



Ark Walworth
Academy

WALWORTH ACADEMY

Rewards and Disciplinary

Sanctions Systems

Updated November 2016

**WALWORTH
ACADEMY**
Rewards and Disciplinary Sanctions Systems

Contents

Rewards at Walworth Academy	3
Expectations for Staff for Rewarding Students	5
Rewards Assembly Schedule	6
Displays	8
Disciplinary sanctions	8
The Level System.....	9
Developing and Building Relationships.....	10
Expectations of On-Call staff.....	11
Detention System	11
Hierarchy of Sanctions Consistent approach to Disciplinary Sanctions	14
Major incidents.....	15
Exclusions	15
Pupil Incident Protocol.....	19

Rewards at Walworth Academy

The promotion of Walworth Academy's values plays an important part in developing the potential of young people. This is achieved by giving encouragement and praise. Praise is a key component of good teaching and good staff-student relationships. **Good behaviour is also best promoted and developed by drawing attention to and rewarding well-behaved and hardworking students. Praise needs to be used appropriately and sincerely and has to be linked to tangible examples of a student's strengths.** The Rewards Policy operates within this guiding principle. It links recognition of each individual's achievement with fostering a tangible sense of belonging. This policy is continually developing, growing and responding to meet the needs of our students, their achievements and efforts.

The reward system has been designed to ensure that it aligns with the academy's values and ethos. The system promotes and celebrates *excellence* in every sphere:

- the development of our students' commitment to learning
- high aspiration by our students for the present and the future
- our students' resilience in the face of challenge
- the ability of our students to self-manage and become more independent.

Praise and rewards should emphasise and encourage students' participation, performance and progress. As well as informal methods for rewarding students such as verbal praise, comments in students' books and selection of work for display, our new reward system includes a revised formal structure for celebrating our students' achievements and developing their understanding of the academy's values, as well as developing their character.

Merits are awarded in the five elements of Walworth Academy's core values:

- **Commitment** Maximum effort in everything you do – all the time with no excuses.
- **Aspiration** Always strive to be better, constantly reaching beyond your limits.
- **Resilience** Never give up – keep pushing and keep trying.
- **Excellence** Be the best you can be every day. Have pride and confidence in your success.
- **Self-Management** Do the right thing – never have to be asked.

These five merit categories are available for staff to select on Bromcom, and merits will be added up to indicate when reward milestones have been reached.

Walworth Academy believes in a values-led Behaviour for Learning policy, which drives both rewards and sanctions, recognises the need to articulate and actively teach good decision making alongside developing students' understanding of the impact of their actions – both positive and negative.

We also strongly believe in collective celebrations where young people's success is being regularly and positively rewarded and acknowledged by their peers and teachers. Assemblies should have a formal structure to include shaking hands, rewarded students being applauded by their peers when receiving their certificates, and being given badges to wear with pride.

The Academy's values are explicitly taught through assemblies and tutor time activities. The purpose of this time dedicated to teaching good behaviour is to develop our students' emotional intelligence and link the development and nurturing of these qualities to the wider world.

The following cumulative milestones are used for rewarding students who obtain merit points:

Monthly Values Celebrations

Each month in the Director of Progress assemblies there are certificates for five highest point scorers of the month. Where possible, these are accompanied by the reasons why they were given, or testimonials from teachers, to ensure that the message of our core values continues to be reinforced for all students.

September/October

- **Self-Management**

November/December

- **Commitment to Learning**

January/February

- **Excellence**

March/April

- **Resilience**

May/June

- **Aspiration**

End of Term Subject Reward Assemblies

Learning areas will be asked to nominate students based on levels of progress, excellence and improvement for each subject in each year group. Nominations should be sent to the Admin team on request. Winners' names are displayed on the Year notice board and certificates given out in formal end of term assemblies with letters sent home for all winners. There will be an annual presentation evening to celebrate further exceptional effort and achievement.

End of Term Rewards Trips:

The student council will decide on a reward trip to take place at the end term for the top twenty highest point scorers in each year group. For example, the trip may be ice-skating or a trip to the cinema. The student council will vote on the trip and publicise this to their respective year groups.

Expectations for Staff Rewarding Students

All staff will:

- Praise and reward students regularly and appropriately
- Issue merits where appropriate through Bromcom
- Reference the values when praising and rewarding to reinforce the message.

