

The Holmesdale School

Behaviour Policy

| | |
|----------------------------------|-----------------------|
| PERSON RESPONSIBLE | Head of School |
| DATE LAST REVIEWED | October 2024 |
| DATE NEXT REVIEW | October 2025 |
| DATE LAST APPROVED BY LGB | 04/11/2024 |

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

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Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the strong ECCO values of the school.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including all forms of bullying and discrimination.

The Holmesdale School's behaviour culture is born out of raising aspirations and kindness, where students know and understand the importance of work hard, be rewarded for successes and show respect for each other.

Our positive behaviour culture is grounded in staff consistently recognising the strengths of all students and understanding the power of letting students know they are valued and that their efforts are seen.

1. Responding to Behaviour

1.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons.
 - Establishing clear routines.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting, promoting and rewarding good conduct
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

1.2 Classroom Code

There is an expectation for all students to follow the classroom code. The classroom code is displayed at the front of the room in all classrooms.

- **Follow instructions the first time.**
- **Arrive on time, ready to learn.**
- **Treat others as you would expect to be treated.**
- **Try your best at all times.**

1.2 Rewards and Positive Behaviour Points

When a pupil's conduct meets or goes above and beyond the expected behaviour standard, staff will acknowledge it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Positive Behaviour points.
- Trips and visits.

Students earn these points for:

- Demonstrating the school ECCO values.
- Attending extra-curricular clubs and study sessions.
- Excellent or improving levels of attendance and punctuality.
- Notable contribution to the school community.

Students will be rewarded with bronze, silver and gold certificates when they reach the points threshold indicated below. These certificates/prizes will be given to students at opportune moments during the term. Bronze 50, Silver 100, Gold 150 and platinum 200

2. Responding to Misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable conduct:

- Sending the student out of the class.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Referring the student to a senior member of staff.
- Email or phone call home to parents.
- Agreeing a behaviour contract.
- Putting a student on a behaviour report.
- Removal of the student from the classroom.
- Internal Inclusion.
- External Inclusion (use of another school's inclusion room for a specific amount of time).
- Suspension.
- Permanent exclusions, in the most serious of circumstances.

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

2.1 Behaviour Support

The Holmesdale School will regularly review the support available to those individual students identified as being at risk of disaffection or exclusion. This will include:

- **Teaching strategies** - The Learning Leaders or SENCO will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- **Support call** - Staff may use a 'Support Call' on BromCom which alerts the roaming member of staff to attend a lesson. The support is used to initiate a conversation with the student around their conduct and reinforce expectations of their learning within the classroom environment.
- **Planned "Time Out"** - Students who experience difficulty with impulsive behaviour can be offered a Respite card where they will leave the lesson for a short period of time and visit a designated space. This time is monitored by designated members of staff with the expectation that the student will return to lesson and engage with their learning.
- **Pastoral Support Programme (PSP)** - The aim of a PSP is to promote social inclusion and help to reduce the need for suspensions or permanent exclusion. The PSP procedure and process is designed to support those students for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student in the shared challenge of improving their behaviour and/or social skills. (see appendix 1).
- **SRP planned interventions** - This could mean a short-term intervention delivered by staff within the SRP. Interventions in this environment are structured to meet the needs of the individual student.
- **Inclusion led planned and responsive interventions** - This could mean a short-term intervention delivered by staff within the schools' inclusion facility.

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The Holmesdale School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school, particularly if the student is found to bring the school into disrepute.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

The power extends to other schools which a student may be attending for a particular course, and to situations where the student is not on the premises and is not under the lawful control of a member of staff, but only to the extent that it is 'reasonable' for the school to impose the sanction. It also covers sanctions for a failure by the student to comply with those previously imposed on him/her. In determining whether a disciplinary sanction is 'reasonable' the following must be taken into account:

- Whether the sanction was proportionate in the circumstances.
- Any special circumstances which are known to the person imposing the sanction, including:
 - The student's age.
 - Any Special Educational Needs or Disability.
 - Any religious requirement affecting him/her.

2.2 Removal Procedures

The Holmesdale School operates a 'Call-out' system for teaching staff. All lessons are timetabled with an appropriately trained member of the School's Middle and/or Senior Leadership on duty. As a rule, removal from lessons should only be used for matters that result in a lesson being unable to continue.

