

# HALESBURY SCHOOL



## BEHAVIOUR, BEHAVIOUR MANAGEMENT/POSITIVE HANDLING POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum support	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners		✓	
Governors	✓		
Parents	✓		
Website	✓		
Local Authority	✓		

Responsibility of	Head Teacher
Review frequency	Yearly
This version agreed	September 2022
Next review date	September 2023



## **Halesbury School Behaviour, Behaviour Management/Positive Handling Policy**

Halesbury School aims to provide a supportive, educational environment for students who present with social, emotional and behavioural difficulties which might have impacted upon their ability to learn in a mainstream setting. There is a whole school approach to actively promote improvements in educational attainment, attendance and achievement together with the development of positive social skills. The staff will engender 'equality of opportunity' to maximise educational and social potential to enable its students to develop the necessary skills to approach adulthood with a range of qualifications and confidence so that they make a successful transition from school into the world of work; further education/training and to become responsible members of the community. The school recognises the need to incorporate models of acceptable behaviour; to clearly define expectations of positive behaviour amongst its students and where measures are taken to address unacceptable behaviours, these are reasonable, proportionate and understood by all concerned.

**Standard 12.1 requires that 'The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour. This policy includes:**

- **Measures to combat bullying and to promote positive behaviour.**
- **School rules.**
- **Disciplinary sanctions.**
- **When positive Handling is to be used.**
- **Arrangements for searching children and their possessions'.**  
(National Minimum Standards 2011).
- **Exclusions.**

This Policy also complies with The Education Act 2011 '**Helping teachers maintain good discipline**' and applies the Positive Handling Guidance DoH/DfES Joint Guidance for Restrictive Physical Interventions (2002) and the DfE guidance for the Use of Reasonable Force (2012).

Halesbury School will promote positive behaviour through clear, effective policies and procedures that embrace the essential ethos and values of the school. These include:

- Behaviour Policy
- Behaviour Management/Positive Handling Policy
- Positive Handling Plans
- Anti-bullying Policy
- School Rules
- Screening/Searching of students
- Complaints Policy



Halesbury School considers that within any social situation there are limits and standards of behaviour which are a necessity and the school has designed a 'Behaviour Checklist' which outlines expectations within the school and care setting and whilst each student will have his own 'level of need and understanding', they are determined as the School Rules for all students:

- 1. Keep hand, feet and comments to yourself.**
- 2. Follow all instructions given by an adult.**
- 3. When an adult or pupil speaks everyone listens.**
- 4. Enter and leave the classroom quietly and sit in your own places.**
- 5. Remember that when you walk down the corridors other pupils are still learning.**
- 6. Mobile phones and any other electronic equipment should be left at home. (If needed for any other reason Key Stage 4 should hand their phones into the office in the morning.)**
- 7. Respect everyone in school whatever their differences.**

Behaviour incidents will be logged on the school CPOMS system and in the Bound and Numbered Book where positive handling techniques have been used with a pupil.

The Bound and Numbered Book is held securely in Mr Smart's classroom and shall be completed as soon after the incident as possible and in any instance within 24 hours.

Additional and individual expectations within the classroom and/or groups within the care setting should be negotiated between the staff members and the students which should reflect:

- Each student's history prior to admission to the school
- The student's patterns of behaviour and the 'triggers' that cause negative behaviours
- The level of understanding of each student
- The student's response and possible actions towards 'authority'
- The student's responses to their peers.

Whatever rules are applied, they need to be both fair and consistent and should reflect the responsibilities of the students. They should be clearly understood by them as existing for their general benefit both as individuals and as a group. The students should be given every opportunity to be involved in the decision making process as to whether the rules are fair and appropriate and review them in the School Council and/or Tutor group sessions as it is agreed that any set of rules are more effective when they are owned and accepted by those using them.