Tutors will:

- Praise and reward tutees regularly
- Receive and distribute certificates and praise individual students
- Share and update their tutees on their merits from CCR
- Promote the understanding and development of the values and reinforce key messages about perseverance, participation, excellence and citizenship
- Promote healthy competition within the tutor group through notice boards and encouragement.

Directors of Progress and Small School SLT will:

- Praise and reward students and teams regularly
- Receive a weekly rewards update from the Year Admin Link
- Praise tutor groups and individual students through year group assemblies
- Promote the understanding and development of the values
- Promote healthy competition through notice boards, assemblies and other relevant forums
- Lead celebrations assemblies and have high expectations for students' behaviour and positivity through these
- Identify individuals to be highlighted and encourage staff testimonials
- Encourage students to accept awards with pride.

Year Group Rewards Administrators will:

- Update Year notice board weekly with merit totals
- Ensure tutors know how to get their tutor information from CCR
- Use the merit benchmark system to ensure appropriate timely awards are prepared and distributed in good time for scheduled assemblies
- Prepare and print certificates for values assemblies (once every 4 weeks)
- Collate, prepare and print certificates for end of term assemblies
- Order any stationery or award items in good time for distribution

The Academy Rewards Co-ordinator will:

- Supports and monitors teams to implement the policy
- promotes the understanding and development of the Academy values
Liaises with Directors of Learning and tutors in the planning and delivery of values-driven assemblies and tutor sessions.
- oversees the merit benchmark system and ensures appropriate timely awards are distributed
- receives a weekly-rewards update from the Year Group Rewards Coordinator
Uses this to inform discussions with Directors of Learning and tutors on rewards distribution and highlights particular areas of good practice.

The Senior Leadership Team will:

- Praise and reward students and teams regularly
- Support and monitor teams to implement the policy
- Undertake a regular review of the policy
- Receive regular rewards update from the Year Group Rewards Coordinators
- Use this to inform discussions with Directors of Learning and tutors on rewards distribution and highlight particular areas of good practice
- Attend and lead celebration assemblies and distribute awards
- Encourage students to accept awards with pride.

The Principal will:

- Praise and reward students and teams regularly
- Receive half-termly rewards update from the Directors of Learning
- Issue a Principal's award for exceptional contributions to the academy or exceptional progress by individual students as deemed appropriate.

Governors will:

- Support the policy.
- Governors will be invited to/attend appropriate praise, end of term achievement events and prize giving events in recognition of outstanding behaviour for learning.

Parents will:

- Receive a letter from the academy informing them that their child has received a reward
- Be invited to attend award ceremonies which may be scheduled during the year.

Students will:

- Be rewarded for excellent work, progress, demonstrating the Academy values or making a positive contribution to the ethos of the academy.

Rewards Assembly Schedule**Themed assemblies 'Expectation for Staff for rewarding students'**

Themes will run for 4 weeks, with three focused assemblies promoting and exemplifying the value being taught, and then the final assembly in the series being the occasion on which rewarded students who achieved merits in this area receive their certificates. The following week the theme will change and the process be repeated.

End of Term Reward Assemblies

Autumn	Spring	Summer
<input type="checkbox"/> Director of Progress Commendation	<input type="checkbox"/> Director of Progress Commendation	<input type="checkbox"/> Director of Progress Commendation
<input type="checkbox"/> 100% attendance	<input type="checkbox"/> 100% attendance	<input type="checkbox"/> 100% attendance
<input type="checkbox"/> Tutor group attendance Prize	<input type="checkbox"/> Tutor group attendance Prize	<input type="checkbox"/> Tutor group attendance Prize
<input type="checkbox"/> Core value prize	<input type="checkbox"/> Core value prize	<input type="checkbox"/> Core value prize
<input type="checkbox"/> Academic excellence highest level in each subject	<input type="checkbox"/> Academic excellence highest level in each subject	<input type="checkbox"/> Academic excellence highest level in each subject
<input type="checkbox"/> Most Improved (Effort)	<input type="checkbox"/> Most Improved (Effort)	<input type="checkbox"/> Most Improved (Effort)

Displays

Effective displays are an essential part of a great academy. They celebrate our core values and reflect student achievement in the broadest sense, from academic excellence and progress to participation, active involvement and leadership. Displays not only celebrate what we do but who we are. We are a diverse community and take pride in who we are, which is also celebrated in our displays.

