

John Clare Primary School

Behaviour Policy

Amended Spring 2010

To be reviewed Spring 2012

1 Aims and expectations

- **1.1** It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- **1.2** The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- **1.3** The school expects every member of the school community to behave in a considerate way towards others. Our overarching school rule is : 'At John Clare...we take care.'
- **1.4** We treat all children fairly and apply this behaviour policy in a consistent way.
- **1.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- **1.6** The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2 Rewards and punishments

- **2.1** We praise and reward children for good behaviour in a variety of ways:
 - Teachers congratulate and praise children, verbally and through written feedback.
 - House Points – children are divided into 4 house teams named after famous English poets. Teachers and other staff members give children house points to reward children for being excellent school citizens. Each member of staff has a pouch of house points (coloured counters) which can be awarded to children each day. House points are collected in a House Point Box found in each classroom and results will be collated by Year 6 pupils each week. Each Friday, a House Point Assembly takes place and House point totals are displayed in the school hall.
 - Golden Time – each class has a marble jar – marbles are awarded for outstanding academic achievement and effort in class. When a class has

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reached their 'Marble Target' the whole class is rewarded with a Golden Time – the nature of the Golden Time will depend upon the age of the children. A child earning a marble for their class will receive a 'marble sticker' in recognition.

- Each week we have a 'good work' assembly and parents/ carers are invited to attend.
- Each week staff and children nominate a child to be 'School Citizen of the Week' and a special certificate is given.
- 'Digger' (our school mascot bear), is presented to the 'class of the week'. The award is given for taking care around the school e.g. lining up, walking down corridor etc.
- A child showing good work is given a Headteacher's Award sticker.
- **2.2** The school acknowledges all the efforts and achievements of children, both in and out of school. These achievements are often celebrated in our family assembly. The School Record of Achievement File is collated by Year 6 prefects and contains information regarding pupil achievement out of school, for example, information about music or swimming certificates.
- **2.3** The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and differentiate according to the needs of individual children.
- **All** staff will follow the agreed procedures:
 - First instance of inappropriate behaviour – verbal warning.
 - Second instance – a yellow warning card is placed next to the child in class. This card stays with the child for the morning or afternoon session. A yellow card results in the child filling out a 'reflection' sheet in a designated space at lunchtime, supervised by a member of staff. (Reflection Sheets Appendix 1 and 2) The sheet will be photocopied - one to be filed in school and the other to be sent home to parents.

If the child continues to behave inappropriately whilst in possession of a yellow card, or acts in an extremely negative way, a red card will be issued.
An immediate red card can be given for:

 - Being **very** rude to staff
 - Damaging school property
 - Using bad language/ swearing
 - Hitting/ Punching/ Kicking
 - Being racist/ prejudice
 - Behaviour judged to be bullying.

If issued with a red card, the child will be sent straight to the Headteacher's office.

The behaviour will be written down in the serious incident book.

A letter will be written home asking to meet with parents/ the Headteacher will contact the parents of the child directly by telephone.

The child will be put on a behaviour report by the class teacher.

- **2.4** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our

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school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.

- **2.5** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Each November, the school takes part in 'Anti-Bullying Week' to raise the profile of the anti-bullying message.
- **2.6** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Training in this matter will be given to all new staff.

3 The role of staff

- **3.1** It is the responsibility of ALL staff to ensure that the school rules and behaviour expectations are upheld, and that the children behave in a responsible and respectful manner wherever they are in school (including lunch and break times).
- **3.2** Staff in our school have high expectations of the children in terms of behaviour, and they ensure that all children are treated fairly and with respect.
- **3.3** If a child misbehaves repeatedly, teachers, teaching assistants and lunchtime supervisors seek help and advice from the headteacher or a senior member of staff.
- **3.4** The class teacher liaises with external agencies, as necessary, to support and guide the behaviour of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- **3.5** The class teacher reports to parents about the behaviour and attitude of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child.
- **3.6** Lunchtime staff have created special lunch time rules for the dining hall and the outside play areas. They are issued with house points, stickers and yellow and red cards to reinforce this policy.
- **3.7** Behaviour management training will be provided by school leaders when appropriate,
- **3.8** All volunteers/ students/ sports coaches and other adults working with children are made aware of this policy when they enter the school for the first time.

