

Behaviour policy and statement of behaviour principles



Westfield School

Nurturing Individuality & Progress

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Pupils come to Westfield School because they have been assessed as experiencing communication and interaction difficulties within a moderate learning difficulties range. The vast majority of our pupils will have a diagnosis of ASC and other comorbid diagnoses such as ADHD, Sensory Processing and Developmental Co-ordination difficulties. In previous less specialised settings, our pupils will have experienced difficulties communicating wants and needs and this may have caused high levels of dysregulation, which in turn have caused them to present undesirable and/or challenging behaviours. **At Westfield we do not collude, contain or control pupils' behaviour.** We aim to develop independent self-management by the child. Children come to Westfield to learn, and learning positive school behaviours is a central part of this.

In Westfield, behaviour management means the adult management of risk, environmental factors, activities and progress that a child experiences in our school. This ensures that each child learns to manage and become responsible for their own behaviour. This is a process, and therefore, children are responded to in a way that matches their level of progress and capacity for self-management and self-regulation. This means that, just like any form of learning, **adult responses to behaviour are differentiated.** Therefore, children may be treated differently so that their provision remains relevant to their current needs and level of progress. However, each child receives a consistent response so that their school world remains predictable and safe to them.

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for Headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes that is intentional in nature and not a result of the individual child's SEND profile.
- Non-completion of classwork that is appropriate and relevant to the child's needs
- Persistent refusal to engage with adult support to regulate

Serious misbehaviour is defined as:

- Repeated breaches of the school rules, including intentional injury to others

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism or intentional damage to property not a result of the individual child's SENd profile.
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Please read the Westfield School Anti-Bullying policy for more information.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION (not a result of the individual child's SEND profile).
Emotional	Being repeatedly and intentionally unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be supported to understand and develop the positive behaviours expected by the school at a needs relevant level regarding:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy at their developmental level
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated support and intervention wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals where appropriate.

6. Responding to behaviour

See Appendix 1: Practice and curriculum support to support development of positive pupil behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Pupils who come to Westfield often have a variety of underpinning needs which lead to them producing behaviours which challenge themselves and others. Adults at Westfield have a duty to understand each child's individual profile of needs who they regularly work with and develop appropriate and individualised responses to those needs. This may mean that children are treated differently to reflect their current level of development and progress. Adult responses and plans to manage a child should also be reviewed regularly as the child makes progress to ensure that there is consistency of provision relevant to a child's changing needs.

De-escalation of behaviour is a central part of the school's management of a child's learning and behaviour. Ensuring the class and whole school is a calm environment enables effective progress in learning. The aim of every adult is to enable the child to remain at their most optimum state for learning throughout the day. This is done by introducing routines and structures which support the child through predictable times and activities that may increase arousal (such as playtimes or beginning the day) or by the identification of increasing or decreasing arousal during lessons. Some support activities to de-escalate a child may be:

- Structuring lessons and the day carefully to support and address a child's needs.
- Supporting the child in predicting what will happen next through visual timetables for lessons and the day.
- Visual thought chains to identify positive behaviours during transfer between activities
- Use of calming or alerting activities through OT support or thinking skills activities
- Use of quiet time before, during or after activities.
- Reducing communication when managing a child and using CALM verbal and non-verbal communication. Ensure verbal communication is based in the standard vocabulary used by all staff and pupils across the school.
- Avoiding physical contact as much as possible for children who are sensitive to this.
- Not using threats of sanctions for inappropriate behaviours.

- Using positive language and gestures for appropriate behaviours and a child's attempt to change what they are doing.
- Providing an alternative quiet space for the child to complete activities in.
- Using co-regulation techniques when needed by a child or accepting that some children regulate most effectively when they can enjoy their own space safely without an adult in close proximity.

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

6.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise with visual reinforcement
- Downtime with a favoured activity
- Communicating praise to parents via a phone call or Tapestry
- Visiting the SLT to gain a Headteacher award
- Whole-class rewards, such as a popular activity

6.4 Responding to misbehaviour

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

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

The nature of our pupils means that incidents will occur. The adult's role in any incident is to:

- Assess and monitor the risk to the child and other children and adults nearby. This is a continuous process throughout and after the incident as the nature and probability of risk will change throughout an incident.
- Use the lowest form of response to a behaviour and **allow the child time to process and respond** to an adult response.
- Communicate to other adults as needed to ensure support for the child, managing adult and other children.
- Ask other adults to swap in because sometimes a different face de-escalates a behaviour more quickly.
- Ensure verbal communication is based in the standard vocabulary used by all staff and pupils across the school.

- Use visual cues to support communication.
- Use restrictive physical interventions safely, according to training received by TEAMTEACH.
- Plan and ensure the child receives what they need to recover and return to effective learning as quickly as possible. (N.B. Some children take up to 60 minutes to recover completely and returning to an activity before they are ready will escalate their behaviour again).
- Ensure the incident is recorded correctly and entered into the school recording system.
- Ensure parents are contacted and appropriately informed.
- Ensure the child is debriefed appropriately at a later date.
- When needed, ask a member of the SLT to review practice.
- Ensure the child's risk assessment is reviewed and updated regularly in response to incidents and any changes are communicated to relevant staff.

6.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Please see appendix 2 : Restrictive Physical Interventions and Appendix 3: Use of the Safe Room

6.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil, using visual supports when relevant, what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks and drawers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

6.7 Off-site misbehaviour

This policy may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

This policy may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

6.8 Online misbehaviour

This policy also applies to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

6.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and respond within this policy, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. Serious sanctions

7.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time to allow the pupil to receive support to re-regulate and allow their class peers and staff time to recover and regulate following the incident.

Pupils who have been removed will continue to receive relevant provision under the supervision of a member of staff that is meaningful, and enables them to return to positive behaviour within the classroom.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of available staff, and will be removed until the pupil is reregulated and ready to return to learning.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher as part of a planned intervention with the goal of enabling them to return to positive behaviour within the classroom.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will review the provision planned for the pupil and consider alternative approaches for pupils who are frequently removed from class.

7.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

Please see Appendix 1 : Practice and curriculum support to support development of positive pupil behaviour for details on how Westfield School responds to behaviours related to SEND.

