Behaviour and Interaction Policy

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Aims

This policy aims to

- Create a positive, and emotionally safe environment that demonstrates high levels of positive regard for all students regardless of their behaviours and creates high aspirations for students' behaviours at school and with each other.
- Ensure that students feel their concerns and worries are listened to and acted upon
- Establish a whole school approach to developing students' self-regulation through pro-social experiences and interventions
- Provide a framework for supporting students and staff to be professionally curious about the needs which underpin the behaviours
- Identify agreed strategies for supporting and teaching prosocial behaviours between students and between students and adults.
- To increase inclusion of children with challenging behaviours and to decrease suspensions and exclusions
- Empower staff to see each child as an individual and to devise creative strategies to support the complex needs of each boy

Context

Falconer School has a high proportion of children with a main need of autism with associated difficulties in the area of social communication, self-regulation and learning needs. Many students also have co-existing conditions such as ADHD. Falconer has heavily invested in training to support the needs of our autistic learners and has relied on its research into this area of need. The leadership team have identified that high levels of anxiety together with environmental factors which trigger overload are significant factors which challenge our students on a daily basis. As a result, the team have continued to developed Hertfordshire's Therapeutic thinking model because of its focus on high aspiration and its non-confrontational approach. This is consistent with the approach recommended to us from autism specialists and focussed research. The school is committed to a new culture that emphasizes clarity of values, high expectations, and targeted, personalized support. This approach aims to create an environment where all students can succeed.

Therapeutic Thinking

In keeping with Hertfordshire's approach to positive behaviour management, Falconer prioritises non- confrontational de-escalation techniques together with pro-social experiences as a means of supporting changing student's behaviours to be more pro-social. A social communication focused whole class, timetabled intervention (called Talk for learning) supports the school in to teaching appropriate behaviours. Logs are now kept on CPOMS to support with tracking and monitoring behaviours and Steps tutors support teachers in making sense of the logs and in acting appropriately to intervene when needed. A proactive approach is embedded and is characterised by:

This means that:

- Professional Curiosity: We analyse behaviour to see what may lie behind it. We look for triggers and the root causes from feelings and experiences by using the Therapeutic Thinking tool

- Patience and Understanding: We accept that changing behaviour patterns takes time and that we must work with the child's pace to enable sustainable and long lasting change and independence for the future
- Modelling: We model non-confrontational practices with all children and adults in school and with parents or visitors from outside. We aim to support high expectations but recognise the appropriate times to support change and reflection.
- Communicate simply: Our language is chosen carefully from universal scripts to be simple, explicit and outcome and resolution focused rather than emotive
- Kind, Respectful follow up: We seek to use natural consequences to behaviours when available to support students in their development. We avoid punitive approaches to following up and managing behaviours understanding that this leads to external imposed control, rather than the internal discipline. We need to understand and change, rather than suppress, the behaviour.

At Falconer, we firmly believe that:

- Working with students to identify their challenges to improving their behaviours, supporting them in using these strategies and teaching pro-social and regulation skills is essential to an orderly and effective classroom and school learning environment
- Positively framing our interactions and interventions and proactively seeking the most appropriate time to create success leads the student to enter the cycle which ensures the experiences positive feelings of control and this leads to creating more and additional positive behaviours.

Prosocial Behaviours and Experiences

At Falconer all adults are responsible for promoting, modelling, and teaching prosocial behaviours. Prosocial refers to behaviours that are positive, helpful and socially acceptable. Our ethos describes the behaviours we aim to develop in our boys.



Our prosocial experiences are embedded in the weekly structure and in our responses to antisocial behaviour. These experiences continue to develop strong social skills and better relationships between the boys and between staff and students. These experiences and

events are effective when teaching the students new behaviours and appropriate social responses.

Pro-social Behaviours

Show Respect	Listen to each other Respect personal space Knock on doors before entering and wait patiently for someone to answer Accept that teachers have to work sometimes and might not have time to spend with you – Remember it doesn't mean they don't care Take myself away from lesson using the classroom code if my behaviour might interrupt someone else's learning Use strategies in class that are not distracting for others. Use my words to help the class work out what might work for us all. Be polite when asking for what you need and understand that someone may not be able to give you what you need straight away
Be accepting	Accept that others are different Treat people differently because we are different and we are aware that others may need something different to do well Showing understanding by listening to what others need and then when reasonable do our best to help them with this. Accept not everyone wants to learn the same way and we may need to negotiate so that all can do well together Accept others beliefs and identities though they may be different to our own- learn about them as much as we can so that we can understand and be more accepting
Be Kind	Speak in kind indoor voices Use kind words to and about others – this includes online Keep hands and feet to ourselves Help each other when we are struggling Only use kind words Encourage each other and praise when someone does well
Ready to Learn	Use strategies to help prepare for class Be on time for lesson Make sure phones are away and switched off using the classroom code Try the tasks set for me and complete those assigned Work with the adults to find strategies that will help me learn and then try them out. Be prepared to say when it doesn't work and try again
Get Involved	Support the school by using your voice to tell us how to help you more Get involved in enrichment activities that you enjoy on Fridays Design new posters to help everyone understand our school values Put litter in bins Look after our resources so that we can improve whats on offer Look after the rooms and buildings Let staff now if something needs fixing so that we can work on this quickly Let us know if you think something isn't safe Be on the student council

	Volunteer to help around the site when you are able to especially in the garden and around the site

Adults promote prosocial behaviours in all out interactions and will use appropriate opportunities to do so.

Behaviour as a form of Communication

Falconer School recognise that much of the anti-social behaviour we see from students is a form of communication. Therefore, staff are keen to remain professionally curious about the behaviours and to follow some basic principles en route to de-escalating these behaviours.