4 The role of the headteacher

- **4.1** It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.
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- **4.2** The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- **4.3** The headteacher keeps records of all reported serious incidents of misbehaviour.
- **4.4** The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents

- **5.1** The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- **5.2** We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- **5.3** We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- **5.4** If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6 The role of governors

- **6.1** The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.
- **6.2** The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term exclusion, seclusion and permanent exclusions

- **7.1** Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- **7.2** As an alternative to a fixed term exclusion at home, children may be asked to attend a seclusion centre. John Clare School is a member of Excellence in Partnership (EIP) and seclusion rooms at two EIP Peterborough schools are available to children from John Clare School. Seclusion is not a formal exclusion and it is not necessary for a seclusion to be reported to the Local Authority. All relevant EIP paperwork will be completed and kept on the child's file and at school for monitoring and evaluation under the school's own procedures. It is the headteacher's decision to seclude a pupil and full co-operation from parents will be sought. If parents refuse to agree to seclusion, then the child will officially be excluded for a fixed term and the Local Authority will be informed. Please see Appendix 1 for the EIP Seclusion Policy and attachments.
- **7.3** If the headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- **7.4** The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- **7.5** The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- **7.6** The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- **7.7** When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- **7.7** If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

8 Monitoring

- **8.1** The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- **8.2** The school keeps a variety of records of incidents of misbehaviour. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or

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lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the Headteacher's office.

- **8.3** The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- **8.4** It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- **9.1** The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

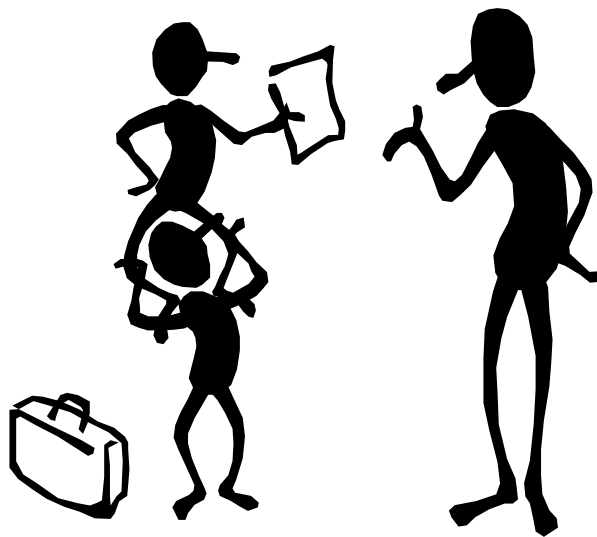
Signed:

Date:

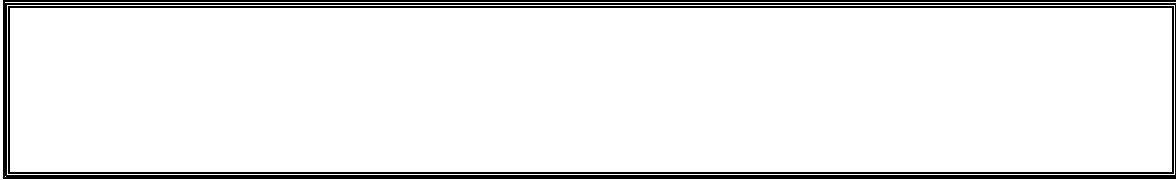
Appendix 1

PETERBOROUGH
EIP SCHOOLS
SECLUSION CENTRE
POLICY

January 2010



Behaviour and Discipline Policy



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Objectives of Primary Seclusion Provision

Primary seclusion provision gives schools the opportunity to:

- Provide full time, supervised, high quality education from Day 1 for those pupils who could have been given a fixed term exclusion.

The seclusion provision for primary schools has been designed and developed to fulfil this requirement. Whilst the partnership recognises that provision will not necessarily fully answer the needs of highly disaffected and disturbed young people, it is felt that this will be a better provision than existing exclusion arrangements where young people are sent home to the very place that many of their problems originate.