All pupils attending Westfield School have SEND and relevant provisions in place as recognised by their EHCP. The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil

8.2 Adapting responses for pupils with SEND

When reviewing a response to behaviour of a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9. Supporting pupils following a sanction

A sanction is only effective in supporting a child to change an inappropriate behaviour in the long term if it is supported by interventions to embed positive behaviours. Following a sanction, the school will consider strategies, interventions and support to help pupils to understand how to improve their behaviour and meet the expectations of the school. Examples of strategies, interventions and support that will be used are:

- Thought chains, social stories, comic strips to support the child to understand the impact of their behaviour on others
- Adapted timetables and support to end activities that are a trigger
- Timetabled sensory input to support regulation prior to an activity that is known to be a trigger
- Rehearsal and explicit teaching of replacement behaviours
- Reinforced rewards for targeted replacement behaviours

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by allowing an induction period to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restrictive physical interventions
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation

The data will be analysed termly by the Headteacher.

The data will be analysed from a variety of perspectives including:

- Context
- By class and learning base group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and governing body

This policy and appendices will be reviewed and approved by the governing body annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy

Appendix 1: Practice and curriculum support to support development of positive pupil behaviour

1. CORE AREAS OF DIFFICULTY

There are core areas of difficulty pupils at Westfield experience that can lead to them presenting negative behaviours. These are:

1. Attention
2. Inhibition
3. Working Memory
4. Emotional Recognition and Response
5. Speech, language and communication
6. Social Interaction

2.1 ATTENTION:

the capacity to select relevant information and hold it in mind to achieve a goal.

Impact on behaviour:

Difficulties with attentional control can lead to children missing out on crucial social information and therefore failing to notice when they are having a negative effect on others. This also means that they find it difficult to develop a theory of mind for others i.e. imagine what someone else is thinking or feeling. It can also mean that the child fails to form attachments with others and a capacity to maintain reciprocal relationships.

Children with attentional control difficulties also often fail to notice how they themselves are feeling and whether they are becoming over or under aroused. This means that they are unable maintain a calm learning state independently to begin with and may become overloaded by social or academic information and then behave in a way that leads to them avoiding or rejecting whatever context they are in. Repeating this context often increases the overload more quickly each time until the experience becomes toxic for the child and something to be avoided regardless of rewards and sanctions laid out. This difficulty in noticing and selecting information means that these children also fail to notice the effect of behaviours and therefore are unable to use cause and effect processing to change their behaviour.

How do we respond?

The environment and information must be presented in a carefully structured way so that the child has time to notice, select and use the information without becoming overloaded. Depending on the level and profile of needs in each class, classrooms must be tidy, organized and free of clutter, with displays that celebrate and inform, but do not overload the children with too much visual information.

Adults should give clear, but short, feedback to pupils regarding their behaviour. This feedback should interpret social information or indicate what someone else is thinking or feeling. For example, Child M is tapping their pencil loudly on their table. Adult responds "I can see Child A is feeling annoyed by the noise. Can you tell me why you are tapping?" or "When you keep tapping on the table it makes me think you are finding it hard to think about this learning. Do you need something?" For younger children, verbal information should be accompanied by visual supports and / or signing.

Learning should be structured into amounts of information and time that are within the child's capacity to maintain attention to information. Playtimes should also reflect this. If a child struggles to maintain attention to a crowded playground or to a game for a length of time, then alternative play activities and spaces can be used and adult support given where necessary.

Finally, adults are responsible for monitoring a child's level of arousal. It is better for a child to have a short period of downtime or quiet time in order to reduce (or raise) arousal so that effective learning can take place afterwards, than try and manage a child through learning which then leads to an incident or context becoming toxic.

For further information, please refer to the Attention Manual in the Specialist Learning Curriculum.

2.2 INHIBITION:

the capacity to filter out irrelevant information and stop response to environmental stimuli and thoughts.

Impact on behaviour:

Difficulties with inhibitory control can lead to children behaving impulsively and/or become overwhelmed with social and academic information around them. These children are insensitive to rewards and sanctions as they are unable to stop inappropriate behaviours in order to avoid receiving a sanction or gain a reward.

Inhibitory control also has an impact on the development of emotional regulation as children with a deficit find it difficult to stop thinking about a worry or problem, or control their responses to feelings. The child's responses may be disproportional to the cause but the child is unable to stop this. This behaviour is then habitual and resolves the situation by removing the child from the context for a time.

How do we respond?

In Westfield, we teach the children that they have a "stop button" which they can learn how to use to inhibit inappropriate behaviours in school and the outside world. There are three elements of inhibition addressed :

- Physical Inhibition - stop do
- Cognitive inhibition - stop think
- Verbal inhibition - stop say

Alongside activities to teach and practice the process of inhibiting behaviours, 3 commands are used by all staff:

1. "stop buttons" stop talking and whatever you are doing and face the person talking e.g. End of playtime, to end a group activity in a lesson
2. "stop say" stop talking e.g. Calling out, saying something unfriendly
3. "stop think" to change a thought or line of thinking that a child is stuck on e.g. A strategy in learning that is unsuccessful, an event that has caused a disproportional response

The environment and information must be presented in a carefully structured way so that the child does not become overloaded with information that they must filter out.

Learning should be structured and presented in a way that the child does not have to constantly ignore irrelevant information which distracts them from the core learning opportunity e.g. Too much animation, sound or illustrations in text. Regular downtimes and calming strategies should be used to ensure the child remains at an optimum level for learning. Playtimes should also reflect this. If a child struggles to inhibit their responses to a crowded playground or to a game for a length of time, then alternative play activities and spaces can be used and adult support given where necessary.

For further information, please refer to the Inhibition Manual in the Specialist Learning Curriculum.

2.3 WORKING MEMORY:

the capacity to select and manipulate relevant information from memory and hold in mind to achieve a goal.

Impact on behaviour:

Difficulties with working memory can lead to children to fail to experientially learn socially appropriate behavioural responses to situations. These children are insensitive to rewards and sanctions as they are unable to accurately recall the causes and effects of previous behaviours.

Working memory also impacts on language development and a child experiencing increasing levels of arousal will struggle to find relevant or appropriate vocabulary to communicate with.

How do we respond?

In Westfield, alongside addressing working memory difficulties through discrete learning, we support the children by managing amounts of information they have to manipulate and also by teaching desired behaviours consistently. This means that children develop a bank of known and familiar behaviours that they can use independently to fill the void left when inappropriate behaviours have stopped.