- Year group notice-boards are provided to enable the academy to celebrate achievements in all spheres of academy life.
- Students' work is to be displayed regularly in all curriculum areas. This should represent a range of abilities and be marked.
- Tutors and teachers analyse merits by looking on Bromcom/CCR and then keep merit display charts up to date in each tutor room. Form tutors should involve their tutees in this process.
- The Director of Progress ensure notice boards are up to date and reflect the wide range of achievements demonstrated by the students in their year groups.

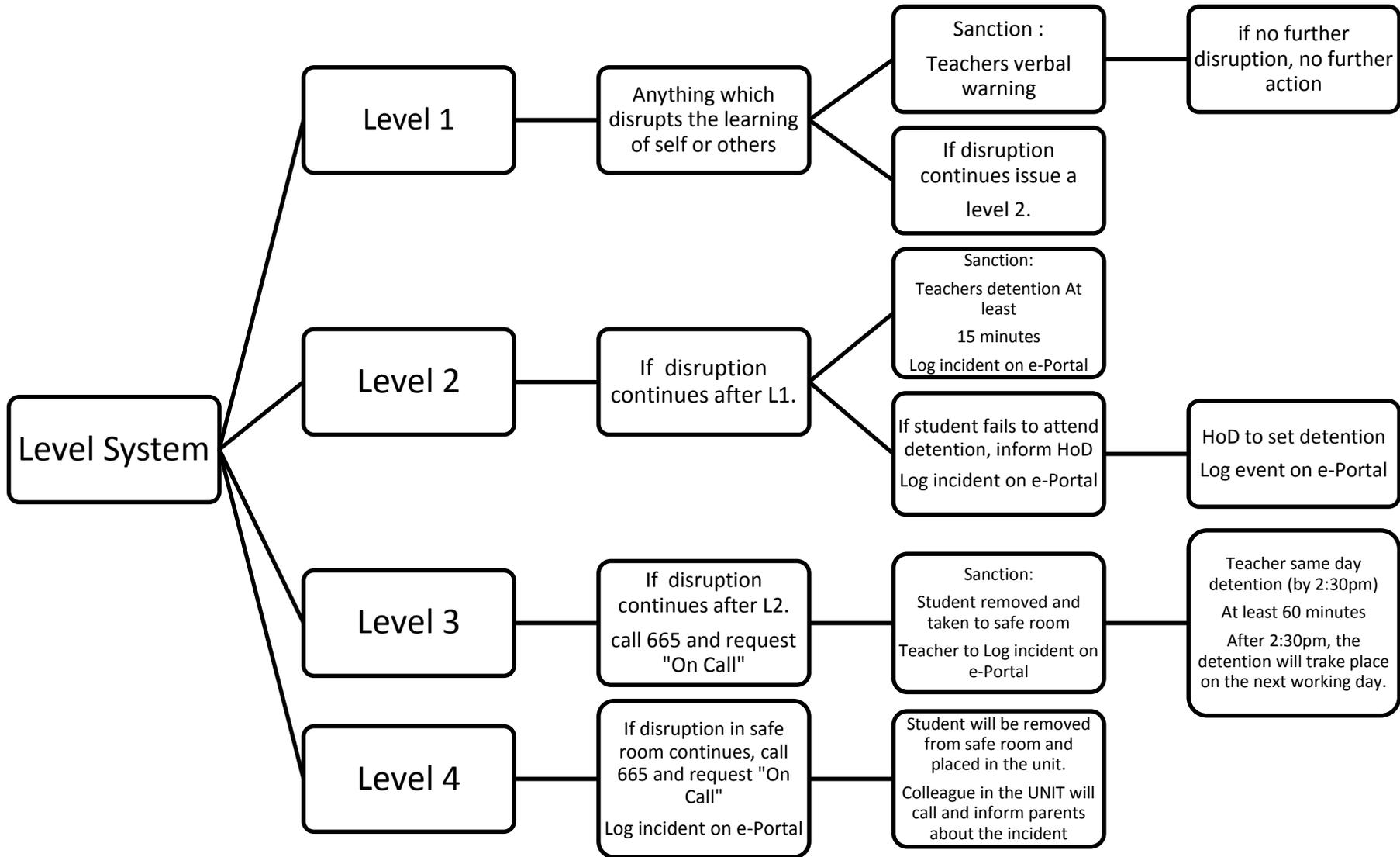
Disciplinary Sanctions

Inevitably there must also be disciplinary sanctions for misbehaviour. The effective use of sanctions should ensure an orderly learning atmosphere is maintained.

