

# Positive Behaviour and Relationships Policy

---

**Policy Number:** 02

**Policy Date:** 04/01/2026

**Policy Created By:** Andy Hargreaves  
Director of Education

**Date Policy Updated:** Created 04/01/2026

## **Introduction:**

Central to this policy is the well-being of all the children. This includes their physical safety, mental health and educational advancement. It both underpins and supports the positive ethos and the aims of the school.

This policy seeks to formalise:

- 1) Our intent in terms of the culture and learning environment we wish to create;
- 2) The implementation of this intent, namely the means by which we intend to support our attempts to establish and maintain a purposeful learning environment, in which the needs of our pupils are met on all levels, and where high standards of behaviour are encouraged;
- 3) The impact of this environment, for example how we measure our successes.

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of Mobile phones in schools](#)
- [Working together to improve school attendance](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Staff should also refer to other behaviour support documents such as:

- Positive Behaviour Blueprint
- Behaviour support pyramid
- Crisis management support
- The 'Regulate, Relate, Reason' approach
- Establish, Maintain and Restore (EMR) approach

## **Parent/Carer Expectations**

At our school, we believe that strong partnerships with parents and carers are essential in supporting the needs and progress of every learner. We ask that parents/carers:

- Ensure their child attends school regularly, arrives on time, and wears the correct school uniform (or agreed adaptations, where appropriate).
- Share any information, concerns, or changes that may affect their child's well-being, learning, or behaviour, ideally before the start of the school day.

- Work collaboratively with staff by supporting the school's policies, routines, and approaches to positive behaviour and emotional regulation.
- Engage in their child's learning journey by attending scheduled reviews, progress meetings, and other relevant school events or appointments.

## **Staff Expectations**

At our SEND school, all staff play a vital role in supporting and promoting positive behaviour. We recognise that consistent, respectful, and informed approaches are key to helping our learners thrive.

Staff are expected to:

- Model professionalism and high standards at all times, both in conduct and communication.
- Engage fully with behaviour-related CPD, especially where it relates to SEND-specific strategies and trauma-informed practice.
- Understand each learner's unique background, profile, and SEND needs, using this knowledge to inform their interactions and responses.
- Deliver well-planned, engaging, and differentiated lessons that are accessible, meaningful, and appropriately challenging for all pupils.
- Arrive fully prepared each day, ensuring routines and expectations are clear and consistent for learners.
- Recognise and reinforce positive behaviour regularly, using both verbal praise and agreed reward systems tailored to individual pupils.
- Model calm, respectful and emotionally regulated behaviour, particularly during times of challenge or dysregulation.
- Provide ongoing positive feedback and encouragement, focusing on effort, achievement, and personal progress.
- Treat all learners with dignity, fairness, and respect, promoting a culture of mutual trust.
- Apply sanctions and consequences that are fair, consistent, and aligned with the school's behaviour policy, always taking into account individual needs and communication styles.

All staff share responsibility for promoting positive behaviour through inclusive, strengths-based practice. We believe that learners make the most progress—academically, socially, and emotionally—when they experience:

- Trusting, respectful relationships
- Consistency paired with flexibility
- Supportive environments that value every individual

Our approach is rooted in the belief that behaviour is a form of communication, and that understanding each pupil's needs is central to promoting positive outcomes and lifelong learning.

## **We recognise that:**

- Pupil's emotions are rarely put into words; far more often they are expressed through other nonverbal cues
- Behaviour should be viewed as the pupil's attempt to communicate
- Behaviour management should be consistent and based on an understanding of the function of the behaviour and an understanding of the pupil's developmental level
- It is constructive in nature, including such methods as sensory strategies, diversion and praise for appropriate behaviour
- There is positive encouragement for effort, separating the pupil from the situation

- Emotional intelligence should be used as a basis for defusing any behaviour situation.
- Reflecting upon negative behaviour provides a learning opportunity enabling learners to improve

## **Aims:**

We believe:

- The keystone of any organisation is the forming and nurturing of good, positive relationships;
- Good behaviour is an essential ingredient in our ethos and aims;
- Appropriate behaviour needs to be taught, just like other curriculum areas, so that our children learn and embed high standards of behaviour for themselves and others;
- All of us are responsible for promoting high standards of behaviour, staff in monitoring behaviour around school, children in their own standards and their understanding of what is acceptable and what is not and parents in supporting school in the promotion of our ethos and values;
- All of us are entitled to dignity and respect, every effort should be made to preserve this;
- Children value a structured and ordered approach, with clear expectations, limits and standards;
- A learning environment with high standards of behaviour is the best environment for learning;
- Expectations should be rigorously reinforced by staff, a “This is the way we do things here” / “The Ridge Hill Way”, approach is to be encouraged;
- Staff should receive training in how to promote our ethos, this will take the form of in-house Team Teach training and other informal training sessions throughout the year;
- Instructions should be clear, simple and age and ability appropriate, taking account of levels of understanding, speech and language issues and other factors affecting processing;
- Behaviour should be intrinsic, doing the right thing should be a reward in itself. This is the aim for all our children though we recognise that rewards can play a part in helping to develop to a stage of self-reliance and self-restraint;
- Relationships are more important than systems, there is no one ‘system’ for managing behaviour, staff can use a variety of strategies to teach behaviour but good relationships is the single most important factor;
- When consequences are used, they should reflect the misdemeanour and focus on repairing the damage done by that behaviour;
- Physical restraint and or intervention should only be used to prevent a child from harming him/herself, others, or damaging property. At all times, staff actions must be Reasonable, Proportionate and Necessary. (See linked Positive Handling Policy for further information on this.)
- Incidents of positive handling, behaviour and extreme dysregulation should be recorded on Behaviour Watch, allowing us to monitor trends or patterns in behaviour, and take proactive measures to reduce risk;
- All procedures established and used in school should be kept under constant review, to evaluate their effectiveness.
- All of us are responsible for ensuring that students do not suffer discriminatory treatment on the grounds of ethnicity, religion, gender, disability or sexual orientation;
- All of us are responsible for ensuring that students do not suffer any form of peer on peer abuse.

## **We believe that:**

- All behaviour is a form of communication, so every effort must be made to understand it.
- All consequences must be viewed as a conversation to improve future behaviour & teach better

ways.

- All responses to unwanted behaviour must be appropriate and consistent.
- Behaviour is EVERYONE'S responsibility.
- There should be a 'balanced approach' in supporting behaviour regulation.

## **Relationships:**

Connecting pupils to teachers who support their academic and individual development is critical to improving achievement. Learning necessitates effort, and connections with teachers are one of the strongest indicators of a pupil's effort and involvement with the curriculum.

Positive relationships and interactions between adults and pupils are required for effective teaching and learning. Positive attitudes such as respect and listening to one another are demonstrated by staff. This gives opportunity for pupils to develop empathy, compassion, relationships skills, and understanding. It allows pupils to feel respected and supported, which increases their likelihood of positive behaviour. Building trusting relationships with pupils, identifying triggers, establishing strategies, and de-escalating situations is the foundation of successful relational practice. The Establish, Maintain, and Restore (EMR) approach entails actively concentrating on those pupils who are most challenging to establish a relationship with and may be in the greatest need of a stable and positive relationship.

|                   | <b>Establish</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Maintain</b>                                                                                                                                                                                                                                       | <b>Restore</b>                                                                                                                                                                                                                                                                                                                                   |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Definition</b> | Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection and understanding)                                                                                                                                                                                                                                                     | Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)                                                                                                                                     | Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with learner)                                                                                                                                                                                                                                   |
| <b>Strategies</b> | <ul style="list-style-type: none"> <li>➤ Set aside window of time to spend with learner</li> <li>➤ Inquire about learner's interests</li> <li>➤ Communicate positively</li> <li>➤ Open ended questions</li> <li>➤ Affirmations</li> <li>➤ Reflective listening</li> <li>➤ Validation</li> <li>➤ Reference learner info</li> <li>➤ Deliver constructive feedback wisely</li> </ul> | <ul style="list-style-type: none"> <li>➤ Positive notes home</li> <li>➤ Greet learners at the doors</li> <li>➤ Relationship check in</li> <li>➤ Random special activities</li> <li>➤ High ratio of positive to negative interactions (5:1)</li> </ul> | <ul style="list-style-type: none"> <li>➤ Reconnect, Repair, Restore</li> <li>➤ Take responsibility for negative interaction</li> <li>➤ Deliver and empathy statement</li> <li>➤ Let go of the previous incident and start fresh</li> <li>➤ Communicate your care for having the learner</li> <li>➤ Engaging in mutual problem solving</li> </ul> |

## **Roles and Responsibilities**

The governing body:

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff:

Staff are responsible for:

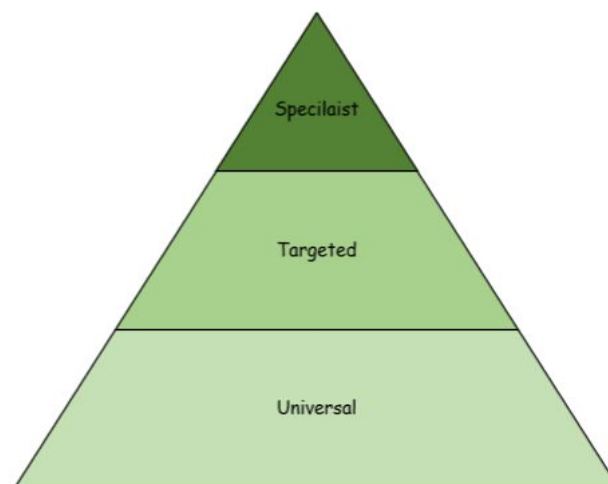
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents.
- Communicating incidents with parents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

### **Behaviour Support Pyramid:**

The school's behaviour support pyramid outlines the approach to supporting behaviour, as well outlining specific stepped support and plans.



#### **Universal**

The majority of pupils at Ridge Hill will operate under the schools Universal behaviour support approaches. See Positive Behaviour Blueprint.

*\*If at any point a pupil requires physical intervention of enhanced positive touch, or more, a Behaviour plan should be created on the school's online Behaviour Smart system immediately.*

#### **Targeted**

**1.** More targeted support required. Universal approaches are still to be utilised. Creation of one-page

Behaviour Support Profile (BSP) or Behaviour Smart Plan (whichever suits the pupil). Support through key stage leads and other relevant professionals.

**2.** Enhanced targeted support. Universal approaches are still to be utilised. Behaviour Smart Plan in place. Support through key stage leads, behaviour support team and other relevant professionals/SLT.

### Specialist

**1.** Direct support from the Head of Behaviour and other school professionals. Pupil observations, reports and Positive Behaviour Plans created directly with class team or key supporting adults. Other relevant professionals to be involved, such as SLT, SENCO, OT, and SALT.

**2.** Enhanced specialist support from the Head of Behaviour and other school professionals. Referral to outside agencies for support, such as CAMHS or Educational psychologist.

## **The School Rules**

We have four school rules:

- Be sensible
- Be polite
- Be pleasant
- Be helpful

These rules are displayed prominently around school and in classrooms, and form the focal point of our ethos. We expect all our pupils to adhere to these principles at all times of the day, including during schools trips/visits and outside of school.

Pupils should be reminded of the rules as often as possible, in positive terms, thus reinforcing the value we place on these behaviours. For example “I can see you being really sensible getting ready for break time”, or “It was really polite when you held the door open for your friends just now.” Continued positive reinforcement aims to build an intrinsic motivation in our pupils to do the right thing. We aim to foster a culture of “this is how we do things here”.

## **Key adult consistencies:**

Staff will be consistent in supporting behaviour and emotional regulation at all times, in line with this and other school policies. We believe that consistent approaches by all, support positive behaviour and relationships, which help build a foundation for outstanding education. Pupils at Ridge Hill will be met with key adult consistencies, such as:

- Pupils at Ridge Hill can expect to be met with adults who are calm, controlled & consistent.

- Empathetic responses, taking into consideration the pupils experiences & understanding of the world around them.
- Pupils at Ridge Hil will always be kept safe by adults.
- We are relentlessly positive.
- Consistent language & visual supports.
- High expectations.
- CALM communication (**C**ommunication, **A**wareness & **A**ssessment, **L**istening, **M**aking safe).
- Daily meet & greets from all staff, both at the pupil entrance & when entering each classroom or lesson (where applicable) throughout the day.
- Persistently catching pupils doing the right thing, linking to the four school rules above.
- Supporting pupils who drop below expectations.
- Classroom recognition boards (where appropriate).
- Excellent transitions around the school site, including fantastic line ups & walking around school.
- Outstanding & clear routines to ensure pupils feel safe.
- Restorative approaches to behavioural concerns or conflict.
- Scripting difficult interventions.
- Emotional literacy and regulation support through the 'Zones of Regulation'.

## **Rewards**

Positive relationships are integral to our school culture. An ethos of encouragement and praise should go firmly hand in hand with this. Staff should aim to “catch pupils doing the right thing” as often as possible. Pupils value praise and positive reinforcement, and it should be viewed as a way of enhancing their self-esteem and confidence. Many of our pupils experience failure of one form or another in education, and it is our duty as staff to be the difference and support our children to achieve success. Celebration of these successes should be regular.

There is no single ‘system’ that is most effective for promoting good behaviour, rather a culture and ethos of shared values is the most effective means of achieving the atmosphere that we want. Positive comments made to a pupil, in the moment, are by far the most impactful source of praise and recognition. Other methods of offering praise can support this process so with this in mind, listed below are some methods of offering praise and reward to our pupils.

- Merit award – presented on a Friday during assembly;
- Phone calls home;
- Visiting the Headteacher to show work or receive praise;
- Visiting a Head of Department to share successes;
- Visiting other members of SLT;
- Visiting a curriculum leader after excelling in a particular subject;
- Sharing success with a trusted member of staff, with whom the pupil has a strong relationship;
- Positive notes in the home school book;
- Recognition notes;
- Stickers;
- Choice time

The overall aim of this approach is to foster an understanding among our pupils that good behaviour and doing 'the right thing' are rewards in and of themselves. We want to develop good people, rather than individuals solely motivated by external gains.

Whilst this is the case, we recognise that for some of our pupils, external motivators may support the development of more intrinsic motivations. For this purpose, some of the following methods may be employed in individual classes or for individual pupils:

- Recognition walls
- Reward Charts
- Star of the day/week

## **Responses and Consequences**

We understand that at times, a pupils' behaviour may fall below the expectations set out in our policy. At Ridge Hill, we view behaviour as a form of communication and as such, endeavour to understand the experiences and feelings that may be driving the behaviour. This is particularly important when considering the very specific needs of our pupils. Staff should use their professional judgement to understand whether the behaviour displayed is due to misbehaviour or dysregulation. Where staff are unsure, they should seek guidance from SLT. The Equality Act (2010) gives us a legal duty to support pupils with SEN. As all of our pupils are in receipt of an EHCP, we need to tailor our responses appropriately. Some appropriate responses are listed below:

- Verbal advice and support;
- Reminders of firm and clear boundaries;
- Sensory support;
- Communication support;
- Use of humour to divert and distract from the behaviour, utilising the strength of personal relationships;
- Planned ignoring;
- Withdrawal from a situation – either offered or directed;
- Time out;
- Other distraction and diversion methods.

## **Stepped support strategies:**

A gradual and graded response is to be used at all times, promoting proactive responses. There will be occasions or planned interventions when behaviours warrant reactive responses, such as extreme behaviours.

All pupils will be supported by adults in being, helpful, pleasant, polite & sensible, in a manner that is appropriate to them as an individual.

1. **Redirection**—Gentle encouragement, a ‘verbal nudge’ in the right direction, a small act of kindness.
2. **Reminder**—A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Proactive responses in understanding what the possible behaviour means (is another strategy or intervention needed, such as OT). Does the pupil have the planned supports in place?
3. **Warning and a minute**—‘Turn it around’. Redirect the pupil to the right place giving them appropriate time of positive attention to help them back on track. Talk to the pupil privately where possible and give the opportunity to engage. Supportive actions to support behaviour regulation may be put into place e.g. pupil moved within class, sat with key adult.
4. **Take-up Time**—Redirect the pupil and give them a few minutes or more (appropriate to pupil) to regulate and get back on task. Return to the pupil focusing on something positive.
5. **Triage**—Triage is a no-blame environment. Triage addresses the question: ‘How can this pupil return to their class, calm and ready to learn?’ This is not the time to address the exit from the lesson. Pupils are supported to regulate their emotions to support them returning to class. Logical actions and consequences, appropriate to the pupil & situation should be put in place.
6. **Restorative follow up meeting**—This will take place between the adult & pupil before the end of the day, or in whatever way is developmentally appropriate for the pupil.

### **Consequences**

At times, it will be necessary to provide a consequence for misbehaviour, however staff should use their professional judgement to determine whether an incident involves ‘misbehaviour’ or dysregulation (due to a neurodivergent condition). Staff should always ensure that response and or consequences reflect the incident that has taken place, being a natural or logical consequence, and focus on repairing any damage done to relationships. Consequences should always be applied with the intention of promoting positive behaviour and learning. Some of the following may be applied in response to negative behaviours:

- Missing some break or lunchtime;
- Staying behind after a lesson;
- Changing position in the classroom;
- Working in another room;
- Staying behind after school;
- Reflection time (not detention);
- Time with SLT;
- Communication with parents
- Withdrawals;
- Constructive conversations

The term ‘detention’ and or ‘punishment’ is sometimes used to describe some of the above consequences. At Ridge Hill, we endeavour to avoid the terms detention and punishment. Time spent back with a member of staff should always focus on reflecting and repairing. Restorative conversations should take place and staff should endeavour to strengthen the relationship. Strong relationships run throughout Ridge Hill & we aim to teach better ways. Restorative follow ups should be tailored to each cohort or individual pupil, but key principles should be modelled at all times:

- *What happened?*
- *How were you feeling or What were thinking about?*
- *What can you do next time?*
- *How can you make it right?*

On occasion, some pupils may need to spend time away from their class group as part of a planned response to a particular incident or that of a temporary bespoke timetable. On such occasions, a discussion with the Headteacher and Behaviour Lead should take place where arrangements for how the withdrawal will operate should be finalised.

## **Use of exclusions**

At Ridge Hill, we are committed to creating a safe, inclusive, and nurturing learning environment where all pupils are supported to achieve their potential.

In line with the SEND Code of Practice (2015) and the Equality Act 2010, we recognise that children and young people with SEND are disproportionately at risk of exclusion. As such, exclusion is not used as a standard response to behaviour difficulties in our school. We understand that behaviour can often be a form of communication, particularly for pupils with additional needs, and we strive to identify and address the underlying causes with compassion, appropriate support, and multi-agency involvement where needed.

We are committed to the early identification of needs and the implementation of personalised support strategies, including reasonable adjustments, positive behaviour support plans, and targeted interventions. Staff are trained to understand and respond effectively to a wide range of SEND-related behaviours, and we work collaboratively with parents, carers, and professionals to ensure consistent and effective approaches.

However, we also recognise our duty to safeguard all pupils and staff. In exceptional and extreme circumstances, where a pupil's behaviour poses a serious and immediate risk to the safety or wellbeing of themselves or others, a fixed-term exclusion may be considered as a last resort. This decision will not be taken lightly and will be made in accordance with statutory guidance, following thorough risk assessment and consultation with senior leaders and external professionals where appropriate.

Permanent exclusion would only ever be considered in the most serious of cases, where all other strategies have been exhausted, and where it is deemed necessary to ensure the ongoing safety of the school community.

Any exclusion decision will be lawful, reasonable, and fair, and will take into account the pupil's individual circumstances, including their SEND profile and any contributing factors.

## **Monitoring and Evaluation of Behaviour and Behaviour Management**

The Behaviour Smart system will be used to record behaviour and positive handling incidents. The system allows us to track behaviours of all pupils in an effort to identify trends and patterns to behaviour. All pupils who regularly display challenging behaviour should have their own Smart Plan or Behaviour Support Profile (BSP) to ensure that anyone working with them is aware of how best to support that particular

student. Similarly, all our autistic pupils should have their own Pathway to Success plans, detailing the best ways of working with them to attempt to avoid dysregulation.

Senior Leaders will receive notifications of incidents within their area of responsibility, and the Headteacher, Deputy Head, Assistant Head and Behaviour Lead will receive notifications of all incidents.

All staff have access to a Behaviour Smart account and are responsible for recording and reporting incidents.

CPOMS (a safeguarding monitoring system) may also be used to report and record behaviours, as the behaviour may form part of a 'bigger pastoral picture', or may be a safeguarding concern. All staff have access to a CPOMS account and are responsible for recording and reporting incidents. Senior Leaders will receive notifications of incidents within their area of responsibility, and the safeguarding team will receive notifications of all incidents.

### **'Behaviour Smart' system**

We use the online Behaviour Smart system. Behaviour Smart is an online, AI-powered incident reporting and behaviour-management system designed for schools, with specific packages for special schools, Alternative Provision (AP), children's homes and settings working with students exhibiting complex needs.

It enables schools to record and monitor all levels of behaviour—positive as well as negative—including incidents requiring physical intervention. It also supports post-incident reflection, generates behaviour support plans, and applies data analytics and AI to help staff identify trends, triggers, and effective strategies over time.

In the context of our school's full behaviour policy, Behaviour Smart supports:

- **Prevention:** Identifying triggers, patterns, supporting environment design, staff training.
- **Intervention:** Structured responses, tailored support plans, consistent follow up.
- **Recovery / Repair:** Post-incident learning, restoring relationships, emotional regulation, reflection.
- **Review & Improvement:** Using data to review how well the policy and practice are working, making evidence-based adjustments.

### **Power to use Reasonable Force**

All members of staff have a legal power to use reasonable force according to Section 93 of the Education and Inspections Act 1996 and in accordance with the DFE Use of Reasonable Force guidance, including 2025 updates. At Ridge Hill, force will only ever be used to prevent pupils from hurting themselves or others, damaging property or causing significant disorder. Further details can be found in the linked Positive Handling Policy.

At Ridge Hill we believe that the use of positive touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Some pupils will require positive touch as part of their everyday routines, such as holding hands, linking arms or being guided in the correct direction.

Touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be used to:

- Show acceptance
- Provide reassurance
- Demonstrate affection
- Calm and provide comfort
- Emphasise the spoken word
- Provide sensory stimulation
- Engage in personal care routines
- Deliver various therapy programmes
- Offer an alternative to spoken communication
- Remove a child from danger or keep a child safe

### **Reporting of Injuries following extreme dysregulation / physically challenging behaviour**

It is good practice for a member of staff to check the pupil in question for any injuries, marks or scratches after extreme dysregulation, physically challenging behaviour incident or positive handling incident. Any marks, scratches or injuries sustained during the course of a Positive Handling incident or physically challenging behaviour/dysregulation incident, should be recorded and the injured party should be seen by a first aider once calm. At Ridge Hill the care and safety of pupils is our paramount concern however we recognise the working realities when individuals are involved in incidents involving the use of force. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews, Team Teach Chairman).

### **Discriminatory Behaviour and Peer on Peer Abuse including sexual harassment and sexual violence**

The school will respond quickly to reports of discriminatory behaviour and peer on peer abuse, including sexual harassment or sexual violence. The school will ensure that all such incidents 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

Sanctions for such cases may include:

- Verbal Warnings
- Time spent with a member of staff during or after school

- Parental meetings
- Withdrawal from class
- Fixed term or permanent exclusion

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

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

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

## **Bullying**

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

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                                | DEFINITION                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| Cyber-bullying                                                                                                                                                                                                                                  | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

At Ridge Hill School we feel that bullying is an unacceptable way of behaving. Pupils can feel threatened, abused and undermined by others and this is not acceptable at our school. We aim to prevent the occurrence of bullying, wherever possible before it occurs. To this end we have developed a series of strategies and ways of dealing with disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

Anti-bullying Intervention Strategies:

- We provide a clear and well-established reporting procedure for pupils and parents.
- Teachers regularly raise the issue in class discussions using Circle Time.
- We do not allow the concept of 'innocent, neutral bystanders' in this context
- We use national examples of incidents to illustrate the seriousness of bullying and to illicit sympathy for the victims.
- We acknowledge the distress of the bullied pupil and reassure them that they are not to blame.
- Avoid damaging terms such as 'bully', 'victim,' or 'bullied' which can either glorify or demean the pupils concerned, instead we refer to 'bullying behaviour'.
- We teach pupils within PSHE and Citizenship lessons why bullying is wrong and how to deal with incidents.
- We encourage pupils to become playground 'buddies' to help new arrivals.
- We encourage pupils to become playground leaders to encourage positive play.
- We ensure a good level of supervision at more vulnerable times.
- All staff including MDAs and Bus Escorts are expected to be vigilant and report incidents they see and hear.
- Keep a record of serious incidents on Behaviour Smart.

As bullying can happen outside the school day we:

- Encourage the pupils to support each other especially when travelling to and from school using public transport.
- Encourage pupils not to 'suffer in silence'
- Ensure we have good communications with the transport drivers, bus drivers etc.
- Follow up incidents that are reported

### **Mobile phones**

The use of mobile phones (or devices with 4G/mobile data) in the school day by pupils is strictly forbidden. We recognise that some pupils will use mobile phones on the journey to and from school and these will be brought into school.

In this instance, the expectations are as follows:

- Mobile phones will be switched off when entering the school building.
- Mobile phones will be handed to a member of the class team and or locked away in a locker.
- Mobile phones will be given back to pupils at the end of the day.
- Mobile phones should not be turned on until pupils have left the building.
- The use of mobile phones at wet breaks is not permitted.

- If a pupil is seen to be using a mobile phone on the school site, staff will immediately confiscate the device.
- Where a member of staff believes a pupil has a mobile phone on their person but the pupil denies this, staff have the power to search and confiscate in line with DfE guidance.

### **Off-site behaviour**

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

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

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

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

### **Confiscation**

- **Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils until parent(s)/carer(s) come into school to collect these.
- We will also confiscate any item which is harmful or detrimental to school discipline and or safeguarding standards, this includes mobile phones (or devices with 4G/mobile data). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

# "The Ridge Hill Way"



Be helpful



Be pleasant



Be polite



Be sensible

## We believe that:

- All behaviour is a form of communication, so every effort must be made to understand it.
- All consequences must be viewed as a conversation to improve future behaviour & teach better ways.
- All responses to unwanted behaviour must be appropriate and consistent.
- Behaviour is EVERYONE'S responsibility.
- There should be a 'balanced approach' in supporting behaviour regulation.

## Recognition / Over & Above behaviours:

- School merits
- Assembly Praise
- Positive notes / phone calls home
- Class recognition / boards
- Verbal Praise
- Stickers
- SLT praise
- Show off work / WOW work.
- Choice time

## Natural & Logical Consequences:

- Reflection time not 'detention'
- Take up time, not punishments
- Withdrawals
- 'Making it right'
- Constructive conversations
- Restorative routines
- Time with SLT
- Communication with parents
- Behaviour agreements



## Positive Behaviour Blueprint

### Restorative follow up:

Strong relationships run throughout Ridge Hill & we aim to teach better ways. Restorative follow ups should be tailored to each cohort or individual pupil, but key principles should be modelled at all times:

- *What happened?*
- *How were you feeling or What were thinking about?*
- *What can you do next time?*
- *How can you make it right?*

## Key visible adult consistencies:

- Pupils at Ridge Hill School can expect to be met with adults who are calm, controlled & consistent.
- Empathetic responses, taking into consideration the pupils experiences & understanding of the world around them.
- Pupils at Ridge Hill will always be kept safe by adults.
- We are relentlessly positive.
- Consistent language & visual supports.
- High expectations.
- CALM communication (Communication , Awareness & Assessment, Listening , Making safe).
- Daily meet & greets from all staff, both at the pupil entrance & when entering each classroom or lesson.
- Persistently catching pupils doing the right thing, link-ing to the four school rules above.
- Supporting pupils who drop below expectations.
- Classroom recognition boards (where appropriate).
- Excellent transitions around the school site, including fantastic line ups & walking around school.
- Outstanding & clear routines to ensure pupils feel safe.
- Restorative approaches to behavioural concerns or conflict.
- Scripting difficult interventions.
- Emotional literacy and regulation support through the 'Zones of Regulation'.

*"You can't teach young people to behave better by making them feel worse. When young people feel better, they behave better." - Pam Leo*

# "The Ridge Hill Way"



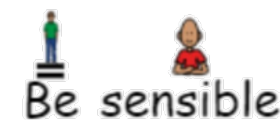
Be helpful



Be pleasant



Be polite



Be sensible

## Nurture Principles

- Pupil's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- Behaviour is a form of communication.

## Key phrases to use:

- I understand...(that you are angry/upset/cross).
- I need you to...(come with me so I can sort this out properly).
- I am here to help.
- You talk, I'm here to listen.
- Maybe you are right...(maybe I need to speak to them too).
- Be that as it may...(I need you to join in with the group).
- I've often thought the same...(but we need to focus on...).
- I hear you...(it's not easy but I know that you can do it brilliantly)

## Stepped support strategies:

A gradual and graded response is to be used at all times, promoting proactive responses. There will be occasions or planned interventions when behaviours warrant reactive responses, such as extreme, or unsafe behaviours.

All pupils will be supported by adults in being, helpful, pleasant, polite & sensible, in a manner that is appropriate to them as an individual.

1. **Redirection**—Gentle encouragement, a 'verbal nudge' in the right direction, a small act of kindness.
2. **Reminder**—A reminder of the expectations/rules - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible. Take the initiative to keep things at this stage. Proactive responses in understanding what the possible behaviour means (is another strategy or intervention needed, such as OT). Does the pupil have the planned supports in place?
3. **Warning and a minute**—'Turn it around'. Redirect the pupil to the right place giving them appropriate time of positive attention to help them back on track. Talk to the pupil privately where possible and give the opportunity to engage. Supportive actions to support behaviour regulation may be put into place e.g. pupil moved within class, sat with key adult.
4. **Take-up Time**— Redirect the pupil and give them a few minutes or more (appropriate to pupil) to regulate and get back on task. Return to the pupil focusing on something positive.
5. **Triage**—Triage is a no-blame environment. Triage addresses the question: 'How can this pupil return to their class, calm and ready to learn?' This is not the time to address the exit from the lesson. Pupils are supported to regulate their emotions to support them returning to class. Logical actions and consequences, appropriate to the pupil & situation should be put in place.
6. **Restorative follow up meeting**—This will take place between the adult & pupil before the end of the day, or in whatever way is developmentally appropriate for the pupil.

## Crisis management

On occasions, pupils may enter a 'crisis' or extreme dysregulation. Our key aim is to **Regulate, Relate** and then **Reason**. The priority should always be to calm the situation. \*See crisis management overview.

## One size doesn't fit all!

All of the above form part of the Ridge Hill universal approach to positive behaviour support. Reasonable & personalised adjustments will be put in place for pupils who require additional support with their behaviour regulation, within or above the schools universal approach.

## 30 second microscript

*I've noticed that .....*

*Because of that you need to (e.g. I need you to speak to me or move to a different table).....*

*Remember the school rules (be helpful, pleasant, polite & sensible).....*

*Yesterday, I really liked it when (positive action or memory) .....*

*That's who I'd like to see now.....*

*Thanks for listening.*

Our key aims:



Regulate



Relate



Reason

# Positive Handling Policy

---

**Policy Number:**

**02b**

**Policy Date:**

**04/01/2026**

**Policy Created By:**

**Andy Hargreaves**  
Director of Education

**Date Policy Updated:**

**Created 04/01/2026**

## **Introduction**

Positive Handling refers to the range of positive behaviour support strategies employed by staff at Ridge Hill School which emphasise de-escalation, risk and restraint reduction.

We acknowledge that at times some of our pupils display behaviours that could put themselves or others at risk and that we need to intervene to reduce this risk.

This policy has been created in line with following DfE guidance:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)

## **Training**

At Ridge Hill we have invested in training our staff as Team Teach tutors, which ensures the highest level of proactive and reactive support for all pupils and staff. Having our own dedicated tutors allows us to offer training, refreshers and workshops at regular intervals throughout the year. We endeavour to provide training for all permanent members of staff as soon as possible when they start work with us. In line with Team Teach training reaccreditation protocols, staff training will be updated annually.

Team Teach tutors will offer workshops throughout the year for accredited staff who wish to update up on their physical and non-physical techniques. Physical intervention is rarely used, so this enables staff to up to date in case the need for physical intervention is required. There are also professional development opportunities through Teaching and Learning Clinics timetabled throughout the year.

The aim of the Team Teach training is to support adults' understanding and management of challenging behaviour teaching physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned. Team Teach focusses on 95% de-escalation and 5% risk reduction/physical intervention. The Team Teach ethos of holistic behaviour support runs through Ridge Hill.

All staff on site have a duty of care to support and act appropriately to keep all children safe. Where physical intervention is required, a permanent, Team Teach trained member of Ridge Hill staff should be the member of staff who supports the pupil in question/crisis. We

realise that at some points, pupils may be being supported by temporary contracted and or supply staff. Where a pupil is unsafe, all staff act within their duty of care. If a permanent Team Teach trained member of staff is not in the immediate vicinity, all members of staff should act under their duty of care, which may result in them having to support a pupil through physical intervention. Where this happens, a call for a Ridge Hill Team Teach trained member of staff should be sent out immediately, with the member of staff taking over as soon as possible.

Team Teach Advanced techniques (Ground holds): We currently have two advanced Team Teach tutors. Previously we have delivered emergency training in advanced ground hold techniques to a small number of staff following incidents involving ground recovery techniques with specific pupils. Should a positive handling situation arise where all other techniques have been exhausted and are no longer safe, only the Headteacher, Deputy Head, or Assistant Head are permitted to authorise an official ground hold/recovery technique, which will only be delivered or directed by Advanced Team Teach tutors. In an emergency situation, other Team Teach trained staff (Intermediate Tutors and Level 2 trained) can support under the direction of advanced tutors. Where this is not available, staff will act within their duty of care to keep any pupil safe from themselves or others. Further training will be completed, based on pupil positive handling needs.

## **Principles**

At Ridge Hill we believe that the use of positive touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Some pupils will require positive touch as part of their everyday routines, such as holding hands, linking arms or being guided in the correct direction.

We understand that at times, Physical Intervention is required as the last resort. This will usually be when other de-escalation attempts have been unsuccessful and physical intervention is required to keep people or property safe. All restrictive physical intervention is used as an absolute last resort.

Physical Intervention and restraint is an emotive topic and the experience of physical intervention can be stressful for all concerned. For this reason, key principles of any use of physical intervention should be that it is:

Reasonable, Proportionate, Necessary and in the best interests of the person (s).

Staff need to be clear why physical intervention and the type of intervention used were reasonable (ie: best interests of the child), proportionate (ie: was used as a last resort and not as a first point of call), and necessary (ie: to prevent people or property from coming to harm.)

## **Planning**

Any child requiring positive handling should have a Positive Behaviour Plan (PBP) in the agreed school format. This should include information on:

- Background of the child – what information do we have about the child that could colour their feelings and emotions upon arriving in school and affect their ability to be a successful learner
- Warning Signals/Trigger behaviours – what behaviour or characteristics does the child display when they are unsettled or anxious – the early stages of a crisis
- Our responses – how do we respond to the child when they are displaying these initial behaviours? What de-escalation techniques do we try to attempt to calm the situation?
- Appropriate holds – what holds have proved effective in the past? Are there any holds inappropriate to use with this particular child for medical or other reasons?

All behaviour plans are regularly reviewed by class teams and is a 'working document'. In addition to this:

- Class teams and other relevant staff will have read this document.
- These plans are reviewed by relevant members of SLT.
- After any 'crisis' incident or use of any physical intervention, plans are reviewed immediately, including any updates.
- These plans highlight how positive behaviour support is implemented and how a 'crisis'/physical intervention should be supported and avoided.
- If appropriate to the individual, these plans state how any physical or restrictive intervention is an absolute last resort and how supports should be followed to prevent this from being needed.
- Staff are trained to follow Team Teach principles and protocols, with a focus on de-escalation.
- The 'Regulate, Relate, Reason' approach is followed by all staff.
- Incidents are recorded on Behaviour Watch and monitored and analysed by relevant members of SLT.
- Incidents are discussed with parent(s)/carer(s), including any physical or restrictive intervention.

We also need to consider what happens after physical intervention. We need to:

- Outline strategies to help the child recover
- Record what we should do if the child is upset or worried following an incident – how can we support them through this stage?

- Rebuild the relationship – relationships can be improved, damaged or stay the same after physical intervention. We want to improve the relationship so it is vital that we take the time to explain why physical intervention was necessary and help the child to find more appropriate ways of expressing their feelings in future.

### **Use of the Quiet Room**

The use of the Quiet Room is to be treated as seriously as the use of other restrictive physical interventions. Its use should be assessed against each individual pupil, as pupils may respond differently to these types of supportive spaces. A pupil's past experiences should also be explored/discussed prior to its planned use to avoid any previous or new traumas. With that in mind, any pupil making use of the Quiet Room should have that information recorded on their Positive Behaviour Plan (PBP) and/or Behaviour Support Profile (BSP). It should also include clear information on how this room is to be used with the pupil in question, including timings, how to monitor, de-escalation strategies, and how to avoid getting to the point where the room's use is needed.

When considering the use of the Quiet Room, important legal definitions include:

- Seclusion – forcing individuals to spend time alone against their will;
- Time out – restricting positive reinforcement as part of a planned behavioural programme;
- Withdrawal – removed from the situation but observed and supported until they are ready to resume.

The Quiet Room at Ridge Hill is part of a holistic approach to behaviour management. Its use should always be planned for and the aim is to support pupils in learning to regulate their own behaviour. Its use in this way, should be explicitly taught proactively through co-regulation strategies and in a positive way. It is a space where pupils can withdraw themselves to, or be directed to in order to self-regulate. Pupils using the Quiet Room must be closely monitored at all times. A member of staff should be present at all times. Although there is no door on the school's quiet room, this guidance also applies to other classrooms and spaces in and around the school site. A member of staff should always be present in the immediate space/room, unless it is unsafe or jeopardises the regulation of the pupil in question. No pupil should ever have a door or gate closed on them, so that they are then forced to be secluded in a room or space, unless it is an absolute emergency. In any such emergency, a member of SLT should be notified immediately.

Pupils may choose to close a door or gate to support their own regulation, which should be monitored at all times, however this should be avoided. No pupil should be forced to stay in such a room or space, unless in an emergency and or if they are at risk of harm to themselves, others, property, and or 'good order' of the school.

Due to its location on the corridor, the Quiet Room is sometimes a suitable place to withdraw a pupil who is posing a significant risk of harm to themselves or others, where they can be safely supported using PH techniques. The Quiet Room should not be the "go to" location for this, but it may be the nearest available space other than supporting the pupil on the corridor. In such situations staff should remain with the pupil in the Quiet Room throughout the course of the intervention and beyond. Any repeated or prolonged use of this room should be reported immediately. The Headteacher should be informed if the Quiet Room is being used in this way so that they can monitor its use.