We also do not expect the child to communicate effectively and appropriately when over aroused and manage the amount of verbal communication carefully at these times.

Learning should be structured and presented in a way that orientates the child to the knowledge, skills and vocabulary needed to learn successfully. Key language or skills may be supported by visual cues for children to support their independence when necessary.

Key behaviours are explained visually to children using visual thought chains which show the effects of behaviours simply, and can be kept by the child to refer to when needed.

For further information, please refer to the Working Memory Manual in the Specialist Learning Curriculum.

2.4 EMOTIONAL RECOGNITION AND RESPONSE (ERR):

the capacity to recognise and respond to feelings in yourself and others.

Impact on behaviour:

Difficulties with ERR can lead to children behaving inappropriately in response to how they and others are feeling. These children are insensitive to rewards and sanctions as they are unable to recognise the impact of their behaviours on themselves and others and therefore have little socially driven motivation to adapt their behaviour. Rewards and sanctions are also symbolic of a reciprocal relationship between adult and child and meaningless in themselves. A child who has difficulty with ERR will be unable to develop a fully reciprocal relationship with an adult to make the stickers or loss of play meaningful until they are unable to recognise and share the feelings they have caused in the adult through a particular behavioural response.

How do we respond?

In Westfield, we teach the children to recognise and respond to emotional information through a highly structured and specialised social and emotional curriculum. Some children also receive additional individualised input through Video Social Behaviour Therapy.

Alongside this learning, adult feedback and the use of the Emotion Wheel is crucial to ensuring that the child generalises this understanding of ERR across many social contexts. Visual thought chains and scenario plans are used to review incidents (positive and negative) and plan responses to forthcoming events that will engender an emotional reaction.

For further information, please refer to the PSHE Manual in the Specialist Learning Curriculum.

2.5 SPEECH, LANGUAGE AND COMMUNICATION DIFFICULTIES

The capacity to verbalise your thoughts, feelings, wants and needs in a way that others can understand

Impact on behaviour:

All pupils beginning at Westfield are expected to experience a significant level of difficulty in verbalising what they are thinking or feeling. This can cause them to use a negative behaviour to gain adult support or gain what they want. For example, a child may bite another child's arm that has reached across them to take a toy rather than saying stop or communicating their wants and needs in another more socially acceptable way.

How do we respond?

In Westfield, we teach the children to use additional forms of communication to express themselves and to replace the undesirable behaviour with a more socially acceptable behaviour. Staff ratios also ensure that pupil interactions are supported and modelled through social interaction interventions and embedded practice. Pupils also develop their ability to verbally communicate through focused intervention work, led by the Speech and Language therapies team. The Emotion Wheel is also used as a visual tool for pupils to communicate how they are feeling.

2.6 SOCIAL INTERACTION

Social interaction is a dynamic, changing sequence of social actions between individuals (or groups) who modify their actions and reactions due to the actions by their interaction partner(s)

Impact on behaviour

Pupils attending Westfield will have significant difficulties in this area. These difficulties may cause them to withdraw from social interactions and prefer to play in a more solitary way, or to seek out interactions inappropriately with little or no awareness of their impact on others.

How do we respond?

In Westfield, social interactions are scaffolded by adults and skills taught through discrete intervention and embedded practice so that pupils can experience increasing success and develop independence and confidence. Video work can be a highly effective tool in supporting children to develop understanding of their interactions with others and noticing which strategies have been successful for them in maintaining positive interactions.

2. QUIET TIME

Definition:

Quiet time is the time a child deliberately spends away from, or not engaged with, the class group or planned activity. It is an important part of a child learning to independently regulate and manage their responses and behaviours.

Purpose:

Pupils at Westfield are known to have difficulties regulating their level of arousal to remain at an optimum learning state. Self regulation difficulties may be due to a variety of underlying needs such as attention deficits, social cognition, language processing, sensory processing. These needs may mean a child

becomes **over** or **under** aroused during a lesson or social activity. Although lessons and environments are planned and adapted to take these needs into account, quiet time can often be the most effective way to ensure access to effective learning.

Expectations of quiet time:

Quiet time should be the shortest possible time to allow a child to return to a 1 on the emotion wheel.

Quiet time should provide the child with the environment, activity and support necessary to self-regulate. A child may have quiet time at their table or a comfortable spot in the classroom if appropriate.

Children need to be taught how to use quiet time properly to self-regulate, achieving independence over time.

Adults may direct quiet time with clear calm instruction, especially at the beginning of the learning process. It is not used as a threat or a sanction.

Quiet time may be planned to enable transition between challenging activities.

3. COMMUNICATION WITH OTHERS

At Westfield, children's needs and their presenting behaviours change over time and it is important that how adults respond to them also changes in response. So that this provision is consistent, it is vital that adults communicate effectively with each other. Key times to update other staff formally are whole staff meetings. Informally, the whiteboard in the staff room can be used alongside conversations. SLT should be informed of any incidents or behaviours causing concern and planned adult responses to these.

During incidents, or in the period leading up to one, walkie-talkies and the internal phone system should be used to alert others or call for support.

External agency support should be sought from professionals involved with the child in determining the best practice regarding a child when their behaviour reflects a high level of need to be addressed.

Good communication with parents regarding best practice for their child is essential and should be frequent and clear. All communication is recorded in the parent communication log book.

Appendix 2:

POLICY FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

INTRODUCTION

The responsible person for the implementation of the policy is the Headteacher. This policy will be reviewed annually by the Headteacher and the Governing Body.

The policy has been developed in response to the documents given in the reference section at the end of this policy and to The Education and Inspections Act 2006 section 93 which reinforces, supersedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfES (Department for Education and Skills), DOH (Department of Health) and BILD (British Institute of Learning Disabilities), and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for restrictive physical interventions. Its contents are available to parents and pupils.

OBJECTIVES

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the structure and approach practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Westfield acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff at Westfield:

Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary.

Are provided with appropriate training to deal with these difficult situations.

