will input any ClassDojo points received during lunchtime with an emphasis on how proud they are of the members of their class for following the school rules during their lunchtime.

Playground sanctions and rewards will be monitored and adapted through ongoing support and by providing training for Lunchtime Supervisors and helpers.

### **Playtime Behaviour**

**'What we pay attention to is what we get more of.'** With this in mind, the following list of acceptable and unacceptable behaviours has been drawn up. This will also be taught at the start of each academic year by the class teachers through the use of specifically agreed lesson plans.

#### **At Nightingale School at playtimes:**

- We share equipment and space with others
- We follow the rules of the game decided at the start of a session
- We listen to the Lunchtime Supervisors and the Eagles
- We use the zones and play equipment sensibly and tidy up at the end of the session
- We line up sensibly and wait quietly for our class teacher to lead us into school

If children need to have some 'time-out' for a few minutes (maximum of two) because of inappropriate behaviour they are encouraged to stand with one of the Lunchtime Supervisors. In the event of more serious behaviour occurring, the midday supervisors refer the child/children to the Senior Lunchtime Supervisor who will decide if they need to be taken inside to a member of SLT.

Acceptable	Consequences	Unacceptable	Possible sanctions
<ul style="list-style-type: none"> <li>• Playing games</li> <li>• Encouraging game playing</li> <li>• Including children who are alone in games</li> <li>• Sticking to the rule of the game</li> <li>• Looking after someone feeling unwell or sad</li> <li>• Speaking politely and respectfully</li> <li>• Responding immediately to adult requests</li> <li>• Telling an adult about a problem outside</li> </ul>	<p>For all acceptable behaviours:</p> <p>Praise, thumbs up, join in games, support children starting games, model games for children, Encourage other children to explain rules of games</p>	<ul style="list-style-type: none"> <li>• Fighting (kicking punching etc)</li> <li>• Play fighting</li> <li>• Spitting at another child</li> <li>• Swearing</li> <li>• Name calling</li> <li>• Racist comments</li> <li>• Interfering with others clothes</li> <li>• Swinging or climbing on trees</li> <li>• Throwing objects (acorns etc) at other children</li> <li>• Throwing objects over the fence</li> <li>• Intimidating behaviour</li> <li>• Running away from an adult</li> <li>• Misuse of school property.</li> </ul>	<p>Self-imposed cool down time - this can be initiated by the child and taken in Jackdaw, this should be viewed as a positive step.</p> <p>Adult imposed reflection time either with adult for maximum of 2 minutes <b>OR</b> Loss of break time inside -Imposed by the Senior Lunchtime Supervisor and taken with a member of the SLT</p>

### Moving around the school

This will be taught using the agreed lesson plans at the beginning of the academic year.



### **Corridor rules:**

- We walk in silence on the left in single file during lesson times
- We will not disturb others
- We are quiet when moving through school at other times
- We respect our environment and the equipment within it
- We are responsible for ourselves and our actions

### **Dining Hall/Lunchtime rules**

Lunchtime supervisors are issued with a booklet where they will enter notes and report good and challenging behaviour to the Senior Lunchtime supervisor. They will also be expected to complete the behaviour incident report forms and award Lunchtime Dojo Point stickers. Inappropriate behaviour, other than those taken straight to a member of SLT, will be discussed with the class teacher at 1pm.

The Welfare Manager will meet the Senior Lunchtime supervisor weekly to discuss strategies for supporting children during lunchtime.

### **Lunchtimes rules:**

- We stay seated while eating
- We walk around the dining hall safely
- We talk in a partner voice
- We clear away everything we have used
- We wait patiently to be served

### **SANCTIONS**

**We operate through certainty of follow up rather than severity of sanction. This will be viewed as a learning opportunity. The focus will always be on helping the child to understand what went wrong and what they could do differently next time rather than on punishment.**

Children should be encouraged to apologise for their actions except for self-imposed cool down time - but care must be taken not to try to force an apology or restart or escalate the inappropriate behaviour. Ask them "How do we make this right?"