Halesbury School strives to build self-esteem and increase the awareness of its students to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. The school believes that all those who live, learn and work in the school have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

Primary prevention is achieved through effective MAPA/CPI training to develop 'staff expertise in working with (students)...who present challenging behaviours' (DoH/DfES RPI Guidance (Prevention)). Each student who presents risk has his or her own Individual Behaviour Plan which includes regular target setting to improve behaviour and Risk Assessments which outline the level of risk depending upon the activity or behaviour. Behaviour plans are designed as a working document and as such are liable to alteration. Any significant alterations to individual plans will be notified to all stakeholders. All staff are familiar with the plan and any related Risk Assessments which should be reviewed on a regular basis and amended accordingly. In addition and in compliance with the DoH/DfES RPI, students who need a Positive Handling Plan which details:

- Any known medical conditions, e.g., diabetes, asthma, epilepsy, etc.
- Trigger Areas – common places/times known to lead to Positive Handling
- Trigger Behaviours – behaviours/situations known to lead to Positive Handling. Such information will enable staff to be aware of environmental factors and the potential hazards that may be prevalent; if there is a physical stimulus that is provoking the student's responses that can be removed and whether the physical boundaries provide sufficient security
- is the student known to assault staff, peers or damage property
- Preferred Supportive Strategies - effective supportive strategies known to defuse situations or behaviours
- *Preferred Positive Handling Strategies - effective responses/holds*
- Success Criteria – what strategies can be developed to avoid holding situations?
- Recording in the Incidents Involving Physical Intervention Book
  - Evaluation/de-brief
  - Resolution Meeting, etc.
  - Names/signatures of all involved.

It is recognised that many of the students of Halesbury School find difficulty in managing their anger. The reason(s) for this could include that they have:

- Been victims of abuse or neglect
- Felt or feel a sense of rejection
- Low self-esteem
- Not experienced consistent levels of care and attention
- Difficulty trusting adults
- Medical conditions, i.e. ADHD which contribute to their poor behaviour
- Frequently experienced periods of failure throughout their educational career.

In addition to the above, some students may have been or are involved in criminal activities including alcohol or drug related incidents; acts of vandalism and assaults on others and actions that have brought them to the attention of the Police and the courts.

## **Mental Health Considerations**

Halesbury School's approach to behaviour and mental health is also part of a consistent whole-school approach to mental health and wellbeing. Staff are aware of how mental health problems can underpin behaviour issues, they are able to support pupils effectively.

### **Strategies for avoiding incidents:**

Staff at Halesbury, through regular MAPA/CPI training, possess the skills to adopt effective strategies to defuse potential instances of conflict or aggression. It is the ethos of Halesbury School to use de-escalation strategies and only resort to physical intervention strategies when de-escalation has been unsuccessful. Addressing situations in their infancy can be invaluable in managing potentially extreme behaviours. In line with the DoH/DfES RPI Guidance, secondary preventative strategies are applied when 'primary prevention has not been effective'. These measures include:

- **Communication/verbal advice and support** - Early intervention needs to be assertive but non-confrontational. If students are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact is important as communication needs to be non-threatening, calm and assured. Staff should attend to a student when they are showing signs of agitation/distress/anger and support/advise them according to the situation.
- **Affection** - for the angry student whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals.
- **Reject the behaviour not the person** by showing that you care despite the difficulties.
- **Distraction/redirection** – is the action of diverting the student's attention from a potentially inflammatory situation to something in which he has an interest.
- **Reassurance** – is about supporting, comforting and encouraging a student in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment.
- **Planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment.
- **Time out** – this is to allow a student 'space' on their own; to move to a different environment with time to calm down and consider their actions. The student is more likely to calm down without the attention of an audience.