UNDERPINNING VALUES

Everyone attending or working in Westfield has a right to:

- Recognition of their unique identity;
- Be treated with respect and dignity;
- Learn and work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending Westfield and their parents have a right to:

- Individual consideration of pupil's needs by the staff who have responsibility for their care and protection; respect for all health and safety boundaries set within Westfield.
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies and procedures;
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- Expect behaviour management strategies to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- Be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

MINIMISING THE NEED TO USE FORCE

Within Westfield we constantly strive to create a calm environment, using strategies appropriate to the needs of pupils that minimises the risk of incidents arising that might require the use of force. In addition to this, as all our pupils have the potential to present with challenging behaviour, all have a risk assessment which is a 'live' document outlining Best Practice with each pupil, Practice Best to Avoid with each pupil and an assessment of the risks each child presents and faces. Each pupil regularly reviews their risk assessment with staff. Staff also review/revise the document as and when needs arise, and every time a standard blue 'Serious Incident Report' form is completed (whether a physical intervention occurred or not).

The school uses a PSHE (Personal, Social and Health education) curriculum specifically developed at Westfield to match the needs profile of pupils to support the development of their Social, Emotional and Behavioural life which directly contributes towards their capacity to independently avoid, de-escalate, make appropriate choices within and appropriately manage situations where conflict may arise. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity to develop their personal growth and emotional wellbeing.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and in how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

IMPLICATIONS OF THE POLICY

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Self – injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs in a classroom during teaching time or elsewhere (this includes authorised out-of-school activities).
- Any other behaviour which may have a direct negative influence on the safe running of the school day or may pose a Health and Safety risk

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The use of Team Teach techniques is one of our control methods for reducing risks presented by children's challenging behaviour.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Physical control can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- Assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties.
- Making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

JUDGEMENTS: RISK ASSESSMENT AND DECIDING WHETHER TO USE PHYSICAL INTERVENTIONS

Both challenging behaviour and physical interventions will involve a risk – to both staff and pupils. Risk assessment and ongoing professional judgement aim to balance these risks. The aim of the individual pupil's Risk Assessment and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

All pupils Risk Assessments are available to all class staff and all class staff are informed of any updates. The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. Within Westfield it is unlikely that pupils would carry concealed weapons and therefore staff have not received training in weapons disarmament.

Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if a member of staff decides that a search may be necessary the Deputy Headteacher or Headteacher teacher will be informed. If they perceive a risk to exist but the act of carrying out a search is not deemed to increase the risk to an unacceptable degree, they will carry out the search. If a risk is perceived to exist but the act of carrying out a search is deemed to increase the risk to an unacceptable degree, the police may be called. The child's parent will be informed.

DEFINITIONS OF POSITIVE HANDLING

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Each pupil's risk assessment contains guidance on likely triggers for that pupil's challenging behaviours, behaviour management strategies that have proved effective with that pupil and strategies it is best to avoid:

Weekly staff meetings and class-Base meetings are used, when necessary, to update all staff on changes to pupil's risk assessments and to identify positive triggers and prevention strategies for each pupil.

1. Physical Contact

There are situations where appropriate and proper physical contact should and will occur between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum; when they are tearful/upset, or when a first-aid examination may need to be carried out.

As long as these physical contacts are as far as possible within public view the school Governors are fully supportive of this approach.

However, in terms of the policy, pupils may also seek inappropriate contact with staff, such as

- Deliberately barging into or in any way seeking to injure a member of staff.
- Attempts or actual assaults or battery of any kind on a member of staff.
- Attempts to injure a member of staff using a weapon or anything that could be construed to be a

weapon e.g. a sharp pencil, chair.

- Incitement of other pupils to commit physical contact.
- Presenting sexualised behaviours

In the event of any of the above or similar, a judgement will be made at the time as to the safest way to manage and de-escalate the situation, but it remains the Headteacher's option at all times to require the police to attend at the school, resulting in the appropriate action being taken.

2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner this diffusion/de-escalation technique can deflect a pupil from a potentially volatile situation into a less confrontational situation. Within Westfield this level of intervention is referred to as 'Handling' or 'contingent touch'.

3. Physical Control / Restrictive Physical Intervention

Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement. That is, restraint is where the person has been overwhelmed by the application of force.

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded and a standard recording system is in place, including standard forms, cross referenced by members of the Senior Management Team before being verified, signed-off and recorded in a bound and numbered book by the Headteacher. (Use of the Safe room and/or Withdrawal room also has a standard paperwork recording system and is similarly checked before being recorded in a bound and numbered book). All uses of restraint are reported to the parents of the child and that reporting process is recorded on the standard form used to record the use of restraint.

A few parents may request not to be contacted if incidents of restrictive physical intervention are common. This will usually be agreed to, but the arrangement will be recorded in writing, all the other recording procedures and protocols will continue to be followed and regardless of an agreement, appropriate staff will be expected to:

Update the parent on the use of restrictive interventions with their child on at least a fortnightly basis.

Inform the parent of any incident/use of restrictive interventions considered to be more serious/challenging than is usual.

Inform the parent of any significant alteration in the child's stereotypical behaviours.

A range of positive behaviour interventions and strategies are used at Westfield: all are designed to de-escalate/prevent inappropriate and anti-social behaviours, to teach children how to understand their feelings and behaviours, and to apply new pro-social behaviours independently. Although their application may not be associated with the use of physical interventions, their application is of direct relevance to reducing/preventing the use of physical interventions. Some examples of standard positive behaviour interventions used across the school are given below.

POSITIVE BEHAVIOUR INTERVENTIONS

Pupils at Westfield School, regardless of their individual profile, have difficulties regulating their behaviour in response to certain stimuli. Although extreme anti-social behaviours must be stopped in the short term, pupils need to be taught to develop and apply strategies which enable them to manage their own behaviour in a positive way. A range of strategies taught to children so they can better manage their behaviours is given in

the Behaviour Policy. Together, they reduce the use of restrictive physical interventions. It is worth recalling that the vast majority of TeamTeach techniques are targeted at de-escalation rather than physical interventions.

In addition to the above:

Directed Time: This does not equate to removal of a child from the curriculum. It is a time when a child has their options reduced to a minimum and their access to social interaction and positive reinforcement cut to a minimum. It is effectively an extended period of time away from social interaction to allow the child to re-focus and plan appropriate behaviours to use. It is used if a child has consistently produced behaviours which result in risks at a level that are unreasonable to sustain in the class/group. It is used to reinforce the child's obligation to recognise the control of staff and the expectations of the school, their responsibility for their behaviour and the consequences to others of anti-social behaviour, and to assure the Health and Safety and wellbeing of staff and pupils. It is planned for and evaluated as an intervention. Staff regularly monitor and provide work for pupils in Directed Time.