- Prevent rather than react: When getting to know the child staff are expected to be vigilant in noticing small changes that will trigger the child and changes in behaviour that would indicate a child is becoming escalated. Steps can and should be taken early to prevent sensory overload or escalation.
- Planning for sensory overload and triggers: When triggers are known staff are expected to use known strategies from the one page profiles, their EHCPs and their STEPS toolkits to prevent dysregulation and to help students be more independent in regulation their behaviours.
- Managing in social situations: Many of our boys struggle in social situations. Staff are aware of these needs and will have planned the activities and the day to support these needs.
- De-escalate the situation: When a situation does occur the first priority is to de-escalate the child and help them to become more regulated as soon as possible
- Following an incident, and when the child is ready, adults are responsible for supporting the child to repair the situation.

Proactive Approaches to Behaviour Management

Poor behaviour must always be challenged in a non-combative way and seek to give students a way to be successful in overcoming the challenge to 'good' behaviour.

Staff aim for an approach that is proactive. This means that students know how they are expected to behave in advance of them having to do so. They understand the behaviours expected of them, how to do them and why they are important. Explain the expectations at every opportunity to ensure consistency. Social stories are used to explain behaviours that are more complex such as Fire Alarm protocols.

See Appendix 7 for early intervention strategies that re universal at Falconer.

Reactive – involves doing something when students have behaved in a manner not aligned to the expected behaviours. Consistency and inevitability are vitally important. The school subscribes to conflict resolution strategies to ensure repair becomes the goal and to ensure students can have some success regardless of their level of need and understanding.

Collaborative approach:

Working together with parents, students and other agencies, termly reviews of One Page Profiles or other analysis tools helps identify targets for social communication and emotional regulation to support students' development and progress. Like SEND, Literacy and other

whole-school cross-curricular themes, teaching behaviour must be the responsibility of every member of staff, particularly classroom teachers.

Consistency

Staff consistency is key to an effective and sustainable school culture. We use numerous ways to invest in staff consistency and each one is re-visited, re-taught and reset when appropriate to do so.

- Whole staff training - STEPS training involves yearly refreshers following the 2 day training course on arrival to school and additional training when and where necessary
- Leadership role models
- Agenda meeting item/regular meetings to revisit routines
- One page profiles reviews half termly
- Behaviour Curriculum
- Learning Walks/classroom visits are part of normal culture
- Behaviour systems are monitored systematically
- Termly/annual relaunch of expected behaviours

We use the school calendar to formally plan for these events and are explicit in how we deliver the training at whole school and classroom level.

Behaviour expectations and support opportunities need to be taught, integrated, and reviewed as explicitly as subject knowledge. We understand the need to learn not just what the expectations are, but also how to meet them.

One Page Profiles(OPP):

One page profiles recognise the uniqueness of each student's complex mix of needs. It summarises needs and associated strategies that support students, it provides consistency across all staff.

STEPS Toolkit:

The One page profiles are support by the STEPS toolkit, which provides staff with a series of tools to be used in analysing the behaviours of our children. This helps us identify triggers and develop strategies to proactively prevent students from becoming dysregulated. These culminated, where needed, in Risk Reduction Plans for those students who display more dangerous behaviours. These mechanisms are all designed to support our children and enable them to become more independent in managing their behaviours.

Reasonable adjustments: There are many opportunities that students can avail of to help support self-regulation. These can include:

- frequent breaks/walks (movement and sensory breaks),
- alternative locations,
- adapted timings
- Pro-social opportunities for teaching more positive behaviours.

Assessment

- Assessment is termly and uses the B Squared profiling tool to identify the most suitable current level for the child.

- Students' progress through the levels as teachers plan teaching to support their learning around their gaps in this area.

Strategies used to recognise student progress:

There are a number of strategies used by teachers to support our young people. These vary depending on the young person and what motivates them. We work hard to support self-advocacy and recognition of their motivating factors is a key element of our approach on this. While not exhaustive the following are some strategies used by staff:

- Feedback in books
- Parental contact
- Verbal praise
- Share with other teachers to ensure additional praise
- Positive social experience such as café, park, visit/trip
- Telling their friends
- Informing SLT
- Certificates
- Meeting with the Head
- Showing off the work
- Making a favourite dish
- Letting them choose a classroom activity
- High fives and fist bumps
- Stickers

Behaviour Support and Intervention:

Students do not always find it easy to adopt new forms of behaviour in context. The following flowchart is the stepped **responses** identified for students where they are struggling to adapt more acceptable behaviours (See Reducing Restraint Policy). A professionally curious approach is used in all cases as below (see Appendix 5). If the analysis indicated below offers other key behaviours to target, then this can be woven into the behaviour curriculum in a personalised way for that child/group. This can be delivered as a one to one or group intervention or can involve a slight reorganisation of the taught curriculum.

Explicit teaching of Pro-Social Behaviours

Teaching of pro-social behaviours is an integral part of the work at Falconer. This is done through the medium of play and includes:

- Relationships (invest at the start – children should want to do something because of the feel safe to try as a result of the quality of their relationship with you. The more you know about the child, the more therapeutic/non-confrontational and effective you can be)
- Role modelling (this is essential – for e.g. we have to show them how to 'play nicely' by playing with them)
- Consistency (not equality) – creating consistency through adhering to routines and structures and predicting where triggers may occur, making adjustments in order to make the child more successful
- Routines (but with flexible thinking referring to individual circumstances and quick wins)

- Behaviour for learning, accessing learning effectively
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to prevent antisocial behaviour when known triggers are going to happen
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery. These can be in the form of comments made to the child, phone calls and emails home and certificates, for example)
- Feedback and recognition (give feedback when something has not been asked for – don't just celebrate the things that are expected. Focus on the target behaviours and tactically ignore others and less intrusive behaviours
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (behaviour not on targeted list for this child, unsocial and low level behaviours, remind child of expectation and then giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don't e.g. Please walk rather than don't run)
- Restorative Practice (follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Teaching of such behaviours can happen at all times throughout the school day and in any interactions between students and staff. Explicit teaching of these behaviours includes during lessons, assemblies, talk for learning, PSHEE and PD curriculum sessions.