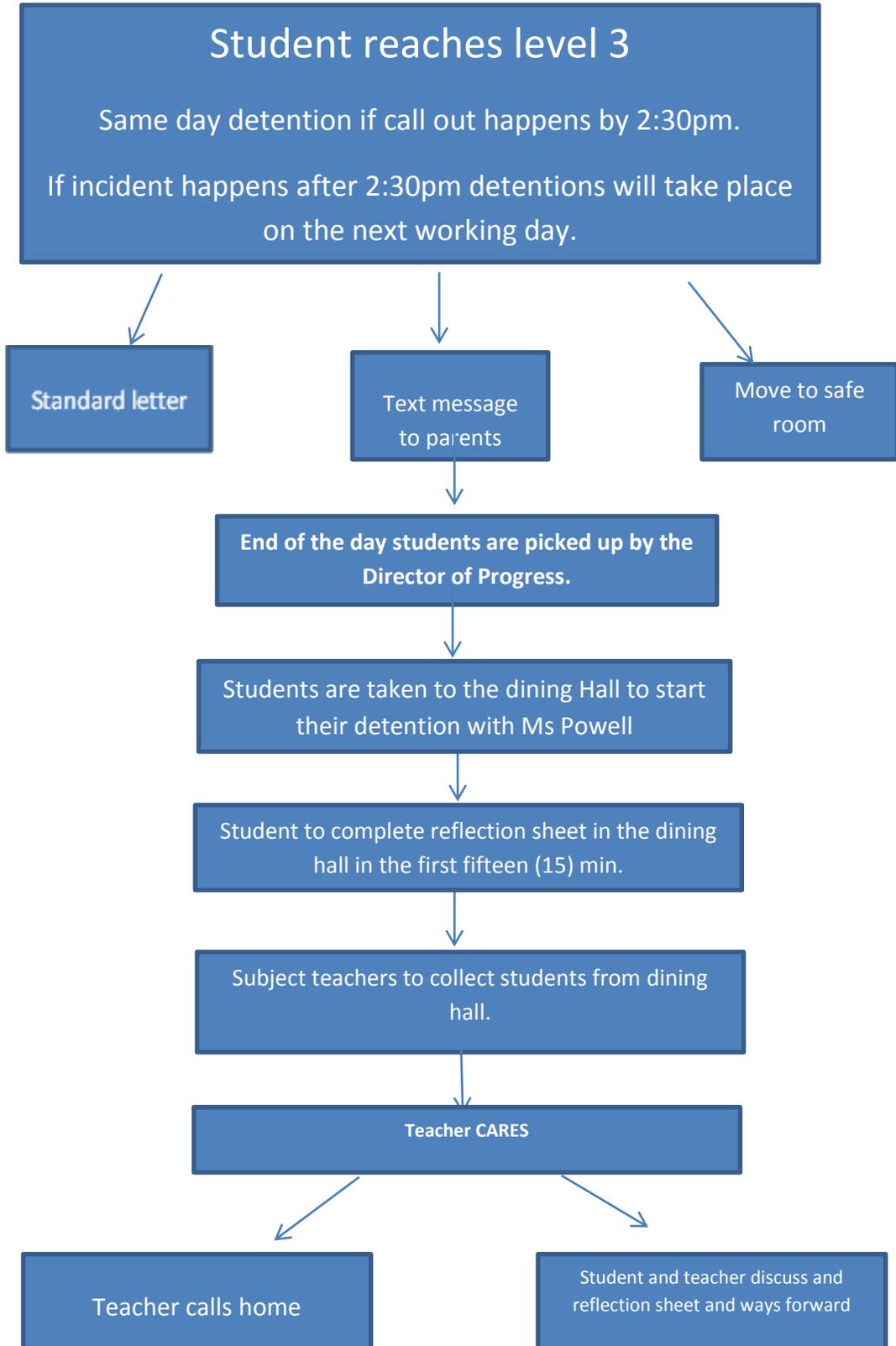
The academy aims for consistency between members of staff in the sanctions given and that any sanction is in proportion to the offence.

