



Date of last review: **September 2023**

Approved: **Approved**

Date of next review: **July 2024**

**Marches** Academy Trust

# MAT

# Behaviour Policy

# & Procedures

(incorporating tackling bullying,  
inclusion, personal development,  
support, exclusions and use of  
reasonable force & physical  
intervention)

[www.marchesacademytrust.co.uk](http://www.marchesacademytrust.co.uk)

## Contents

1. Inclusive Practice .....	3
2. The Law and Legislation.....	5
3. Definitions.....	5
4. Tackling Bullying.....	8
5. Roles and Responsibilities.....	11
6. Teaching expected behaviours.....	13
7. Recognising and responding to behaviour.....	13
8. Waved approach of graduated support.....	20
9. Use of reasonable force and physical intervention .....	21
10. Suspensions and Exclusions .....	25
11. CYP transition.....	32
12. Training.....	32
13. Monitoring arrangements.....	33
14. Complaints.....	34
15. Links with other policies.....	34

Appendix A: TEAM TEACH trained staff for each school within the MAT

Appendix B: Safety Support Plan (including physical intervention)

Appendix C: Behaviour Concern Risk Assessment Form and Action Plan

Appendix D: School-based Personalised Plan (adapted timetable)

Appendix E: Potential suspension or permanent exclusion checklist

Appendix F: Readmit meeting (following suspension and prior to reintegration)

Appendix G: Assess, Plan, Do, Review and Checklist

Appendix H: Behaviour Statement

Appendix I: Direction Off-Site and Managed Moves Protocol

Appendix J: Learning for Life Framework

Appendix K: QFT 10

Appendix L: Ready, Respectful, Safe

**Appendix M: Individualised School 'Behaviour for Learning'**

**Appendix N: Individualised School 'Behaviour for Life'**

**Appendix O: Individualised School 'Recognising Behaviour'**

**Appendix P: Individualised School 'Support'**

**Appendices M – P are published on individual schools' websites**

# 1. Inclusive Practice

Our vision:  
Achievement  
through caring



**Mission statement: to empower everyone within Marches Academy Trust and our communities to live and breathe Achievement through Caring and reach their full potential.**

Marches Academy Trust (the Trust), believe successful, creative, lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills, and feel safe to take risks with confidence and courage.

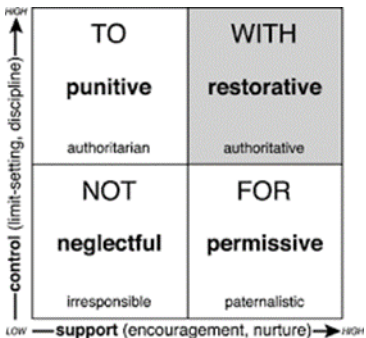


Fig. 1: window for social discipline, Wachtel and McCold (2004)

We also know, through careful research, that children and young people (CYP) require both boundaries and support and so do not expect that one exists without the other (Watchel and McCold, 2014).

As a Trust, we care about all CYP achieving their full potential and recognise that good behaviour is central to a good education. We operate a Learning for Life Framework (Appendix J) and WAVE Model (Figure 3) to ensure that all CYP's needs are identified and responded to in a timely manner.

We acknowledge that some CYP are more vulnerable than others and although every CYP's needs are reviewed and considered individually, there are cohorts that are nationally, historically and statistically, proven less likely to achieve their full potential without

more support than their peers, and are at greater risk of absenteeism and exclusion. These cohorts include but are not exclusive to those who are: socio-economically disadvantaged, with special educational needs and disabilities, with mental health needs, trauma-experienced, and Currently or Previously Looked After Children.

To reduce the risk of underachievement, reduce the risk of absenteeism and exclusion, reduce the prospect of misbehaviour, and to reduce the likelihood of child-on-child abuse, we must operate a layered approach to inclusive practice (Figure 2).

**Consequently, this policy is not merely a flowchart of rewards and consequences but an outline of how behaviour is taught, recognised, understood, approached, and responded to.**

Moreover, as a Trust we recognise that behaviour is often a form of communication. Not every incident, however, is an indicator of something more profound and so each incident will be considered holistically and individually. Where no clear reason for misbehaviour is evident, professionals will practice professional curiosity, and a non-judgmental, empathetic attitude to understand if there is an unmet need (SEND, environmental, contextual) affecting behaviour.

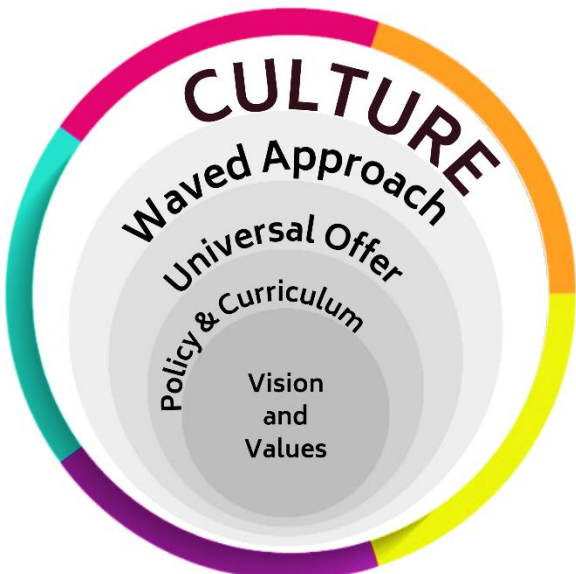


Fig. 2: Marches Academy Trust layered model for inclusivity

Each Trust school is expected to establish inclusive practices; this is expected to run through all aspects of the layered model for inclusivity (Figure 2) and the WAVE model (Figure 3).

## Marches Academy Trust is committed to:

- ensuring we have Trust-wide expectation that all schools create a positive, safe, and supportive climate in which CYP can learn and develop. This approach involves the school community working together;
- ensuring all staff are responsible for teaching **Behaviour for Learning** and **Behaviour for Life**, providing consistent positive feedback to CYP, and delivering consistent corrective feedback and consequences when expectations are not followed. The entire school, including the classrooms, corridors, dining area, school gates, buses and the route to and from school, is considered part of the total learning environment;
- establishing a social, learning, and teaching environment to provide individual behaviour support to achieve positive academic and social outcomes for all CYP; and
- considering the pastoral needs of CYP accused of misbehaviour.

## This policy aims to:

- provide a clear and positive expectation from which schools foster a consistent approach to behaviour management and culture, ensuring that all CYP have the opportunity to learn in a calm, safe and supportive environment;
- define what conduct we consider to be misbehaviour, and child-on-child abuse (including bullying and cyber-bullying) and the possible responses to such incidences;
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management and culture;
- outline how CYP are expected to behave, including self-discipline and respect;
- outline schools' systems of rewards and consequences;
- reinforce support systems through a graduated response; and
- reinforce staff and CYP's understanding of support systems available to create a positive behaviour culture for learning.

The way in which this is demonstrated in each school is outlined below:



## 2. The Law and Legislation

Within this policy, where the text uses the word 'parent', it should be read as inclusive of carers and any other person with parental responsibility.

This policy is written with reference and consideration of the following legislation and guidance:

- Section 51A of the [Education Act, 2022](#)
- Section 175 of the [Education Act, 2002](#)
- Sections 88-94 of the [Education and Inspections Act, 2006](#)
- [The Equality Act, 2010](#)
- [DfE and ACPO drug advice for schools, 2012](#)
- [Use of reasonable force in schools, 2013](#)
- [Children and Families Act, 2014](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations, 2014](#)
- [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulation 2012](#)
- [Special educational needs and disability \(SEND\) code of practice, 2014](#)
- [Supporting pupils with medical conditions at school, 2015](#)
- [Mental Health and Behaviour in Schools, 2018](#)
- [Behaviour in schools, 2022](#)
- [Searching, screening and confiscation at school, 2022](#)
- [Keeping Children Safe in Education, 2023](#)
- [School suspensions and permanent exclusions, 2023](#)

This policy complies with the Trust's funding agreement and Articles of Association.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## 3. Definitions

### Misbehaviour:

This is characterised by the infringement of any of these three important rights:

Rights	Examples of infringement
<ul style="list-style-type: none"><li>▪ All CYP have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded.</li></ul>	<ul style="list-style-type: none"><li>▪ Persistent deliberate misbehaviour and disruption of the learning environment (whereby the learning environment denotes: classrooms, corridors, dining area, school gates, buses and the route to and from school, as per page 4)</li><li>▪ Non-completion of learning opportunities (in the classroom or at home).</li><li>▪ Poor attitude and rudeness.</li><li>▪ Offensive language.</li><li>▪ Failure to follow school rules.</li><li>▪ Non-compliance.</li><li>▪ Incorrect uniform (without valid reason).</li></ul>
<ul style="list-style-type: none"><li>▪ All staff have the right to teach in an environment where CYP behave.</li></ul>	
<ul style="list-style-type: none"><li>▪ Both staff and CYP have a right to feel safe and secure.</li></ul>	

Any behaviour that affects these rights will be challenged, addressed and monitored. The Trust wants CYP to become good citizens.

### Serious misbehaviours that will never be tolerated in school (this list is not exhaustive)

- i. Repeated breaches of the school rules or deliberate flouting of school rules (including repeated instances of minor misbehaviour);

- ii. Theft of, or damage to, property (including vandalism, arson, or graffiti), including school property;
- iii. Smoking or any other substance misuse, including possession of illegal drugs (those controlled by the Misuse of Drugs Act 1971); possession of alkyl nitrites (known as poppers) and psychoactive drugs ('legal highs'); possession of drug paraphernalia e.g. items such as marijuana cannisters and pipes, cannabis grinders, etc.; inappropriate use of prescribed drugs; dealing drugs, illegal, legal highs or prescribed;
- iv. Possession of prohibited items, i.e., weapons, knives, alcohol, illegal substances, stolen items, tobacco and/or vapes (or items related to smoking – this is not the case whereby the young person is part of the Sixth Form and over the age of 18), volatile substances (such as aerosols, solvents, loose glue or petrol), fireworks, 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 CYP);
- v. Possession of banned items, i.e., energy drinks, aerosol sprays (including deodorant – deodorant sticks or roll-ons permitted);
- vi. Verbal (including the use of discriminatory behaviours or language) or (threatened or actual) physical assault towards anyone, including CYP or staff;
- vii. Any form of bullying – see Tackling Bullying, Section 4;
- viii. Endangering the health and safety of a member of the school community (including setting off fire alarms);
- ix. Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent) – \*refer to MAT Safeguarding and Child Protection Policy and Procedures for guidance and pathway;
- x. 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
  - Sexual graffiti;
- xi. Possession of pornographic material; and/or
- xii. False allegations against staff or CYP

CYP will always be given a chance to consider their behaviour. They will be encouraged and involved in restorative practices to restore relationships after harm has been caused and involved in any other suitable reparation to maintain behaviour expectations.

The Trust will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This particular form of bullying is discussed in different forums in school and will be dealt with severely with police involvement where necessary.

Further details and consequences can be found in our MAT ICT policy and can lead to permanent exclusion.

### 3.1 Drug Misuse and Education

*'Drug misuse' is defined as the non-medical uses of drugs that are only intended for use in medical treatment, the use of drugs that have no accepted medical purpose' (DfE circular 4/95).*

It is widely acknowledged that some CYP will be curious and will possibly experiment with drug related substances, others will use them as a means of being part of a group/gang, establishing status and self-identity. Some CYP may use drug-related substances as a coping mechanism related to social, emotional, mental health, dealing with unresolved adverse childhood experiences or an

experience of trauma, or managing circumstances in which a CYP feels a lack of safety or security, physically or psychologically.

The Trust aims to ensure that our approach to drugs is a whole school approach, designed as part of our commitment to, and concern for, the health and wellbeing of our whole school community. In the embodiment of the Learning for Life Framework (see: Appendix J), all Trust schools acknowledge the importance of the role of welfare support and provision within all settings in providing guidance and support to all CYP; this may include class teachers, particularly those delivering a Personal, Social, Health and Economic Education (PHSE), Relationships, Sex and Health Education (RSHE) and safeguarding curriculum, tutors, and associate or support staff with specific responsibility for safeguarding and CYP welfare.

The National Drug Strategy 2017 has the stated aim to 'reduce all illicit and harmful drug use'. Under the 'Reducing Demand' theme, the strategy places an emphasis upon prevention work with CYP, stating:

*'In order to protect society and individuals from the harms of drug misuse, we must act at the earliest opportunity to prevent people starting to use drugs in the first place, and prevent escalation to more harmful use'. National Drug Strategy 2017*

The strategy sets out the action needed at both a national and local level in order to ensure an effective universal approach to preventing drug use, including the promotion of health and wellbeing across the life course and building resilience. It underlines the key role of schools and particularly PHSE in helping CYP develop confidence and resilience when dealing with key protective factors in effective prevention.

Drug education across the Trust aims to:

- Enable CYP to make informed healthy and safe choices by increasing their knowledge, challenge their understanding, and develop their skills.
- Support CYP in developing positive self-esteem and resilience, in order to help them assert themselves, respond to pressure, assess risks and seek help, support and advice, to keep themselves and others safe from harm.
- Provide accurate, factual, and up-to-date information about substances.