Seclusion: Seclusion is not used as a sanction. It is where a child is required to spend time alone against their will in a room/space which they cannot leave.

At no point will a child within Westfield be in a locked room for purposes of seclusion. A pupil may be in a room/space which they are prevented from leaving for Health and Safety reasons or because they may cause concern to the safe running of the school day, in which case a member of staff will be present in the room, at the doorway or the other side of the door, supervising the pupil throughout this time.

See the Westfield policy for use of the Safe Room and Withdrawal room.

PLANNED AND EMERGENCY PHYSICAL INTERVENTIONS

The continuum of physical interventions is broad and includes interventions recognised as standard ways of interacting with any appropriately behaved child in any school, through to very specific interventions designed to meet the needs of individual's presenting seriously challenging behaviours.

By dint of staff meetings and Base meetings, informal exchanges of information, the small pupil number and all staff regularly meeting all the children, staff are able to maintain an overall understanding of each child's risk assessment and behavioural history. They are also expected to be able to place their judgements about individual pupils within an understanding of the ambience within the whole-school or a particular group at any given time and how an individual child's behaviour may influence those things. This means that staff are expected to be able to make proactive as well as reactive judgements about approaches and techniques best fitting a specific child, group or situation in order to reduce risk and ensure Health and Safety and good order and discipline.

For example, given certain circumstances some children are known to kick people or equipment/windows with the likelihood of injury/damage, and others are known to abscond when overwhelmed. If the precursors to behaviours of these kinds are recognised by staff it is likely that the child will be required to remove their shoes and hand them to staff. This is a simple act which directly limits the perceived risks.

A **planned intervention** is one that is described/outlined in the pupil's Risk Assessment. This should cover most interventions, as possible scenarios will be identified and planned for when the Risk Assessment is drawn up and as it is revised over time. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. (The standard recording form also allows for circumstances where de-escalation would have been inappropriate to the situation and where staff have to immediately put restrictive physical interventions into practice). Following any such incident, the relevant pupil's Risk Assessments will be reviewed/revised to support effective responses to any such situations which may arise in the future.

When applying restrictive physical interventions, assistance will always be sought from another member of staff as soon as is practicable. Staff are very strongly discouraged from intervening without another member of staff present.

Positive Handling within Westfield (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

PREVENTION

Primary Prevention

This is achieved by:-

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained, informed and competent staff;
- Temporarily avoiding situations and triggers known to provoke challenging behaviour whilst developing the child's learning and understanding of their behaviours so that eventually they can manage those situations and triggers positively ;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.

Secondary Prevention

This involves the recognition of the early stages of a behavioural pattern that is likely to develop into violence or aggression and the use of 'de-escalation' techniques to avert any further escalation.

Where there is clear evidence that particular patterns of behaviour escalate rapidly into violence, the use of a physical intervention at an early stage in the scenario may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a physical intervention are greater than the risks of using physical intervention, and
- Other appropriate methods, which do not involve physical intervention have been tried without success.

HEALTH AND SAFETY OF STAFF

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out physical interventions safely/effectively have a duty to report these to the Headteacher and/or Deputy Headteacher immediately as there may be an impact on their own safety and that of colleagues and / or pupils.

Whilst staff have a duty of Care towards pupils, they must remain vigilant as regards their own Health and Safety and must ensure that their ongoing risk assessment and use of professional judgement considers their welfare as well as that of the pupil. This is not just for their own sake, but because they also have a

responsibility to other staff and pupils. Acquiring injuries as a result of poor judgements may result in additional burdens for other staff and reduced support to other pupils, just as injuries received when the very best of planning, judgement and practice were used.

USING FORCE

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it in Westfield:

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself/herself, others or property. However, it should be noted that many pupils have Occupational Therapy related needs that require a greater degree of force to be used in order to ensure they can process the touch information within a restraint.

The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

Staff would be expected to follow the pupil's Risk Assessment in the first instance to manage an incident and/or challenging behaviour

If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach and associated techniques that they have been trained to use (but using their informed professional judgement about which techniques are most appropriate to the situation)

Only if all of the above have been tried and are unsuccessful should staff consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

- Age
- Gender
- level of physical, emotional and intellectual development
- special needs
- social context
- Response of the child.

They also provide a gradual, graded system of response.

STAFF TRAINING

Training at some level will be available for all staff within Westfield. For most staff this is enhanced by TeamTeach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected (or allowed) to use TeamTeach techniques without appropriate training (though this does not exempt them from their responsibilities as a responsible person or from their Duty of Care). Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Westfield is committed to using a training provider that is accredited through BILD and adheres to their Code of Practice on physical intervention. Westfield acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. When necessary/possible Westfield will seek bespoke

training/guidance from a TeamTeach trainer with good understanding of the school's context, in order to address any issues that may arise from working with a particular pupil group (e.g. very young, physically small children) or a particular pupil.

All staff taught in Physical Intervention training will be certified by the accredited body.

SUPPORT FOLLOWING INCIDENTS

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development and needs profile. (These would include the use of a debrief with the child once they are in a position to make positive use of it and if this technique is recognised to be appropriate to their learning profile. This may involve the use of CCTV where appropriate. However, it is recognised that most pupils regardless of their profile are unlikely to make positive use of debrief soon after an incident).

Whilst the physical techniques are intended to reduce risk, there is always risk when force is used to protect, release or restrain. Team Teach techniques seek to avoid injury to any involved person, but it is possible that bruising, scratching or other injury may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil and staff remain safe. Any such injury will be reported using the standard Bucks CC Accident Reporting form. Any relevant injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed LADO (Local Authority Designated Officer for Safeguarding children).

In addition, senior staff ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking themselves away from immediate environment and away from the incident and the potential triggers for their own behaviours.
- Resuming their usual routine/previous activity as soon as possible, this may be especially helpful for some pupils with Autistic Spectrum Difficulties.
- Time with a member of staff to debrief the incident if requested.
- Review of CCTV

Where staff have been involved in the use of reasonable force they should also have access to support if it is needed. Colleagues of staff involved in such incidents will appreciate the potential for these to have a disconcerting influence on staff involved. For this reason staff relationships are mutually supportive around the subject of physical interventions and the feelings such incidents can generate. Any post-incident debrief will consider the influence the incident may have had on staff involved.