2.3 Detention

Members of staff who have the right to hand out detentions include teachers who work at The Holmesdale School and in addition any other person who has the authority of the Headteacher, these include cover supervisors, SSM's, supply teaching staff and teaching staff.

Since September 2011 parental consent is not required for any detentions. There is no longer a requirement to give parents 24 hours' notice of a detention. Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in

order to work successfully, staff are encouraged to contact home and arrange a suitable time for the 30-minute detention to take place. There are exceptions to this:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- As a supportive measure to encourage students to engage with sanctions given, if a student sits their detention on the day of issue, the detention will be discounted by 10 minutes. This is to be applied only to a School detention (30 minutes) and not a Senior Leadership Detention (45 minutes) or an SLT+ detention (1 hour)
- A Key Stage Lead and Designated Safeguarding Lead or a member of the Senior Leadership Team makes the decision to retain the student after school hours for their own safety, this would not count as detention.
- For break and lunchtime detentions staff should allow reasonable time for the student to eat, drink and use the toilet.

Students can be detained for up to an hour at the end of the day and this should be via a text, email or telephone call.

Notification should clearly state why the detention has been given, who has given the detention, where it is being held and for how long.

Subject teachers, teaching assistants and cover supervisors can set a maximum of 30 minutes for detention with the expectation of truancy detentions which can be set by the classroom teacher which is 45 minutes.

Failure to attend the detention will result of the 30-minute detention increasing 45 minutes; Senior Leadership Team (SLT) detention.

Students may also receive an SLT detention in the first instance if they carry out a more serious offence.

The detention structure in summary:

On the day detention - 20 minutes

Detention sat after the day - 30 minutes' detention

SLT detention - 45 minutes

SLT+ detention - 1 hour

2.4 Failure to Attend a Detention

If a student fails to attend an after-school detention for a disciplinary offence without reasonable excuse, normally a more severe sanction will follow.

For example, an SLT detention is higher up the 30-minute disciplinary detention. Please see above for the detention escalation structure.

If a student fails to attend their SLT+ detention, they will be placed in inclusion for period 5 and 6 of the school day and will complete a further SLT detention after the end of the school day.

2.5 Fixed Term Suspension

The Holmesdale School will use a suspension, or permanent suspension, if a student has seriously or persistently broken school rules, Internal seclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students.

Only the Headteacher or Acting Headteacher can make the decision to exclude. In his or her absence only the Deputy Headteacher(s) can make this decision. Before deciding to suspend or exclude a student the Headteacher will:

- ensure that an appropriate investigation has been conducted.
- ensure that all the relevant evidence has been considered.
- give the student an opportunity to be heard; (this is particularly important if a suspension could lead to a safeguarding concern)
- consult other relevant people if necessary.

Having considered these matters, the Headteacher will decide based normally on the balance of probability, having regard to any current guidance from the DfE.

Before deciding to suspend the Headteacher will additionally consult the SENCO should the student have a Statement of Special Educational Needs.

Before deciding to suspend the Headteacher will additionally consult the Designated Safeguarding Lead should a student be on the Child Protection Register or for Looked After Children should a child be in public care or living independently.

The Holmesdale School will make appropriate educational arrangements for a student on their 6th day of Suspension. For a suspension lasting 1 – 5 days the Head of Year will ensure learning is provided. During a suspension parents must ensure their child is not found in a public place during school hours and to attend a reintegration interview with The Holmesdale School at the end of the suspension. They must also not be in the vicinity of The Holmesdale School at any time during this suspension or suspension.

The Holmesdale School will notify parents/carers of the decision to suspend or exclude by telephone. The reason for and length of suspension will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish. A readmission meeting will occur before the student attends The Holmesdale School again. A parent/carer must be in attendance. The readmission meeting must always be conducted by a member of the SLT with the appropriate SSM in attendance.

The purpose of the readmission meeting is for the student to reflect on the behaviour which led to suspension and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the student make positive choices.

A readmission meeting form (appendix 2) must be completed and signed by school staff and parent/carer. Copies of which will then be required to be sent home.