The current E.I.P. schools with access to the centres are:

Abbotsmede	Newborough
Beeches	Northborough
Bishop Creighton	Norwood
Braybrook	Old Fletton
Brewster Avenue	Orton St Johns
Discovery	Orton Wistow
Dogsthorpe Infants	Parnwell
Dogsthorpe Juniors	Paston Ridings
Eyrescroft	Southfields Junior
Fulbridge	St Augustine's
Gladstone	St Botolph's
Gunthorpe	St Thomas More
Highlees	Thorpe
John Clare	Watergall
Leighton	Welland
Longthorpe	Werrington
Nene Valley	Winyates
Newark Hill	Woodston

1. Location and Staffing

Two seclusion rooms are established within the Education Improvement Partnership, at Fulbridge Primary School and Paston Ridings Primary School. The rooms are located appropriately in the school and have a supervisor who has been appointed to manage the provision and supervise "secluded pupils". The rooms have been adequately furnished and all have a telephone, a computer with direct access to e-mail, CCTV and a panic alarm.

2. Line Management and Health and Safety.

The responsibility of the running of the seclusion room rests with the school. The Headteacher ensures that the supervisor has a line manager and is appropriately supervised. The Lead Behaviour Professional should also have a role in monitoring the success of the strategy and the usage of the room.

The health and safety of the supervisor and pupil is paramount in the systems and protocols that have been set up. All seclusion rooms have sophisticated CCTV surveillance that records both images and sound from the seclusion room. This allows informal monitoring of situations at all times. A recording of all seclusion sessions will be kept on hard disc. Permission from the parent will be required for a child to attend seclusion provision. A "panic" button has been installed in all rooms so that the supervisor has direct access to support if needed. All supervisors have e-mail and telephone access so that comprehensive information from the pupil's home school can be obtained.

Host schools will provide health and safety training in line with school policy. In the event of a situation involving health and safety issues and the appropriateness of a child returning to a certain seclusion centre, the Head, Supervisor and EIP manager will discuss the situation and make a decision. If a pupil is deemed unsuitable to continue at a seclusion centre the Headteacher or a senior member of staff from the host school will make arrangements for the child to be sent home and keep the pupil's school and the EIP manager up-to-date.

3. Philosophy.

It is important that all centres follow the same philosophy regarding seclusion. The main aim of the centre is to continue a child's education although their behaviour has resulted in their own school being unable to provide the environment for this to take place.

Centres will provide appropriate learning activities for the child. There will be minimal interaction between the supervisor and child. The pupil will not mix with children from the host school. They will have separate start, playtime, lunchtime and end time to the day. The seclusion centre **must** not be a better or more attractive alternative than the pupil's classroom.

So that centres can operate to these guidelines exclusions during any one school year should normally follow the pattern below:

- **1 day** for a first seclusion at Centre A
- **2 days** for a second seclusion at Centre B
- **3 days** for a third seclusion at Centre A...etc.

If a child's behaviour continues to need seclusions after three visits to seclusion centres in any one school year other alternatives may need to be explored, or the situation discussed with the EIP manager

4. Transport

As excluded pupils will have to attend a different education setting there may be an issue regarding transport. ***If at all possible, the parent/carer must transport and collect the child from the centre.*** The times of the school day have been adjusted to

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allow a parent/carer to accompany and pick up siblings from school before going to the seclusion centre.

As a last resort in the event of a parent/carer being unable to transport a child then the school will need to provide the transport.

It is **mandatory** for a child to be accompanied to and from the centre by the parent/carer whoever is providing transport

5. Daily Routine Pupil and parent/carer will arrive at the centre by 9.45am. The parent/carer will be briefed on key issues, details of contact numbers will be checked and an agreement to the routines of the centre signed by the parent/carer. Pupils will follow a simple timetable of literacy and numeracy in the morning with a separate break and lunchtime from the rest of the school. The afternoon will be split into quiet reading, a P.S.H.E. session around the issues relating to the exclusion and some humanities work to finish off.

It is important that schools inform the centre of pupils' national curriculum levels and topic areas on the exclusion sheet.

The pupil should be picked up from the centre by the parent/carer at 3.45pm.

7. Legal guide to Seclusion and Exclusion.

Parents do not have a choice about an exclusion. It is the headteacher's decision to seclude. They do have rights of appeal that are detailed in the official letter. Headteachers should assume that the parent will send the child to the agreed seclusion centre.