If a student feels that they have been awarded a sanction unfairly or unjustifiably then he or she should discuss the matter with his or her tutor, Director of Progress or Head of school.

The Level System: Least intrusive to most intrusive sanctions



Developing and Building Relationships



The following behaviours will be deemed **level 4** incidents straight away:

- Any kind of threatening, bullying or intimidating behaviour towards other students, whether it is physical or verbal.

More specifically: Racist, sexist or homophobic comments

- Other inappropriate physical behaviours such as fighting
- Vandalism
- Possession and/or use of illegal substances
- Possession and/or use of offensive weapons

Expectations of On-Call Staff

The person taking call outs (665) will be based in Seacole Learning Support Unit, and is expected to:

- Arrive at room C 229 promptly to complete their duty
- Answer the phone promptly to offer colleagues support promptly
- Fill in the call out spreadsheet fully: student first name, surname, year group, date of the incident, period (lesson), subject area, teacher's full name and reasons for the on call.
- Call Taiye on the radio to remove students swiftly and take them to the safe room.
- Ensure students (internal excludees) in the unit complete their work in silence.

Detention System

1. Teacher detention: Level 2

When: after school or Lunchtime

Frequency: daily

Length: 15 min for students who reach level 2 or 30min for no homework

Where: classrooms

2. HoDs detention: Students who reach Level 4 after disrupting learning in subject areas or students who fail to attend teachers' detention

When: after school or Lunchtime

Frequency: daily/weekly as necessary

Length: 60 min for students who reach level 4 in subject areas.

Where: HoDs' classrooms

3. **Director of Progress Detention:** Students who fail to attend HoDs Detention and/or for incidents that take place outside of subject areas.

When: Friday after school

Frequency: weekly

Length: 120 min for students who reach level 4 outside of subject areas and/or students who fail to attend HoD detention

Where:

Year 7	Ms Banseka :	C243
Year 8	Ms Lobban:	C148
Year 9	Mr Dockery:	CG58
Year 10	Ms Blake:	C141
Year 11	Mr Amponsah:	C244

4. **Late detention (Ms Powell - Principal):** students who are late to academy or lessons

When: after school

Frequency: daily

Length: 60 min

Where: Dining

Hall

5. **Homework detention (HoDs on a rota basis):**

Students failing to complete their homework by the due date to a high quality will serve a detention as follows:

Year 7 – Friday

Year 8 – Wednesday

Year 9- Tuesday

Year 10 – Thursday

Year 11 – Thursday (Homework takes priority over ESS)

Year 12 and 13 – Tuesday (Students are to bring their own laptops or any other resources required – these cannot be used as excuses)

6. Saturday detention - SLT detention: Students who fail to attend DoP detention or late detention, persistent lates (three lates/week), persistent disruption to lessons (three Level 3 incidents/week), fighting, play fighting and truanting from academy or lessons. This will also include students who fail to complete three (03) homeworks/week or score 15+ demerit points.

When: Saturdays 9am-11am in full academy uniform accompanied by parent/carer

Frequency: weekly

Length: 120 min

Where: BG17

Notes:

1. Only DoPs, Vice-Principals and the Principal can refer a student for a Saturday detention. HoDs can refer persistent for a Saturday detention after consultation with their SLT line manager.
2. List for Saturday detention must be emailed to Laura in the Admin office by **Wednesday Lunchtime latest.**
2. Students who fail to attend two Saturday detentions in a row will be given two (02) days internal exclusion.