- **Withdrawal** – which involves removing the student from the situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This could be in a Quiet Room; with the Head teacher or the SLT Office.
- **Humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular student.
- **Calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations.
- **Negotiation/being objective** – the ability to listen and talk to students and come to an agreement by setting limits and offering options. This will allow a ‘back door exit’ from the situation that will help keep their pride and dignity in tact as well as that of the staff member(s) involved.
- **Transfer adult** – if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of sight might defuse the situation. This should be done, if possible, leaving enough staff to control the situation.
- **Success reminder** – remind the student of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good.
- **Support through daily routine** – a bored student is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours.
- **Physical intervention** – is an approved management strategy but should be used as a last resort when all of the above strategies have been exhausted.

The aim of the staff of Halesbury School is to provide an environment that is safe and secure and through a ‘whole school approach’ to behaviour, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of the student, their peers, the staff team or the fabric of the school, will be responded to in a method that is appropriate, reasonable and proportionate whilst limiting the damage to those concerned and enabling the student to recognise the possible need for physical intervention and how they will be supported in acknowledging their anger; how this affects others and the strategies that will be put in place to help them manage their negative behaviour.

Halesbury School uses a restorative approach to help the children in our care take accountability for their actions.

Restorative approaches focus on the accountability of actions and seek to repair any damage caused in a situation. These approaches may be used as part of a planned response to a relationship or discipline difficulty – they can help to change the emotional atmosphere of the school and lead to more positive relationships between pupils and staff. Rather than focussing on the pupil who broke the rules and how they should be punished, the school will consider the harm that has been caused and the needs of all those involved. The school will implement processes to prevent the



behaviour from reoccurring and seek to reintegrate the pupil into the school and classroom community at the earliest time, when safe to do so.

The whole school focus is to reduce risk at every opportunity.

The principles that underpin Halesbury's Behaviour policy are:

- Ensuring staff communicate with pupils in a respectful and calm manner, reducing conflict and allowing them to lead by example.
- Emphasising the importance of staff using a calm stance and a 'de-escalation script' in a conflict situation. All staff should use the same script to ensure pupils experience consistency in the way that their behaviour is handled.
- Providing pupils with recovery time and a de-brief after a behavioural incident, to help them calm down.
- Completing a risk assessment for pupils who are more likely to behave in a way that could cause harm to themselves or others, e.g. because of previous behaviour incidents.
- Making staff aware of the importance of handling pupils in a safe and positive way, and being proactive in managing pupils' behaviour, e.g. by avoiding situations that might cause conflict.
- Ensuring staff understand the importance of recording all behavioural incidents in the same place, e.g. a behaviour log.

The 'Use of Reasonable Force 4/2012' Guidance is aimed at Governing Bodies, Head teachers and staff in all schools. The Key Points are as follows:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders should support their staff when they use this power.

When can reasonable force be used?

- To prevent students from hurting themselves or others; from damaging property or from causing disorder
- To control or restrain students
- To enable staff members to use their professional judgment when deciding whether or not to physically intervene whilst taking account of individual circumstances

Schools can use reasonable force to:

- Remove a disruptive student from the classroom or an activity outside of the school day, where they have refused to follow an instruction
- Prevent a student behaving in a way that disrupts a school event; a school trip or visit.



- Prevent a student leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student or to stop a fight
- Restrain a student at risk of harming themselves through physical outbursts.

### **The purpose of Permissible Forms of Restraint is:**

- To restrain the student who has lost his self-control and hold him until anger passes and self-control is regained
- To alleviate the significant risk that students are exposing themselves and/or others to by being 'out of control'
- To demonstrate to the student that adults are able to support and manage what appears to be uncontrollable anger using the minimum amount of force necessary to contain the situation.

### **Escorts and Interventions**

If a situation develops that requires physical intervention and where the adult(s) need to assume control, staff should be aware of their surroundings and ensure that they do not apply an escort or method of physical intervention where there is limited space, e.g., on the stairs or where they expose themselves or the student to unnecessary risk of injury due to the environment.