As long as a parent agrees to seclusion it is not necessary to report this to the LA as a formal exclusion. The existing LA green forms **do not** need completing. EIP seclusion paperwork needs to be completed, a copy kept on the child's file and at the school for monitoring and evaluating under the schools own procedures.

It is not possible for attendance at a seclusion centre to be enforced. If a parent/carer refuses for a child to attend a centre the school completes a formal exclusion following LA guidelines and completes the relevant LA exclusion paperwork.

If a parent/carer has refused, schools need to be very clear with a parent/carer about the issues and emphasise that they are not taking up a very important opportunity to help their child or supporting the school.

The Headteacher could refer the parent/carer to the EIP manager for further support and discussions.

If for any reason, e.g.-illness at the start of or during a seclusion a child is unable to complete the day/days of seclusion both the school concerned and the EIP manager need to make it very clear to the parent/carer and the child that the seclusion will have to be completed before the child is allowed to return to their own school.

8. Procedure for Exclusions.

In the event of a seclusion being necessary from an EIP school the following procedures should be followed.

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- Seclusions should follow the pattern outline above and would only be for a **maximum of three days**.
- Telephone Fulbridge Primary School before 4 00pm to identify which centre is available.
- Inform the parent/carer of the decision of the school to exclude.
- Do not confuse the parent/carer with the term seclusion.
- Explain the process of attending an approved centre (not school).
- Provide the explanation sheet
- If parent/carer is truly unable to transport the pupil you will need to arrange transport.
- Complete paperwork and e-mail to the agreed seclusion centre and the EIP manager.
- During the period of seclusion the child is recorded as attending another educational establishment on the register.

9. Pupils with statements.

If a pupil has a statement it is important that the seclusion centre is aware of the issues around the statement. If it is beneficial or useful for a T.A. to accompany the pupil during the exclusion, this should be discussed with the identified seclusion centre. A seclusion centre will only be able to accommodate one stated pupil at any time.

Schools who are planning to send a statemented pupil to a seclusion centre should discuss the pupil with the seclusion centre headteacher and agree if a TA/responsible adult should accompany the pupil for the duration of the seclusion.

10. Pupils With Medical Requirements.

It is vital that the school pass information regarding medical or diet needs to the seclusion centre. If a pupil has specific medical intervention or serious allergy issues e.g. nut allergy or Epi-pen the headteacher of the excluding school must phone the headteacher of the receiving seclusion centre school to discuss arrangements and complete a risk assessment.

11. Re-integration Meeting

A re-integration meeting with the pupil and parent/carer should be arranged for the first morning after seclusion.

Any child who has been excluded will need a key worker on the Vulnerable Pupil Register under Category 1.

Formal Seclusion letter

Dear **[Parent's Name]**

I am writing to inform you of my decision to seclude **[Child's Name]** for a fixed period of **[Period of Seclusion]**. This means that **[Child's Name]** will not be allowed in school for this period.

I realise that this seclusion may well be upsetting for you and your family, but the decision to seclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[Reason for Exclusion]**.

During this period it will be necessary for your child to be educated at **[Name of Seclusion Centre]** so that their learning is not disrupted. We hope that at the end of this period your child will return successfully to the normal school routine.

You have the right to make representations to the School Governors Discipline Committee . If you wish to make representations please contact **[Name of Contact]** on/at **[Contact Details – Address, Phone Number, email]**, as soon as possible.

You also have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Please ensure that **[Name of Child]** does not come onto the school site during the period of seclusion.

You may want to contact **[Name]** at **[LEA Name]** LEA on/at **[Contact Details – Address, Phone Number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE), which is an independent national advice centre for parents of children in state maintained schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

[Name of Child]'s seclusion expires on **[Date]** and we expect **[Name of Child]** to be back in school on **[Date]** at **[Time]**. I am sure it would be helpful for us to meet to discuss **[Name of Child]**'s return to school before they are due back. Please could you contact **[Name]** to arrange a convenient time and date.

Yours sincerely

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[Name] Head teacher

Child information for host school

EIP Seclusion Information

Seclusion Centre	
Date	
Number of days	

NAME	D.O.B.
Teacher	Ethnicity
School	Year Group
	Writing TA
Home Address	Writing Focus
Home Tel	Maths TA
	History/Geog Focus
Mother	SEN Stage
Tel	Previous Exclusions Y/N
	This Year? Y/N
Father	
Tel	Total Days This Year

Reason For Exclusion.