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical intervention may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

VISITS OUT OF SCHOOL

At Westfield it is intended that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?

- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Document all visits in accordance with local procedures on EVOLVE (the standard Bucks online Educational Visits notification, approval and database system).

AUTHORISED STAFF

All teachers and staff the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff and visiting professionals must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken TeamTeach training.

All staff authorised to use physical intervention with pupils receive training in TeamTeach techniques. Only accredited TeamTeach trainers are used and they provide very clear protocols during training to minimise the risk of injury and to ensure that appropriate safeguards are implemented.

The school provides TeamTeach training for all teaching and classroom support staff and a list is retained of all those staff trained and authorised. The list is reviewed on an annual basis. Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times. The school will ensure that any Westfield staff (e.g. newly appointed) not trained in TeamTeach, are trained as soon as is possible.

All staff have training in Child Protection procedures and protocols. All classroom staff also have broader training around child protection issues. Designated staff have also been trained in First Aid.

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails. The Headteacher has the authority to temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit (Use of Reasonable Force guidance: Department for Education July 2011).

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in managing behaviour as part of their induction training and there is a walkie-talkie system in school for calling for assistance if required. All school staff are required to have access to a walkie-talkie.

All members of staff are reminded that all pupils have a Risk Assessment which they must make themselves aware of and adhere to. These assessments are reviewed regularly and all staff are encouraged to make a contribution to them.

TYPES OF INCIDENT

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- Pupil causes a breach in Health & Safety or interrupts the smooth running of the school day
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class/room/building/designated space or tries to leave the school site (NB this will only apply if staff deem the pupil may be placed at risk by absconding). See Care and Conduct document.

Examples of situations which fall into the third category are:

- A pupil persistently refuses to comply with an instruction to leave a classroom/space/designated area/building;
- A pupil is behaving in a way that is seriously disrupting or undermining a lesson.

It is recognised that, at the discretion of the Headteacher, the police may be called in response to a pupil's behaviour.

ACCEPTABLE MEASURES OF PHYSICAL INTERVENTION

The use of Team Teach physical intervention techniques can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident;
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- it is carried out as the minimum needed to achieve the desired result;
- the age, understanding and gender of the pupil are taken into account;
- it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

This form of physical intervention may involve staff:

- Escorting a pupil;
- Shepherding a pupil away;
- A hand on the back, to guide;
- A 'caring C' hold to the child's upper arm, to guide;

- Supportively holding ('handling'/'contingent touch') a pupil to keep them or others safe until they have changed their behaviours or can be supported to an area to do so.

The above all fall short of being designated as 'restrictive physical intervention'.

In some circumstances, trained staff may need to use more restrictive holds, commonly designated as 'restraint'. Acceptable methods are taught as part of the TeamTeach training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Staff may need to rotate roles and have a break if the incident is prolonged – staff should be using professional judgement and should be conscious of the pupils' Risk Assessment and at all times must act in the best interests of the child. Staff should be aware of the standard vocabulary used in such situations and of the appropriate responses.

- It is acknowledged that with some disengagement techniques pupils may encounter some discomfort when appropriate release techniques are used. However, this is brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting or hair twisting/pulling.
- Designated staff are trained in First Aid. These staff may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention

RECORDING AND REPORTING INCIDENTS

Where restraint has been used a record of the incident will be kept using the standard yellow 'serious Incident Report' recording form (which is automatically checked/monitored by the relevant Teacher in Charge of learning Base), and then recorded in the numbered book by the relevant member of administrative staff. Bound book is countersigned and reviewed on a regular basis by the Headteacher.

The standard yellow recording form must be completed as soon as possible after the incident, (and within 24 hours) and the parent must be informed as close as is practicably possible to the time of the incident (in almost every case this will be the same day as the incident took place).

All incidents relating to a physical intervention will be reported to parents via phone call or face to face. As a result of the physical intervention the pupils Risk Assessment maybe amended/reviewed.

Where there is any concern over the appropriateness of a response the Headteacher Teacher/Deputy Headteacher may judge it appropriate to address the matter within school or may judge it appropriate to refer the incident to the Buckinghamshire Children's Safeguarding Board for clarification and/or investigation.

If appropriate, a standard Bucks CC Accident reporting form will be completed to record any injuries incurred.

MONITORING INCIDENTS

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. This is achieved in the first instance because every standard yellow recording form has to be checked and counter signed by a member of the SMT and then checked and signed off by the Headteacher teacher.

The first check/monitor is done by the member of the SMT most closely involved with the staff/pupils concerned. This person checks the form, verifies the contents, talks through the incident with staff involved and counter signs the form to confirm the contents and that it has been correctly completed. The same form is then checked by the Headteacher teacher prior to it being entered into the bound and numbered book.

Monitoring of overall incident is therefore ongoing via the form completion process, as patterns can be relatively easily recognised. The further monitoring of data will also take place on a regular but less frequent basis (at least half-termly) and the results used to inform planning to meet individual pupil and school needs. To support the Headteacher & school and ensure objectivity, the Chair of governors can be involved in that process.

ACTION AFTER AN INCIDENT

It is possible for staff involved in a physical intervention to request to review the incident on CCTV recording. It may be appropriate for the Headteacher to authorise/require the viewing of incidents in order to support understanding of the incident. The Headteacher or whomsoever he delegates may use CCTV recording to review any incident in order to monitor practice, gauge potential CPD need and provide support to staff.

The Headteacher will ensure that each incident is reviewed and investigated further as required. The weekly staff meeting may be used to discuss an incident, a child's circumstances, and changes to risk assessments or management strategies if appropriate. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure and may include:

- Review of Risk Assessment and behaviour management strategies.
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure.
- School Policy review.
- Exclusions Procedure; in the case of violence or assault against a member of staff this will automatically be considered.
- The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association / union.
- Reporting assaults to the police.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met or were inappropriate/unnecessary, it is decided that the incident could have been managed more effectively.