Talk for Learning- Developing skills for social situations

A whole school intervention currently aims to teach effective social communication skills as related to learning. This is a curriculum programme devised in response to the needs of our cohort as identified when observing trends and behaviours across the school in Summer term 2023.

This programme encourages and expects a high level of engagement and prosocial behaviours from all students while accepting that we all get things wrong and need support at times. This programme was timetabled in lessons for all students and was launched in Sept 2023. It is based on the Autism Progression Framework in the area of social communication and self-regulation skills and has been effective at supporting the development of skills between students in class. (See Appendix 6 for content).

Conscious and Sub-conscious Behaviour

We believe that behaviour can be a mixture of conscious and subconscious actions.

Predominantly conscious behaviours serve the individual well enough to encourage them to use the
Behaviour, despite any known associated consequence or punishment.
Sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling, such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

If we punish conscious behaviours, we often create conflict. If we punish subconscious behaviours, we can often generate more of the negative feelings associated with injustice and promote the difficult or dangerous behaviours.

Unsocial Behaviour

These are behaviours that are difficult to put up with. They can include:

- Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others.
- Not doing as instructed, but not to the detriment of others.
- Leaving their desk without permission
- Leaving the class during input/story without permission
- Refusing to complete the work set
- Choosing to do another activity than the one the class are doing
- (reading/drawing on whiteboard etc)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Playing/fiddling with equipment
- Creating a big mess

Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. An unsocial behaviour should not need SLT/STEPS tutor support unless it is extremely persistent and disruptive and therefore becomes anti-social. Staff use early de-escalation strategies and scripts to support with these behaviours.

Anti-social behaviours

We work to eliminate antisocial and dangerous behaviours by eliminating triggers in the early stages and enabling the flexibility within the child to allow learning of replacement strategies to make them successful in the situation when it occurs. This involves professional curiosity to identify the root cause of the behaviours and the attempts to try appropriate strategies to help in managing those emotions. Our occupational therapist and speech and language therapist has been instrumental in identifying these strategies for individuals and groups.

Antisocial 'Difficult' Behaviours	Dangerous Behaviours
Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back, mimicking Name calling Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting, banging, making noises Throwing small equipment Leaving the classroom without permission Damage to property/pushing over furniture Stealing	Leaving the premises and absconding from school Spitting (directly at another) Pushing aggressively Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)

Boisterous behaviours	

The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial.

Support for Behaviours – Provision Map

A range of support agencies are available to students when finding regulating their emotions and behaviour more challenging and when internal support has not been effective(see Appendix 8)

Roles and Responsibilities

Governors are responsible for:

- Monitoring and Evaluating the impact of the Policy
- Producing and reviewing the statement of behaviour principles.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Sharing the policy with staff, parents and students on a yearly basis and ensuring the behaviour code is discussed at the start of each year.

The staff are responsible for:

- Reading students one page profiles, EHCPs, and STEPS toolkit and using strategies identified within them when needed
- Understanding the needs of our young people and planning with them to avoid key triggers for stress and anxieties
- Ensuring that the provision identified in their EHCPs have been met
- Providing opportunities to learn about and rehearse appropriate behaviours when needed
- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they

occur (e.g. stopping a 'silly' game from continuing) both in the classroom and playground.

- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Encouraging learning in all spaces within the school
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct, which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).
- Liaising with parents about matters, which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE (including Circle Time) to promote prosocial behaviour.
- Using Talk for learning time to practise socially appropriate rules for learning
- Help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents in Arbor on a daily basis, where a child's behaviour is deemed to have a serious effect on themselves and others
- Updating STEPS toolkits as needed

Parents are responsible for:

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Agreeing to and signing the Home School Agreement when their child joins the school. • Liaising about matters, which affect their child's happiness, progress and behaviour by keeping the school well, informed about situations at home that could affect their child's behaviour in school and attending meetings when requested. Pupils are responsible for:
- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

Supporting Self-Regulation

Settled Starts

With support from the Local Authority Autism team, a routine of settled starts begins each session of the day. In the morning, this involves coming into the dining hall to get breakfast. Staff are on hand to engage students in playful activities and to gauge readiness for the day

ahead. In the afternoon, activities are in place to support playful activity and help expend some energy built up throughout the morning and following lunch. Settled starts are then followed by Form time where students get the chance to hear about the rest of the day, Tutors and support staff help students get ready for the day and support them by explaining where unexpected changes may be happening.

During Lessons

At the beginning of lessons teachers use strategies based on their EHCPs, their one page profiles and their risk reduction plans to support individuals with regulating their behaviours during this time of high demand. Devices such as sensory breaks, fidget toys, stimming, personalised chairs etc are in use to support highest levels of engagement.

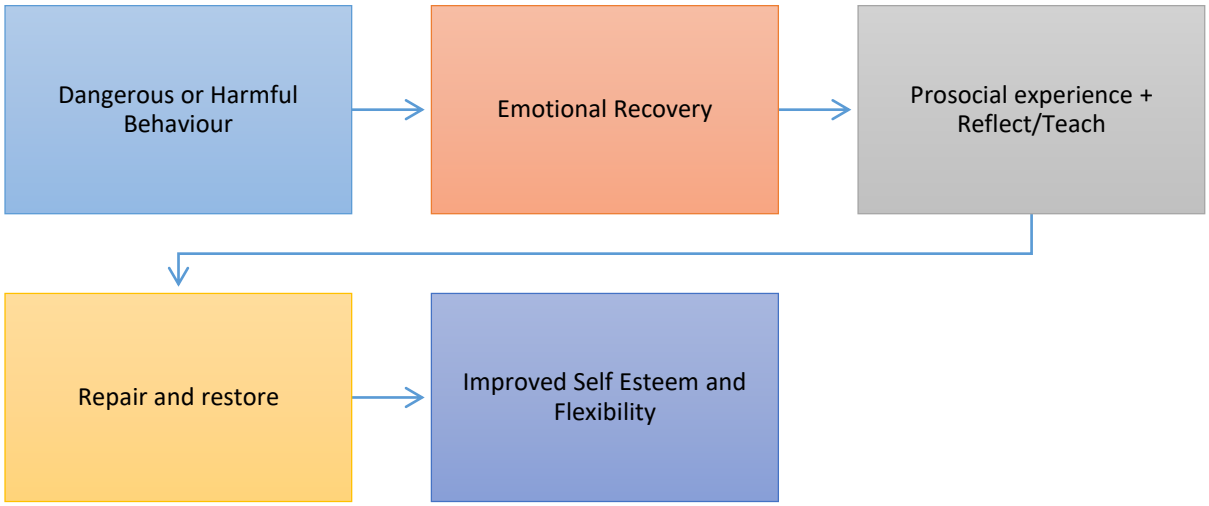
Staff are skilled at supporting students to regulate their own behaviours. Staff will only intervene physically when the behaviours are dangerous to himself or herself or another member of the school community. On all other occasions, the focus is on enabling the young person to self-regulate.

