

Behaviour policy and statement of behaviour principles

Queen Elizabeth II Silver Jubilee School



Effective from: September 2022

Signed by: Helen Elphick

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Next review date: September 2023

Statement of Principles

Queen Elizabeth II Silver Jubilee School is committed to being a positive learning environment and children are supported to behave in ways that are conducive to learning. Behaviours are tackled in a supportive manner, whereby teachers focus on and celebrate individual strengths and achievements. Unacceptable behaviour is discouraged unobtrusively to negate any attention seeking behaviour. The purpose of this policy is to support this process through:

- 👑 The creation of a positive and orderly atmosphere where teaching and learning can take place
- 👑 The creation of a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities
- 👑 The reduction of staff stress through the identification of effective systems and practices
- 👑 Addressing the demands of changing conditions and approaches.
- 👑 The implementation of strategies which teach children to regulate their own behaviour.

School Aims

This policy will support the aims of the school and aim to ensure that the conduct of all members of the school community is consistent with the values of the school.

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

The teaching and learning policy identifies the following attitudes and values that are central to the ethos of the school:

‘We believe most importantly that our pupils should develop a feeling of self-worth and a positive outlook on life, which fosters such values as: caring, tolerance, co-operation, honesty and respect. This is reflected in the general ethos of the school and more specific experiences are provided through incidental learning, giving responsibility and positive reinforcement as well as a good role model provided consistently by adults.

Implicit in these values are the following rights:

To be safe, to be heard, to fair treatment, to be treated with respect and to be able to learn and teach without unnecessary interruption.

Such rights are explored in more detail in the pupil charter which is displayed in the entrance to the school:

Legislation, statutory requirements and statutory guidance

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

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

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

In addition, this policy is based on:

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

Bullying

Bullying will not be tolerated. It 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
- Difficult to defend against

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Pupils found to have been bullied will be given full support and assurance that they will not be bullied further. Positive action will be taken to ensure that bullying does not happen again.

Those carrying out bullying will be assisted to understand the consequences of their actions and the impact of these actions on the victim(s). Appropriate action will be taken to ensure that it does not re-occur, such as; group or individual discussion, minimising opportunities and teaching through the curriculum.

The school may initiate a planning meeting for behaviour support and the parents of all pupils involved will be informed of what has happened and the actions to be taken by the school.

All pupils are encouraged to identify positive behaviours which can be used when interacting with others such as; use of body language, facial expressions and tone of voice. They are encouraged to explore social diversity and inclusion and gain an understanding of prejudice and negative stereotyping. They also explore their rights as they see them and therefore the responsibilities that go with these to both themselves and to others.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

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

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

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

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

Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communication praise to parents via a phone call or written correspondence
- Certificate or special assemblies

Protocol for dealing with challenging behaviour

The majority of behaviours are managed in a positive manner, whereby teachers focus on and celebrate individual strengths and achievements.

There are occasions in school where severe behaviour is exhibited which requires a more detailed approach. It should be recognised that such behaviour is likely to require a long-term programme in order to minimise the negative behaviour and replace it with more appropriate behaviour. In this case a Positive Behaviour Support Plan will be created and shared with the appropriate parties.

The need to maintain a positive and supportive environment is crucial for the success of any behavioural programme, as is the need for consistency and communication throughout the school community.

Supporting Staff

It is recognised that challenging behaviour causes considerable stress to those who are most in contact with it. A climate of mutual support is essential and will be facilitated by ensuring that members of staff are available for colleagues in a supportive / counselling role. The adults' role will be to maintain a positive outlook whilst supporting staff and talking through incidents / difficulties. They will not be in a position to give advice but may recommend a course of action such as further discussion with the headteacher or at a review meeting. They may also represent a colleague at meetings with the headteacher or senior management team.

All staff will participate in Team-Teach (based on positive behaviour management techniques) training as part of their induction and regular refresher courses and will follow the Team Teach Protocol. The senior management team will arrange for any additional in-service training to help deal with any issues that may arise.

Teachers can make referrals to the behaviour team through the referral form on Microsoft teams who will then meet to discuss the concern with the teacher and put a plan in place.

Supporting Parents

The school is keen to work in close partnership with parents to support them with any behavioural issues. This is achieved through a variety of ways; the school has a range of general support groups which allow for informal discussion with parents and staff and the sharing of good practice. There is a monthly behaviour support clinic with Dr Elizabeth Scott-Gliba and supported by Claire Smee our school behaviour expert. Dr Scott-Gliba will also work with families on an individual basis to support pupils who are particularly challenging. The school also hosts regular multi-professional meetings to ensure consistency between home and school such as early help, team around the child meetings, CIN (children in need) reviews and ITAC (intensive team around the child) which is designed to support parents and prevent out of county placements.

School Behaviour Meetings

There are HLTAs appointed to support behaviour throughout the school. This includes spending time in classes to observe behaviour and support staff in developing consistent approaches. Each class has a behaviour champion who will meet on a monthly basis to discuss individuals, review positive behaviour support plans and ensure that classes are well supported.

There will be regular behaviour champion meetings to enable staff to discuss individual cases and review progress as well as termly class behaviour meetings. The minutes of behaviour meetings are circulated to enable information to be shared throughout the school. The meeting will also provide a sounding board for ideas and support for staff. Behaviour support is a standing item on every staff meeting agenda and staff are able to seek reminders on positive handling strategies.

Positive Behaviour Support Plans / Risk Assessment

If a pupil is exhibiting concerning or challenging behaviour a consistent programme should be agreed following the procedure outlined below:

- 👑 The behaviour is identified and any relevant observations documented in the behaviour folder.
- 👑 A positive behaviour support plan may be drawn up by the teacher following consultation with the head of the behaviour team. The class team will also be involved in the process. The plan will identify what the behaviours are and possible triggers, de-escalation techniques, behaviour / crisis management, including any Team-Teach techniques employed, and recovery (see Appendix 1). A copy should be kept in the office pupil file and on the shared server in the PBS folder.
- 👑 The plan will be shared with parents at annual review and if necessary a multi-disciplinary meeting (MDT) arranged to discuss and agree behaviour strategies that are used consistently between home, school and any respite provision.
- 👑 The agreed actions are implemented and any patterns of behaviour are recorded on class sheets in the behaviour folder. Major incidents are recorded on CPOMS. If an injury has been sustained the appropriate accident form should be completed.
- 👑 The plan will be reviewed on a regular basis at the termly class behaviour meeting and formally at the annual review and further actions agreed as necessary.
- 👑 Teachers and HLTAs may be asked to complete a case study for the pupil so that progress

can be effectively monitored and celebrated.

Procedure for dealing with serious incidents

In the event of a serious incident such as (a) staff / pupil injury or threat of injury or (b) when adults feel that they need time out from the pupil the following procedure will apply:

- 👑 Complete a dynamic risk assessment (Team Teach) – Stop and think about what action is in the best interests of the pupil, staff and other pupils.
- 👑 If it is safe to do so remove the pupil from the scene in the case of (a) to the soft play room or (b) to another classroom (this may have been agreed at a review meeting and included in the pupil's PBS plan).
- 👑 If moving the child is not the best option, call for help or press the help button. **Do not place yourself at risk of injury.** A senior staff member will respond.
- 👑 If necessary remove the other pupils to a safe place such as the library, studio or playground.
- 👑 Make the environment as safe as possible without putting yourself at risk.
- 👑 The pupil will continue to be monitored and supported in their recovery until all parties are calm and there is no perceived risk of re-igniting the situation.
- 👑 The headteacher will inform parents of serious incidents.
- 👑 The headteacher following discussion with staff will decide if it is necessary for the child to be removed from school following a major incident. In such cases the procedure for fixed term exclusions will be followed, unless there is an agreement in the pupil's behaviour plan.
- 👑 Any injuries will be recorded in the class accident book for pupils and in the staff accident book for staff. A CPOMS report should also be completed and this should also include the code from the accident book so that incidents can be referenced to a particular class.
- 👑 The headteacher may discuss the incident with the pupil before his/her return to class. To help raise the pupil's awareness that his/her action is unacceptable, a physical task may be recommended such as a sorry picture or doing something to help in class to make up for the incident.

👑 There will be an opportunity for staff to de-brief with a senior member of staff at an appropriate time after the incident.

👑 The pupil will be referred to the review meeting or for a planning meeting as appropriate.

Physical Restraint

The school follows the most recent DFE guidance on restrictive physical interventions and the advice for headteachers, staff and governing bodies on the use of reasonable force.

The school has identified the following statement of intent:

👑 The school recognises that the welfare of the child is paramount and the right of every pupil to be protected from harm and seeks to protect all pupils from any form of physical intervention which is unnecessary, inappropriate, excessive and unlawful.

👑 However, it is also recognised that on occasions and as a last resort, situations may arise where, in order to ensure the welfare and protection of children or other adults, staff may need to use physical restraint. Staff will draw on their knowledge and training in Team-Teach and use this approach in school.

👑 Physical restraint must always be in the best interests of the pupil being restrained.

Physical contact exists in school for many reasons, such as, moving and handling pupils safely, for example, supported walking, using a hoist, or intimate care such as toileting. Staff are trained in moving and handling techniques. Techniques may be used to reduce risk when behaviour presents risks either to the pupil or staff, for example, guiding a pupil away from or to an area. Whilst there is physical contact to enable risk reduction, the moving and handling and Team-Teach approaches negate the use of force and are therefore not considered to be restraint. The school is fully committed to a 'hands off' policy except in extreme situations where pupil or staff safety is seriously compromised.

Many pupils require specialist equipment that has safety straps such as specialist seating for pupils who require physical support, wedges for physiotherapy activities, car seats, toilet adaptations. Such equipment will **not** be used to control or manage behaviour. In more serious circumstances, which are extremely rare, Team-Teach techniques may be used as restraint to maintain safety, for example, a violent outburst that is threatening the pupil or others. In the event of such an incident the headteacher will inform parents and the incident will be recorded following the West Sussex County Council Guidelines and on CPOMS. This will also initiate the school's protocol for dealing

with challenging behaviour as included in this document or a review of current individual behaviour programmes.

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Dealing with challenging behaviour whilst off-site

It is quite rare for severely challenging behaviour to occur whilst the pupil is off-site. However, should such an instance arise the following procedure will apply:

- 👑 A mobile phone and our identification cards for members of the public should be taken on all out of school activities.
- 👑 Carry out a dynamic risk assessment – stop and think what action is in the best interests of the pupil, staff and other pupils.
- 👑 Ensure that an adult is responsible for the remainder of the pupils.
- 👑 Allocate an adult to deal with the behaviour by supporting the pupil and using de-escalation techniques until he/she is calm enough to re-join the group or be taken to the bus / return

to school. If there are sufficient staff, two adults should be allocated for this.

👑 If the pupil is in a hazardous place he/she may need to be transferred to safety. This will need to be undertaken by two adults using appropriate Team-Teach techniques.

👑 Inform school and request additional support if necessary.

👑 The incident should be reported to the headteacher or senior staff member upon return to school and the normal reporting procedures followed as previously stated..

👑 The headteacher will inform the parents as agreed following discussion or positive behaviour plan.

👑 Staff should have the opportunity for a de-brief session with a senior member of staff.

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher 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 sanctions, 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.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

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

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

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

Malicious allegations

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

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

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

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

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

Permanent exclusion

Permanent exclusion is not a course we would consider unless in extreme circumstances for example; when a pupil shows deliberate and malicious intent to injure a member of staff or another pupil. The exclusion of a pupil takes place to protect the staff and pupils. Fixed term suspensions may be used as an intervention / strategy following agreement at a planning meeting. For the majority of cases permanent exclusion would only take place once all interventions / strategies are shown to have been tried and failed. There are exceptional circumstances when a pupil may be permanently excluded for a first or 'one off' offence this includes serious actual or threatened violence against staff or other pupils that puts them at considerable risk should the pupil remain in school. This course of action is extremely rare. In the event of permanent exclusion the school will follow statutory guidance and West Sussex County Council policy.

Reduced Timetables

QEII School is fully committed to the full time education of all pupils who are of statutory school age. **In exceptional circumstances**, schools may decide to implement one for a time-limited period in order to support a pupil who cannot attend school full-time to reintegrate into full-time provision (See Appendix 1).

Appendix 1 - Reduced Timetables

QEII School is fully committed to the full time education of all pupils who are of statutory school age.

It is important to highlight that **there is no statutory basis** upon which to establish a reduced timetable, however, **in exceptional circumstances**, schools may decide to implement one for a time-limited period in order to support a pupil who cannot attend school full-time to reintegrate into full-time provision.

A part-time timetable should only be used for a pupil with a Statement of Special Educational Needs or an Education, Health & Care Plan in very limited circumstances. A pupil should not be put on a part-time timetable because of their special educational need as this may constitute discrimination. In some cases a special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010.

A timetable is considered reduced when it consists of something less than that which is provided to the majority of the pupil's peers in that setting.

When might a reduced timetable be used?

It is likely that a pupil being considered for a reduced timetable would fall within one of these 3 categories

Part of an in-school support package

The school, parent/carers and other professionals agree that a short-term (no longer than one term) reduced timetable would support a pupil who has become disaffected, to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging behavioural, emotional or social needs.

Medical reasons

A pupil has a serious medical where recovery is the priority outcome.

These arrangements would be part of a 'medical plan' agreed between the school and health professionals. This may include physical or mental health conditions.

Reintegration

As part of a planned reintegration into school (no longer than one term) following an extended period out of school e.g. following an exclusion, non-attendance, school refusal etc.

Good Practice

In circumstances where the school considers that it may be necessary to establish a reduced timetable for a pupil, the school should:

- 👑 Have carried out an assessment to establish if there are wider needs and identify what support is required from external agencies.
- 👑 Undertake a thorough risk assessment and give consideration to safeguarding measures for the duration. The school must carry out a risk assessment before implementation and this should be recorded.
- 👑 Have clearly defined objectives outlined in the positive handling plan
- 👑 Be for a specified and limited period of time
- 👑 Be kept under regular review
- 👑 Not be implemented without written parental agreement
- 👑 Inform the SEN Team Leader/Case Worker

NASEN Guidance for Pupils with SEN

If a school intends to arrange a part-time timetable for a pupil, it needs to be absolutely certain that this is in the best interests of the pupil, as the school may otherwise be at risk of failing to have due regard to its responsibilities under the Equality Act 2010.

The school needs to be absolutely certain that it is in the best interests of the pupil

Before implementing a part-time timetable for a pupil with an EHC plan, the school should investigate why a pupil's behaviour is occurring and address this.

For example, the behaviour might be the result of an unmet need. In this instance the school should hold an interim review of the child's EHC plan to ensure that appropriate measures are put in place. Addressing the behaviour may remove the need for a part-time timetable.

He added that a failure to first consider these steps might result in a school making an illegal exclusion.