Order of priority for detentions

1. Late detention
2. Homework detention
3. DoP detention
4. HoD detention
5. Teacher detention

Hierarchy of Sanctions: Consistent approach to Disciplinary Sanctions

Misbehaviour	Range of possible Disciplinary, Sanctions and Intervention
Truantiing lessons	Truantiing watch, letters to parents and Saturday detention
Refusal to follow a reasonable request/instruction	Detention, Safe room and inclusion unit
Incorrect Uniform Pouches instead of a good size school bag which is big enough to take an A4 book.	Verbal warning, comments in Student planner, telephone call to parents to get the correct uniform item or school bag to school and 1 hour detention after school.
Loitering between lessons	1 hour Late Detention after school
Poor punctuality	1 hour Late Detention after school
Poor attendance	Letters to parents, meeting with parents and student, Saturday detention, EWO intervention, PiPs and Court Actions
Violating the classroom code	On Report to Tutor, detention and internal exclusion
Verbal abuse of peers	On Report to Director of Progress, detention and internal exclusion
Smoking cigarettes	Referral to SEND, counselling and fixed term exclusion
Theft	Referral to EWO, Police involvement, fixed term exclusion or permanent exclusion.
Damage to school/staff property	Detentions: SLT (Saturday) and paying for repairs.
Defiance/disobedience	Parental meeting, detention, praise report, behaviour contract, PSP, fixed term exclusion and permanent exclusion.
Verbal abuse of staff	Exclusion, Report to DoP/SLT, letter of apology
Continued lateness to school	Detentions: SLT (Saturday)
Bullying	Anti-bullying case conference; counselling, bully to take assembly, detention, exclusion.
Intimidating behaviours	Disciplinary review, fixed term exclusion
Drinking alcohol	Counselling, referral to relevant agencies or permanent exclusion
Possession, supply, use of drugs and any direct association with drugs/illegal substances	Permanent exclusion
Sexual harassment, inappropriate sexual behaviour or acts, possessing or sharing inappropriate sexual images	Pre-exclusion hearing, fixed term exclusion and permanent exclusion.
Racial harassment, possession or sharing of racist material	Pastoral Support Programme (PSP), fixed term exclusion and permanent exclusion.
Physical assault abuse of staff	Referral to Discipline Committee, fixed term exclusion and/or permanent exclusion.
Possession, handling or supply of weapons such as knives, pocket knives, sharp objects, guns and replica guns etc. on school site	Permanent exclusion
Physical violence causing Grievous Bodily Harm (GBH)	Permanent exclusion
Persistent disruption to learning	Permanent exclusion

These sanctions apply to any incident on and off the Academy site

Major incidents

Where a major incident occurs, we will ensure the following:

- The Principal and her senior leadership team are informed immediately.
- Incidents are concluded as quickly as possible
- A thorough investigation is conducted by relevant pastoral leaders/Head of school
- Discussion(s) take place with the relevant pastoral team
- Photographic or video evidence may be used to determine the facts
- Parent(s)/Carer(s) are called to school to discuss evidence usually with the Director of Progress and Head of school
- Appropriate sanctions are given and recorded
- Reintegration meeting is organised, this will include Repairing the Harm and Counselling sessions.
- Where appropriate, we will refer matters to the police, particularly if they involve criminal activity such as weapons or drugs
- The Chair of governors will be informed of major incidents and, where appropriate, offending students will be referred to the Pupil Discipline Committee.

Exclusions

1. Internal Exclusions

Internal Exclusion is the academy's **most serious sanction before fixed term exclusions**. As such, this is for serious misbehaviour resulting in the student being formally withdrawn from lessons but staff are expected to set work (including homework). All work must be provided by the relevant small school SLT imposing the suspension; and any student placed in Internal Exclusion needs to be aware of the seriousness of being internally excluded.

- Internal Exclusions can only be considered when all previous strategies have been tried and proven to be unsuccessful or the incident is serious enough to require being placed in Internal Exclusion.
- The Vice-Principal in charge of behaviour for learning and the Head of Inclusion are the 'gatekeepers' for Internal Exclusions and must be consulted for all referrals. A full investigation needs to have occurred before any student is placed in Internal Exclusion.
- Internal Exclusion is not to be used as a 'holding bay' whilst investigations are undertaken, it is a serious sanction as a consequence of serious misbehaviour.
- When a student is placed in Internal Exclusion, the Director of Progress needs to contact parents by telephone at the earliest opportunity. This may be the day prior to being placed in Internal Exclusion. A follow-up letter needs to confirm the reason for this sanction.