### **3.2 Drug Misuse and Support**

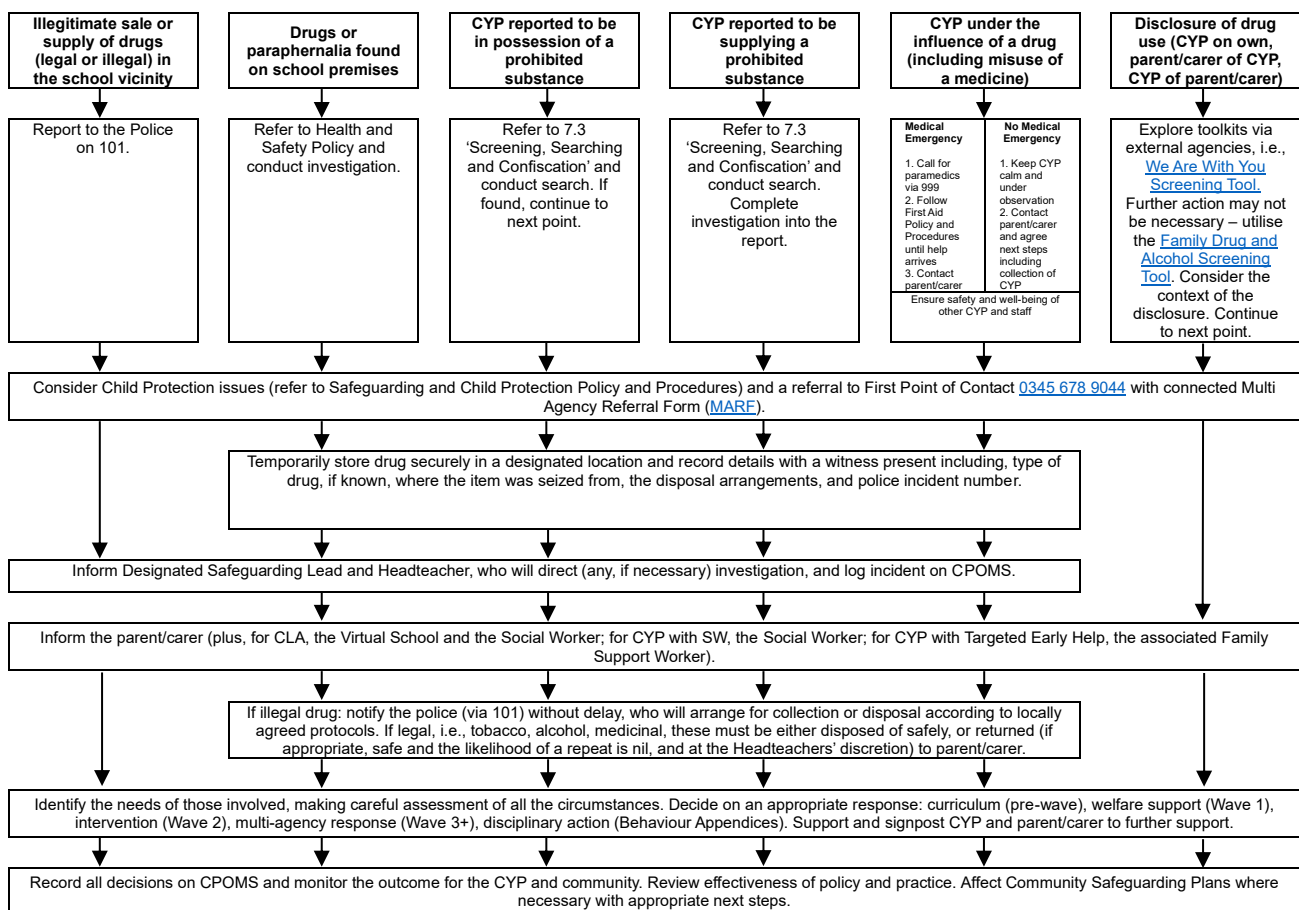
The Trust's schools work alongside We are with you, Targeted Youth Support Services, School Nursing Services, Mental Health Support Teams, and BeeU in supporting CYP who may be vulnerable to drug or alcohol misuse. Parents/carers will be contacted if any concerns arise, and will be informed of these concerns.

Support will be offered to CYP through multi-agency support. All CYP suspected of drug misuse or found to be using illegal substances and psychoactive substances (including legal highs) will be supported and encouraged to complete the [Shropshire We Are With You Screening Tool](#). The school may cooperate with external agencies to support the completion of this tool.

Following completion of the screening tool, with consent of the CYP, the CYP may be referred to the Shropshire We Are With You Service. Guidelines from the Safeguarding and Child Protection Policy and Procedures are followed during these times.

### **3.3 Drug Misuse, Procedural and Disciplinary Responses**

For all instances involving substances, please refer to the procedures outlined below.



The association with, involvement with, or use of illegal substances or paraphernalia, may result in a suspension. Permanent exclusion will be considered where an individual is found to be dealing or intent to supply illegal substances. Each case will be reviewed by the Headteacher and Executive Link and/or MAT DSL.

## 4. Tackling Bullying

**Bullying** is defined as the repetitive, intentional harming of one 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 and difficult to defend against. It is important that bullying must not be confused for usual childhood/teenage squabbles and arguments where individuals 'fall out' with each other.



## Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice based and discriminatory including all Protected Characteristics and Vulnerable Groups	Taunts, gestures, graffiti or physical abuse.
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.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur for anyone - this policy is inclusive of the bullying of school staff, whether by CYP or parents/carers.

The Trust are committed to providing a caring, supportive and safe environment for all of our CYP without fear of being bullied, so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our Trust. If bullying does occur, all CYP should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to inform members of staff. Bullying can be reported to any member of staff as all staff are trained in how to process a report of bullying including referral to appropriate staff, via CPOMS.

Where bullying occurs out of school time (in social settings, via social media, etc.), CYP and parents/carers should inform the school so staff are aware of possible ramifications within school and can put measures in place to mitigate the continuation of such behaviour during school time. The school will decide on a case-by-case basis as to whether there needs to be further involvement from the school for out-of-school issues, whether parents/carers need to be signposted or supported to involve external agencies, or whether the matter needs referring to the police. Please refer to the MAT Safeguarding and Child Protection Policy and the MAT ICT Policy for further guidance.

## Prevention

All schools within the Trust taking bullying seriously. A range of strategies are used to prevent bullying in each setting, including:

- i. the EDIB (equality, diversity, inclusions and belonging) agenda;
- ii. effective school leadership that promotes an open and honest anti-bullying ethos;
- iii. the use of curriculum opportunities to discuss diversity and anti-bullying;

- iv. the use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying, i.e., Anti-Bullying Week in November of each year;
- v. assemblies;
- vi. CYP surveys;
- vii. poster campaigns;
- viii. improved supervision in potential problem areas;
- ix. peer mentoring and buddy schemes;
- x. school council, prefect and ambassador roles, or similar;
- xi. staff training; and
- xii. staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

### **Possible symptoms of bullying**

Bullying can seriously damage a person's confidence and sense of self-worth, and victims will often feel that they are at fault in some way. CYP who are being bullied may show changes in their behaviour, such as becoming shy and nervous, feigning illness, or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated. For a more extensive list of possible symptoms, refer to the MAT Safeguarding and Child Protection Policy and Procedures (ref: emotional abuse).

### **If bullying is suspected or reported**

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded on CPOMS and shared with the staff responsible for pastoral care (this may include class teachers, tutors, leads for year groups, safeguarding teams, pastoral teams – this will depend on the school's structure). The incident will be investigated, including interviews of all concerned, and outcomes and actions recorded in the files of those involved (CPOMS 'link student'). Form tutors, class teachers and subject staff will be kept informed and asked to monitor the behaviour of the CYP concerned.

Parents/carers will be kept informed and are discouraged from taking matters into their own hands; parents/carers should not approach a suspected CYP but instead speak to a member of staff.

Each incident of alleged or substantiated bullying will be unique in its representation and its level of impact on the individuals concerned. Therefore, it is important that the school is given the opportunity to tailor a strategy to address the situation and to support the bullied CYP according to the particular incident/s.

CYP who are victims of bullying will be offered the opportunity to discuss their experience with a member of staff and will be offered support.

CYP who have bullied will be helped by discussing what happened, discovering why the CYP became involved and establishing a sense of wrongdoing. Parents/carers will be informed to help change the attitude and behaviour of the CYP. As with any incident of serious misbehaviour (see Section 4), the incident will be dealt with and consequences implemented as necessary.

In agreement with both parties involved, there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.

As part of the Public Sector Equality Duty (PSED) under the Equality Act 2010, schools are requested to report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to [educationimprovementservice@shropshire.gov.uk](mailto:educationimprovementservice@shropshire.gov.uk) or by post to EIS, Shropshire Council,

Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. Reports can also be made verbally on 01743 254315.

The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request. The forms are available [here](#).

## **5. Roles and Responsibilities**

### **5.1 The Board of Trustees and the Local Governing Body (LGB)**

The Board of Trustees has overall responsibility for monitoring this behaviour policy's effectiveness, with the LGB monitoring this at school level, holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy annually and ensuring updates to the school-specific appendices reflect the school's systems and processes. The Headteacher will ensure that the school environment is inclusive and encourages positive behaviour, and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure it is applied consistently. The Headteacher will also ensure the data from behaviour logs is reviewed regularly, to make sure that no groups of CYP are being disproportionately impacted by this policy (see Section 14, Monitoring arrangements).

The Headteacher will ensure this policy works alongside the MAT Safeguarding and Child Protection Policy and Procedures to offer CYP both consequences and support, where necessary.

The Headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them. This will start by providing new staff with a clear induction in the school's behavioural culture, rules and routines, and how to best support CYP.

The Headteacher will ensure that training is provided on the following areas so that staff can fulfil the duties set out in this policy:

- i. Behaviour for Learning
- ii. Behaviour for Life
- iii. Effective behaviour management and recognising behaviour
- iv. The WAVE Model and support
- v. Special Educational Needs and Disabilities
- vi. Mental Health and Wellbeing

### **5.3 Staff**

Staff are responsible for:

- i. setting high expectations of behaviour in every interaction with CYP, and role modelling;
- ii. creating positive and safe environments where bullying, physical threats, abuse, and intimidation are not tolerated;
- iii. applying the behaviour policy, procedures, and expectations consistently and fairly;
- iv. applying the WAVE model to ensure adaptations, interventions, individualised plans and bespoke provision is facilitated for any CYP identified, including those with SEND;
- v. ensuring positive and effective learning environments for learning where, through high quality teaching (application of the Teachers' Standards, or other specified strategies, i.e., QFT 10, Appendix K), disruption is rare;
- vi. ensuring incidents of child-on-child abuse, bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;

- vii. recording behaviour incidents promptly using the school's systems for recording (Arbor or CPOMS);
- viii. understanding their safeguarding responsibilities as set out in Part 1 of KCSIE, 2022, and the MAT Safeguarding and Child Protection Policy and Procedures; and
- ix. in circumstances endangering the safety of CYP or staff, act decisively and swiftly to remove the threat and reduce the likelihood of occurrence, likely involving referral to the Senior Leadership Team or Safeguarding staff.

The Senior Leadership Team will support staff in responding to behaviour incidents.

## 5.4 Parents and carers

Parents and carers are responsible for:

- i. understanding the behaviour policy and reinforcing the expectations at home, where necessary;
- ii. supporting their child in adhering to the behavioural expectations of the school;
- iii. informing the school of any changes in circumstances that may affect their child's behaviour;
- iv. discussing any behavioural concerns promptly with identified professionals within the school;
- v. taking part in any pastoral work following misbehaviour (i.e., attending planning meetings or reviews);
- vi. raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school; and
- vii. taking 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 Children and Young People

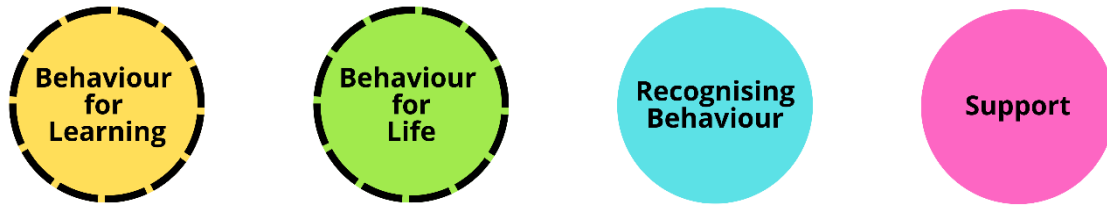
Children and young people will be made aware of the following during their induction into behavioural culture through **Behaviour for Learning** and **Behaviour for Life** teaching:

- i. the expected standard of behaviour they should demonstrate;
- ii. that they have a duty to follow the behaviour policy;
- iii. the school's key rules and routines;
- iv. the rewards and consequences, and when each is likely to occur; and
- v. the support available to them.

CYP 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 CYP who are mid-phase arrivals (in-year transfers).

## 6. Teaching expected behaviours

All Trust staff and CYP are expected to ensure that they are ready, respectful and safe (see Appendix L) at all times. These three key expectations of conduct underpin the Trust's and all schools' visions and values. Where appropriate and reasonable, adjustments may be made to ensure all CYPs can meet behavioural expectations in the curriculum.