Rewards are central to the encouragement of good behaviour but we recognise that there is a need for sanctions to demonstrate disapproval of unacceptable behaviour and to protect the secure stable ethos valued within the school.

All children need to have a clear understanding of the behaviour that is expected. Should a child not keep to the agreed 'School & Class Rules' a number of sanctions can be employed.

The teacher will always start with the least intrusive response, only moving toward the '5 Point Behaviour Chart' system if the behaviour does not improve or if it escalates.

The following checklist gives an idea of the range of appropriate responses, depending on the particular child and context. This is **not** a list to be worked through and is in no particular order. Our responses are aimed to provide a consistent approach i.e. every time a child shows certain behaviour the response is always the same.

- Planned ignoring
- Praise of other children nearby
- Showing displeasure through a glance, gesture or expression
- Defusing the situation by humour or affection - NEVER sarcasm
- Suggesting a move of place
- Providing subtle support from an adult
- Remind children of rules/expected behaviour
- Changing the pace or activity
- Give choices and consequences
- If appropriate, reminding children of strategies to be used when finding it hard to cope.
- Hurdle help. - this is important and involves the anticipation of places or times where children may have a difficulty or find something problematic and arrange for the child to come to you at that time.

**NEVER** take a confrontational stance when employing any of these sanctions. In **ALL** cases watch quietly and give low-level praise for returning to acceptable behaviour at this point. Do not give a sticker or Dojo point for returning to acceptable behaviour.

### **Child initiated time-out in class**

This is quiet time to calm in a designated place such as a chair or cushion.

*Time out - sometimes referred to as reflection time. This is a period of quiet time where the child can reflect on their behaviour and take some time to calm down using a range of strategies.*

Within the classroom children should be encouraged to use class-based time-out on their own initiative and with the discretion of the teacher if they are finding it hard to cope with some aspect of class life. It is a very positive step for children and should be encouraged as a way of helping that child find strategies to manage their own behaviour.

The rules are:

- It must be within or directly outside the classroom where the class teacher can see the child
- The child may go without request or hindrance
- The child must go quietly, not disturbing others
- The time spent there must be quiet
- They may stay there until calm or for a maximum of five minutes
- Any work missed must be completed later, but the adults will NEVER in any way be confrontational about this.
- They will be praised for taking this positive step to manage their own behaviour
- No one will draw attention to them being there.

Teachers will not discuss the incident itself at this stage, nor refer to it in any way. While the teacher will want to discuss the incident with the child, this **MUST ALWAYS** be done at a later time when there are no other children nearby and outside lesson time. Remember, this is a learning opportunity.

### **5 Point Scale**

Every teacher, LSA, lunchtime supervisor and member of the administrative staff will be responsible for rewarding and sanctions in the same consistent way. All staff will be trained on how to use them and parents and children will have the 5-point system explained to them.

This should only be used for behaviour that breaks important class rules involving verbal or physical aggression (low-level) or high level disruption. It is not for chatting, inattention, unfinished work etc. It can however, be used for persistent breaking of a rule e.g. continuing to talk after repeated reminders and the use of other strategies.

If a child continues to misbehave, the following series of steps will be enforced.

Moves onto Orange:

- Class teacher to take immediate, appropriate action e.g. child works alone for a set period of time, child moves to another table, possible 2 minutes missed from playtime or time away from peers in class etc.

***Please note, that some children may need a quiet verbal explanation of why their name has been moved to orange.*** If the child stops, turns the situation around, their name is then immediately moved back up to Yellow and a verbal reinforcement of "thank you" or 'well done' will be given.

Children can rely on the 'slate being wiped clean' as soon as they stop being disruptive but must not be rewarded with a reward for stopping poor behaviour.

If the behaviour does not stop they will be moved onto red, which results in time-out.

Moves onto Red:

- Time out, child is sent to another class with work to be reminded of appropriate behaviour and to work for a set period of time.