- Whilst in Internal Exclusion the student should complete the double-sided sheet 'Thinking about My Behaviour'.
- During the day, each student should be visited by the Head of Inclusion or another designated person and counselled about their behaviour.
- Students should then complete the sheet 'Fixing Broken Rules' which includes a letter of apology. At the end of the first day in Internal Exclusion the student will go to the respective Director of Progress and the apology will be given to relevant member of staff. A copy will be kept in the student's file.
- A post Internal Exclusion 'reintegration' report card (Praise Report) will be issued for a week following Internal Exclusion by the Director of Progress. This will provide opportunities for positives to be recorded on the student's behaviour.
- All Internal Exclusion cards will be given to Heads of Inclusion at the end of the day. If there have been instances of poor behaviour then parents will be contacted and a one hour detention after school will be issued one the same day.
- The Head of Inclusion will analyse the data and this will help shape the school behaviour management responses. A log will be made of the reason a student is in Internal Exclusion, Gender, Year Group, Ability of Student (in English, Maths and Science, FSM, and any SEND the student may have).

External Exclusions

Exclusions are the most serious sanction available to a school. As a sanction there are three levels of exclusion.

- Short, fixed-term, usually between 1 and 5 days
- Fixed-term but longer, up to 45 days in a school year
- Permanent exclusion.

A formal letter will be sent home promptly. The letter will:

- Explain briefly why the student has been excluded
- State clearly the length of the exclusion
- Make clear the arrangements for re-integration
- Inform the parents of their right to appeal
- Explain that copies of the letter will go to the governors (usually the Chair of governors) and the Local Authority.

Other parts of the procedures include the following:

- The student must be given work to do at home
- There will be appropriate arrangements for marking the work and setting more if needed and this will be made clear in the letter to parents telling them about the exclusion
- Re-integration to the Academy after any exclusion will be formal and every effort to involve parents will be made.
- Returning to school after exclusion is an opportunity to make a fresh start, but not an opportunity for the student to work their way through the levels of sanctions again.
- If the exclusion was for persistent poor behaviour then the student will be expected to reflect and change their behaviour in the future
- A specific contract, specifying manageable short-term targets or any existing internal report system, so that the behaviour of the student is monitored very closely after return, will be put in place
- If the exclusion was for violence or verbal abuse, then it needs to be made clear that a repeat of the offence will result in another, longer exclusion, or permanent exclusion.

Exclusions – key action points for staff to remember:

- Exclusion is a quasi-legal process and the onus is upon the Principal to show that the response is reasonable in the light of the evidence available at the time he or she made the decision
- Evidence from statements written by students and staff will be taken into account, including eyewitnesses' accounts of events outside of school
- The Principal will involve the Vice-Principals, Directors of Progress, Head of Inclusion or SLT members of staff in collecting evidence
- When making a recommendation to exclude, staff must ensure a statement is taken from the student and any others parties involved. Only facts are required here and not opinions about the events
- The Principal will weigh the evidence and only then make the decision
- Once a decision is made by the Principal to exclude, parents will be written to and given an incident report as well as information about their statutory right to make representations to the governing body
- The student will be sent home if we are able to contact a responsible person during the day and the parent agrees that the student can be sent home: otherwise, we will not send or take the student home until the end of the day
- We will send a duplicate copy of the letter to parents through the post in a plain envelope
- We will supply work for a student during exclusion until reinstatement or transferal. The student will still be on the school roll until transferred and enjoys exam entry rights where appropriate.

Short, fixed-term exclusion

The short, fixed-term exclusion is used either in instances of serious misbehaviour (violence towards other students, verbal abuse of staff) or persistent poor behaviour which does not respond to any other sanction.

- The decision to exclude can only be taken by the Principal (or a Vice-Principal acting in the Principal's absence)
- Parents will be contacted before the student is taken or sent home
- No student should be sent home during the day unless the parents have been contacted to ensure that it safe for the student concerned to make their way home by themselves.

Longer, fixed-term exclusion

Fixed term exclusions can be for a maximum of 45 days in any school year. This enables exclusion for longer than the previous 15 days per term. (The DfE guidance makes it clear that, "*Ministers would expect exclusions of more than 15 days to be used only rarely and principally where extra time is needed for the students to be successfully reintegrated.*")

Where a student is excluded for a long period the governors will meet as quickly as possible, wherever possible within 15 days of the exclusion. At this meeting, the governors will consider whether to uphold or overturn the decision to exclude.