Where a student needs help to co-regulate it is always the staff responsibility to decide if they have a strong enough relationship with the individual to help them. If they do not they should get messages to appropriate personnel as soon as possible to step into the situation.

An on call rota is in place to support staff at all time and using the teams system will ensure they can get to a situation across the site quickly.

Planned Responses

Responses to dangerous behaviours are planned carefully and are different for every individual. They are recorded in Risk Reduction plans. These responses take into account the profile of the student as identified in the toolkit and in their EHCP. Falconer School believes that it is in time of calm and enjoyment with a trusted adult that children find it easiest to absorb advice. Therefore, planned responses to dangerous behaviours includes pro-social opportunities with trusted adults using the following process. The process will be led by adults initially until the young person begins to develop more independence in its application.



Falconer supports an approach to repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

Exclusions and Suspensions

Falconer School has significantly reduced exclusions over the past two years. Falconer School believes that exclusions/suspensions do not change student behaviour but can be useful in helping to repair and restore relationships and situations. However, on rare occasions Falconer will use suspensions when the student's behaviour is a risk to himself or others and time is needed to review the risk reduction plan and develop some strategies to support the child to return to a more regulated state.

Reintegration meetings are held with parents and the students where possible prior to return to school. One page profiles or risk reduction plans are reviewed if needed and new strategies agreed for trial when appropriate. Further review points may be identified in those meetings. Meetings notes are logged on the student files for reference.

The school may apply the behaviour policy and can employ follow up actions and sanctions for pupils for incidents that are outside the school where they adversely affect the maintenance of good order and discipline within the school or bring the school into disrepute.

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.

Reasonable force

Physical force as a punishment is illegal in all circumstances and will not be condoned at Falconer. Reasonable force, on the other hand, covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Committing an offence

Incidents of reasonable force are administered by STEPS trained staff and must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see Reducing the Use of Restraint policy)

When considering using reasonable force, staff should carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. The school will comply with the most recent DFE guidance in respect of the use of reasonable force at school.

Parental involvement

School staff work collaboratively with parents in managing student behaviour and this is carried out through a range of strategies including:

- Day to day contact via phone call and messages
- Meetings to discuss behaviours and identify strategies to improve
- More formal approaches such as reviewing risk reduction plans and one page profiles and sharing outcomes of such meetings with parents.
- When needed a reintegration meeting with parents will be organised for students who have been awarded a suspension (See suspension and exclusions policy)
- Parental collaboration around timetable changes and any alternative provision

Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching,
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

All forms of bullying are unacceptable. However, as with all behaviours at Falconer students are initially given the opportunity to address their behaviours in this area if they occur. This will be through explicit teaching and mentoring sa described above.

Focussed analysis of behaviours will determine if the behaviour is bullying. Staff will ensure that pro-social experiences are organised with a key adult to support students' reflection of the behaviours. Restorative opportunities are arranged to support students in repairing the relationships with each other where appropriate and depending on the severity.

Falconer's values and operation drive a culture of inclusion where all children and adults have an opportunity to be themselves and to belong. Explicit teaching of behaviours to support inclusivity and tolerance are delivered at Falconer through day to day interactions and the PSHE curriculum(see Anti Bullying Policy)

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

Non-negotiable Behaviours and Permanent Exclusion

Behaviours not in keeping with the school values and culture are considered non – negotiable. These behaviours are not expected in school under any circumstance and include any incident where there is

- unprovoked, intended and deliberate harm of another student
- bringing harmful substances into school such as vapes, glue, solvents, tobacco
- smoking/vaping on site or on educational trips and visits
- Bringing illegal drugs and substances into the school or supplying illegal drugs to others
- bringing unapproved items onto site such as drugs or weapons and items which may reasonably be deemed to be dangerous to themselves or others
- bullying, sexual harassment or sexual violence as described above
- Making malicious allegations against members of staff or against other students
- Seriously compromise or inappropriately use the schools IT system.

The school takes these actions very seriously and may take the action of a suspension following these incidents while it considers the next course of action for the child. In these times the school seeks advice before taking any action and may consider permanent exclusion as a last resort and when all other strategies have been tried or ruled out. As a result of the protected characteristics of all of the students at Falconer a Zero tolerance approach is not used and each case is considered on its individual circumstances and behaviours.