The staff of Halesbury School are trained in the MAPA/CPI method of safety intervention which is designed to give an effective culture of safety within the school environment. The MAPA/CPI guiding philosophy is based on the following:

- Care – respect, dignity, empathy, person-centred
- Welfare – maintaining independence, choice and wellbeing
- Safety – protecting rights and minimising harm
- Security - safe, effective, harmonious and collaborative relationships

#### **Care &**

MAPA/CPI uses the crisis development model which recognises a series of behaviours that an individual may display during a crisis moment and the related staff attitudes and approaches that are used to deescalate distress behaviours.

Details are given below of the escorts and interventions that can be applied when all other methods of Behaviour Management have been exhausted. The staff team are aware that any physical intervention is only to be as a last resort after all other trained avenues have been used. Ongoing training for all staff includes an annual refresher course for basic MAPA/CPI techniques and half termly review sessions for both the Teaching and Care staff teams with the Behaviour lead. These review sessions provide the opportunity for staff to reflect on incidents that they have been involved in and to explore other strategies that might have been more effective.

All situations should initially be managed by staff with the minimum degree of physical intervention, whenever possible. There will be occasions when gentle



guidance/removal from a situation is all that is needed. This is not a hold or a restraint as the student can move away freely, if they wish.

The main physical intervention techniques that are used in Halesbury are illustrated below:

SAFETY INTERVENTIONS | Disengagement Skills

## Key Principles

**Position - Posture - Proximity**

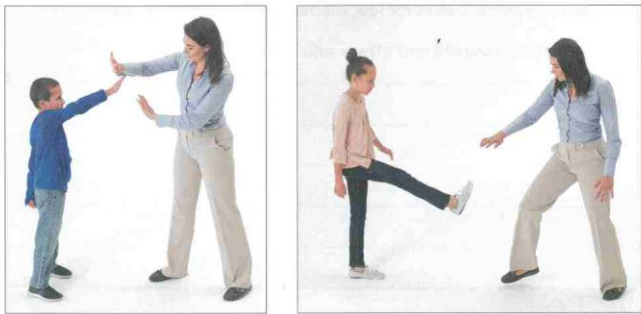
**Biomechanical Benefit**

### Principles of Disengagement

- **Hold and Stabilise** (limit the range of motion)  
When someone is holding you, they may simply need your attention, reassurance, or stability. Hold and Stabilise allows you to limit the person's movements and prevent harm.
- **Pull/Push** (move in opposite directions)  
Pulling and pushing at the same time in opposite directions weakens the person's grip while minimising any pain or injury.
- **Lever**  
Combining momentum (energy and speed) with movement (rotation) around a single point (e.g., elbow, shoulders, and hips) creates linear and angular motion which is more effective and efficient than Pull/Push.

## Key Themes to Consider With Safety Intervention

- Duty of care (actions and omissions to do no harm) with the best interests of the person in distress.
- Any actions must be reasonable and proportionate to the behaviour.
- Safety interventions must be the last resort and least restrictive.
- The risks of doing something balanced with the risk of doing nothing.
- You must uphold the person's human rights.
- You are obligated to reduce use and prevent the misuse and abuse of safety interventions.



## Strikes

Any weapon making contact with a person.

42 :: crisisprevention.com :: PWKB0218



**CAUTION:** The safety interventions represented in this module should only be learned and practised under the supervision of a CPI Certified Instructor. The images of these interventions shown here are intended as a point of reference and represent only a snapshot of the process required to execute the skills and principles. Any attempt to learn these skills and principles from the images or descriptions, or use them without proper instruction, may result in injury.

## Wrist



Hold and Stabilise



Pull/Push



Lever

## Clothing



Hold and Stabilise



Pull/Push



Lever



CAUTION: The restrictive interventions represented in this module should only be learned and practised under the supervision of a CPI Certified Instructor. The images of these interventions shown here are intended as a point of reference and represent only a snapshot of the process required to execute the skills and principles. Any attempt to learn these skills and principles from the images or descriptions, or use them without proper instruction, may result in injury.