If the child refuses to go to another class, then quietly explain that they are choosing to do their work at break time. Use planned ignoring and call for assistance if teaching becomes impossible. Break time and lunchtime sanctions for less serious incidents are to be completed with the class teacher or phase lead. This will usually involve the child catching up on work they have missed.

If whilst with another teacher, they continue to show inappropriate behaviour:

- Sent to the Welfare Manager or Deputy Headteacher(s) to discuss their behaviour.

If a child reaches Red, this is recorded centrally, on SIMs, by the class teacher with date and reason. If behavioural challenges continue, there will be communication with the parents on a regular basis and possible referrals made to the Primary Behaviour Support Team based at the Keppel Centre.

We WILL NOT discuss the incident itself at this stage, nor refer to it in any way. While the teacher in the other class may want to discuss the incident with the child, this MUST ALWAYS be done at a later time, preferably by their class teacher, when there are no other children nearby and outside lesson time. This is a learning opportunity

### **Very disruptive or challenging incidents**

For extreme behaviour, which endangers other children or makes teaching impossible, then you must call for the assistance of a member of the Senior Leadership Team. One or more of the following may occur:

- Class removed from where the child is causing disruption
- Distraction of the child that is in crisis
- Physical management of child

If physical management is needed for the safety of the child, other children, or adults, the procedures outlined in the Restrictive Physical Intervention Policy must be followed.

Help should be sought by sending a child to the office immediately with your "urgent assistance needed" card. The office staff will contact the member of the Leadership Team that is on call and they will respond ASAP.

In the meantime, if the situation is dangerous for children and/or adults to remain in the area or room, they should be removed. An adult should remain at a safe distance keeping a discreet eye on the child causing disruption until a member of the Leadership Team arrives.

The adults remaining in the room should:

- **Never ask the child questions, or direct comments about the incident towards them**
- **Never look the child directly in the face or eyes**
- **Not become angry or judgemental about the situation**
- **Use distraction and defusing techniques**
- **Stay calmly in control**
- **Be the least intrusive it is safe to be**

If physical intervention is required:

- **Wherever possible, only adults that are "Team Teach" trained will do this**
- **Procedures will be followed as outlined in the Restrictive Physical Intervention Policy**
- **The relevant documentation will be completed and reviewed by the Welfare Manager and Head Teacher**
- **Parents will be informed and may be invited to discuss the incident**
- **If there is any physical or verbal abuse directed at the adults, the relevant Local Authority documentation will be completed**

- **A school incident form will also be completed if it is necessary to record additional information.**

***Physical management should only ever be used as a very last resort.***

When the adults are sure that the child has had a chance to calm, in discussion with other adults involved, re-enter child into the classroom if appropriate, or make other arrangements such as quiet working with an LSA out of the classroom if required.

**Guidelines for managing situations where children are very challenging:**

All staff and governors have agreed the following

- Our school has a non-confrontational approach to children - especially those with challenging behaviour. All staff will always ensure that no child is ever placed in an emotional situation where they have few options left to them but to crumple or flare up.
- At no time is it acceptable for an adult to use personal criticism or humiliation of a child to manage or respond to their behaviour.
- A 'nagging' style of interaction is equally unacceptable.
- It is never acceptable for children or adults to be assaulted.
- It is not acceptable for lessons to be regularly disrupted.
- Knowing this policy well and having a clear understanding of policy and the details of practice expected by all staff at our school will enable adults to be consistently calm and confident in dealing with children who are very challenging, vulnerable, disruptive or violent.
- All staff must therefore make a clear commitment to keeping this policy document fresh in their minds, returning to it to refresh themselves with the details at regular intervals.

## **Record Keeping**

Class Teachers are required to use SIMs to record behavioural incidents as agreed in their Sims guidelines. ABCC forms will be required to be completed by class teachers in addition to Behaviour Incidence Form if "urgent assistance" has been needed. The Welfare Manager will analyse this data on a regular basis and at least termly. SIMs will also be used to record and track those children that need to have a lunchtime exclusion with a member of SLT.