Monitoring and evaluating behaviour

The school will collect data on CPOMS in the following areas:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions

- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by Adam Fletcher

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

- By year group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

Monitoring this policy

This behaviour policy will be reviewed by the head teacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

Exclusions policy
Child protection and safeguarding policy
Reducing the need for Physical restraint policy
Mobile phone policy

Appendix 1: Written Statement of Principles

The Governing Body at Falconer School, have adopted the following behaviour principles as part of their duty to eliminate discrimination and safeguard and promote children's welfare. The Governing Body is responsible for reviewing and producing this written statement:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, and planned responses are used consistently by staff, in line with the behaviour policy
- Restraint is used by staff who are STEPS trained if reasonable, proportionate and necessary, following STEPS guidance and the Behaviour and Positive Handling policies.
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort
- Pupils are helped to learn socially acceptable behaviours and to develop strategies to self-regulate

- Families are involved in debriefing behaviour incidents to foster good relationships between the school and pupils' home life
- The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances and that staff may use reasonable force proportionately when needed to restore acceptable standards of behaviour.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: Behaviour Code – Falconer School



- Mobile Phones and all personal items are given to teachers at the start of the day and are given back to students as they leave for home at the end of the day.
- Be kind and accepting of each other, both in words and in actions.
- Show respect for staff by following instructions as soon as possible.
- Do your best work each time.
- Keep your hands and feet to yourself.
- Respect personal space.
- Support others to make this a great school by getting involved.

Appendix 4: De-escalation Script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and …

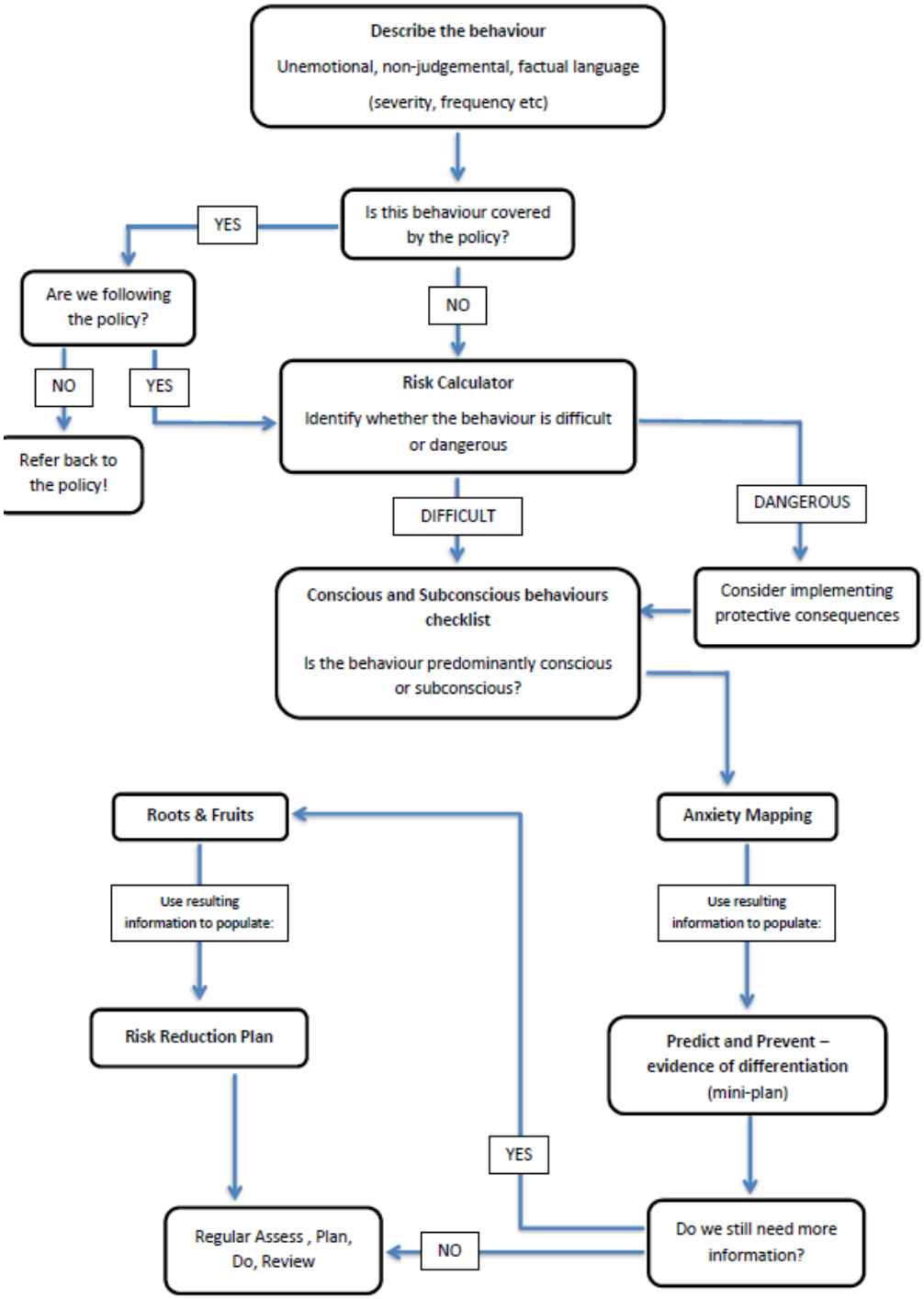
Appendix 4: Strategies for Managing Behaviours

R type	Description
Regulate	Remove the audience Allow emotional recovery **Disempower the Behaviour:** Positive phrasing, Limited/structured choice, Open body language and tone, Flexibility, Scripts **Distract:** Tactical Ignoring, Changing the subject, Changing the activity, Changing the location, Make yourself or someone else the focus **Direct:** The key is space and safety, constantly communicate, be deliberate and confident Get the student as calm as possible. Use opportunities such as games, time outside, running, football In getting to know the student find out what calms them and share this with other staff working with the YP
Reflect	When calm: Validate the feeling or emotion by letting the child fully explain what the problem is, without interrupting. Reinforce the Emotion Explain using clear, simple language the impact or consequence should the child continue to CHOOSE the behaviour. Do not use blame language to the child about anyone in this situation. It will fuel the negative emotion. Try not to defend the other person in the situation whilst the child is dysregulated, it will fuel the emotion. Reinforce you care for the child. Pause and continue activity
Reset & Retry	**See what's possible** • Returning to class • Moving to another location • Resolving an issue Negotiate this with the child, if the child is emotionally calm and in the right frame of mind (distraction tactic).
Revisit	Set a time to revisit and Restore where needed: When the child has returned to a regulated state of mind and emotions, this can be another day, time etc have a reflection time(prosocial). Use economy of language by keeping it brief and succinct as possible, avoid keep going over something or repeating yourself.
Restore	Purpose: to repair the damage to relationships. Once you have helped the child see their error, if the child has been abusive, restoration should occur when all parties involved are in a relaxed, calm, emotionally well state of mind. If it is a dispute between two children, sometimes they need bringing together (risk assess and supervise) to help them repair the broken relationship. Progress could be: • Victim – choosing to forgive (adult & child / child & child) • Perpetrator – Saying sorry – (adult & child / child & child) Remember, at times, adults also need to apologise as not only is this the right behaviour to model, it is crucial to build trust and repair damaged relationships if, for example, the adult has