The Headteacher reserves the right to cancel a suspension prior to the Board of Governors meeting and must adhere to the following guidance:

- If a Suspension/Permanent Exclusion is withdrawn prior to the GDC meeting, then the pupil MUST be allowed back into the school from which they were excluded without delay.
- Any days spent out of school as a result of any exclusion prior to the cancellation will count towards the maximum of 45 days permitted in any school year.
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

A suspension will be inappropriate in cases of:

- minor breaches of discipline
- poor academic performance
- truancy or lateness
- pregnancy
- non-compliance with uniform regulations, except where this amounts to a defiance
- in response to the unacceptable behaviour/attitude/conduct of a student's parents

For suspensions totalling 16 days or more in one term, the Governing Board must hold a meeting to review the head teacher's decision within 50 days of the suspension.

The maximum length of time a student can be given Fixed Term Suspension is 45 school days. This can be in one period or for shorter spells of time. However, no student can be excluded for more than 45 school days in any one academic year.

Removing students from the school for disciplinary reasons without following formal suspension/exclusion procedures is illegal.

Unofficial exclusions are:

- The Headteacher or other school staff sending students home for disciplinary reasons, but not following the procedures required for formal exclusion.
- Student being sent home for either short periods of time, or for longer, indefinite, periods which can sometimes result in the students not returning to school at all.
- Where a critical situation has occurred during the school day and a student has been sent home to 'cool off'.

Following a suspension, a student remains out of school awaiting a reintegration interview which may be indefinitely delayed, by the school, and the student does not return to school.

- Parents being advised that if their student returns to school after a suspension the child will be permanently excluded.
- Parents being strongly encouraged to home educate even though they may not be aware of the responsibilities involved.
- Disruptive students being asked to stay out of school for particular reasons, for instance, for the duration of an Ofsted inspection.

- Students placed on study leave as a disciplinary measure.

Behaviour is monitored by the Assistant Headteacher responsible for behaviour. If a member of staff is found to have used unofficial exclusion it can result in disciplinary action, as this may result in a breach of a student's right to be educated.

2.6 External inclusion

As an additional layer to the behaviour system, the Assistant Headteacher in charge of Culture and ethos, the Senior leadership team, including the Senior Assistant Head teacher, Deputy Head teacher or Head teacher can take the decision to use an external inclusion if they believe the conduct of the student amounts to its necessary use. An external inclusion involves a student attending another school, in the locality, for a specific period of time, where they will complete work provided for them in the selected school's inclusion room under the supervision of staff in the selected school. External inclusion will be used to prevent a suspension from school. In these circumstances:

- Parent's will be notified as soon as possible.
- An explanation has been given to how the decision was arrived at.
- Details of the students' attendance at the selected school will be provided.
- Details of the student and emergency contact information will be provided to the selected school.
- A lunch will need to be provided from parents/carers for the student for the time they are in external inclusion.

2.7 Permanent Exclusion, Off-Site Direction and Managed Move

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Or any other one-off offence considered by the Headteacher to be exceptionally serious.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances,

which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period of exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Off-site direction

This is when a school requires a pupil to attend another education setting to improve their behaviour.

During the period of off-site direction:

- The pupil might be in an Alternative Provision on a part-time schedule with continued mainstream schooling, or full-time for a limited period
- The pupil must be dual registered
- The school must keep the placement under regular review

Managed moves

This is used to initiate a process leading to a permanent transfer of a pupil to another school, as part of a behaviour management process. Managed moves should be:

- Done strictly in the child's best interest
- Voluntary and agreed by all parties
- Offered as part of a planned intervention
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy

2.8 Policies on breakages by students

The school expects all students to treat the school community with respect. Where breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) are a result of a student's action, whether deliberate or reckless, there may be a consequence. Parents/carers may be charged for the breakage or for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

2.9 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- causing disorder
- hurting themselves or others
- damaging property.

Incidents of physical restraint must:

- always be used as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment

2.10 Reasonable Adjustments

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy. Consequently, our approach to challenging behaviour may be differentiated, making reasonable adjustments to meet the needs of the student, including CLA-assigned SEND students. We continue to act on the guidance of the DfE, particularly regarding social inclusion, taking account of any subsequent guidance published by the DfE. In particular, we make referrals to outside agencies when appropriate, and plan accordingly for the education of the student. We will work with the school's special educational needs co-ordinator (SENDCo) and the Learning Support team to evaluate a student who exhibits challenging behaviour. We may make reasonable adjustments to consequences to meet individual needs. The SENCO in discussion with staff will determine whether the student has any underlying needs that are not currently being met. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

3. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

Please refer to other policies and procedures that support the behaviour policy include:

- Acceptable Use Policy
- Anti Bullying
- Child Protection and Safeguarding
- Equality Policy
- Home School Agreement
- Mobile Technology and Social Media
- Online Safety
- SEND and Disability Policy
- Uniform Policy

Appendix 1

Pastoral Support Programme (PSP) Template

| PASTORAL SUPPORT PROGRAMME | | |
|-----------------------------------|-------------------|------------------------------|
| Student: | DOB: | Year Group: |
| SSM: | | Parents/Carers Names: |
| Secondary Schools Attended | Dates | Reasons for Leaving |
| | | |
| Total Attendance | Authorised | Unauthorised |
| | | |

| Additional Student Details | Yes/No |
|--|---------------|
| SEN Support | |
| Education, Health and Care Plan | |
| Child in Care | |
| Child Protection Register | |
| Child in Need | |
| Services Child | |
| Pupil Premium | |
| Free School Meals | |
| EAL | |
| Other (please specify) | |

| External Agencies | Yes/No | Key Contact |
|--|---------------|--------------------|
| Specialist Teaching Service | | |
| Child & Adolescent Mental Health (CAMHS) | | |
| EWO | | |
| Educational Psychologist | | |
| G.P. | | |
| Slideaway | | |
| Kent Integrated Adolescent Support Services (K.I.A.S.S) /Early Help | | |
| Other (please specify) | | |

| Suspensions (No. of days) | Date | Reason |
|----------------------------------|-------------|---------------|
| | | |

| | | | | | |
|---------------------------|--|-------------------------|--|--------------------|--|
| Achievement Points | | Behaviour Points | | Net Points: | |
|---------------------------|--|-------------------------|--|--------------------|--|

Pupil Profile – including voice of the child

| What is going well? | What is not going well? |
|---------------------|-------------------------|
| | |

| Influencing factors on behaviour which need to be acknowledged: <i>(Including SEND)</i> |
|---|
| |

| Pupil commitment | Parental commitment |
|------------------|---------------------|
| | |

| School commitment | Support from outside agencies |
|-------------------|-------------------------------|
| | |

| Action plan and outcomes: <i>(These need to be specific, identify who is responsible and within which time frame)</i> | | |
|---|------------------|---------|
| ACTION PLAN | INTENDED OUTCOME | OUTCOME |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Review dates (to be written in from the beginning of the PSP process) | |
|---|---|
| | Actions from the review meetings: <i>(What has worked well and what actions need to be continued/amended?)</i> |
| Week 4: | |
| Week 8: | |

| Signed | | Date |
|------------------------|--|------|
| Parents/Carers: | | |
| The Holmesdale School: | | |
| Student: | | |

Appendix 2

Post Suspension Meeting Template

**The Holmesdale School
Readmission and Review Meeting Following Suspension**

| | | | | | |
|---|--------|--|---------------------------------------|-----------------------------------|------------------------------------|
| Name: | | Number of Days of Suspension: | | Date Suspension Started: | |
| Year Group: | | Meeting Start & Finish Time: | | Date Suspension Finished: | |
| SEN Status (SEN K, EHCP, N/A): | | Reasonable Adjustments in Place if SEND | | | |
| Present in Meeting: | | | | | |
| Reason For Suspension | | | | | |
| | | | | | |
| Students Response (Why did this happen?) | | | | | |
| | | | | | |
| Parent/Cares Response | | | | | |
| | | | | | |
| Other Issues Discussed | | | | | |
| | | | | | |
| What Have We Learnt? | | | | | |
| | | | | | |
| Agreed Targets | | | | | |
| | | | | | |
| What Will Change/Agreed Actions | | | | | |
| | | | | | |
| | | | Review Date Agreed (Essential) | Review Date (If necessary) | Review Date (If necessary): |
| What will the school do? | | | | | |
| What will the parents/carers do? | | | | | |
| What will the young person do? | | | | | |
| School Signature: | | Print Name: | | | |
| Parent/Carer Signature: | | Print Name: | | | |
| Young Person Signature: | | Print Name: | | | |
| R&R Form on My Concern? | Yes/No | LA Notification Form Submitted and on My Concern | Yes/No | Suspension Letter on My Concern | Yes/No |
| Possible Linked Documents | Link | | | | |
| Risk Reduction Plan | | | | | |
| Risk Assessment | | | | | |
| Additional Needs/Personal Plan | | | | | |
| Pastoral Support Plan | | | | | |