SUPPORT FOLLOWING INCIDENTS

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking themselves away from immediate environment and away from the incident and the potential triggers for their own behaviours.
- Resuming their usual routine/previous activity as soon as possible, this may be especially helpful for some pupils with Autistic Spectrum Difficulties.
- Time with a member of staff to debrief the incident if requested.
- Review of CCTV

Where staff have been involved in the use of reasonable force they should also have access to support if it is needed. Colleagues of staff involved in such incidents will appreciate the potential for these to have a

disconcerting influence on staff involved. For this reason staff relationships are mutually supportive around the subject of physical interventions and the feelings such incidents can generate. Any post-incident debrief will consider the influence the incident may have had on staff involved.

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical intervention may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

COMPLAINTS

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of a complaint made by a pupil, parent or other person in relation to the use of physical interventions within the school indicates that an allegation of mishandling by a member of staff is being made the Buckinghamshire Safeguarding Children Officer or the Local Authority Designated Officer (LADO) will be informed immediately.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

RAISING A CONCERN

Whilst the training in Team Teach provided to staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should of course be passed to the Designated Safeguarding Lead), should be raised with the Headteacher, the Deputy Headteacher teacher, an Assistant Head or with the Chair of Governors in order to allow concerns to be addressed and if necessary, practice improved in line with the school's child protection policy and procedures.

REFERENCE DOCUMENTS

DCSF, The Use of Force to Control or Restrain Pupils – additional guidance 07/11 - <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - <http://www.teachernet.gov.uk/doc/12187/ACFD89B.pdf>

DCSF The use of force to control or restrain pupils: guidance for schools in England – (04/2010)

The Violent Crime reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piguide

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piguide

The Children's Act 1989 http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Appendix 3:

SCHOOL POLICY FOR USE OF SAFE ROOMS

The school has two Safe Rooms and one Withdrawal Room, which can be used by children to reduce arousal in order to return to effective learning.

Safe Room 1 is in the specialist and KS1 provision. It is a large (2.2 X 3.2 meters), comfortably allowing for several people to be in it at one time. Its vertical surfaces (including the door) are lined with 15 cm thick foam with a dark blue smooth vinyl surface. The foam is similar to that used for gymnastic mats and the joins between foam sections are sealed. The flooring is also similar to that found in gyms and offers some flex. The door has a circular window at adult eye height.

Into the ceiling of the room are fitted:

- Two CCTV cameras (at opposite corners) and a microphone.
- An emergency light and a smoke sensor.
- Two lights with a motion sensor on/off switch (and a dimmer control outside the room).
- An air conditioning vent (with controls outside the room).

The door has no latch and no locking mechanism. A camera outside the room monitors the door externally.

Safe Room 2 is in the corridor linking the two mainschool Bases and matches the above specification.

The rooms are never used as a sanction or punishment. They are used:

- In the best interests of the pupils and staff involved and with regard to the duty of care required towards staff and pupils.
- To enhance the Health and Safety of pupils and staff, to protect staff and pupils from personal injury and to prevent serious damage to property.
- To manage serious disruptive persistent and targeted behaviour and assure the maintenance of good order and discipline throughout the school at times when that is threatened by the behaviour of a pupil.
- To assure the safety of pupils who present a serious threat to their own physical wellbeing.
- To provide pupils with a safe space within which to regain self-control and emotional and physical regulation without the disturbance or distraction of others or the presence of staff to act as an escalatory factor (a number of pupils escalate their challenge when they perceive a person to be the barrier between them and de-escalation).

It can also be used in exceptional circumstances as described below.

The use of the safe room is part of a planned, tiered response to children's needs, it is only used when it is clear that all other available options have proved ineffective and/or an immediate risk assessment indicates that an exceptional circumstance has arisen (i.e. all other practices available to trained staff who know each child well have proved ineffective/inappropriate) and further alternative de-escalation will be unsuccessful. It may well be that a decision is taken to use the safe room rather than enter a projected period of protracted physical interventions which will escalate rather than de-escalate the immediate situation and exacerbate the underlying needs experience by the child.

The following applies to pupils throughout Westfield's provision.

PUPILS

- Pupils attending Westfield have the right to learn in a safe environment which is modified to meet their learning, psychosocial, physical and emotional needs
- Pupils who attend Westfield do so because they have demonstrated a higher level of need in a previous setting which has resulted in a more extreme level of threatening/violent behaviour towards themselves and others.
- Pupils attending Westfield can present a psychological profile which indicates that they experience a high drive for control. In terms of risky behaviours, this means that they will escalate aggressive and unsafe behaviours if take-up time and planned ignoring are used as behaviour strategies.
- In the early stages of behavioural learning within Westfield, some pupils may need to be placed within the safe room so they can begin to learn to stop themselves in a space with no other distractions. This is supported by teaching and learning in other areas of the specialist learning and the PSHE curriculums.

STAFF

- Westfield staff have a secure understanding, which is frequently reviewed during team meetings, of each child's learning, emotional, psychosocial and social needs and how these needs impact on and cause different behaviours.
- Staff have regular and updated training on the use of different strategies to manage different levels of behaviour, and feel confident in their ability to respond to behaviours regularly exhibited by the children within the specialist provision.
- Staff have a secure knowledge and understanding of each child's Risk Assessment (RA), and can modify tasks, environments and provision appropriately when necessary.
- Staff knowledge and understanding of the above is informally monitored by the Provision Manager and communicated to the Senior Leadership of the school so that high expectations of staff practice can be monitored.
- Staff are TeamTeach trained. This includes additional strategies developed together with an independent TeamTeach trainer with regard to safely handling young children presenting physically challenging behaviours.

ENVIRONMENT AND STRATEGIES

- Advice and guidance is gained when and as necessary from an independent national Team Teach trainer who has worked with Westfield for some years and has shared the school's development of strategies of relevance to young and often physically smaller children and with regard to best practice with the pupils in terms of preventive approaches, physical interventions and use of the safe room.
- As far as is possible, the physical environment and activities are structured to meet the sensory needs of pupils to prevent behaviours resulting from brain function overload.
- Strategies are used in a graded structure way to enable each child to learn and begin to self-regulate their emotions and behavioural responses. These strategies include the use of an emotion wheel, downtime, quiet time and rewards.
- Restraint via direct physical interventions and/or use of the safe room should be used only for controlling violent behaviour or to protect the pupil or other persons and to ensure Health and Safety. The decision to use either is, and should only be, as follows:
 1. Never for punishment;
 2. As an intervention of last resort or to reduce triggers that a child is known to use to self-escalate.
 3. Where other, less restrictive, strategies have been unsuccessful, although an emergency or exceptional situation may not allow time to try those other strategies;
 4. In reaching the decision, consideration should also be given to the individual needs of each pupil and the availability of adequately trained staff with the above understanding of the pupil, in

- deciding the best method of control or restraint to be employed.
5. As a quiet space to learn/take downtime at the child's request.