Any Medical or dietary needs.	Details

Letter to parents to accompany formal exclusion letter

EIP Manager
Bayard Place
Tel 01733 863633/07738 321331

Dear Parent/Carer

Your child has been excluded from their mainstream school due to unacceptable behaviour. It is important for your child to understand this is a very serious matter.

For the period of the exclusion your child will attend one of two seclusion centres in the area that have been developed to supervise and teach excluded pupils. This letter is to give you information about the next few days of exclusion.

- Your child will need to wear their normal school uniform.
- You must accompany your child to the designated centre to sign the relevant paperwork.
- You need to arrive at 9.45am.
- Your child will work supervised on their own or in a group of two, not as part of a class.
- Your child will follow a normal school timetable with literacy, numeracy and other time tabled lessons.
- Your child will have break and lunchtime, but not with the other children.
- Your child's mainstream school has already sent information about any work that they would have been doing in their normal class.
- A lunch will be provided. You will need to inform the centre first thing in the morning if there are any special diet requirements.
- If your child normally takes medication at school you will need to take this to the centre in the morning and fill in the appropriate paperwork.
- All seclusion centres have CCTV; you will be required to sign a parent declaration.
- You will need to pick your child up from the centre at 3.45pm.
- If your child is ill please inform your child's school. It will be necessary for your child to complete the number of exclusion days at the seclusion centre before returning to school
- **Verbal abuse, abusive behaviour and behaviour leading to injury/damage to people or property will not be tolerated. Any pupils behaving in such a way will be removed from the centres immediately and claims for any damage incurred will be rigorously pursued.**

Staff at the centre will also discuss with your child the reason for their exclusion and how they can try to prevent this occurring again. They may also be part of a re-integration meeting.

If you have any particular issues please contact me on the above number
EIP Manager.

Parent/Carer Declaration completed at the Seclusion Centre

Parent/Carer Declaration.

Your child has been excluded from their normal school and is attending an alternative education provision. Your child's school has sent through information that we need to verify is correct. The supervisor will go through the information and ensure that it is accurate and correct. You will be asked to sign to indicate this information has been shared and is correct.

Information	Yes	No
1. Pupil name, year group and date of birth.		
2. Name of excluding school.		
3. Home address.		
3. Home telephone number.		
4. Emergency contact and availability.		
5. Lunch time arrangements.		
6. Specific diet requirement;		
7. Does the pupil require any medication		
8. Has the required medicine permission form been completed.		
9. The parent understands that CCTV is in permanent use in the seclusion room.		
10. The time that the parent needs to pick up the pupil from the centre.		

Verbal abuse, abusive behaviour and behaviour leading to injury/damage to people or property will not be tolerated. Any pupils behaving in such a way will be removed from the centres immediately and claims for any damage incurred will be rigorously pursued.

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Please sign this form to verify that the information has been shared.

Parent/Carer:

Supervisor:

Key Contacts

Seclusion Centres Key Contacts

1. To book a seclusion contact Fulbridge School on 01733 566990 before 4 00pm.
2. When a centre allocated phone the supervisor to inform them of the pupil.
3. E-mail the pupil information sheet to the supervisor and EIP administrator for monitoring.
4. If there are any issues regarding a seclusion please contact the EIP Manager on 07738 321331.

	Fulbridge	Paston
Head Teacher	Iain Erskine	Steve Gash
School Address	Keeton Road Peterborough PE1 3JQ	Paston Ridings Peterborough PE4 7XG
School Tel	566990	762742
School Fax	319403	703514
School E-mail	office@fulbridgeschool.co.uk	admin@pastonridings.peterborough .sch.uk
Supervisor	Pauline Foster	Amanda Holloway
Supervisor Tel	566990	762742
Supervisor e-mail	Pauline.foster@fulbridgeschool.co.uk	a.holloway@pastonridings.peterborough.sch.uk

Main contact EIP Manager-telephone 01733 863633 or 07738 321331, email karen.roofe@peterborough.gov.uk.

Reintegration Form

Re-integration Information for the School.

Seclusion Centre	
Pupil Name	
Date	
Supervisor Name	

Work Covered.

P.S.H.E. Session.

Any Other Information