	overreacted, falsely accused, shouted at, belittled or publicly humiliated the child in attempt to manage behaviour.

Appendix 5: STEPS Flowchart for Analysing Behaviours

The STEPS approach is a name given to Hertfordshire's Therapeutic Thinking model of positive behaviour management. The following is its methodology for analysing behaviours once identified and leads to strategies to be used to manage re-occurrence of the difficult and dangerous behaviours described above.



Appendix 6: Whole School Curriculum Overview: Personal development/Talk for Learning

	Themes as appropriate
Autumn 1	Awareness of self, such as understanding how they are feeling, e.g. selecting objects that they enjoy or recognising what is making them feel angry. Includes emotional understanding and awareness Self awareness
Autumn 2	Moderation and control of self, such as thinking before reacting - Successfully express emotions, - Using strategies to manage stress Accepting others differences ***Application of coping strategies, such as awareness of change to the structure of the day,***
Spring 1	Engagement of other people, such as the ability to deal with others in different situations eg in lessons could be individual or group work rules etc - Being with others - Listening and understanding, Appropriate greetings, making requests etc ***Ability to plan and predict outcomes, such as recognising patterns***
Spring 2	Awareness of self, such as understanding how they are feeling, e.g. selecting objects that they enjoy or recognising what is making them feel angry. Includes emotional understanding and awareness Self awareness, sensory processing, body language ***Application of coping strategies, such as awareness of change to the structure of the day,***
Summer 1	Looking after their environment, such as awareness of the wider world Moderation and control of self, such as thinking before reacting - Successfully express emotions, - Using strategies to manage stress - Accepting others differences - ***Ability to plan and predict outcomes, such as recognising patterns***
Summer 2	Engagement of other people, such as the ability to deal with others in different situations eg in lessons could be individual or group work rules etc - Being with others - Listening and understanding, - Taking responsibility

Appendix 7: Early Intervention at Falconer – Tier 1

	Focus	Staff Action to support Behaviours for learning	In lessons
Planning	Focus on What we can avoid	Ensure other staff are aware if students have fallen out earlier in the day	Ensure classroom spaces are clear of anything that could be a distraction or dangerous Have I used common strategies from the EHCP to develop activities and structures in lesson
Engaging	Focus on Engagement	Playfulness to support the development of positive relationships A game/activity of their choosing Use a child's areas of interest Move onto next thing when they lose interest, have a repertoire. Share strategies that work, watch other adults with the child and adopt some things that fit you. Walk along with the student	Mini games as hooks Intentional mistakes to hook them in to correct you Matching tasks Activities such as quiz, tarsia or other Make the task meaningful, explain where it fits into life/careers/ skills Use interests to make the learning more motivating Use rewards Ensure they can access the task Fill all the time they are in lesson with activities- always have more work than you need
Reminding	Focus: Disarm or diffuse early negative responses Redirect or Distract	Reminders e.g. Where should we be now? Its lesson time now what lesson have you now? Are you ready to go back? Lets take a five minute break and then go back. Remember our ethos is to be ready to learn – how can we get there?	This is important work we will have to do it soon We can do the work now and next we can have some time on the quiz/art work You can choose either task A or task B – which would you like to do? We have to do one of these tasks this lesson
Embedding	Embed the feel good factor – Build self esteem	Remind about what was good. Use some key phrases to say what was good/what you liked.	Share a piece of work you are proud of – with other students, a preferred adult or the head Show work on walls
Empathising	Reassurance that you are listening and caring	Reassure its okay to feel that way/ upset/emotional etc Model emotional responses	Yes I always find it hard to write more than one sentence but … I find when I take a quick break I can get back to it. I know its hard when student X is hyper but you can keep control of my emotions and get on with work. How can I help with that? What will keep you calm? Adult A is looking after them so they will be alright. Lets see how we can help you.

Appendix 8: Support for Behaviours – Provision Map

The school offers a stepped approach to provision, supporting students with a bespoke and specialist integration package while working towards full time support.

Support Pathway	Types of support	Comment/Explanation
Universal (step 1)	Small group (7 students) Additional adult	Significantly trained adults to support learner's needs Personalised curriculum in house
Intervention (step 2)	(4 students with additional adult) Maths and English Reading Speech and Language Behaviour/Emotional regulation Occupational Therapy Speech and Language MHST(group/family work)	Still in house and in lesson but more focussed work from adults while others are independently working Smaller groups
Targeted (step 3)	One to one teaching at least some of the time. Reading Maths and English IT, Photography, Alternative Provision Speech and Language Behaviour/Emotional regulation Occupational Therapy Speech and Language Counselling Dog Therapy Mental Health Support Team (individual work) Risk Reduction Plan	1 to 1 sessions outside of the classroom Group sessions outside of the classroom Out of class/school personalised curriculum part of the time Bespoke timetable
Extended (Step 4)	Attendance Mentors Early help Attendance support CAMHS Social Care YOS Other as required	Outside of school

Appendix 9: Suspension and Exclusion Policy Addendum

Falconer School

We continuously seek to reduce the number of incidents leading to a suspension and permanent exclusion by promoting a positive atmosphere of mutual respect and discipline within the school.