## Principles of Holding: **Young Person**

### Seated



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

### Standing



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction



#### Further Reading and Personal Reflection

Once you have practiced all these interventions, your Instructor will set up a scenario where you will identify and correctly respond to a medical emergency as part of your competency assessment. Ensure you read the appendix 'Risks of Restraint' in your workbook so you know what the risks are, can identify the medical emergency warning signs, and importantly, know what action to take in a medical emergency.

## Principles of Holding: **Children**

### Seated Chair



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

### Seated Floor



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

### Standing



Low-Level Restriction



Medium-Level Restriction



High-Level Restriction

SAFETY INTERVENTIONS | Disengagement Skills

## Hair



Hold and Stabilise



Pull/Push



Lever

## Neck



Hold and Stabilise



Pull/Push



Lever



## Body



Hold and Stabilise



Pull/Push



Lever

## Bite



Hold and Stabilise



Pull/Push



The DoH/DfES RPI (Risk Assessment) clearly defines the risks involved in applying

'restrictive physical intervention' and the staff through MAPA/CPI training, are skilled in taking the appropriate steps to minimise the risks of injury, pain or distress to both staff and students in line with the Guidance.

**Standard 12.5 requires that 'All children and staff are given an opportunity to discuss with a relevant adult incidents of restraint they have been involved in, witnessed or been affected by'. Standard 12.6 requires that 'A written record is kept of major sanctions and the use of physical intervention.....The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice'. (National Minimum Standards 2011)**

The school complies with this requirement with a process that provides support, supervision, repair and reflection for all involved. The Education Team holds a Resolution Meeting between the staff member(s) involved, a senior manager and the student to review the incident: what could have been done differently? What was learnt from the situation? How to move forward and whether a sanction should be imposed.

SLT and the Behaviour TLR will meet with those involved to discuss the incident; explore what lead to the restraint; share alternative strategies to enable the student to manage their behaviour in the future to avoid being held and if a sanction is applied, assist the student to understand why this was imposed.

All staff should record any incident requiring physical restraint in the:

- Reports of Incidents Involving Physical Intervention (Bound and Numbered Book
- Behaviour Log (if appropriate)
- CPOMS

All information should be signed and dated and if more than one member of staff is involved, their individual account should be recorded to give a full picture of the situation.

Police involvement may be required if there is a particularly violent incident that cannot be contained by the staff; if a student or member of staff is assaulted or significant damage is caused to the school as a result of the incident. In these situations, staff/students can exercise their right to press charges upon the student concerned and the school has a duty of care to support them in their decision. The parents/carers, Social Workers/Guardians, etc. must be informed if any student is arrested by the Police.

Students and staff need to be protected from any form of physical violence and the school believes that it is important that both staff and students recognise that most behaviours have consequences.



Whenever there is a need for a consequence to any given situation, it is vital that the sanction is:

- Understandable to the individual concerned
- Directly related to the incident
- Individualised – there should not be a prescribed tariff of offences and sanctions
- As close to the episode as possible
- Seen to be fair

### **Examples of acceptable sanctions include:**

- The temporary restriction or withdrawal of privileges such as leisure activities
- Make-up time
- Close supervision at break times
- It, vehicle, sports equipment ban
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

No consequences should involve or lead to, the humiliation of a student and staff should ensure that they are able to retrieve their dignity and self-respect after the imposition of any sanctions.

Whenever a sanction has been applied, it is important that it is discussed fully with and is, as far as possible, understood by the student. Details of the incident and the sanction should be recorded in the appropriate books/logs.