For all members of each school community to understand the expectation of **Behaviour for Learning**, and **Behaviour for Life**, each school has outlined their curriculums and associated information in Appendix M and Appendix N, respectively. These include:

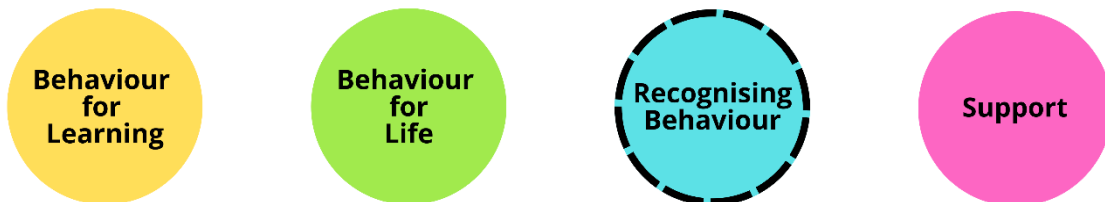
### **Behaviour for Learning:**

- School-specific expectations & values.
- Classroom management & environments for learning.
- Teaching of expected behaviours (curriculum).

### **Behaviour for Life:**

- PSHE and/or R(S)HE curriculum plans.
- Enrichment and extra-curricular opportunities.
- Social routines and behaviours.

## 7. Recognising and responding to behaviour



For all members of each school community to understand how to recognise and respond to behaviour, each school has outlined their school-specific behaviour structures and procedures, their process for recognising positive behaviour (including rewards), and their process for recognising misbehaviour (including consequences) in Appendix O, **Recognising Behaviour**.

### 7.1 Serious consequences

This section should be read alongside the school-specific **Recognising Behaviour**, Appendix O.

## **Detentions**

Each school's Headteacher authorises specific staff to issue CYP with detentions, and methods of communicating detentions to parents/carers. CYP can be issued with detentions during break or after school during term time. Where detentions are issued for more than ten minutes, parents/carers will be informed via the methods outlined in the school's individualised appendix.

When imposing a detention, the school will consider whether doing so would:

- compromise the CYP's safety;
- conflict with a medical appointment (for which evidence has been provided);
- prevent the CYP from getting home safely; and/or
- interrupt the CYP's reasonable caring responsibilities.

## **Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the CYP from the classroom for a limited time. CYP who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, however it may differ from the mainstream curriculum.

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

Removal can be used to:

- restore order if the CYP is being unreasonably disruptive;
- maintain the safety of all CYP and staff;
- allow the disruptive CYP to continue their learning in a managed environment; and/or
- allow the disruptive CYP to regain calm in a safe space.

Where removal is utilised by a school, the parameters for its use are outlined in the individualised appendix, however, CYP will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

CYP will 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 CYP successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for CYPs who are frequently removed from class, and this may include:

- meetings with learning mentors, pastoral and inclusions staff or other learning support staff;
- the use of teaching assistants or access leaders;
- short-term behaviour monitoring;
- triage at a WAVE discussion meeting;
- presentation at the Trust's Vulnerable Students' Review (termly);
- long-term behaviour plans;
- on-site alternative settings; and/or
- multi-agency assessment.

This list is not exhaustive and school-specific behaviour management approaches are outlined in the school-specific 'Support', Appendix P. Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the CYP in a behaviour log on either Arbor or CPOMS (as determined by the school).

## Suspension and permanent exclusions

'Suspension' is used here in adherence to the guidance, 'Behaviour in Schools, 2022'. This is also known as a 'fixed period [of exclusion]' as specified in 51A of the Education Act, 2022.

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

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to the 'Section 10: Suspensions and Exclusions' for more information.

## Supporting CYP following a consequence

Following a consequence, schools will consider strategies to help CYP better understand how to improve their behaviour and meet the expectations of the school.

This may include measures such as:

- reset meetings;
- check-ins with pastoral, inclusions or support staff; and/or
- monitoring (target or reward chart, report card, etc.) with personalised behaviour goals.

## 7.2 Safeguarding

All Trust staff recognise that changes in behaviour may be an indicator that a CYP is in need of help or protection. Staff will consider whether a CYP's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, staff will follow the MAT Safeguarding and Child Protection Policy and Procedures, and consider whether support, early help intervention or a referral to children's social care is appropriate.

## 7.3 Screening, searching and confiscation

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 4) found in a CYP's possession as a result of a search will be confiscated. These **items will not be returned** to the CYP.

Trust staff will also confiscate any item that is **harmful or detrimental to school discipline**. These **items will be returned** to CYP after discussion with senior leaders and parents/carers, **if appropriate**.

### Searching a CYP

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 CYP, 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 CYP 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 CYP, 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 logged on CPOMS.

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 or Designated Safeguarding Lead (or Deputy) who may have more information about the CYP. During this time, the CYP will be supervised and kept away from other CYP.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the CYP 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 CYP has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other CYP. The search will only take place on the school premises, or where the member of staff has lawful control or charge of the CYP, 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 CYP or staff at risk;
- Consider whether the search would pose a safeguarding risk to the CYP;
- explain to the CYP why they are being searched;
- explain to the CYP what a search entails – i.e., ‘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 CYP the opportunity to ask questions; and
- seek the CYP’s co-operation.

If the CYP 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 or Designated Safeguarding Lead (or Deputy), to try and determine why the CYP is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force (see Section 10, Use of reasonable force and physical intervention) to search the CYP. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the CYP 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 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a CYP’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 (i.e., a jumper or jacket being worn over a t-shirt), and
- Hats, scarves, gloves, shoes, boots.

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

- Desks.
- Lockers.
- Bags.



## **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 CYP was in possession of a prohibited item as listed in Section 4, and
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in Section 4), including incidents where no items were found, will be recorded on CPOMS.

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in Section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened;
- what was found, if anything;
- what has been confiscated, if anything; and
- 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 CYP 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 MAT Safeguarding and Child Protection Policy and Procedures and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, 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 CYP'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 CYP(s) involved. Staff retain a duty of care to the CYP involved and should advocate for CYP 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 one of the CYP's parents/carers to inform them that the police are going to strip search the CYP before strip search takes place, and ask them if they would like to come into school to act as the CYP's appropriate adult. If the school cannot 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 CYP'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 two people present other than the CYP, except in urgent cases where there is risk of serious harm to the CYP or others.

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

- the CYP 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 CYP's decision, and it will be signed by the appropriate adult. No more than two people other than the CYP 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 CYP;
- not be a police officer or otherwise associated with the police;
- not be the Headteacher; and
- be of the same sex as the CYP, unless the CYP specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the CYP 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 CYP could be seen by anyone else.

### **Care after a strip search**

After any strip search, the CYP will be given appropriate support, irrespective of whether any suspected item is found. The CYP 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 CYP 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 MAT Safeguarding and Child Protection Policy and Procedures and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to support, early help intervention or a referral to children's social care is appropriate.

Any CYP(s) who have been strip searched more than once and/or groups of CYP 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.

## **7.4 Off-site and online misbehaviour**

Consequences may be applied where a CYP has behaved inappropriately off-site when representing the school. This means misbehaviour when the CYP is:

- taking part in any Trust-organised, school-organised or school-related activity (i.e., school trips);
- travelling to or from school;
- wearing school uniform; and/or
- in any other way identifiable as a CYP of our school.

Consequences may also be applied where a CYP has misbehaved off-site, or online, at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school;
- it poses a serious threat or causes significant harm to another CYP; and/or
- could adversely affect the reputation of the school.

Membership to social media is legally restricted to age 13 and over, therefore, the school will signpost and support parents/carers for all CYP in Primary schools and in Year 7 only to online safeguarding resources. This will show parents how they can fulfil their parental responsibility to safeguard their child under the age of 13 through online parental restrictions.

Instances whereby a school feels it necessary to apply consequences for situations listed above will be in exceptional circumstances, with full consideration of the context, and at the discretion of the Headteacher.

## **7.5 Suspected criminal behaviour**

If a CYP 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 / member of the Senior Leadership Team / DSL 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 enforce consequences, 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.

## **7.6 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.

CYPs 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; and
- 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. Please refer to MAT Safeguarding and Child Protection Policy and Procedures.

## **7.7 Malicious allegations**

Where a CYP 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 CYP in accordance with this policy.

Where a CYP makes an allegation of sexual violence or sexual harassment against another CYP and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the CYP 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 Trust DSL and Local Authority Designated Officer (LADO), where

relevant) will consider whether the CYP 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 CYP(s) accused of misconduct.

Please refer to MAT Safeguarding and Child Protection Policy and Procedures. for more information on responding to allegations of abuse against staff or other CYP.

## 8. Waved approach of graduated support

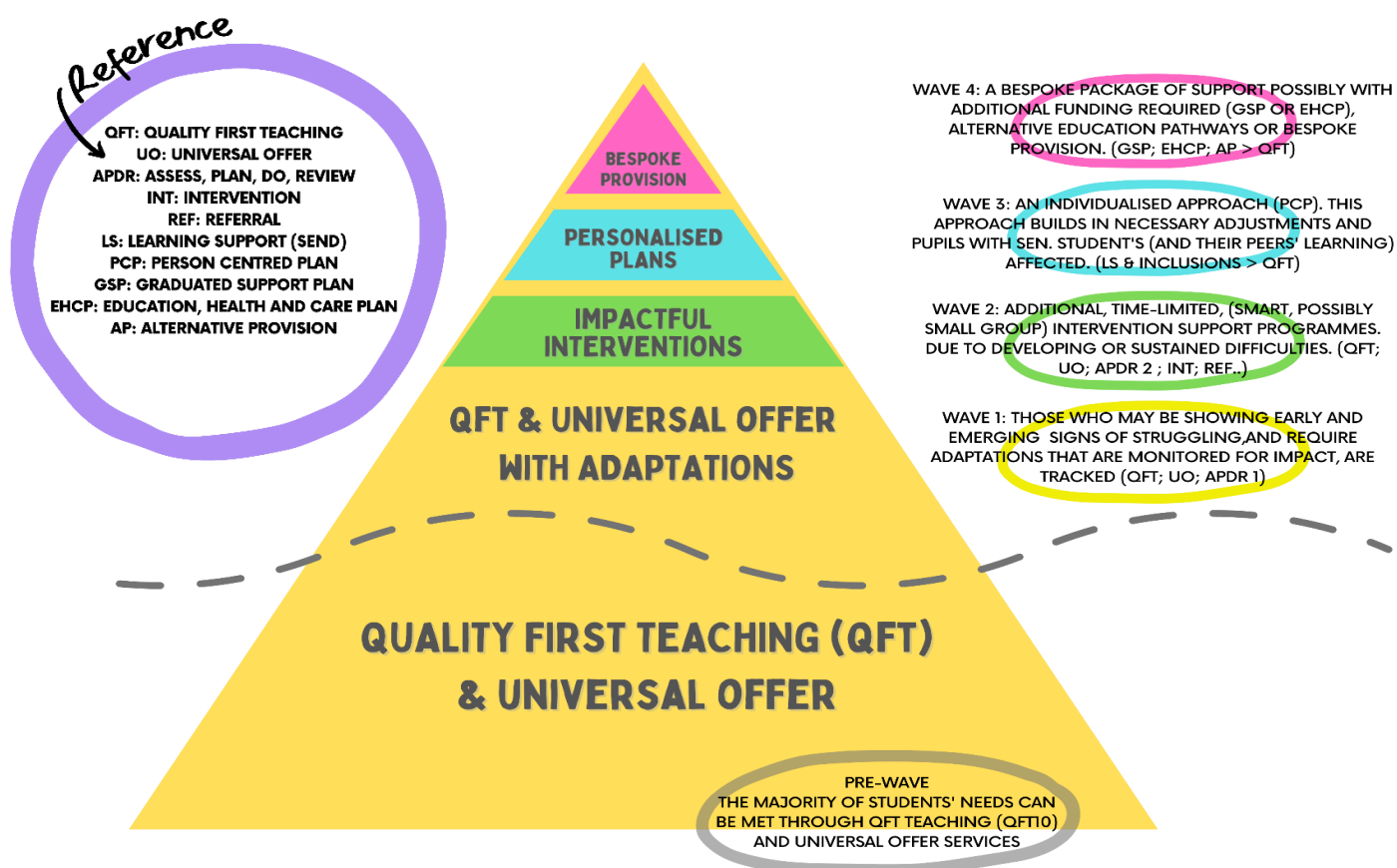


Fig. 4: Marches Academy Trust Wave Model

© Amy Chevin-Dooley - MAT Director of Inclusion

In the Trust we operate a waved approach to graduated support, which includes any reasonable adjustments for CYP with special education needs and disability(ies). This waved approach is summarised in Figure 4, MAT Wave Model and Appendix J, MAT Learning for Life Framework. Further detail is also available in the MAT SEND Policy, page 6.

The WAVE is reviewed at least every three weeks (supported by the Trust's Learning for Life Framework WAVE Guidance document) in all schools and discussions are convened with multiple professionals from within the school, to discuss necessary adaptations (WAVE 1), interventions (WAVE 2), individualised (WAVE 3) and bespoke (WAVE 4) support required, including any possible external agency involvement or referrals, to bring about an improvement in circumstances and behaviour for the CYP. As part of the review of the WAVE, staff will liaise with the SENDCo to explore if the behaviour demonstrated is possibly indicative of an unmet special educational need or disability, and whether external assessment or support is required.

## **8.1 Recognising the impact of SEND on behaviour**

The Trust recognises that CYP's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, schools will consider them in relation to a CYP's SEND, although staff recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a CYP's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from CYP 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 CYP caused by the school's policies or practices (Equality Act 2010);
- using best endeavours to meet the needs of CYP with SEND (Children and Families Act 2014); and
- if a CYP has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and schools must co-operate with the Local Authority and other bodies.

As part of meeting these duties, schools 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 CYP concerned.

Such methods of anticipating and removing triggers of misbehaviour may include examples such as:

- short, planned movement breaks for a CYP with SEND who finds it difficult to sit still for long;
- adjusting seating plans to allow a CYP with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a CYP with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism and dyslexia; and/or
- use of separation spaces (sensory zones or nurture rooms) where CYP can regulate their emotions during a moment of sensory overload.

## **8.2 Adapting consequences for CYP with SEND**

When considering a behavioural consequence for a CYP with SEND, schools will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the CYP for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

## **8.3 CYP with an education, health and care (EHC) plan**

The provisions set out in a CYP's EHCP must be secured, and all schools will co-operate with the Local Authority and other bodies. If a Trust school has a concern about the behaviour of a CYP with an EHC plan, it will make contact with the Local Authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **9. Use of reasonable force and physical intervention**

As per Section 93 of the Education and Inspections Act 2006, Marches Academy Trust schools (the Trust) are trained to look after CYP in their care. The Trust takes seriously its duty of care to CYP,

employees, and visitors to the school; the first and paramount consideration is the welfare of the CYP in our care; the second is the welfare and protection of the adults who look after them.

Staff have a duty to use reasonable force (physical intervention) to prevent a CYP from:

- causing disorder;
- hurting themselves or others;
- damaging property; and/or
- committing an offence.

As far as possible, only staff trained in de-escalation **and** responsive physical intervention techniques will use physical intervention, when necessary; although any member of staff may be required to physically intervene with a CYP who is endangering themselves or others in an immediate, emergency situation, the Trust expects that qualified staff take over as soon as possible.

Incidents of physical intervention will:

- always be used as a last resort;
- apply the minimum amount of force for the shortest time, with maximum care;
- be used in a way that maintains the safety and dignity of all concerned;
- never be used as a form of punishment; and/or
- be recorded and reported to parents.

In addition, before, during and after an intervention, staff must speak calmly as a way of reassurance, i.e., 'I am doing this to keep you safe.'

When considering using physical intervention, staff will, in considering the risks, carefully recognise any specific vulnerabilities of the CYP, including SEND, mental health needs or medical conditions.

The term **physical intervention** includes a wide range of supportive strategies for managing challenging behaviour. The term 'physical intervention' is used when reasonable force is used to overcome active resistance. This policy supports CYP who have social, emotional and mental health needs, and behavioural difficulties, with an ethos of mutual respect, care, welfare and safety.

## 9.1 Staff training in physical intervention

The Trust uses TEAM TEACH, a physical intervention strategy recognised by the Local Authority, and certified by Bild Association of Certified Training and the Institute of Conflict Management Quality Award Centre. All Trust schools have a qualified intermediate trainer within their team who is responsible for training all staff in de-escalation strategies (verbal, non-certified) and select staff in physical intervention (level 2). Qualified intermediate trainers and level 2 trained staff are listed in Appendix A.

## 9.2 Team Teach aim, principles, code of practice and protocols

### Aim and principles

The Team Teach aim is to

*provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction.*  
(TEAM TEACH Ltd., 2019)

Its principles align with the values of the Trust and its schools. These include to:

1. safeguard people and services;
2. reduce risk, restraint and restriction;
3. promote positive behavioural support;
4. develop greater awareness and control of verbal and non-verbal communication;
5. increase awareness of the elevated risks associated with some forms of restraint; and

6. give individuals the confidence to manage hazardous behaviours more safely.

## Code of practice and protocols

*“As a general rule Team Teach training promote **communication** during a crisis. Team Teach scripts promote clear and accurate communication between colleagues and with those being cared for. Most difficult situations arise as a result of a breakdown in communication in the first place.*

*However, professionals should be guided by their knowledge and previous experience of the individual concerned. **If attempts to communicate are causing the person to become more distressed, then the sensible thing to do is be quiet.** The height of a crisis is probably not the best time to start trying to build a relationship.” TEAM TEACH Ltd., 2019*

Team Teach operates a spectrum ranging from non-verbal communication through touch to dynamic and formal risk assessment required physical intervention. Further information about Team Teach can be accessed here: [www.teamteach.co.uk](http://www.teamteach.co.uk)

The intention of Team Teach is to **reduce restraint and restriction** by:

- operating in the best interest of the service user (CYP);
- using minimum force for the shortest time;
- preventing injury, pain and distress \*(as far as possible);
- maintaining dignity;
- only utilising restraint and restriction where reasonable and proportionate; and
- taking action where necessary.

\*“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching 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 the service user remains safe.” – George Matthews, TEAM TEACH founder



## 9.3 Steps to be taken before using physical interventions

Prior to any physical intervention, Trust staff will engage in de-escalation techniques and only when reasonable, proportionate for necessary, and to prevent a CYP from causing disorder, hurting themselves or others, damaging property, or committing an offence, physical intervention will be employed.

De-escalation techniques are taught as part of behaviour management and the verbal, non-certified Team Teach training module in each Trust school. Strategies may include:

- giving clear instructions for to CYP to stop;
- showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using reasoning;
- reminding the CYP about expectations (ready, respectful, safe) and likely outcomes;
- removing an audience or guide the vulnerable CYP to a safe place;
- making the environment safer by removing furniture or objects which could be used as weapons; and
- ensuring that colleagues are aware of the situation and are called to support.

## 9.4 Dynamic risk assessments for extreme behaviour

Even the best planning system cannot cover every eventuality and the Trust recognises that there unforeseen or emergency situations in which staff have to respond in the moment.

Dynamic risk assessment is done in real time. It involves stopping, thinking and evaluating the likely outcomes of the available options before deciding which to choose. Alongside the guiding principles of 'is physical intervention **necessary, proportionate** and **reasonable**?' it is a good rule of thumb to consider, 'what would I want somebody else to do in similar circumstances if it was my child or a loved one?'

After that event, staff have a duty to then plan and prepare a formal risk assessment and **Safety and Support Plan** (see **Appendix B**).

## 9.5 Risk assessments and Safety Support Planning

Risk assessment and Safety Support Planning is required for CYP who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what could go wrong.

When considering a CYP's behaviour, staff need to consider the following questions:

- Can we anticipate a Health and Safety risk related to the CYP's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written risk assessment and a Safety Support Plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

Risk assessments should be completed if the answer to Q1 is 'Yes' or the CYP has presented an extreme behaviour previously which warranted the enactment of a dynamic risk assessment to physically intervene.

The risk assessment and Safety Support Plan (Appendix B) should detail strategies which have been found to be effective for the individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be names, along with any alerts to any which have proven ineffective or caused problems in the past.

**Safety Support Plans** should be considered along with a CYP's Education Health and Care Plan (if applicable) and any other planning document relevant to the CYP. They should take account of age, sex, level of physical, emotional and intellectual development, special needs and disability, and social context.

**Safety Support Plans** should be coproduced in a period of regulation with the school, CYP and their parent/carer.

## 9.6 Post incident debrief

Following an incident where physical intervention has been necessary, reasonable and proportionate as a response to behaviour, a medical check should be completed, and emotional support should be offered to all involved (CYP and staff). This is an opportunity for reflection, and time needs to be given for following up incidents so that CYP and staff (possible separately and/or together) have opportunity to express their feelings, suggest alternative courses of action for the future, and appreciate other people's perspectives.

Support at the point of debrief will be assessed on a case-by-case basis and may involve a conversation for the CYP with a trusted member of staff, and for the staff involved. This may be an informal or formal supervision with a senior member of staff or designated colleague, such as the DSL or a deputy.

## 9.7 Reporting and recording of incidents

All incidents of misbehaviour must be recorded using the schools' chosen system, however, incidences of physical intervention **must** be recorded on **CPOMS** and retained in line with Data Protection. Once this has been completed, it must be shared with the DSL and Headteacher within the school setting.



If physical intervention has taken place, parents/carers (or person with parental responsibility, in the case of Children who are Looked After, the corporate parent is the social worker) must be informed as soon as possible after the intervention was implemented, and at least on the same working day. This should be completed by the DSL (or deputy), a member of the senior leadership team, the Headteacher, or by a designated staff member (at the Headteacher's discretion).

Within the record of physical intervention are details of:

- details leading up to the incident, including a statement from the CYP;
- any details recorded by witnesses (within 24 hours) – added as an additional action to the original incident;
- actions during hold (including names of restraints and restrictions, where possible);
- actions following hold (including support offered and received);
- confirmation of communication with home and the outcome; and
- confirmation that the incident has been reviewed by the DSL (not deputies), senior leadership, or the Headteacher – added as an additional action to the original incident.

## 10. Suspensions and Exclusions

Where a school's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other CYP and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

All Trust schools will always have regard to the Statutory Guidance on Suspensions and Exclusions (September 2023) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulation 2012](#). Schools will ensure they fulfil their duty under the Equality Act, 2010, and Children and Families Act, 2014, and ensure that decisions to suspend or permanently exclude are not discriminatory against those with protected characteristics, including those with special educational needs and/or disabilities; schools will review their actions prior to suspension and/or permanent exclusion to ensure that reasonable adjustments and best endeavours have been implemented ([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement, DfE, 2022: pg. 9-10](#)). Schools will complete Appendix E to support decision making.

### 10.1 Types of exclusion

- Suspensions (previously called fixed-term exclusions) are where a CYP is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A CYP may receive a maximum 45 days of suspension in an academic year before being permanently excluded. 'Suspensions may be specific to social times, i.e., lunchtime(s) due to behaviour infringements specific to these times. This may not, however, be the only recourse, and a reasonable adjustment may be a personalised learning plan for lunch times. For more information, please see Appendix D.
- Permanent exclusions are where, subject to a decision of the LGB to reinstate the CYP to the school, the CYP is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of this policy; and where allowing the CYP to remain in school would seriously harm the education or welfare of the CYP or others such as staff or CYP in the school.

## **10.2 Roles and responsibilities**

All members of the Trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the Trust community are set out in detail below.

### **Headteachers**

All decisions to suspend or permanently exclude a CYP will be taken by the Headteacher of each respective school, after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to this policy and the associated school-specific appendices.

### **Governors**

The Local Governing Bodies (LGB) are responsible for forming committees to review exclusions and suspensions when it is required to do so. In each case, the decision of the relevant committee formed by the LGB will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the CYP to the school.

### **Parents**

Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations regarding any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Headteacher.

### **CYP**

All CYP within the Trust are expected to follow the respective school's expectations regarding their behaviour to ensure that all CYP can learn and participate in school life effectively. Where those expectations are breached, this policy will apply.

## **10.3 CCTV, witness evidence and CYP views**

- The Trust uses Close Circuit Television (CCTV) within its premises. This is to provide a safe and secure environment for CYP, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a consequence. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any review meeting including Governors. Please see MAT Data Protection (GDPR) Policy and MAT Privacy notice for more information.
- Where witness evidence is relied upon, whether that be from a CYP or a staff member, the statement(s) will be provided at any review meeting including Governors. All statements will be signed and dated unless the Headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- Before taking a decision to suspend or exclude and where appropriate, the Headteacher will take the CYP's views into account, considering these in light of their age and understanding, and inform the CYP about how their views have been factored into any decision made. Where relevant, the CYP will be given support to express their view, including through advocates such as mentors, parents or, if the CYP has one, a social worker. The Headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

#### **10.4 Readmit meetings and reintegration strategy following suspension or off-site direction**

- Where a CYP is suspended or is directed to be educated off-site, upon return to the school both the CYP and parents will be invited to a readmit meeting (see Appendix F). The purpose of the meeting is to:
  - offer the CYP a fresh start;
  - help them understand the impact of their behaviour on themselves and others;
  - teach them to how meet the high expectations of behaviour in line with the school culture;
  - foster a renewed sense of belonging within the school community, and
  - build engagement with learning.

so that further suspensions are not needed. School staff will work with the CYP to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

- Trust schools use various measures to support a CYP's successful readmission and reintegration which may include:
  - daily contact with a designated pastoral professional in-school;
  - use of a report card with personalised targets leading to personalised rewards;
  - ensuring the CYP receives academic support upon return to catch up on any lost progress;
  - planned pastoral interventions;
  - mentoring by a trusted adult or a local mentoring charity;
  - regular reviews with the CYP and parents to praise progress being made and raise and address any concerns at an early stage, and
  - informing the CYP, parents, and staff of potential external support.
- Whilst reintegration meetings are highly encouraged by the Trust, CYP will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place. However, readmit meetings ensure that all parties are actively involved in the process of reintegrating a CYP successfully into school following a period of suspension, and so where parents do not attend, this will be documented.

#### **10.5 Suspensions before a permanent exclusion**

In exceptional circumstances, CYP may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious, and time is required to fully investigate the circumstances and consider alternatives.

#### **10.6 Directing off-site, managed moves and school-to-school support**

Before taking any decision to permanently exclude a CYP, the Headteacher will consider whether a direction to attend an alternative setting (direction off-site) and/or a managed move (temporary trial prior to permanent move) as part of a planned intervention would be a reasonable alternative that should be considered.

In the case of directing a CYP off-site to another setting, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a CYP's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While **parental consent is not needed**, discussions would take place with parents to garner their views about the options.

**Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.** Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in an alternative setting.

Schools may opt to utilise an alternative setting as part of **school-to-school support** for the duration of a consequence, i.e., the use of an alternative setting's Internal Exclusion or Reset provision as part of an internal suspension due to safeguarding or social concerns, or for the duration of a suspension where it is not safe for a CYP to remain at home due to safeguarding concerns – **this is not direction off-site, but school-to-school support.**

For a managed move to take place there needs to be agreement between the school, the parents, and the new school that a managed move should occur. Before a managed move is agreed to, the CYP may attend the new school for a trial period to ensure that the new school would be suitable for them. MAT schools must follow the Appendix I MAT Direction Off-Site and Managed Moves Guidance and Support document (MAT TEAMS Inclusions) which is based on statutory guidance for such processes – more information is provided in Appendix I. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

## **10.7 Processes for suspensions and permanent exclusions**

### **Informing parents**

The school will immediately provide the following information verbally and in writing without delay, to the parents of a suspended or a permanently excluded CYP:

- 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
- Information about parents' right to make representations about the exclusion to the LGB and how the CYP may be involved in this
- Where there is a legal requirement for the LGB to meet to consider the reinstatement of a CYP, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend. All meetings must be in person.

The school will also notify parents where possible by the end of the afternoon session on the day their child is suspended or permanently excluded. Pursuant to the duty of care placed on schools to ensure the welfare of CYP, parents/carers must be advised of a suspension or permanent exclusion prior to the child being sent off-site.

For the first five school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

For a suspension of more than five school days, the school will arrange suitable full-time education for the CYP. This provision will begin no later than the sixth day of the exclusion.

Suspensions totalling five or fewer school days, or 10 or fewer lunchtimes or half days in any one term, must be reported to the LGB at each meeting and recorded on the school's Management Information System (MIS). The LGB can agree to set up a meeting with the parent/carer(s) if they make representations about one of these suspensions but does not have to do so, though it must consider any representations made by the parent.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- 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; and
- Any information required by the CYP to identify the person they should report to on the first day.

CYP over 18 must be informed and have the right to appeal on their own behalf.

### **The Local Governing Body (LGB) and the Pupil Discipline Committee (PDC)**

The LGB's PDC must meet to review the decision of the Headteacher in the following circumstances:

- More than 15 days in one term – must consider the reinstatement of a suspended CYP within 15 school days of receiving notice of an exclusion.
- Permanent exclusion - must consider the reinstatement of an excluded CYP within 15 school days of receiving notice of a permanent exclusion.

The PDC must consist of a quorum of three Governors, with the Headteacher and a Clerk. The PDC has a duty to consider the reinstatement of a permanently excluded CYP.

For information on the PDC, please access [School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulation 2012](#).

As part of the PDC, the LGB is legally required to consider situation of the permanently excluded CYP and whether to uphold or reinstate the CYP. As part of this process, the LGB must:

- not discuss the exclusion with any party outside of the meeting;
- inform the clerk if there is a conflict of interest in hearing the case i.e., the CYP is personally known to them or is a relative of family friend. In the event of a conflict of interest the Chair will seek an untainted Governor to replace the other;
- ask for written evidence in advance of the meeting (including witness statements and other relevant information held by the school such as the CYP's note history from CPOMs, any witness statements, any SEND reports, PLP, EHCP, assessments i.e., Outreach Services or Speech, Language and Communication services, pupil planning, letters from previous suspensions, any detail/letters on off-site directions, direction off-site, engagement with families, provision of mentoring/coaching, etc.);
- where possible circulate any written evidence and information, including a list of those who will be present, to all parties at least five days in advance of the meeting;
- allow parents and the CYP to be accompanied by a friend or representative (where a CYP under 18 is to be invited as a witness, the LGB will first seek parental consent and invite parents to accompany their child to the meeting);
- comply with their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting (for example, where a parent or CYP has a disability in relation to mobility or communication that has an impact upon their ability to attend the meeting or to make representations); and

- identify the steps they will take to enable and encourage the permanently excluded CYP to attend the meeting and speak on their own behalf (such as providing accessible information or allowing them to bring a friend), taking account of the CYP's age and understanding; or how the permanently excluded CYP may feed in their views by other means if attending the PDC meeting is not possible.

The PDC committee will consider the reinstatement of an excluded CYP within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the CYP's total number of school days of exclusion to more than 15 in a term; and
- It would result in a CYP missing a public examination.

In reaching a decision, the PDC will consider whether the permanent exclusion was lawful, reasonable and procedurally fair and whether the Headteacher followed their legal duties. The PDC's decision should be based on whether the exclusion was lawful, reasonable and procedurally fair taking into account any evidence presented for the particular case of that individual CYP. The PDC must come to their own decision based on information presented to them by all relevant parties at the hearing. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude. Minutes will be taken of the meeting, and these must minute a strong justification for the permanent exclusion. A record of evidence considered must be kept and the outcome recorded on the CYP's educational record.

A PDC meeting may be adjourned in exceptional circumstances i.e., if clarification sought by the LGB is essential to the proceedings. The adjourned date must be as soon as possible.

The PDC will notify, in writing, the Headteacher, parents and the Local Authority (LA) of its decision, along with reasons for its decision, without delay (within three working days at least).

Where an exclusion is permanent, the PDC decision will also include the following:

- The fact that it is permanent;
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted
  - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the CYP's SEN are considered to be relevant to the exclusion;
  - That, regardless of whether the excluded CYP has recognised SEN, parents have a right to require the Local Authority to appoint an SEN expert to attend the review;
  - 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; and
- That if parents believe that the exclusion has occurred as a result of 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. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place.

The PDC has no power to delay a hearing beyond the statutory time limit because of police proceedings. If a permanent exclusion is upheld in these circumstances, the parent has 15 days to request an IRP in the normal way (see 10.8 Independent review panels).

### **The Local Authority (LA)**

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

### **10.8 Cancelling an exclusion**

The Headteacher may cancel an exclusion that has not yet, or already begun, and rescind their decision, however this should only be done where it has not yet been reviewed by the LGB. Where an exclusion is cancelled, then:

- Parents, the LGB, and the LA should be notified without delay and, if relevant, the social worker and Virtual School Headteacher (VSH) – the notification must provide the reason for cancellation;
- Parents will be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the exclusion being cancelled;
- Schools should report to the LGB once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling Governors to have appropriate oversight; and
- The CYP should be allowed back into school without delay.

Any days a CYP has spent suspended from school from which they were due to be excluded, prior to cancellation, will count towards the maximum of 45 days permitted in a school year.

### **10.9 Independent review panels (IRPs)**

If parents apply for an independent review, the Trust will arrange for an independent panel to review the decision of the LGB, not to reinstate a permanently excluded CYP.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the PDC of its decision to not reinstate a CYP.

A panel of three or five members will be constituted with representatives from each of the categories below. Where a five-member panel is constituted, two members will come from the school Governors category and two members will come from the Headteacher category.

- 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;
- School Governors who have served as a Governor for at least 12 consecutive months in the last five years, provided they have not been teachers or Headteachers during this time, or
- Headteachers or individuals who have been a Headteacher within the last five years.

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

- Are a member of the LA, or LGB of the excluding school;
- Are the Headteacher of the excluding school, or have held this position in the last five years;
- Are an employee of the LA, or the LGB 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, LGB, parents or CYP, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality; and/or

- Have not had the required training within the last two years.

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the LGB's decision;
- Recommend that the LGB reconsiders reinstatement; or
- Quash the LGB's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

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

Where an IRP either recommends reconsideration or quashes the initial decision of the LGB, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents, or may be a reconsideration with only the LGB members and the clerk present.

## **11. CYP transition**

### **11.1 Inducting incoming CYP**

Trust schools will support incoming CYP to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing CYP for transition**

To ensure a smooth transition to the next year, CYP 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 CYP behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

As part of their induction process, all Trust staff are provided with training on managing behaviour and de-escalation strategies (TEAM TEACH, universal, non-accredited, 4.5 hours). Staff also receive training on:

- the WAVE Model and Guidance and the Learning for Life Framework;
- recognising and responding to the needs of CYP;
- SEND; and
- mental health and wellbeing.

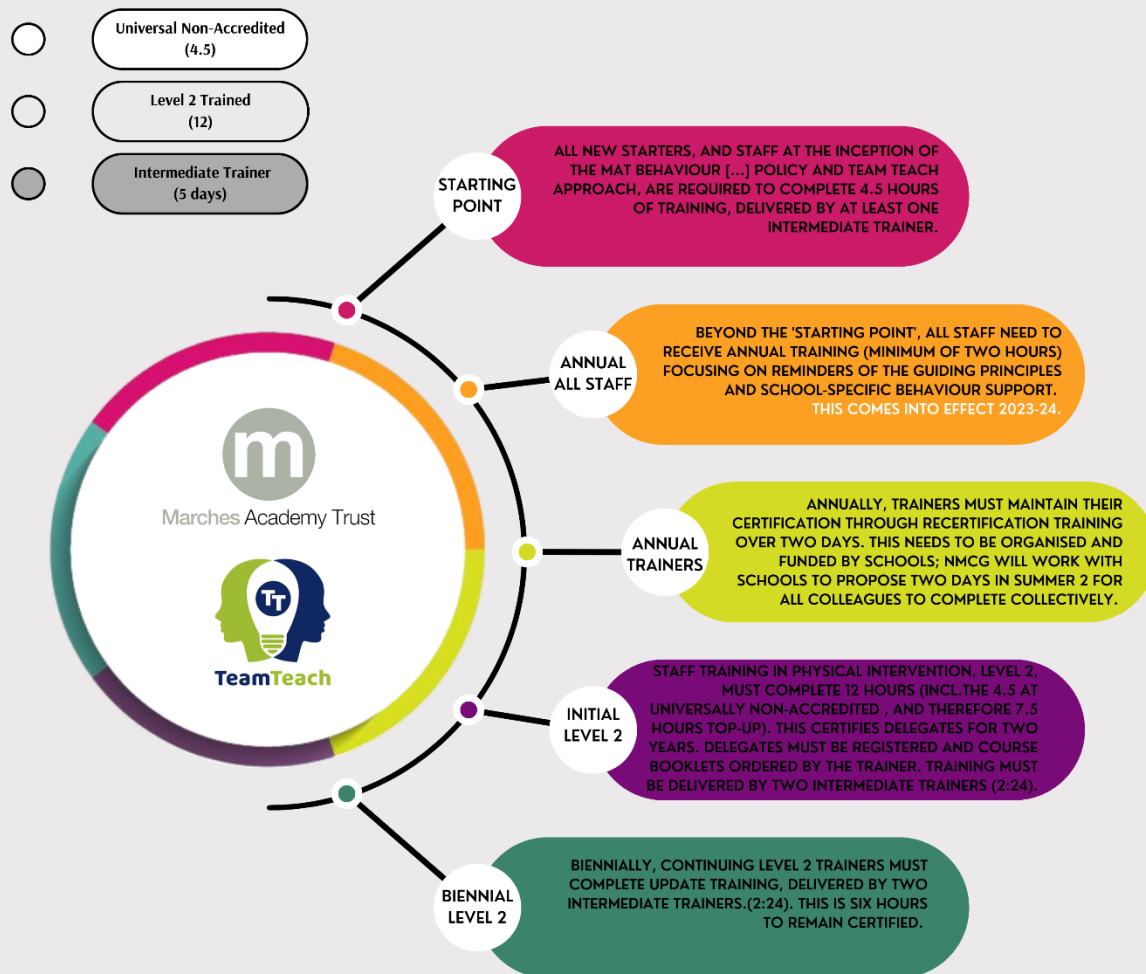
Staff are all trained on the principles of TEAM TEACH (see Section 9: Use of reasonable force and physical intervention for more information).

Behaviour management will also form part of continuing professional development including at least two dedicated hours per year on updating knowledge of TEAM TEACH de-escalation strategies, scripting and the effect of body language and personal space.

All training is logged on Arbor.



# MARCHES ACADEMY TRUST BEHAVIOUR AND POSITIVE HANDLING TRAINING



Once trained, all Intermediate Trainers and Level 2 trained staff must be included in Appendix A of the MAT Behaviour [...] Policy. This is the responsibility of the school to inform Amy Chevin-Dooley and Bee Lopez of the updates so the policy reflects the training of personnel.

## 13. Monitoring arrangements

All Trust schools collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Incidences requiring physical intervention (use of reasonable force and physical intervention);
- Attendance, internal exclusion, suspension and permanent exclusion;
- Use of internal alternative provision (where applicable), off-site directions (dual placements) and managed moves;
- Incidents of searching, screening and confiscation; and
- Anonymous surveys for staff, CYPs, Governors, Trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed every term by the Headteacher and lead staff with responsibility for behaviour and safeguarding. This is reviewed by the LGB of each school and at a Trust level by

members of the Executive Group and Trustees. These processes are followed to ensure that the processes and support for all CYP is appropriate.

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

- At school level;
- By age 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 CYPs are identified by this analysis, the school will review its policies to tackle it.

All data is collated and confidentially stored in line with the Trust's privacy notice and GDPR policy.

This behaviour policy will be reviewed by all Headteachers and the Trust's Executive Group every year. At each review, the policy will be approved by the Headteacher of each school.

## **14. Complaints**

If parents have any concerns or complaints over the application or implementation of this policy or feel that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the Trust's Complaints Procedure (available on all Trust schools' websites). If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

## **15. Links with other policies**

This behaviour policy is linked to the following policies:

- MAT Accessibility Plan
- MAT Children who are Previously or currently Looked After
- MAT Children with Medical Needs Policy
- MAT ICT Policy
- MAT Safeguarding and Child Protection Policy and Procedures
- MAT Special Education Needs and Disabilities Policy

This policy is supported by the MAT Learning for Life Framework and WAVE Guidance document, and Directed Off-Site and Managed Moves Guidance and Support document, which should be used to support Trust schools' approach to behaviour. Finally, the policy references the research and work of multiple theorists and professionals. For more information on these, please contact [Amy.Chevin-Dooley@mmat.co.uk](mailto:Amy.Chevin-Dooley@mmat.co.uk) and visit [EEF Improving Behaviour in Schools](#).

**TEAM TEACH trained staff for each school within the Marches Academy Trust**

<b>Setting</b>	<b>TEAM TEACH Intermediate Trainer or Lead trainer</b>	<b>TEAM TEACH Level 2</b>
<b>Date of license</b>	<b>July 2023 – July 2024</b>	<b>Individual-specific</b>
Marches Academy Trust	Niki Mcgarvey	Amy Chevin-Dooley
Grange Primary School	Bought in	Tim Gregory Sarah Perrins Gemma Phillips Becky Reid Jo Roberts Charlie Summers Amy Wilkes
Grove School	Amy Roberts (DSL)	TBC
Idsall School	Bought in	TBC
Longlands Primary School	Bought in	Sarah Bevan Katie Collins Courtney Duce Nick Fisher Marie Highfield Emma Holding Lorna Hounsell Natasha Lloyd Rachel Mazan Lisa Millington Sarah Thomas Hilary Williams
Lower Heath CE Primary School	Bought in	TBC
Marches School	Bought in	TBC
Oakmeadow CE Primary School	Helen Morris (DSL)	Lois Martin Emily Morris Martyn Smith Jasmin Taylor Louis Tudor
Shrewsbury Academy	Lucy Howells (DDSL)	Tony Bishop Kris Dobson Rebecca Evans Lucy Howells Michelle Marston Rachel Powell Adam Richards Laura Richmond
Sir John Talbot's School	Bought in	Rachel Unwin
Tilstock CE Primary School	Bought in	Karen Blakemore Laura Thomas Samantha Upton Rachel Whiteculf
Woodlands School	Gareth Lewis Jules Taylor (DSL) Leah Vigon (DDSL)	Ceri Broomhall Rachel Butterfield Ben Cameron Debbie Garner Ellen Gilliver

		Charlotte Heathcote Alison Hinton Suzanne Hollinshead Catrin Jones Debbie Jones Rebecca Price Andy Rogers Hannah Shepherd Lydia Shipley
--	--	---



This plan (adapted from Crisis Prevention Institute Safety and Support Plan and Woodlands' Raised Anxiety Management Plan) is devised by the child or young person (CYP) and the supporting staff to ensure that potential crisis events are avoided. This should be written in an easy-to-understand language so that all staff can implement the plan and provide the CYP with the necessary person-centred, trauma-sensitive care and support.

The plan's focus is to understand the CYP's history – their strengths, gifts, and abilities; their friends, family, and people that matter; the things that are important as well as the triggers that are likely to lead to crisis – so that such crisis events can be minimised and restrictive interventions avoided. Each person should have their own safety and support plan if their behaviour is likely to escalate to crisis, since the plan helps staff to think about personalising the care and support they offer. The plan helps staff to identify escalating behaviour. When staff recognise this behaviour, they can determine the appropriate person-centred interventions so that restrictive practices can be avoided.

When crisis events cannot be avoided, the *Safety and Support Plan* ensures that staff continue to maintain a trauma-sensitive approach. Any agreed and necessary interventions continue to take account of the CYP's immediate needs and wishes in order to ensure that harm is minimised and to maintain the CYP's care, welfare, safety and security.

The plan should be a live document that is regularly revisited to ensure that staff understand how to provide good support to the CYP. The plan must always be reviewed after a crisis event has occurred so that further approaches can be implemented to prevent similar crisis events from happening again.

<b>Child or Young Person's Name:</b>		<b>DOB:</b>	<b>Age:</b>
<b>Date Plan Written:</b>	<b>Planned Review Date:</b>	<b>Tutor/Class Teacher &amp; Year:</b>	
<b>My Circle of Support (the people who are important to me, my friends, and the people who help and support me)</b>			
<b>Primary Preventative Interventions (getting the right fit between my needs and my support)</b>			
<b>What strengths, gifts, and qualities to I have?</b>			
<b>What is important to me, and what works for me? (What matters to me right now, and in the immediate future; what makes for a good day; what keeps me safe and well; what keeps me active, engaged and stimulated)</b>			
<b>What doesn't work for me? (What makes for a bad day; what do I find unpleasant or distressing; what do I prefer to avoid?)</b>			

What does good care and support look like to me? (Identify the best fit in terms of the care and support I need to minimise the impact of precipitating factors; consider any traumatic events, so that the support provided is trauma-sensitive)
<b>Precipitating Factors/Triggers/Background Factors (internal and external factors which trigger or accelerate my risk or crisis behaviour)</b>
My precipitating factors/triggers (my flash points, triggers, and common conflicts that cause my behaviour to escalate including environmental factors, peers, staff and situations)

<b>Secondary Preventative Interventions (what helps me to manage my triggers; what decelerates and de-escalates my risk and crisis behaviour?)</b> <i>Context Codes: (C) Classroom (P) Playground (T) Transport - delete unapplicable</i>	
<b>STAGE 1 (CONTROLLED STATE)</b> <i>Baseline</i>	
<b>What does it look like?</b>	<b>What strategies can be used at this time?</b>
(C)	(C)
(P)	(P)
(T)	(T)
<b>STAGE 2 (ANXIOUS STATE)</b>	
<b>What does it look like?</b>	<b>What strategies can be used at this time?</b>
(C)	(C)
(P)	(P)
(T)	(T)
<b>STAGE 3 (ANXIOUS STATE)</b>	
<b>What does it look like?</b>	<b>What strategies can be used at this time?</b>
(C)	(C)
(P)	(P)
(T)	(T)
Specifically outlined locations or interventions that need communicating including preferred physical holds, i.e., sitting, standing, one-person, two-person. And what indicates I am safe to be released.	
<div></div>	



<b>Post-Crisis Support (my preferred way of managing my emotions after a crisis event)</b>
Tension Reduction - after a crisis event I prefer to:
Therapeutic Rapport – support from staff should include:

Written and agreed by: \_\_\_\_\_ Parent/Carer  
 \_\_\_\_\_ SENDCO/Senior Leader  
 \_\_\_\_\_ Class Teacher

*This plan should be shared with all staff supporting the child to ensure consistency. During a review of the plan, it is recommended that any observed behaviours during each of the states are either amended/added. Then highlight to identify strategies that continue to help to reduce anxiety levels for each of the stages or add new strategies.*



# || Behaviour Concern Risk Assessment Form and Action Plan

Date of initial RA:		Assessed by:	
	PRINT:	SIGNATURE:	
CYP	Other personnel involved with assessment		
	<i>SENCO/ parent / other staff within the setting</i>		
Activity to be assessed:			
<i>Classroom teaching and learning</i> <i>Social times</i>			
Identification of those at risk		Staff member(s) with responsibility for CYP	
Historical context and current concerns			
What hazards are present / are anticipated?	What have you already done to control those risks?	What level of risk do you judge this at?	What else could you do to control those risks – are they possible to carry out (if not, why not), who is responsible and when by?
<i>EXAMPLE: CYP has angry outbursts often shouting and refusing to work. CYP does not like working independently, as part of the class or as part of a group.</i>	<i>EXAMPLE: Referral to SENCO, in-house behavioural support, positive praise, social story, behaviour/reward chart. Personalised visual timetable with regular rewards and quiet area available as a choice to complete tasks as needed. All teachers and adults working with CYP made aware of the potential difficulties.</i>	MEDIUM/HIGH	<i>EXAMPLE: We would need to ensure that the CYP is with a member of staff at all times to safeguard both CYP and the staff members. This is difficult to manage due to budget and staffing limitation, however the CYP does at present have 1:1 support during the mornings. CYP to be removed safely to access a quiet, calming area in [area].</i>

<p><i>EXAMPLE: CYP attempts to run out of school during arrival or departure from school.</i></p>	<p><i>EXAMPLE: SLT are present with a radio at the school gate during school arrival and departure times.</i></p> <p><i>Adults dismissing CYP at the end of the day to carry a radio. CYP to be collected 15 minutes before the end of the day to allow for a calmer handover to the adult collecting them.</i></p> <p><i>Parent/carer to collect CYP within the gated area so that they can take hold of CYP's hand before departure from school.</i></p>	<p>HIGH</p>	<p><i>If the situation escalates and CYP's safety is at risk,</i></p> <p><i>Adult to use radio to inform the office</i></p> <p><i>Adult to request support from SLT</i></p> <p><i>Use of TEAM TEACH distraction and de-escalation techniques</i></p> <p><i>Use of calm voice</i></p> <p><i>If necessary, trained TEAM TEACH adult to perform hold until CYP is calm and the situation has de-escalated</i></p> <p><i>Inform parents that hold has been carried out and the reasons why</i></p> <p><i>Incident to be recorded on CPOMS as soon as possible with SLT and Safeguarding leads alerted</i></p>
<p>What level of risk would you now grade this situation at and why?</p>			
<p>Is this a safeguarding risk – if so, please describe:</p>			
<p>Additional notes as required:</p>			
<p>Who will this risk assessment will be communicated to and when?</p>	<p><i>Risk Assessment will be communicated to Headteacher, Safeguarding Lead, Behaviour Lead (if applicable), adults working with CYP and parents/carer.</i></p>		
<p>Signed by:</p>			

Date of assessment:					
Review dates:					
<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>	<i>Review date:</i>
Signed:	Signed:	Signed:	Signed:	Signed:	Signed:
<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>	<i>Changes:</i>
<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>	<i>Communicated:</i>

**|| School-based  
|| Personalised Learning Plan (SPLP)***This form should be completed, uploaded on to Arbor | CPOMS in line with school's policy.*

Child   Young Person	
Year   Phase   Class   Tutor	
Any vulnerable factors (SEND, PP, P/CLA, CLA, EAL, etc.)	

Date/time of meeting:							
Staff present:							
Parent/carer(s) present (if CLA, SW must sign document via Designated Teacher):							
Reason for Referral (please tick)							
SEND/Pastoral	<input type="checkbox"/>	Parental Request	<input type="checkbox"/>	Academic Need	<input type="checkbox"/>	Other	<input type="checkbox"/>
Member of staff responsible for coordinating the learning for the times in the adapted curriculum:							
Date Agreed by SLT							
Signed off by SLT							

Current Attendance:	
Previous Year's Attendance:	
Any SEND needs:	
Current Progress: (any areas of concern)	
Current Position: (state any areas of concern)	

<b>Current Barriers:</b> (include any trigger points if relevant)	
<b>Concerns from Family:</b>	

### Action plan

Consider the following when formulating the action plan:

- what needs to happen
- what is the intention of each action
- how will this happen
- what do you intend the impact to be

Action	By Whom	By When	Achieved?

Should it be necessary to consider a Personalised Learning Plan, or Reduced Timetable (whereby the hours a CYP accesses school are less than [full time](#)), please refer to the Local Authority's Protocol, Proforma and Risk Assessment, found [here](#). All paperwork should be completed, submitted to the Local Authority, and placed on the CYP's records.



Child   Young Person	
Year   Phase   Class   Tutor	
Any vulnerable factors (SEND, PP, P/CLA, CLA, EAL, etc.)	
Staff present:	
Date:	
Proposed action:	

SECTION 1: Considerations		Y/N	Notes
1	Has there been a serious breach of the school policy?		
2	Is this a serious first or 'one off' offence?		
	If no, have meetings been held previously with parents/carers?		
3	Has the reason for exclusion (where exclusion is used, this refers to both suspensions and permanent exclusions) been investigated and statements recorded?		
4	On the balance of probability, did the CYP do it? (For more serious allegations the evidence must be more substantiating)		
5	Have other factors affected the behaviour leading to exclusion, i.e., poor quality of teaching, change of routine, lack of scheduled support, etc.?		
6	Is this a last resort following a wide range of other strategies (are WAVE 1, 2 and 3 strategies satisfied)?		
7	Does the CYP's presence seriously harm the education and/or welfare of other CYP / staff?		
8	<b>Is exclusion the appropriate response?</b> Factors to consider: A. Decision to exclude not taken in the heat of the moment B. A thorough investigation has taken place C. Evidence has been considered in light of policies and potential discrimination D. The CYP's views have been recorded E. Mitigating circumstances and provocation (bullying) have been considered F. Appropriate wider consultation has been considered		
9	Has there been a wider involvement of specialist staff (i.e., SENDCo)?		
10	Has a support programme been implemented		
11	Have alternatives to exclusion been considered?		
12	Is the CYP vulnerable (SEND, PP, EAL, P/CLA, social worker involved)?		
<b>SECTION 2: Disability and Special Educational Needs</b>			
13	<b>Does the CYP fit the definition of 'disabled'?</b>		

	<i>Do they have a mental or physical impairment? Is this adverse, substantial, long term? Does this affect their ability to carry out day to day activities? Mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand, perception of the risk of physical danger.</i>		
14	Does the CYP have a special educational need (SEN Support – K, SEN Monitoring, known but not on the Learning Support Register)?		
	If yes, has their Person-Centred Plan and support strategies been reviewed and checked? Were they in place at the time of the incident?		
15	Does the CYP have an EHC Plan? Have you contacted the SEND team at LA? Has an emergency annual review been called?		
	If yes, has their Person-Centred Plan and support strategies been reviewed and checked? Were they in place at the time of the incident?		
16	Is the CYP currently Looked After? Have you contacted the Head of the Virtual School and social worker?		
	If yes, has their PEP and support strategies been reviewed and checked? Were they in place at the time of the incident?		
17	Is the CYP previously Looked After? Have you spoken with parents/carers? Are the Virtual School involved?		
18	Is the CYP subject to a child in need or child protection plan? Have you spoken to the social worker? Or, is Early Help in place?		
19	Is the CYP on the Pupil Premium register? If yes, do the circumstances surrounding the possible reason to exclude stem from circumstances regarding socio-economic deprivation, i.e., dysregulation and challenging behaviour commenced when placed in removal for uniform infringement (unavailable due to funding issues)?		
20	Given your responses to Q13 – 20, is an exclusion direct discrimination?		
21	Does exclusion demonstrate less favourable treatment?		
22	Is the reason for the exclusion connected to their disability or SEN? For example, are they are being excluded for impulsivity which is a symptom of their disability?		
23	Have reasonable adjustments been applied?		
24	Have relevant factors been explored & balanced with regards to reasonable adjustments, for example: A. Need to maintain standards (i.e., academic, music, sporting, etc)? B. Financial resources available? C. Cost of taking measures to support? D. Extent to which practical to take particular measures? E. Auxiliary aid/services will be provided under SEN framework? F. Health & safety requirements? G. Interests of other CYPs/prospective CYPs?		
25	Can an exclusion be justified?		
26	Has the appropriate length of exclusion been considered? Is this for the shortest time possible?		
27	If an exclusion is necessary but places the CYP at risk, have other MAT settings been considered for the duration of the exclusion?		
28	If multiple suspensions have occurred, has a direction off-site or managed move been utilised?		
29	Have you reviewed with the MAT Associate Executive Director for Education – Inclusions, or the Executive Link for your school? ( <b>This is essential for potential permanent exclusions, and all suspensions should be summarised to the Executive Link in check ins</b> ).		
30	Please state the perspective of the MAT representative:		



**Should the decision be taken to suspend a CYP, please ensure that all communication is completed, including the submission of the document found [here](#) to the LA. Where this is a repeated occurrence of suspension totalling 15 days or more in an academic year, please liaise with the schools' Executive Lead and MAT DSL.**

**Should the decision be taken to permanently exclude a CYP, prior to confirmation, please liaise with the schools' Executive Lead and MAT DSL. If this decision is enacted, please ensure that all communication is completed, including the submission of the document found [here](#) to the LA.**



## || Readmit Meeting

To be completed **prior to the reintegration meeting**. Where applicable (SEND, P/CLA, GSP, EHCP, etc.) professionals working closely with the CYP should contribute. This may be completed as part of an Inclusions Meeting or WAVE review.

Incident details									
CYP's name				Year Group		Key worker			
Vulnerabilities	SEN E/K	PP	CLA/PLCA	Young Carer	EAL	(T) Early Help	CIN	CP	
Cumulative suspensions to date				Reasons for suspensions					
Attendance to date				Academic progress		Below	Meeting	Above	
	Affected by suspension	Y	N			Partially	Notes:		
Date of incident				Present at the meeting (incl. roles)					
Summarised incident (bullet points only)									
CYP's perspective, if different (responsibility accepted?)									
Suspension for the same reason as previous?	Yes			No		Partially		N/A	
Triggers identified									
Have specialist staff been involved, i.e., SENDCo?				Could this exclusion and triggers be indicative of an unmet need?					
For children with a social worker (P/CLA, CIN, CP), has the Virtual School and social worker been contacted? What has been the outcome?									
Current Protective Measures									
Current provision									
Protective measures in place,									

<b>incl. outside agency involvement</b>			
<b>Any contextual information to be considered?</b>			
<b>Was provision consistent on this day?</b>			
<b>Does provision meet their needs?</b>	Yes	No	Partially
<b>Mitigating risk of further suspension or permanent exclusion</b>			
<b>Safe place   person</b> (decided with the CYP) – these must be feasible and accessible			
<b>New reasonable adjustments /adaptations to provision</b>			
<b>Early intervention required? Outside agency involvement?</b>			
<b>CYP's next steps</b>	1.	<i>Help I may need to achieve this...</i>	
	2.	<i>Help I may need to achieve this...</i>	
	3.	<i>Help I may need to achieve this...</i>	
<b>School's next steps</b> (please refer to L4L Framework and WAVE Guidance document; Matrix of References for support)	1.		
	2.		
	3.		
<b>Parent/carer's next steps</b>	1.		
	2.		
	3.		
<b>Date of review (if applicable)</b>			
<b>Post readmit meeting with parents</b>			
<b>To be completed after the readmit meeting: any further discussion points or actions to add and communicate?</b>			

Template adapted from Grange Primary School



### PART A

*For any CYP demonstrating continued behavioural concerns, or experiencing repeated suspensions, they should be identified appropriately within the WAVE. Consequently, there should be APDR cycles tracked as to how improvements are being sought and supported. These may be captured on internal systems (Arbor, CPOMS, EduKey, etc.) but where this is not the case, APDR needs to be tracked separately. This is one model that can be utilised. The professional completing this must seek advice from the school's SENDCo.*

<b>Name:</b>		<b>D.O.B.:</b>		<b>Year:</b>		<b>SEN:</b>	None	K	E
--------------	--	----------------	--	--------------	--	-------------	------	---	---

VULNERABILITIES								
PP Funding Utilised?	History   chronology incl. traumas?	Early Help Support?	Targeted Early Help Referral?	Social Work involvement?	Virtual School involved?	CE Assessment Tool?	Substance Misuse Smarter Screening Tool?	Neglect Screening Tool?
WAVE, ESTABLISHING NEED and Planning								
Academic Profile reviewed?	SENDCo involved?	Safety and Support Plan?	Risk Assessment?	Cognition and Learning Screening?	Comm. and Interaction Screening?	Social, Emotional and Mental Health Screening?	Sensory and/or Physical Screening?	WAVE Guidance worked through?
IN-HOUSE ACTIONS								
Report Card(s)?	Time Out Pass?	Pastoral Support?	Mentoring?	ELSA Support?	Nurture Group?	School-based Personalised Learning Plan?	Referral to External Support (see WAVE Matrix)?	BeeU referral?
EXTERNAL SUPPORT								
Targeted Youth Support?	We Are With You?	Energize, or similar?	BrightStar or similar?	West. Merc./ YOS?	Enhance?	Divert?	BEAM/ Kooth?	Other?
OUTREACH, IN-REACH and ALTERNATIVE PROVISION								
Access to Hub or on-site Alternative Provision?	Outreach Services?	Educational Psychology Service?	Spectra?	Speech, Language & Comm. i.e., AMICA?	Personalised Learning Plan/ Reduced Timetable?	LA Pupil Planning Meeting?	Referral to Inclusion Advice Forum?	Access to External Alternative Provision?
SEND and COMMUNITY   BELONGING								
GSP?	ECHP?	EWO?	One Page Profile?	Pupil-Centred Plan?	APDR?	Extra-curricular?	Enrichment?	Rewards & Responsibilities

**Please date the appropriate actions above as to when these were completed or instigated. These support 'ASSESS'.**

## PART B

Assess (include voice of CYP, parent, school)	What's working?		
	What's not working?		
Plan	What are the intended <a href="#">SMART outcomes</a> ?		
	1.		
Date:	2.		
	3.		
Do	How do you intend to achieve these outcomes? What reasonable adjustments and best endeavours are being adopted?	By who?	By when?
	1.		
	2.		
	3.		
Review	What's working?		
Date:	What's not working?		



<b>Name of witness</b>			
<b>Name of staff supervising this statement</b>			
<b>Subject/Activity</b>			
<b>Location</b> (the incident occurred in)			
<b>Date</b>			
<b>Time (approximately)</b>			
<b>Who was involved in this incident</b> (actively, and witnesses)			
<b>1. What happened:</b>			
<b>2. How were you feeling at the time of the incident:</b>			
<b>3. What needs to happen to put things right:</b>			
<b>4. What are you going to do differently next time:</b>			
<b>Who is your safe person and where is your safe place:</b>			
This report should be completed (additional sheets may be required to capture incidents in full) and uploaded to either CPOMS or Arbor (as per the school's protocols) with details of the actions taken.			
<b>Signed - witness</b>	<b>Signed - member of staff</b>	<b>Was this statement scribed or written by the witness</b>	
		<b>Scribed</b>	<b>Self-written</b>
<b>Date:</b>	<b>Date:</b>		



## **Direction Off-Site**

Please refer to: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement, DfE, 2022: 35-46\)](#)

Direction off-site is a behaviour support strategy employed by a school to permit a CYP the opportunity to improve their behaviour in an alternative setting. **Direction off-site should be planned and the nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the alternative setting and education provider upfront. The plan should then be frequently monitored and reviewed. CYP must continue to receive a broad and balanced education, and this will support reintegration into the home school.**

During the off-site direction to another school, CYP must be dual registered. **Code B** should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the CYP being registered at any other school.

The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. The length of time a CYP spends in another mainstream school or Alternative Provision (AP) and the reintegration plan must be kept under review by the LGB or delegated party, i.e., Headteacher, who must hold review meetings at such intervals as they, having regard to the needs of the CYP, consider appropriate, for as long as the requirement remains in effect.

To support a CYP with reintegration into their home school, the focus of intervention whilst off-site should remain on ensuring that a CYP continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a CYP with a disability or SEN has been directed off-site, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN). The length of time a CYP spends in another mainstream school or AP will depend on what best supports the CYP's needs and potential improvement in behaviour.



















The Marches Academy Trust's MAT Direction Off-Site and Managed Moves Guidance and Support document takes into account all laws and legislation outlined in [2. The Law and Legislation](#); this must be completed and followed in any incidents of direction off-site, and resultant managed moves.

## **Managed Moves**

Please refer to: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement, DfE, 2022: 47-56\)](#)

Managed moves should be preceded by information sharing between the home school and the direction school. For information on reintegration practice, see paragraphs 26 to 30; this guidance has been used to inform Appendix Ii 'MAT Direction Off-Site and Managed Moves Guidance and Support.'

Managed moves should follow a trial period of direction off-site, as per the aforementioned guidance. Managed moves are consent driven and after successful completion of the direction off-site and extended managed move, CYP should be supported to transfer to the direction school's roll as per the in-year transfer process.

<div> Marches Academy Trust</div> <div>LEARNING FOR LIFE FRAMEWORK</div>													
<div>WAVE 4</div> <div>CYP on this wave require a bespoke approach comprised of one or more pillars of the LfL framework.</div> <div></div>		<div>BESPOKE</div>		<div></div> <div>INCLUSIVE LEARNING</div>		<div></div> <div>INCLUSIVE HEALTH &amp; WELLBEING</div>		<div></div> <div>INCLUSIVE SAFEGUARDING</div>		<div></div> <div>INCLUSIVE ATTENDANCE</div>		<div></div> <div>INCLUSIVE COMMUNITIES</div>	
<div></div> <div><b>WHO?</b> CYP WITH SPECIFIC NEEDS (EHCP/GSP); AND CYP WITH A SIGNIFICANT PROGRESS DEFICIT (*SEE GUIDANCE) <b>WHAT?</b> Identify CYP who need a bespoke package and make necessary adjustments to ensure opportunities are not limited and that the intervention has impact so the disadvantage is not long term</div>		<div></div> <div><b>WHO?</b> CYP WITH A HEALTH/WELLBEING NEED REQUIRING SIGNIFICANT ALTERATIONS <b>WHAT?</b> Recognise the difficulties of CYP with mental health need(s) responding with care and compassion. CYP has access to the support, learning &amp; opportunities to feel safe &amp; belong</div>		<div></div> <div><b>WHO?</b> CYP AT RISK OF SIGNIFICANT HARM <b>WHAT?</b> Alert to CYP identified, ensuring there are carefully considered plans &amp; relevant support documents in place with robust review (e.g. risk assessment) &amp; immediate to report concerns</div>		<div></div> <div><b>WHO?</b> CYP WITH SIGNIFICANT AND SUSTAINED ABSENCE RATES WARRANTING EWO 5/FAST TRACK <b>WHAT?</b> There are clear processes for timely responses to significant absence &amp; secure access to learning for all CYP. There is an intelligent child-centred plan to supporting CYP</div>		<div></div> <div><b>WHO?</b> CYP OR FAMILIES AT RISK OF DISAFFECTION FROM THE COMMUNITY <b>WHAT?</b> The needs of individual CYP and families are considered broadly and bespoke plans are developed with CYP, families and partner agencies. Plans are likely to include Wave 4 for all other elements of the LfL, and the broader community links</div>					
<div>WAVE 3</div> <div>CYP on this wave require a personalised, person-centred approach comprised of one or more pillars of the LfL framework.</div> <div></div>		<div>PERSONALISED</div>		<div></div> <div><b>WHO?</b> CYP REQUIRING PERSONALISED SUPPORT; AND CYP WITH A CONCERNING PROGRESS DEFICIT (*SEE GUIDANCE) <b>WHAT?</b> Identify CYP need(s), understand how to support, share their profiles well across school and secure accessible learning to ensure achievement for all. Gaps are regularly monitored at senior leader level - impact has a high priority and is timely</div>		<div></div> <div><b>WHO?</b> CYP WITH A HEALTH/WELLBEING NEED THAT REQUIRES SPECIALIST SUPPORT <b>WHAT?</b> CYP are accessing learning in a compassionate &amp; comfortable way. Full understanding to meet need(s) met by the school</div>		<div></div> <div><b>WHO?</b> CYP THAT REQUIRES SUPPORT TO STOP SIGNIFICANT HARM <b>WHAT?</b> All staff know what makes different behaviours harmful, abusive, ensuring victims and perpetrators are carefully observed with regular review and referred for appropriate support</div>		<div></div> <div><b>WHO?</b> CYP WITH SUSTAINED ABSENCE RATES. FOR DISA. CYP: EWO 2/EWO 5 FAST TRACK. FOR NON-DISA. CYP: EWO 2/EWO 5 <b>WHAT?</b> Where attendance is a barrier to accessing learning, it is managed as a priority, and plans are in place to reduce barriers and improve attendance</div>		<div></div> <div><b>WHO?</b> CYP OR FAMILIES WHOSE ACCESS TO THE COMMUNITY HAS BEEN AFFECTED AND WARRANTS ADDITIONAL SUPPORT <b>WHAT?</b> Systems effectively involve families &amp; forge school-home-agency links. Support to overcome barriers that inhibit familial involvement ensure cohesive and collaborative working to permit CYP access to school and specifically learning</div>	
<div>WAVE 2</div> <div>CYP on this wave require a combination of adaptations and interventions in one or more pillars of the LfL framework.</div> <div></div>		<div>INTERVENTION</div>		<div></div> <div><b>WHO?</b> CYP REQUIRING SPECIFIC INTERVENTIONS; CYP WITH A PROGRESS DEFICIT (*SEE GUIDANCE) <b>WHAT?</b> Identify the CYP barrier(s) to learning and outline an effective intervention strategy to overcome them - focus on the barrier(s) and not just the consequent behaviour(s). Gaps are regularly monitored at senior leader level &amp; impact has a high priority and is timely.</div>		<div></div> <div><b>WHO?</b> CYP WITH HEALTH OR/AND WELLBEING NEEDS WHICH REQUIRE ADDITIONAL CONSIDERATION AND SUPPORT <b>WHAT?</b> Schools have affective knowledge and CYP are identified &amp; receive timely support. The curriculum design is adapted so all CYP can access learning and thrive</div>		<div></div> <div><b>WHO?</b> CYP AT RISK OF NEGATIVE IMPACTS TO WELFARE AND/OR LIFE OUTCOMES <b>WHAT?</b> All staff, where concerns are sustained, implement appropriate and effective interventions to negate negative impact upon and improve the CYP life outcomes</div>		<div></div> <div><b>WHO?</b> CYP WITH ONGOING ABSENCE. FOR DISA. CYP: EWO 1. FOR NON-DISA.: EWO 2 <b>WHAT?</b> Procedures are in place that prioritise attendance as an indicator of unmet needs &amp; ALL absence is tightly reviewed. All potential barriers to attendance are addressed through early help</div>		<div></div> <div><b>WHO?</b> CYP OR FAMILIES THAT REQUIRE SPECIFIC SUPPORT FOR SMART PERIODS <b>WHAT?</b> Systems effectively involve families &amp; forge school-home links. Interventions to overcome barriers that inhibit familial involvement ensure active involvement to permit CYP access to school and specifically learning</div>	
<div>WAVE 1</div> <div>CYP on this wave require adaptations in one or more pillars of the LfL framework.</div> <div></div>		<div>ADAPTATION</div>		<div></div> <div><b>WHO?</b> CYP WHERE PROGRESS DEFICIT EMERGING (*SEE GUIDANCE) <b>WHAT?</b> Assess need(s) and plan adaptations to meet them. Where CYP are unable to attend the physical teaching space make adaptations to allow continued access to the curriculum. Gaps are recognised and intervention means they are closing</div>		<div></div> <div><b>WHO?</b> CYP WHERE OBSERVATIONS, INCIDENTS AND BEHAVIOURS ARE STARTING TO EMERGE THAT INDICATE A STRUGGLE TO THRIVE <b>WHAT?</b> Assess, understand and adapt to support the barrier(s) to positive mental health and wellbeing. Support CYP to utilise self-care in addition to developing skills &amp; strategies to thrive</div>		<div></div> <div><b>WHO?</b> CYP WHERE CONCERNS ARE EMERGING <b>WHAT?</b> Emerging concerns are recognised, recorded and relevant parties alerted. Homes are supported and adaptations to CYP provision are implemented</div>		<div></div> <div><b>WHO?</b> CYP WITH EMERGING ATTENDANCE CONCERNS. FOR DISA. CYP: 1ST SCHOOL LETTER. FOR NON-DISA. CYP: EWO 1 <b>WHAT?</b> CYP barriers to attendance and punctuality are assessed and understood, and adaptations are made to support CYP, beyond the attendance team and in to the classroom</div>		<div></div> <div><b>WHO?</b> CYP AND FAMILIES THAT REQUIRE ADAPTED PROVISION AND ADDITIONAL RESOURCES TO ACCESS THE UNIVERSAL OFFER <b>WHAT?</b> Strong systems &amp; strategic programmes involve families in school-led or partnered community programmes. Programmes are planned by ongoing family needs such as family-focused learning</div>	
<div>PRE-WAVE</div> <div>All CYP have access to the universal offer and for CYP on this wave, their needs are being met.</div> <div></div>		<div>UNIVERSAL</div>		<div></div> <div><b>WHO?</b> ALL CYP ACCESSING THE CURRICULUM EFFECTIVELY AND DEMONSTRATING AGE-RELATED EXPECTED PROGRESS &amp; DEVELOPMENT <b>WHAT?</b> All needs are met through quality first teaching and CYP supported to thrive. Reading skills and functional skills are not a barrier to learning. Where CYP are unable to attend the physical teaching space, CYP can access the curriculum(s)</div>		<div></div> <div><b>WHO?</b> ALL CYP WHO DEMONSTRATE POSITIVE MENTAL HEALTH AND WELLBEING, OR SELF-CARE STRATEGIES TO WEATHER NEGATIVE PERIODS <b>WHAT?</b> CYP voices are heard, they belong to their school community and feel a sense of belonging &amp; inclusion, they learn to provide self-care, and develop skills in caring for others</div>		<div></div> <div><b>WHO?</b> CYP WITHOUT ADDITIONAL NEEDS – THESE CYP CAN THRIVE AS THERE ARE NO SAFEGUARDING CONCERNS <b>WHAT?</b> All staff receive CP Training, regular updates &amp; are aware of concerns/symptoms that may require additional services, and can signpost CYP and parents/carers to these</div>		<div></div> <div><b>WHO?</b> CYP WHO ARE MEETING TRUST ATTENDANCE TARGETS: &gt; OR = 97% IN PRIMARY; &gt; OR = 96% IN SECONDARY <b>WHAT?</b> Patterns of absence are identified early and there's an acknowledgement that specific groups require more attentive tracking. CYP are educated &amp; supported to be resilient</div>		<div></div> <div><b>WHO?</b> CYP, FAMILIES, SCHOOLS &amp; COMMUNITIES <b>WHAT?</b> Schools have a SCP (School Community Plan) that details a clear understanding of community engagement and they are the heart of the community. Community engagement is a whole school approach</div>	

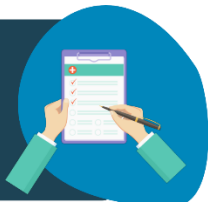


# QFT10



## CHECK #1 POLICIES

All policies have been read, processes understood and these are applied consistently. It is important to breed consistency as, although alternative approaches may not affect you, they may affect a colleague, and will definitely impact on cyp.



## CHECK #2 PREPARATION

You have cross-referenced your class lists, Learning Support Register/Wave information, obtained Person Centred Plans, reviewed previous data (FFT/SISRA), and are aware of access arrangement information.



## CHECK #3 SPACE

Seating plans consider the (access) needs of all CYP and the classroom is well-organised, free of clutter (low-arousal environment), labelled and all displays are accessible for all, supporting the learning planned for the space, including subject-specific vocabulary supported with visual aids.



## CHECK #4 STRUCTURE

Clear, logical learning is planned and adaptations implemented. Learning is chunked with opportunities for pre- and over-learning. Links to real life situations are optimised and when any changes are due, these are prefaced with a warning.



## CHECK #5 ROUTINE

Clear, consistent routines are used to create a safe environment i.e., SMART way, task on entry, references are in line with policy: ATLS, Zones of Regulation, C system, rewards, etc. CYP are involved in the routine and given roles and responsibilities – coordinate control in the room.



## RELATIONSHIPS CHECK #6

...are the currency to all things positive! **Know your children and young people!** This does not mean you're their friend but their supportive critic. Are they FSM, PP, what's the thing that they love, what is their PCP...? Relationships should hinge on a shared intention for the CYP to thrive with high challenge and high support.



## CHECK #7 MODELLING

Model the behaviours you wish to see: punctuality, calmness, compassion, respect. Model everything you wish CYP to do: thought processes, written response, completing a process – look for opportunities to praise. Discuss wrong-doing restoratively to unpick the error and look for alternative eventualities. Model alternative routes to 'getting it right' rather than admonishing the error, academically and behaviourally.



## COMMUNICATION CHECK #8

...with all stakeholders. You are not an island and need the CYP working with you, along with their families, colleagues, external professionals. Speak to them. Engage them. Work together. Be clear. If your communications are unclear, the response will not be as you need or intend it to be.



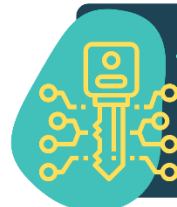
## CHECK #9 IMMEDIACY

Do it now! Give feedback now – not retrospectively when it doesn't get read, but in class, in discussion, in low-stakes tests, in collaboration: write it, model it, coach it. CYP need to see they are getting it right and this needs to be explicit, or the value is diminished. They also need to know when they're getting it wrong and if you commit to support or a consequence, this needs to happen there and then, or soon.



## ACCESS | SUPPORT CHECK #10

Plan in, and with, any arranged in-class support (TAs, HLTAs, Access Leaders, etc.) – this should not be based on behaviour but learning. Verbal instructions/expectations should be logical & chunked, where possible also supported by visual cues. Build in a variety of multi-sensory learning (visual, auditory and kinaesthetic) to improve memory.



## Children and Young People

**READY | RESPECTFUL | SAFE**

## STAFF

**READY | RESPECTFUL | SAFE**

<b>Policy Owner</b>	Executive Lead Team
<b>Scope</b>	All staff, Trustees and Governors
<b>Last Updated</b>	September 2023
<b>Effective from</b>	APPROVED
<b>Next planned reviewed date</b>	September 2024
<b>Status</b>	Approved
<b>Date of approval</b>	18.09.23
<b>Summary of last revision</b>	Incorporated the standalone Drug Policy into Section 3. Updated information re: cancelling an Exclusion in line with updates to 'DfE, 2023, Suspensions and Permanent Exclusions'. Updated Team Teach staff across Trust. Updated Appendices E, F, J and K
<b>Related Policies/Documents</b>	MAT Accessibility Plan MAT Children who are Previously or currently Looked After MAT Children with Medical Needs Policy MAT ICT Policy MAT Safeguarding and Child Protection Policy and Procedures MAT Special Education Needs and Disabilities Policy
<b>Policy control survey</b>	Please complete this survey and provide feedback if you have had to use this policy <a href="https://forms.office.com/r/HMeZtB29Si">https://forms.office.com/r/HMeZtB29Si</a>