Class teachers who are concerned with a child's behaviour are encouraged to talk to their Phase Lead or the Welfare Manager. Following this discussion, it may be decided that an IBP needs to be written, and behaviour observations will be organised. Through regular behaviour observations & behaviour trackers you should be able to pinpoint triggers and

understand what the behaviour is communicating to us. This information will be needed in order to write an effective IBP. The Senior Leadership Team may also request that the class teacher starts this process if they are concerned about a child's behaviour. These plans are to be shared with parents/carers and **MUST** be updated regularly, at least twice per academic year. The review must also be backed up by observational data.

### **Our Responsibilities towards parents and guardians**

Parents must be informed if their child's behaviour is causing concern but this **MUST** be managed sensitively. Time-out (reflection time) can be a very positive way to help a child manage their own behaviour by giving them emotional space to calm down. The danger of parents/carers seeing it as a punishment could lead to a negation of its purpose if they intervene in some way. For this reason, class teachers should discuss the matter with the Phase Lead or Welfare Manager first. In turn they will advise and work with the class teacher to ensure the best way of informing parent/carers about their child's needs is found.

### **Exclusion from School**

If the behaviour has been very extreme and/or the child is unable to calm enough to go back into class, then the parents/carers will be contacted with the possibility of the child being excluded from class for the rest of the day or for a fixed period. ***All other options including seclusion will have been considered before moving to this stage.***

A decision to exclude a child is taken only:

- in response to serious breaches of the Behaviour Policy, e.g. serious isolated incident, continued unacceptable behaviour or language, unwillingness to conform or co-operate;
- if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school;

Before a child is excluded, in most cases a range of alternative strategies will have been tried and appropriate sanctions established in an effort to discourage re-occurrence of the behaviour problems. Pastoral support in the form of in-house ELSA may have been provided for the child and parents kept informed of the situation. Upon recurrence, implementation of the exclusion process will begin, after a full investigation of the incident has been completed.

Only the Headteacher, or Deputy Headteacher(s) in the Head's absence, may exclude for a fixed period or on a permanent basis. In most cases, a fixed term exclusion will be used. The total number of fixed term exclusions (covering one or more fixed periods of time) given in any one school year must not exceed 45 school days.



When a decision is taken to exclude a child:

- the parent/guardian of the child is informed immediately (by telephone or in person) and told of the period of exclusion, the reason for exclusion, that representation can be made to the governing body about the exclusion and the way in which that representation can be made;
- the headteacher writes to the parent within one school day of the decision confirming all the above information and including details for the continuing education of the child (setting and marking of work) and the right of the parent to see the child's school record;
- the governing body and LEA are informed immediately (NB when the exclusion is for more than five school days in any one term this is a legal requirement);

When a child is collected by their parent following an exclusion, the Headteacher or Deputy Headteacher(s) must be notified to ensure that they have a brief discussion with the parent before the child leaves the school premises. This is also the case with regards to their reintegration meetings - these meetings are to be held by the Head, Deputy(s) or Welfare Manager.

The responsibilities of the governing body are laid out in "The School Standards and Framework Act 1998" and these are adhered to in cases of exclusion.

### **Work**

We will take reasonable steps to set and mark work for pupils during the first 5 school days of fixed term exclusions.

### **Communication between school and parent**

Parents/carers will receive a letter containing all the information they need when their child is excluded, this will include;

- The reasons for the exclusion
- The period of a fixed period exclusion, or, for a permanent exclusion, the fact that it is permanent
- Parents right to make representations about the exclusion to the governing body
- The date and time for a reintegration meeting

Free and impartial information relating to exclusions can be found at [www.education.gov.uk](http://www.education.gov.uk) then search for exclusion guidance

The Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com) 08088 0220 008

The National Parent Partnership on [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

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