### **Unacceptable sanctions**

- Physical punishment or the threat of physical punishment
- Deprivation of food/drink
- Removal of clothing and the requirement to wear alternative or inappropriate clothing
- Removal of footwear. The exception being that there needs to be an identified danger to staff and recorded on the pupil's behaviour plan
- The denial of contact with parents/carers or significant adults
- Withdrawal of communication with staff
- Withholding of medication, medical or dental treatment
- Humiliation or bullying by staff
- Applying the use of seclusion where a student is forced to spend time alone against his will in a locked room or a room he cannot leave
- Use force as a punishment as this action would fall within the definition of corporal punishment which has been abolished
- Use pain to gain compliance



This Behaviour Management/Positive Handling Policy is aimed at providing a framework for guidance for both staff and students. It is also intended to offer direction for staff on how they should best respond to difficult and aggressive behaviour in addition to the formal Team Teach training.

Compliance with this Policy will demonstrate that Halesbury School will consistently provide a safe and caring environment allowing and enabling its students to mature and develop to their full potential.

### Exclusions

Halesbury School operates a comprehensive inclusive system where all children are welcome regardless of their race, religion, culture, sex, ability or disability, social background etc.

At Halesbury School we aim to include, not exclude wherever possible. We approach all challenging behaviour in a positive, supportive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. Halesbury School recognises that exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They diminish the sense of belonging to the community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incidents or when all other strategies have been tried and have failed over time. Fixed term exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. For example, physical assault against a pupil or an adult and persistent disruption to lessons come within this category. The physical and emotional health of our children and staff is our primary concern. Only the Head Teacher, or in his absence the Deputy Head Teacher, can exclude a child from school.

Reasons for exclusion:

- Serious breach of the school's rules or policies;
- Risk of harm to the education or welfare of the pupil or others in the school.

It will generally be as a result of a serious outburst of aggression or abusive behaviour towards self, others or school property. However, there are cases when a child with specific behavioural needs has had a cumulative effect on the learning of others. In order to address these needs, and to ensure that the learning of the majority is protected, the school may have no other option but to exclude.

At times the Head Teacher will decide not to use the extreme sanction of an exclusion but will decide that an Individual Behaviour Plan should be drawn up to try avoid the sanction of an exclusion in the future. This might be accompanied by an internal exclusion.

### Fixed term (Temporary) exclusion

A fixed term exclusion will be for the shortest time necessary.



### Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and behaviour management strategies.

### Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head Teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary the Head Teacher will consult the Chair of the Appeals Committee.

### What happens about the child's education during this period?

For the first 5 days of exclusion, the school is responsible for setting and marking work for the child to complete at home. It is the parents' responsibility to ensure work is completed at home and returned to the school. It is during these first 5 days that the parent must ensure that a child is not in a public place, without reasonable justification, during school hours, or they can be prosecuted. If the exclusion is for longer than 5 days, the school should make provision for the child's full time education from the 6th school day.

### Extending a fixed term exclusion

Sometimes, following further information coming to light, a fixed term exclusion can be extended. If this happens, a letter must be sent to the parents stating the reasons and stating the right to make representations to, or request a meeting with the Appeals committee. Should the exclusion exceed 45 days in one school year this may lead to permanent exclusion.

### Permanent exclusion

A permanent exclusion is a very serious decision and the Head Teacher will consult with the Chair of Governors before enforcing it.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence such as:

- Serious actual or threatened violence against another pupil or a member of staff;
- Possession or use of an illegal drug on school premises;
- Persistent bullying;
- Persistent racial harassment;

### The decision to exclude

If the Head Teacher decides to exclude a pupil he will:

- Ensure that there is sufficient recorded evidence to support the decision;



- Explain the decision to the pupil;
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- The length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- Plan how to address the pupil's needs and integration back into their class on his/her return;
- Plan a meeting with parents and pupil on his/her return

### Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

### Behaviour outside school

Pupils' behaviour outside school on school business e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

### Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

### Marking attendance registers following exclusion

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

### Managed move

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably, the Head Teacher may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school.

### Removal from the school for other reasons

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example



because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

#### Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Appeals Committee.

Further information on exclusions can be found in: "Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion" DfE February 2015.

Policy Written in conjunction with Mental Health and Behaviour in Schools. (Dept of Education Nov 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)