This addendum to the Behaviour policy sets out guidelines and circumstances under which a Student may be suspended or permanently excluded from Falconer school and applies to all of the students.

Relationship to other policies

This policy should be read in conjunction with Falconers Behaviour Policy as well as other relevant school policies, particularly the Child protection Policy and Safeguarding Policy in correlation with the Whistleblowing Policy and the Anti-Bullying Policy.

- The principal legislation to which this guidance relates to:
- The Education Act 2002, as amended by the Education Act 2011
- The School Discipline Regulations 2012
- The Education Act 1996
- The Education Regulations 2007, as amended by the Education Regulations 2014

Guidance and legislation

This policy is drafted to be compliant with the Department for Education Statutory Guidance for maintained schools. This policy contains a summary of the statutory guidance and is not intended to provide a full account of all the guidance content which should be read alongside this policy.

The non-statutory government guidance Behaviour in Schools (September 2022) is also very relevant. This policy takes account of our public sector equality duty set out in section 149 of the Equality Act 2010.

Statement of principles

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the School Behaviour Policy; and where allowing the student to remain in school would seriously harm the education and/or welfare of the other students or others in the school, including Teachers and Teaching Assistants.

We regularly monitor the number of suspensions and permanent exclusions to ensure that no group of Students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Assurances from the Head Teacher at Falconer School

We will not suspend or exclude Students unlawfully by directing them off site or not giving them access to Falconer School:

- Without following the statutory procedure.
- Without ongoing conversation with parents/carers and to see if a FF referral should be made.
- Without considering antecedents and/or mitigation,
- Without regarding a reduced timetable or additional classroom support,
- Without considering a more suitable or alternative provision and making an appropriate referral placement as it has become clear that Falconers are unable to support him.

Authority to exclude

Permanent exclusions can only be authorised by the Head Teacher. Suspensions can only be authorised by the Head Teacher. These decisions must not be delegated to others, except where an Acting Head Teacher is in place.

The final decision will always rest with the Head Teacher.

The Head Teacher will always seek evidence prior to suspension or expulsion. She will request an investigation to be competed and will not preclude behaviour outside of the school. The Head Teacher will take into account the views of the student being suspended or expelled. The duties under the Equality Act 2010 and the Equality Act – Advice for Schools will ensure that the Falconers Head Teacher will not discriminate against, harass or victimise students because of their sex, race, disability, religion or belief, sexual orientation; pregnancy/maternity; or gender reassignment.

Mrs Fox, Head Teacher will apply the civil standard, i.e. on the balance of probabilities when using her power to suspend or expel.

Hertfordshire County Council Supports Head Teachers in using suspensions and permanent expulsion as a sanction, when warranted as part of creating calm, safe and a supportive environment where both students and staff can work in safety and are respected.

Decision to exclude

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

- in response to a serious breach, or persistent breaches, of the School Behaviour Policy; and where a Student's behaviour means that allowing the Student to remain in school would seriously harm the education or welfare of the Student or others in the school.

The decision will always be:

- Lawful
- Rational
- Reasonable
- Fair
- Proportionate
- Considerate of the Vulnerability of the student and consider whether all supportive and preventative strategies have been fully utilised.

The Head Teacher

The Head Teacher has access to a Pre-Exclusion Checklist to ensure all legal considerations have been made.

The Head Teacher will keep a written record of the actions taken including the signed statements of witnesses. Any exclusion of a student, even for short periods of time, will be formally recorded.

The school will make reasonable adjustments for managing behaviour which is related to a Student's disability. Where permanent exclusion or suspension needs to be considered, the school will ensure that a student with a disability is able to present his or her case fully where the disability might hinder this.

We recognise that disruptive behaviour can be an indication of unmet needs. Where we have concerns about a student's behaviour, we will try to identify whether there are any causal factors and try to intervene early in order to reduce the need for a subsequent sanction. We will consider whether a multi-agency assessment that goes beyond a student's educational need is required. Where a Student has SEND or an EHC Plan and we have concerns about their behaviour, we will work in partnership with others to consider what additional support or alternative placement may be required. We will use all avenues to help avoid exclusions for Students with SEND and help ensure these Students are fully supported in school and in liaison with other agencies. We will also

work proactively with parent/carers in supporting behaviour of Students with additional needs.

Lunchtime suspensions or part time suspensions

A suspension can be for parts of the school day. For example, Students whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period only, then back into school in the afternoon. In such cases the legal requirements in relation to suspensions, such as the Head Teacher's duty to notify parent/carers, still apply.

Lunchtime suspensions are counted as half a school day for statistical reasons.

Reduced or part time timetables

There are times at Falconer School where an individual is triggered at particular times of the day, or a full time timetable provides too much stimulation for the student. Where actions like these, they are not referred to as a suspension. They will include working with parents/carers to establish a regular pattern, with a goal to return to a fulltime timetable.

Action following Expulsion

If alternative provision is being arranged, the following information will be included when notifying parent/carers of a suspension:

- The return start date of full-time education that has been arranged, more often provided by the local authority.
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant, usually provided by the local authority.
- Any information required by the student to identify the person they should report to on the first day, usually provided by the local authority,
- suspensions which would result in the Student being excluded for more than five school days (or more than 10 lunchtimes) in a term
- suspensions which would result in the Student missing a public examination.

During the first five days of an expulsion, the Head Teacher will take steps to ensure that achievable and accessible work is set for the Student.

If the Student is looked after or if they have a social worker, the school will work with the LA to arrange alternative education from the first day following the permanent exclusion.

Action following a suspension

For a suspension of one or two days, it is unlikely that the student will be expected to complete an educational activity at home, however, a suspension of more than five school days, the school will arrange suitable full-time educational activities for the Student.

Where a Student receives consecutive suspensions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a Student has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of suspension, regardless of whether this is as a result of suspension or more than one suspension.

Provision does not have to be arranged for Students in the final year of compulsory education who do not have any further examinations to sit.

For permanent exclusions, the local authority has responsibility for arranging suitable full-time education for the Student.

Reintegration

Reintegration strategy

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

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

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

- Maintaining regular contact during the suspension with the parent and if possible the Student and welcoming the Student back to school.
- Daily contact in school with a designated pastoral professional.
- Mentoring by a trusted adult or a local mentoring charity.
- Regular reviews with the Student and parent/carers to praise progress being made and raise and address any concerns at an early stage.
- Informing the Student, parent/carers and staff of potential external support.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the Student, parent/carers, and other relevant parties.

Reintegration meeting

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

The Student, parent/carer, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parent/carer in the event that they cannot or do not attend.

This meeting will seek to establish practical ways in which further exclusion or suspension can be avoided and behaviour modified to acceptable standards in partnership between Student, parent/carer, and school.

Risk Reduction Strategies

All of the boys at Falconers School have a Risk Reduction Plan (RRP) and as part of reintegrating back to school, the student's documentation will be reviewed by The Form Tutor with the Head of Year. The Head Teacher may decide to become involved in this process.

An RRP forms part of the students file at Falconers School.

Cancelling an exclusion

The Head Teacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Governors.

- The parent/carers and the Local Authority will be notified without delay.
- Where relevant, any social worker will be notified without delay.
- Parent/carers will be offered the opportunity to meet with the Head Teacher to discuss the cancellation.
- The Head Teacher will report to the Governors, once per term on the number of cancellations; and
- The Student will be allowed back in school.

If requested to do so by parent/carers, a Governor panel will consider the reinstatement of an excluded Student within 50 school days of receiving notice of the exclusion if the Student would be excluded from school for more than five school days, but less than 16, in a single term.

The panel members must be impartial and not be conflicted in taking a place on the panel through, for example, a personal connection with the excluded Student or his or her family.

Where an suspension would result in a Student missing a public examination or national curriculum test, panel will consider the reinstatement of the Student, as far as reasonably practicable, before the date of the examination or test. If it is not practicable for a sufficient number of panel members to consider the decision before the examination or test, a smaller sub-committee may make the decision.

The Governors can either:

- decline to reinstate the Student, or
- direct the reinstatement of the Student immediately, or on a particular date.

In reaching a decision, the Governors will consider whether the exclusion or suspension 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'.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the Student's educational record.

The Governor will notify, in writing, the Head Teacher, parent/carers and the Student the LA (and where relevant the social worker of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Governor's decision will also include the following:

- The fact that it is permanent.
- Notice of parent/carers' 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 Student's SEND are considered to be relevant to the exclusion
- that, regardless of whether the excluded Student has recognised SEND, parent/carers have a right to require the school to appoint a SEND expert to attend the review

- details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment
- that parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review
- that parent/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review.
- That if parent/carers 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.
- Availability of free and impartial advice.

The independent review panel membership

- Care should be taken to avoid bias or an appearance of bias. The local authority trust should request that prospective panel members declare any conflict of interest at the earliest opportunity.
- Where possible, panel members who are governors or headteachers should reflect the phase of education (primary/secondary) and type of school from which the pupil was permanently excluded, for example: special school; boarding school; PRU; academy or maintained school.
- The local authority should consider whether the chair should be someone with a legal qualification or other legal experience. This is particularly important where a clerk will not be providing legal expertise to the panel.
- To meet their duties within the statutory time frame, the local authority should identify several eligible individuals in each of the different categories required to constitute an IRP in advance of an application for a review.

School registers

- A Student's name will be removed from the school admissions register if:

- 15 school days have passed since the parent/carers were notified of the Governor's decision to not reinstate the Student and no application has been made for an independent review panel, or
- the parent/carers 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, Council will wait until that review has concluded before removing a Student's name from the register.

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

Reporting, monitoring and analysing suspensions and exclusions data

Suspension and exclusion data is recorded and regularly monitored and analysed at both school and Governor Level. Further detail on this is set out within this policy.

Annex A: Summary of Falconer's School duties to review the Head Teacher's exclusion decision

Conditions of exclusion	Governors Duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the Pupil's total number of days out of school above 15 (including 15.5 days) for a term
- It is a suspension or permanent exclusion that will result in the Pupil missing a public exam or national curriculum test*

Yes

The Governor must convene a meeting to consider reinstatement within 15 school days of receiving notice of the permanent exclusion, assuming that there is an appeal.

If Suspension is the outcome, nfa needs to be taken.

*If the suspended Pupil will miss a public exam or national curriculum test, the Head Teacher must take reasonable steps to meet before the date of the examination. If this is not practical, the chair of the ACC may consider Pupil's reinstatement alone.

No

Will the suspension(s) take the Pupil's total number of school days out of school above five but less than 16 for the term?

Yes

No

The Head Teacher must consider any representations made by parent/carers and has the power to decide whether to reinstate the Pupil.

Have the Pupil's parent/carers requested a meeting with the Head Teacher?

Yes

The Head Teacher must convene a meeting with Governors to consider reinstatement within 50 school days of receiving notice of the suspension.

No

The Head Teacher is not required to consider the suspension and does have the power to decide to reinstate the Pupil.

Appendix 9: School Procedures if a student should abscond

While this behaviour is not common it is important to note that the school has a procedure in place should students abscond.

TRo prevent this from happening a number of strategies are already in place in school including

- a member of staff on duty all day on the gate.
- Risk reduction plans and strategies developed for those who have previously absconded

In the event that a student does abscond the following applies:

1. Alert Reception immediately on a student leaving site and follow if safe to do so
2. Reception to call home and alert parents
3. Member of staff following to check in regularly via teams.
4. If member of staff following the boy looses sight of them then a call to HT/SLT is made and a decision to call police will be made.