USE OF THE SAFE ROOM

The room may be used by staff as a quiet, safe setting to carry out physical interventions with the least distraction to the child concerned and to the learning of other pupils.

The room is also used by some pupils as a safe place to place themselves to calm and settle. It can also be used as a safe, quiet place for children to be taught/worked with. Children may choose to use the room in this way if appropriate.

As with any form of physical intervention and control, the safe room's use must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm likely to be caused. These judgements have to be made at the time, taking due account of all the circumstances, the predictable nature of the child and environment including any known history of other events involving the individual to be controlled. This means that a child may be placed in the safe room due to a risk being predicted from current behaviours which are known precursors to more extreme challenge, enabling safe management and more rapid de-escalation. Minimum necessary force should be used, and the techniques employed should be those with which the staff involved are familiar and able to use safely and are described in the child's Risk Assessment.

The room has a laminated sheet on the wall outside, on which staff record ongoing data, including start/stop times for later reference.

Cameras monitor the space outside the rooms (in addition to cameras in the rooms). A laptop is used by staff to monitor these cameras when a child is using the safe room.

Use of the safe rooms is recorded on the school Incident Forms as a Restrictive Physical Intervention which is then also entered in a bound and numbered book by the Headteacher/teacher. This requires the parent to be informed as soon as is possible, thereby also allowing parents to be reminded of the use of this facility.

Why?

A child can be placed into a safe room only when the lead staff member working with the child believes that the child will benefit more from being there (i.e. will return to positive learning more quickly), than from any other intervention that could be followed e.g.:

The child needs environmental inputs to be significantly removed to reduce or prevent controlling/violent behaviours e.g. physical proximity, language, demands of social contact

The child will be made more anxious/violent if adults intervene to physically prevent behaviours that ensure safety for all persons in the proximity

The number of relevant adults available is insufficient to maintain a safe, positive environment for all children if the control of violent or potentially injurious behaviours of the one child require adults to be removed from other learning tasks with children

How?

The lead adult will move the child to a safe room and place them inside by using the graded techniques they have received training for. Once the child is safely inside the room and has no potential for self-harm, the adult will withdraw to the other side of the door and maintain constant observation of the child's behaviours and well-being. The adult will notify a senior manager of use of the room as soon as is possible without leaving the child. The adult will enter the room into the child's space when;

The child appears to be unsafe in any way

The child appears to be unwell

Via the use of and appropriate compliance with a standard shared vocabulary and behavioural responses, the child indicates that they are ready and willing to return to safe behaviours within the rest of the building

After?

The child will be reintegrated back into the classroom environment in a gradual and graded way to ensure the child's needs are effectively met and positive and safe behaviours can be maintained.

The reasons for use of the safe room, the child's behaviours within it and the results for the child of using it will be recorded using the appropriate paperwork and any issues or observations will be discussed in the next team meeting. Senior managers will regularly monitor and review practice via direct observation of methods, auditing of the recording forms and by use of video at the time and via subsequent analysis/debrief.

Parents will be informed of the child's individual incidences of use of the safe room as soon as they can be contacted (as per standard policy regarding use of restraint) and invited to review its use by the child generally within reviews of behaviour management and provision.

THE WITHDRAWAL ROOM

This room can be used as an alternative (smaller space) to the safe room, when the same applies as above, but is more usually used as follows:

As a low stimulus space within which children can focus on extending their capacities for attention and inhibition during times when these have decreased and they are finding it hard to learn effectively in other environments.

While in the withdrawal room children may learn through activities individually or with an adult.

Appendix 4 : Suspension and permanent exclusion policy

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1. Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure, contained in the [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#), or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support

- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

4. Roles and responsibilities

4.1 The Headteacher

Deciding whether to suspend or exclude

Only the Headteacher, or acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Informing parents

If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents' right to make representations about the suspension or permanent exclusion to the governing board and, where the pupil is attending alongside parents, how they may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the pupil is of compulsory school age, the Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

If the Headteacher cancels the suspension or permanent exclusion, they will notify the parents without delay, and provide a reason for the cancellation.

Informing the governing board

The Headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The Headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school Headteacher (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances that may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents, governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways may be used for this. If the pupil has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

4.2 The governing board

Considering suspensions and permanent exclusions

Responsibilities regarding suspensions and permanent exclusions are delegated to the governing body.

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the governing board will provide the secretary of state and the LA with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the governing will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

The governing board will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are looked after or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

5. Considering the reinstatement of a pupil

The Governing Board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing board must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents make representations to the board, the governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents

do not make representations, the board is not required to meet and it cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the chair of the governing board (or the vice-chair, if necessary) may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing board and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- A representative of the local authority

Governing board meetings can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

The governing board will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The governing board can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)

In reaching a decision, the governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing board

They will decide whether or not a fact is true 'on the balance of probabilities'.

The clerk will be present when the decision is made.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The governing board notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority

- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the governing board has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

6. Independent review

If parents apply for an independent review within the legal timeframe, the LA will, at their own expense, arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents. See section 9 for more details on remote access to meetings.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the Headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

A person may not serve as a member of a review panel if they:

- Are a member of the LA of the excluding school

- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA, or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the LA, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do 1 of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing board and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing board to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

7. School registers

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the governing board's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the governing board will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension or off-site direction and welcoming the child back to school.
- Daily contact in school with a designated pastoral professional
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents and staff of any external support available.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2 Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. Remote access to meetings

Parents, can request that a governing board meeting, or independent review panel be held remotely. If the parents don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The governing board and the LA should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen

- All the participants will be able participate fully

- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or

- Prevent the meeting from running fairly and transparently

10. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every term by Tara Deakes (Headteacher), who will report back to the governors

The data will be analysed from a variety of perspectives including:

- At school level

- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the Headteacher every year.. At every review, the policy will be approved by the governing board.

Appendix 1: independent review panel training

The LA must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of Headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act