Permanent exclusion

In extreme cases of misbehaviour when the student has become a serious threat to other students or to the life or fabric of the Academy, the Principal may require a student to leave. The Governors Disciplinary Committee must meet to ratify or rescind this decision and the parents have a further right of Appeal to an independent tribunal (under Section 67 of the School Standards and Framework Act 1998).

Permanent exclusion will be considered if a pupil:

- a) Is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the academy, or
- b) Commits a serious breach of the behaviour policy by being involved in what may be termed an exceptional 'one-off' incident and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the academy. There is no comprehensive list of exceptional incidents and pupils and parents should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a pupil take place outside of the academy (whether or not

in uniform) and are of such a nature that the reputation and good standing of the academy is brought into disrepute.

We have 'Zero Tolerance' of any students carrying knives or other offensive weapons. Similarly, this rule is also applied to:

- Possession, handling or supplying weapons such as knives, pocket knives, sharp objects, guns and replica guns on school site
- Possession, supply, use of drugs and any direct association with drugs/illegal substances
- Students deemed to be providing or using illegal drugs or solvents; or
- Students who bring an intruder to the academy or close to the academy to attack or intimidate any student, staff or parent
- Inappropriate sexual activity or behaviour.

If these behaviours occur outside the Academy and bring the Academy into disrepute, the sanction will still be applied. These offences may result in a permanent exclusion from Walworth Academy.

Reintegration Procedure Following Exclusion

Following a fixed-term exclusion it is necessary to follow the procedures set out below.

1st Exclusion in a term

Reintegration meeting with parents, the Inclusion coordinator and Director of Progress.

2nd Exclusion in a term

Reintegration meeting with parents, the DoP and Head of Inclusion.

3rd and subsequent exclusions

Reintegration meeting with parents, the DoP and the Head of School (SLT).

Pupil Incident Protocol

Incident Details	Names Involved & Brief Description
↓	
Statements Taken	Names of Statement Givers <ul style="list-style-type: none"> Signed and Dated by Pupil Signed and Dated by Staff Member
↓	
Evidence Collected	Extra Evidence Collected <ul style="list-style-type: none"> CCTV Other.
↓	
Recommend Sanction	Sanction Recommended by HoS (or DHoS)

<input type="checkbox"/>	Detention	→	Parents Informed	Date of Detention: Call to parents made by: Detention Served?
<input type="checkbox"/>	Saturday Detention	→	Parents Informed	Date of Detention: Call to parents made by: Detention Served?
			Letter Sent	Date of Postage:
<input type="checkbox"/>	Internal Exclusion	→	Parents Informed	Dates of Internal Exclusion: Call to parents made by:
			Letter Sent	Date of Postage:
			Work Collected	Subjects collected: Collected by:
			Meeting with Parent	Date of Meeting: Notes Enclosed:
<input type="checkbox"/>	Fixed Term Exclusion (<6)	→	Parents Informed	Dates of Internal Exclusion: Call to parents made by:
			Letter Sent	Date of Postage:
			Work Collected	Subjects collected: Collected by:
			Work Sent / Picked Up	Sent or Collected: Date:

Reintegration

Date of Meeting:
Notes Enclosed:
Reintegration Plan:

Fixed Term
Exclusion (>6)

Parents
Informed

Dates of Internal Exclusion:
Call to parents made by:
19 | Page

6th Day
Provision

Provision at:
Organised by:

Work
Collected

Subjects collected:
Collected by:

Work Sent /
Picked Up

Sent or Collected:
Date:

Letter Sent

Date of Postage:

Reintegration

Date of Meeting:
Notes Enclosed:
Reintegration Plan:

PEX

Parents
Informed

Dates of Internal Exclusion:
Call to parents made by:

6th Day
Provision

Provision at:
Organised by:

Work
Collected

Subjects collected:
Collected by:

Work Sent /
Picked Up

Sent or Collected:
Date:

Letter Sent

Date of Postage:

File Summary

Prepared by:

Attendance
Record

Prepared by:

Attainment
Record

Prepared by:

ePortal Events
Summary

Prepared by:

SEN / Support
Summary

Prepared by: