Positive Behaviour Policy

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<th>Reviewed:</th>
<th>Approved by Governing Body:</th>
<th>Date of next review:</th>
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<td>March 2018</td>
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1. Rationale

We believe that every member of the Woodlands community has the right to feel secure and respected within the school environment. Due to the complex nature of their learning difficulties, many of our pupils need significant support in the development of appropriate personal and social behaviours. This learning forms an integral part of the school’s curriculum.

The school clearly recognises that it is the behaviour displayed that challenges and not the person. We consistently take a positive approach, viewing inappropriate behaviours displayed as forms of communication. The school takes responsibility for providing learning opportunities and a school environment that minimises possible occurrences of challenging behaviour. We actively promote and support the development of appropriate behaviours and look for the reasons behind inappropriate behaviours displayed rather than reacting to the effects of them. It is, therefore, our responsibility to model and promotes positive behaviour in all that we do to foster self-discipline and self-control.

2. Aims

- To ensure staff, parents, governors and other stakeholders know how we keep children safe.
- To shape school ethos and values underpinning understanding of the challenging behaviour
- To ensure clarity of understanding across the school community of what is meant by positive behaviour.
- To encourage a learning environment where effort and positive behaviour are recognised and rewarded.
- To ensure that pupils, staff and parents have a clear understanding of the protocols followed when managing challenging behaviours.
- To ensure that all staff is equipped with the knowledge and skills needed to feel confident in playing their part in promoting positive behaviour.

3. Rights and Responsibilities

- The Governing Body has overall responsibility for this policy
- The Headteacher is responsible for overall management of the policy
- All staff are responsible for the day to day implementation of policy
- The person with responsibility for Behaviour Management provides leadership in the development, planning and implementation of appropriate Positive Behaviour Management strategies for pupils across the school.
At Woodlands everybody has the right to:

- To feel safe and secure
- To be treated as an individual and their needs met
- To be free from neglect or abuse whether it be physical, emotional or sexual
- To have every opportunity for independence in activity
- To be given the opportunity to express their views and opinions by whatever means possible
- To form friendships
- To experience privacy, dignity and respect in their lives
- To be seen as an individual who is able to achieve

Woodlands staff have the right to:

- teach without undue disruption
- learn how to improve their practice
- feel physically and emotionally safe at all times
- be treated with dignity and respect at all times
- express their feelings in an appropriate way (use emotional intelligence)

At Woodlands everyone has responsibilities:

- To be polite
- To respect others
- To earn trust
- To take responsibility
- To be positive

4. Equal Opportunities

Each member of staff, without exception, is responsible for developing and maintaining a positive, supportive, fair and inclusive school culture of positive behaviour support. This approach includes having high but realistic expectations of all pupils and demonstrating respect for each pupil. The staff has a professional responsibility to provide good social role models for all pupils while continuously looking to celebrate the achievement.

5. Understanding motives of challenging behaviours

Challenging behaviour can arise due to many different reasons, dependent on the individual. It may be due to communication or interaction issues, because of pain or illness, environmental overstimulation or under-stimulation or sensory deficits. It is essential that all staff will look beyond the outcomes, e.g. hitting, and look for true meaning of that behaviour using appropriate tools, e.g. ABC
charts, observations, consultations. Based on these evidence-based approaches relevant strategies to support young person should be written and shared with staff and parents.

The term “challenging” describes a continuum of behaviours which may have the following impact:

- preventing the pupil or their peers from participating in school activities and learning opportunities
- isolating a pupil from both adults and peers
- preventing a pupil from forming relationships
- adversely affecting the learning of other pupils
- making excessive demands on staff time and other resources
- places the pupil or others in danger of physical harm

Some challenging behaviours may be more specifically identified under the following headings:

**Physical aggression/abuse towards self or others**

- Hitting
- Kicking
- Punching or pushing
- Hair pulling
- Bitng
- Pinching
- Self-harm
- Non-consensual touching of private areas of another person's body
- Pulling of clothes
- Scratching

**Verbal Aggression towards others**

- Swearing
- Threatening

**Damage to property**

- Throwing furniture or equipment
- Breaking windows/furniture
- Damaging resources

**Other**

- Attention seeking behaviours
- Hyperactivity
- Excessive crying/shouting/screaming/movement (e.g., running within a classroom)
- Spitting
- Removal of clothes
- Running away from the group
- Choosing not to eat
As a school we need, to continually work towards recognising that we are challenged by the behaviour and **not** the pupil.

*If the pupil has displayed an unusual behaviour of high risk for the first time, their risk assessments should be reviewed, and if necessary, a behaviour support plan should be written and shared with all members of staff and parents.*

**Bullying (including Cyber-bullying).** We do not tolerate bullying

- Bullying should never be ignored
- All instances of bullying must be recorded
- Every case needs to be addressed, in line with this policy
- Where appropriate children need to be supported to develop age-appropriate level e-literacy so that they are able to keep themselves safe online and report cyber-bullying
- Further guidance is available in the school’s Anti-Bullying Policy which is available on request from the school

**Discriminatory language/incidents**

- Any incidents that relate to any protected characteristics (age, disability, gender reassignment marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation) are not acceptable within our school’s community.
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They MUST be recorded appropriately, including all follow-up action
- Some children use discriminatory language without understanding its impact and this where appropriate must be viewed as an opportunity to teach children how to be respectful to each other
- Further guidance is available in the school’s Equalities Policy which is available on request from the school

6. **Positive Behaviour Support**

At Woodlands school, the foundations of positive behaviour support understand why the individual exhibits challenging behaviour and addressing the issues to prevent further episodes. Through positive methods, Woodland school aims to promote new behaviours to enable them to achieve best outcomes.

Development of good communication skills and careful management of the environment are essential in minimising the occurrence and impact of challenging behaviour. Positive behaviour support is used in different ways,
according to the individual’s requirements, and is considered as a long-term management technique. We always seek a best possible proactive rather than the reactive method in order promote good behaviour and allow our pupils to access the curriculum in the positive and stimulating environment.

This method can include:

- Get to know each pupil well, develop and maintain strong positive relationships based on trust, respect and dignity
- Value each pupil, having high but realistic expectations of them
- Model appropriate behaviour
- Praise freely but specifically, e.g. ‘good sitting’, ‘good walking.’
- Always use the child’s name and be sensitive to their feelings
- Ask ourselves why a pupil may be acting out – empathise
- Use physical contact where appropriate – a gentle pat on the back, well-done handshake, etc.
- Teach using motivating curriculum activities appropriate to the pupils’ age and ability
- Provide pupils with learning opportunities where they can make choices and respect choices made
- Use public activities to reinforce the praise of desirable behaviours such as the Well Done Assembly, plenary sessions, the act of collective worship time as well as the use of displays
- Make a visual display of class rules
- Use class-based strategies such a reward charts, individual behaviour plans or particular strategies for particular pupils
- Discuss inappropriate behaviours with the pupil wherever possible in a discreet and respectful manner
- Set clear and reasonable boundaries in a manner that can be understood by the child
- Use social stories if appropriate to explain the desired behaviour
- Ensure that as a staff we feel emotionally equipped and supported to manage challenging behaviour
- Teach pupils appropriate ways to communicate their needs and feelings in as far as they are able
- Ensure that we are as physically as safe as possible by not wearing sharp jewellery, long nails, chewing gum, wearing long hair pinned up is advisable in some cases
- Use every opportunity to allow pupils to rehearse desirable behaviours
- Change the atmosphere or environment
- Planned ‘ignoring.’
- Identify early warning signs that indicate foreseeable behaviours are developing
- Engage in purposeful and positive play activities with pupils in the playground areas to minimise opportunities for inappropriate behaviour
Use of regular physical activities (running, swimming, rough and tumble play, biking, bouncing on a trampoline, etc.) that encourages the release of energy and stress and to equip pupils with the method of self-managing their stress

Use a ‘hands off’ approach to directing and moving children with minimal physical prompting where appropriate, e.g. with an independently mobile child.

Use visual cues and timetables to inform pupils of what will be happening next and aid transitions; they offer a structure, foundation and comfortable routine that helps make the difficult process of changing from activity to activity easier and less anxiety-provoking.

Use clear defined predictable routines in ASD classes to reduce pupils levels of anxiety and stress and release them from the need to create their own.

Makes classroom physical structure and organisation clear and manageable for pupils with ASD.

Address sensory issues of pupils with ASD (sensory diet, physical activities, aids, e.g. earmuffs) which can impact on their behaviour.

Use positive language to reinforce and promote understanding of what pupils should be doing (See Appendix 1).

7. Rewards

The school recognises that careful and systematic use of rewards is a positive means of promoting good behaviour. Rewards are to be appropriate, meaningful and genuinely satisfying for pupils.

Rewards used may include:

- choosing time
- opportunities for self-initiated activities
- descriptive praise
- visual reinforcement systems - ‘I am working for’ cards for pupils with ASD
- having jobs or responsibilities
- having favourite toys or games
- messages to parents through contact books or by telephone
- messages to other members of staff
- helping a class or member of staff
- individual and class reward charts, e.g. star of the day, star charts, dinner charts, behaviour charts,
- certificates which are given in assembly and taken home
- star of the week/term celebrating achievements in assembly/Sharing Time
- stickers

**The language** of choice this is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad. We use specific descriptive praise when we see
them making a good choice – we can never do too much of this. We link consequences to the choices they make, to help them make the best choice.

8. Responses to challenging behaviours

Support for Behaviour Management

- If a pupil is causing class staff concern, a referral should be made to a member of the Leadership Team who will meet with the class group to advise, observe and support.
- A strategy may be drawn up which is in addition to normal classroom strategies (see Behavioural Risk Assessment and Positive Support Plan, below).
- All responses are planned to specific behaviours; they aim to act proactively and reduce pupils’ anxieties.
- Risk Assessments outline possible behaviours and the strategies to be used in different situations – primary, secondary and reactive strategy (see physical intervention policy)
- Classes should maintain a record of observation as soon as possible in such cases in the form of an ABC chart which can then be discussed with the coordinator.
- The chart should focus on specific behaviour and may help identify particular patterns or the duration or intensity of the behaviour.
- The sensory checklist can be completed to identify possible sensory hyper or hypo sensitivity of an individual.
- Staff through appropriate training and practice will be confident and competent when dealing with challenging behaviour.

Physical restraint

As a school, we recognise that there might be situations where physical restraint needs to be used as the last resort option. Appropriately trained staff (CALM training) if necessary will use reasonable force in specific circumstances to prevent a child from doing any of the following:

- self-injuring
- causing injury to others
- causing damage to property
- committing a criminal offence
- De-escalations strategies should be appropriate to the child and set within an evidence-based and proactive approach to behaviour to minimise the risk of physical intervention.
- Physical restraint needs to be deemed necessary, reasonable and proportionate to the situation.
• If restrictive physical intervention is used, its use has to adhere to the principle of "the minimum force for the minimum of time".
• Physical intervention Incidents need to be recorded and reported using the school recording system and verbally reported to a senior leader.
• For further guidance, please see Physical Intervention Policy

Behavioural Risk Assessment and Positive Support Plan

• A behaviour risk assessment must be completed when there is an identified risk to a pupil or a staff member.
• If a pupil displayed an unusual behaviour that is deemed to be of high risk for the first time, a risk assessment should be completed as soon as possible and behaviour support plan should be written and shared with all members of staff.
• If in doubt the class team should consult with a member of the Leadership Team.
• In the behaviour risk assessment staff have to answer questions about specific behaviours and be able to identify who is at risk and how.
• The behaviour risk assessment will be then shared with all staff involved in the care of a pupil and with parents.
• The assessment and ensuing support plan will include monitoring dates.
• A Positive Support Plan is then developed and will outline strategies to promote desired behaviours and ways to reduce a risk of challenging behaviour identified in the Behaviour Risk Assessment.
• These plans may be shared at teacher meetings, during whole staff briefings and circulated to staff as appropriate.
• Staff should always try to analyse and understand pupil's behaviour and look for reasons behind specific behaviour.

Parent Consultation

Positive support plans and behaviour risk assessments will be shared with parents and carers. Discussion with parents/carers can result in a joint agreement with regard to strategies and techniques being used to ensure consistency of approach both in school and at home. Parents should inform the school of any changes that can affect child’s behaviour.

Transport
Positive support plans and behaviour risk assessments will be shared with transport to ensure consistency of approaches during the journey to and from school.

Other forms of support
A few pupils will have an awareness of the consequences of their actions, which may support the use of particular forms of sanction which must always be managed in a positive and calm way. If pupil was to be withdrawn from the educational activity they must always be observed and never left alone or locked
in the room or an area. Where appropriate and necessary staff needs to develop a ‘quiet/calm area’ where children can go to if they need to have a space to calm down. This will apply to pupils that are able to request to go to a quiet/calm area themselves.

Where it is considered necessary to use sanctions, staff implementing them will always remain calm and give very clear information to the pupil concerned. Information given will include clear instruction with regard to expectation(s) being made of the pupil, rewards and sanctions. Staff will use appropriate non-threatening language that will be sensitive to the particular needs of individual pupils. Where sanctions are to be used they need to be recorded in a pupil’s Positive Support Plan.

9. Staff Training

All full-time staff employed at Woodlands will be trained as part of the school CPD programme. Behaviour management is part of an induction process and part of a regular in-house CPD. Physical restraint training is delivered through CALM Training framework. It is the responsibility of the AHT in charge of behaviour management to ensure all staff CALM training is up to the date and to arrange regular refreshar and new training.

10. The Staff at Woodlands will not:

- Verbally demean pupils
- Behave threateningly towards pupils as a result of losing control. In stressful circumstances, we should hand over to another member of staff where possible.
- Shout at pupils.
- Deprive any pupil to their entitlement to sustenance, i.e. lunch, pudding, mid-morning snacks.
- Physically harm pupils through rough handling, e.g. pulling, pushing, squeezing, slapping. We will not handle pupils by their clothes unless necessary, for example, in a situation in which it would be required to do so ensure a pupil’s safety.
- Use force to gain compliance.
- Withdraw curriculum entitlement except on the grounds of the health and safety, e.g. unsafe behaviours in public places. Curriculum withdrawal should only take place with the permission of the Head or Deputy Head Teacher.

11. Seclusion, time out, withdrawal

At Woodlands School we recognise that sometimes our pupils will have their liberties restricted in order to safeguard and protect the individuals in order to
protect the individual from physical injury to them self, others, psychological trauma or violence.

Areas to examine when restriction of liberties is considered as a measure:

- The child
- Individualised care
- Risk assessment
- De-escalation
- De-briefing, review and analysis
- This is process reviewed continuously

By seclusions, we understand the situation where a pupil may need to spend time alone against their will in a room or area which they cannot leave. Seclusion is a form of deprivation of liberty, albeit of relatively short duration and should be considered only if:

- There is a definite risk that the pupil who is to be secluded presents a significant degree of danger to other people; and/or

- The situation cannot be managed by safer means or more appropriately, and any other options were tried and were unsuccessful.

This strategy should be discussed in the broader group involving parents, class teams, senior leaders and outside agencies, e.g. CAMHS Sufficient evidence should be gathered including:

- Incidents reports
- Functional analysis of the child’s behaviour
- Debriefing records
- Any other relevant information.

Pupils’ risk assessments should state very clearly when and how the given strategy will be used and that appropriate monitoring and recording should take place. Staff should always seek ways to de-escalate a situation and help pupils to return to a calm state and normal activities.

The decision to use seclusion should only be made where the balance between the potential risks of seclusion and any other intervention, such as prolonged physical restraint, indicates that it would be safer to use seclusion.

Force cannot be used to enforce ‘seclusion’.

When seclusion has taken place as an emergency response i.e. in a situation where there is genuinely unforeseeable event e.g. when a child acts completely out of character and poses a greater risk to themselves or others and every other de-escalation option was exhausted the following evidence should be gathered:

- The degree and intensity of incident
- The length of time for which controls, e.g. PI, were used
- The intentions of those controlling the person
- How the control is exercised
Debriefing with a member of the SLT - Information on what were descriptions of the actions prior seclusion; and

Whether the person child was able to indicate that they wish to leave.

All the information should be gathered and review of the procedure outlined above needs to take place.

**Timeout**: This strategy must be agreed with the line manager, recorded on child’s Behaviour Risk Assessment and a Positive Support Plan and needs to demonstrate that the pupil is at a cognitive level to understand consequences of his/her actions. It is a specific behaviour management technique and does not necessarily mean “time out” of the class/group. It refers to a withdrawal of attention and/or things the pupil finds rewarding (e.g. turning away from a pupil who is attention seeking, or positioning a pupil away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

**Withdrawal**: This strategy must be agreed with the line manager and recorded on pupil’s Behaviour Risk Assessment and a Positive Support Plans and the pupil’s behaviour/response needs to be documented. Withdrawal can involve removing the pupil from a situation which causes anxiety or distress until they are ready to go back to normal activities. A member of staff will continually monitor this temporary restriction to a Safe Space area. Sometimes a pupil may choose to be left alone in a specific space, and in this instance member of staff should closely watch the pupil at all time. The effectiveness of this strategy is to be reviewed by the class teacher and the line manager based on evidence from reports and observations.

**Double handle door/ Fobs.** Other forms of restriction of liberties like physical changes to the environment (fobs on doors, double-handed door) are considered as restraint. A thorough risk assessment should be carried out for each of the individual students and as with any control it needs to be necessary and proportionate. That information is to be included in pupils’ behaviour support plans or if it applies to classes is should be in a class risk assessment. Holding a door shut means locking another person in/out and should be avoided at all cost.

12. **EXCLUSION (SEE DfE statutory guidance Exclusions from maintained School and academies and pupil referral units in England, September 2017)**

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, and
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.
Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider pupil’s special educational needs (SEN)

We only invoke this when it is clear that the child has become a danger to him/herself and to others in the school. The behaviour of pupils outside school can be considered as grounds for exclusion.

**Definition**
For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

**Roles and responsibilities**

**a. The head teacher**

**Informing parents**
The head teacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The head teacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 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.

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
Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours’ notice with parents’ consent.

**Informing the governing board and local authority**

The head teacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

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

For all other exclusions, the head teacher will notify the governing board and LA once a term.

**b. The governing board**

Responsibilities regarding exclusions is delegated to the Disciplinary Committee which will consisting of at least 3 governors.

The Disciplinary Committee has a duty to consider the reinstatement of an excluded pupil.

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

For a fixed-period exclusion of more than 5 school days, the governing board will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the exclusion.

**c. The 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.

**Considering the reinstatement of a pupil**
The Disciplinary committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

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

If requested to do so by parents, the Disciplinary committee will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

The disciplinary committee can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date.

In reaching a decision, the disciplinary committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the head teacher followed their legal duties. 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 a record of evidence considered kept. The outcome will also be recorded on the pupil’s educational record.

The disciplinary committee will notify, in writing, the head teacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the disciplinary committee’s 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 pupil’s SEN are considered to be relevant to the inclusion
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA 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
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 6 months of the date on which the discrimination is alleged to have taken place.

**An independent review**

If parents apply for an independent review, the LA will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by [the governing board/name of committee of the governing board] of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the head teacher 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 5 years, provided they have not been teachers or headteachers during this time
- Headteachers or individuals who have been a headteacher within the last 5 years
  
A person may not serve as a member of a review panel if they:

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

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board’s decision
- Recommend that the governing board reconsider reinstatement
- Quash the governing board’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.

**School registers**
A pupil's name will be removed from the school admissions register if:

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

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

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

13. Additional support

- There may be situations where additional support is needed by the school
- A referral may be made to another agency such as Educational Psychology
- All such referrals will be made in liaison with a member of the Leadership Team
- All staff will have the opportunity to take part in basic behaviour support training
- Some staff will have additional training to support the use of safe handling where appropriate (CALM).

14. Recording and reporting

All incidents and accidents should be recorded and reported using the school incident report forms. Any incident or accident should be recorded and reported on the same day that it happened. The incidents should be monitored by the class teacher on a weekly basis, and evaluated by a member of the senior leadership team.

Parents should always be kept informed of any incidents or accidents that their child has been involved in either by phone or via message in the child’s home link book.

15. Monitoring & evaluation

This policy will be reviewed the Governing Body every two years. The policy will be updated accordingly in the light of change of statutory guidance, change of practice or any local/ national initiatives.
All staff should be aware of their own levels of coping with challenging behaviour at any one time and to be comfortable to ask other members of staff for support when they are dealign with a difficult or stressful situation. Staff may need to withdraw from a situation for a short period of time. All staff will be guided by this policy as a part of their induction to the school.

**RELATED DOCUMENTATION**

*The Education and Inspections Act 2006 - Section 93*
*The Children’s Act 1989*
*The Human Rights Act 1998*
*The Mental Capacity Act 2005*

Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force:

- To prevent the committing of any offence;
- To prevent personal injury to or damage to the property of any person (including the pupil themselves)

There are separate powers for schools to conduct a search for prohibited items and to issue detentions.

Guidance on the use of reasonable force is provided by the non-statutory guidance *Use of reasonable force: Advice for head teachers, staff and governing bodies* (DfE, July 2013).

*DfE guidance Behaviour and Discipline in Schools (January 2016).*

*Behaviour and Discipline in Schools (January 2016)).*

*Use of reasonable force Advice for head teachers, staff and governing bodies, DfE, July 2013*

*DfES 2006 – Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Pupil Referral Units*

*BILD cod of practice 4th edition*
Appendix 1. Use of positive language to promote good behaviour.

<table>
<thead>
<tr>
<th>Example of Positive Language</th>
<th>Instead of saying</th>
<th>Observed behaviours</th>
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<tr>
<td>“Feet on the floor”</td>
<td>“Stop climbing”</td>
<td>Climbing</td>
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<td>“Hands down, hands in your pockets”</td>
<td>“Stop hitting”</td>
<td>Throwing, pinching, pulling, pushing</td>
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<td>“Speak quietly”</td>
<td>“No shouting”</td>
<td>Shouting, screaming</td>
</tr>
<tr>
<td>“Feet down” “Feet on the floor”</td>
<td>“Stop that kicking”</td>
<td>Kicking</td>
</tr>
<tr>
<td>“Let go”</td>
<td>“Stop pulling hair”</td>
<td>Hair pulling, pinching, playing with straps on specialised equipment, etc.</td>
</tr>
<tr>
<td>“Play nicely” good sharing</td>
<td>“Stop snatching his toy”</td>
<td>Difficulty with sharing</td>
</tr>
<tr>
<td>“Good walking” “Walk please”</td>
<td>“Do not run”</td>
<td>Running indoors</td>
</tr>
<tr>
<td>“Good waiting”</td>
<td>“Stop pushing”</td>
<td>Pushing, pulling, not sharing, etc.</td>
</tr>
<tr>
<td>“Sitting on the chair” “Sitting in the circle”</td>
<td>“Quit running around the room”</td>
<td>Running, going to the floor, etc.</td>
</tr>
<tr>
<td>“Plate on the table”</td>
<td>“Don’t throw your plate”</td>
<td>Plate thrown onto the floor</td>
</tr>
<tr>
<td>“Hands dawn”</td>
<td>Don’t hit!</td>
<td>Hitting</td>
</tr>
</tbody>
</table>