When using the quiet room, behaviour/observation will be logged every 5 - 10 minutes on a quiet room log document. The doorway should not be blocked unless it is

reasonable, proportionate and necessary and or in the best interests of the pupil. Pupils should ALWAYS be supervised and there should be a clear exit plan to the room. If used as part of a significant incident, an incident should be logged on Behaviour Watch. If used as part of a planned or sporadic low level regulation space, a Behaviour Watch log is not deemed necessary unless the staff member feels it is appropriate.

### **Recording**

All incidents where restrictive Physical Intervention and the quiet room use (significant incident) is used, must be recorded on the schools Positive Handling/Behaviour Incident Form on Behaviour Watch. This should detail exactly why and how positive handling techniques were applied with specific reference to the holds used. Staff involved should be tagged and sent a copy (via automated email) of the form on Behaviour Watch and the form is to be kept indefinitely in school records.

### **Recording and protocols for the use of ground recovery / hold techniques (Advanced Team Teach)**

All incidents that have required the use of ground recovery / hold techniques will follow the process below:

- A ground recovery technique can only be authorised by the Headteacher, Deputy, or Assistant Head. Should the above staff be unavailable, and in extreme circumstances, staff have a legal duty of care to keep themselves and other safe and should act in the best interests the pupil and others. All responses should be reasonable, proportionate and necessary to the situation.
- A staff member with at least a basic first aid qualification will monitor the pupil during an active ground recovery, including the positioning, breathing and colouring of the pupil.
- A staff member, where possible, will keep time of the length the technique is in place.
- Where possible, a ground recovery technique should not go beyond 12 minutes. Where a ground recovery technique is in place for 12 minutes, staff should seek to release initially, before engaging again, should they need to. Other techniques options should also be assessed for use at this point.
- There should be a clear dynamic plan to reduce the length of a ground recovery technique.
- Where possible, at least one staff member actively involved in the ground recovery (ideally the observer) should be trained to a minimum of basic first aid (1 day).
- Should there be any concerns linked to health during the restraint, such as;  
*Struggling to breathe; Complaining of being unable to breathe; Evidence of vomiting or report of feeling sick; Swelling, redness or blood spots to face or neck (petechiae); Blue tinge to lips, nose or skin (cyanosis); Marked expansion of the veins in the neck; Subject becoming limp or unresponsive; Loss of or reduced levels of consciousness; Respiratory or cardiac arrest, the restraint should be stopped immediately and further medical attention should be sought.*

- Following the incident, the pupil should be closely monitored, including checks by a first aider.
- Checks will also be completed 5, 30 and 60 minutes after the incident by a staff member who holds a minimum of a basic first aid qualification. This should be recorded on a 'Ground Recovery Medical Team Teach Checks' document, as per protocols set out by Team Teach. These will be uploaded to CPOMS for records.
- The incident will be recorded on Behaviour Watch.
- All incidents will be discussed with parent(s)/carer(s).
- All risk assessments and positive behaviour plans will be reviewed automatically and dated for reference. These will be shared with staff and uploaded to CPOMS.
- All incidents and supporting documents will be monitored and reviewed by the Headteacher, Deputy and Assistant Head.
- As per Team Teach protocols, the number of ground recovery holds will be reported to Team Teach every 8 weeks, using the Team Teach connect platform.

### **Communication with parents**

We believe that communication and transparency with parent(s) / carer(s) is crucial. After all positive handling / restrictive physical intervention incidents, parents will be informed by a member of the class team either; in person, via telephone or through the pupil's home school diary. Where an RPI incident is more serious, this communication will be supported by a member of the school leadership team. These actions will be documented on all positive handling forms.

### **Reporting of Injuries following extreme dysregulation / physically challenging behaviour**

It is good practice for a member of staff to check the pupil in question for any injuries, marks or scratches after extreme dysregulation, physically challenging behaviour incident or PH incident. Any marks, scratches or injuries sustained during the course of a Positive Handling incident or physically challenging behaviour/dysregulation incident, should be recorded and the injured party should be seen by a first aider once calm. At Ridge Hill the care and safety of pupils is our paramount concern however we recognise the working realities when individuals are involved in incidents involving the use of force. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe." (George Matthews, Team Teach Chairman).

### **Monitoring**

Once a positive handling incident form has been completed it automatically alerts the senior leadership team. Senior Leaders and Team Teach co-ordinators will then monitor incident forms and instigate further action as required. All positive handling forms will be electronically signed off by the Headteacher, Deputy Head or Assistant Head.

### **Responding to Unforeseen Emergencies**

The school recognises that there are unforeseen or emergency situations which may cause the need for a physical intervention. The key principles are that any physical intervention should follow a dynamic risk assessment and be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Following any emergency responses, a positive handling incident form must be completed in the usual way. Following this, the positive behaviour plan should be created or adapted to respond to the new intervention, and a review meeting may be called to review health and safety.



# Anti-Bullying Policy

---

**Policy Version:** 1.0

**Policy Date:** 03/01/2026

**Policy Created By:** **Andy Hargreaves**  
Director of Education

**Date Policy Updated:** **Created 03/01/2026**

## Contents

|                                                                        |    |
|------------------------------------------------------------------------|----|
| INTRODUCTION .....                                                     | 3  |
| LINKS TO LEGISLATION .....                                             | 3  |
| RESPONSIBILITIES .....                                                 | 3  |
| AIMS AND OBJECTIVES.....                                               | 4  |
| RECOGNISING THE INDICATORS THAT BULLYING IS OCCURRING.....             | 5  |
| UNDERSTANDING WHY BULLYING IS OCCURRING .....                          | 5  |
| BULLYING IS: .....                                                     | 5  |
| BULLYING CAN INCLUDE:.....                                             | 6  |
| ANTI-BULLYING INTERVENTION STRATEGIES: .....                           | 7  |
| PREVENTATIVE STRATEGIES: .....                                         | 7  |
| THE FOLLOWING STEPS SHOULD BE TAKEN WHEN DEALING WITH INCIDENTS: ..... | 8  |
| PUPILS .....                                                           | 9  |
| BULLYING OUTSIDE OF SCHOOL .....                                       | 9  |
| MONITORING, EVALUATION AND REVIEW .....                                | 9  |
| EQUAL OPPORTUNITIES .....                                              | 10 |
| USEFUL LINKS AND SUPPORTING ORGANISATIONS .....                        | 11 |

## Introduction

Ridge Hill School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form. This policy outlines what we will do to prevent and tackle all forms of bullying. It is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education".

At Ridge Hill School we feel that bullying is an unacceptable way of behaving. Pupils can feel threatened, abused and undermined by others and this is not acceptable at our school. This policy works as part of the Positive Behaviour Policy and is in conjunction with other linked policies.

## Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Education Act 2002
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010
- The Independent School Standards (England)(Amendment) Regulations 2012
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

## Responsibilities

It is the responsibility of:

- The Head of Ridge Hill School to communicate this policy to the school/college community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- The Governors will take a lead role in monitoring and reviewing this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, will support, uphold and implement this policy accordingly.
- Parents/carers will support their children and work in partnership with the school
- Ridge Hill School will ensure that pupils understand this policy and why it is important.

## Aims and Objectives

Every member of staff has a responsibility to work towards eradicating any incidents and types of bullying in our schools and college. The aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. We aim to prevent the occurrence of bullying, wherever possible before it occurs. Every member of staff has a responsibility to report any incident of bullying that comes to their attention and work towards eradicating any incidents and types of bullying in our school/college. Reports of bullying will always be taken seriously. Reports of bullying will be logged on Behaviour Smart and CPOMS (where appropriate).

To this end we have developed a series of strategies and ways of dealing with playground disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

The aims of Ridge Hill School's anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour;
- To react to bullying incidents in a reasonable, proportionate and consistent way;
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil;
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

## **Recognising the indicators that bullying is occurring**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, appetite irregularities, feigning illness, refusing to attend school or clinging to adults. There may be evidence of changes in personal habits, lacking concentration or high levels of distractible behaviour. A pupil may become super-vigilant. Individual behaviour patterns are well known to staff and when there are changes in these patterns the possibility of bullying must always be considered. Pupils must be encouraged to report bullying. Advocates for the pupils must report possible bullying on behalf of their charges and where possible communication strategies must be put in place to allow pupils to express their feelings. Pupil's communications must be listened to. Staff must be alert to the signs of bullying (in all its many forms) and act promptly and firmly against it in accordance with school policy.

## **Understanding why bullying is occurring**

Many experts say that bullying involves an imbalance of power between the perpetrator/s and victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Other reasons or motivations given for bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. We carefully review the reasons why bullying is occurring on a case by case basis.

## **Bullying is:**

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

- Verbal – as in name calling, personal comments, racial abuse
- Social – as in not being spoken to or being left out of activities
- Material – as when possessions are stolen, damaged etc.
- Mental – as when pressure to conform is applied
- Physical – as in physical assault.
- Systematic and ongoing
- Done by more powerful to less powerful pupils
- Distressing & hurtful to the victim and not good-natured fun
- Always one-way – rather than an exchange.

Bullying is, therefore:

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

## Bullying can include:

| TYPE OF BULLYING                                                                                                                                                                                                                                | DEFINITION                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                                                                                       |
| Physical                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                                                                                   |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                            |
| Sexual                                                                                                                                                                                                                                          | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal                                                                                                                                                                                                                       | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| Cyber-bullying                                                                                                                                                                                                                                  | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

At Ridge Hill School we feel that bullying is an unacceptable way of behaving. Pupils can feel threatened, abused and undermined by others and this is not acceptable at our school. We aim to prevent the occurrence of bullying, wherever possible before it occurs. To this end we have developed a series of strategies and ways of dealing with disputes using a variety of techniques.

We:

- Challenge the idea that bullying is an acceptable part of growing up
- Develop strong anti-bullying messages in the curriculum especially during Anti-bullying week in the Autumn Term.
- Raise awareness by the use of posters
- Maintain good adult supervision at vulnerable times and places.

### **Anti-bullying Intervention Strategies:**

- We provide a clear and well-established reporting procedure for pupils and parents.
- Teachers regularly raise the issue in class discussions using Circle Time.
- We do not allow the concept of 'innocent, neutral bystanders' in this context
- We use national examples of incidents to illustrate the seriousness of bullying and to illicit sympathy for the victims.
- We acknowledge the distress of the bullied pupil and reassure them that they are not to blame.
- Avoid damaging terms such as 'bully', 'victim,' or 'bullied' which can either glorify or demean the pupils concerned, instead we refer to 'bullying behaviour'.
- We teach pupils within PSHE and Citizenship lessons why bullying is wrong and how to deal with incidents.
- We encourage pupils to become playground 'buddies' to help new arrivals.
- We encourage pupils to become playground leaders to encourage positive play.
- We ensure a good level of supervision at more vulnerable times.
- All staff including MDAs and Bus Escorts are expected to be vigilant and report incidents they see and hear.
- Keep a record of serious incidents on SIMS.

### **Preventative Strategies:**

- Using our extensive knowledge of pupils/learners, and strong relationships with home, to recognise any changes that might result in 'bullying' behaviours;
- Changes to individual behaviour plans;
- Assessments to understand the motivation underpinning the behaviour change;
- Talking to pupils about issues of difference through dedicated events or projects;
- Talking with pupils about how to manage their own feelings and emotions;
- Ensuring that all pupils are appropriately supervised;
- Ensuring that all members of staff are familiar with the policy;
- Watching for early signs of distress and where pupils/learners are able to communicate, listen to what they are saying;
- Ensuring that appreciation and respect for all cultures are promoted;
- Ensuring that all pupils have the means to communicate, where verbal communication is challenging;
- Ensuring that teaching pupils about bullying and its impact is embedded throughout the curriculum offer.
- Ensuring that monitoring and filtering software is effective in protecting pupils from cyber based bullying

**The following steps should be taken when dealing with incidents:**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear account of the incident will be recorded on Behaviour Smart and share with the appropriate member of SLT who will act with delegated responsibilities on behalf of the Headteacher.
- The SLT member will interview all concerned and keep a record of their findings;
- Information is gathered about the incident before any conclusion is made about whether the incidents were bullying behaviour – both the pupil suspected of ‘bullying’ and the ‘victim’ will be listened to carefully;
- Relevant staff and parents/carers will be kept informed;
- If the issue persists, then further support meetings (with parents and staff) will be held;
- In cases where a crime has been committed or a pupil is believed to be in imminent; danger or risk, the appropriate authorities (police, LA) will be informed immediately prior to any internal investigation. At this point our Safeguarding procedures will be followed.
- If it is suspected that the bullying is in the form of staff on pupil/learner then the disciplinary procedure will be acted upon and a safeguarding concern raised.
- If internet/social media based bullying is suspected steps MUST be taken to check if the filtering and monitoring software protection can be improved.

## **Pupils**

Bullying behaviour or threats of bullying must be dealt with immediately.

### **Pupils/learners who have been bullied will be supported by:**

Immediate support and reassurance;

Restoring self-esteem and confidence;

Participating in a restorative justice conversation, where appropriate.

### **Pupils/learners who have bullied will be helped by:**

The 'bully' to be informed in a suitable way that their behaviour is inappropriate and must stop;

Discovering more about the situation to help restore positive behaviours;

Informing parents/carers to help change the behaviour of the pupil;

Participating in a restorative justice conversation, where appropriate.

## **Bullying outside of school**

As bullying can happen outside the school day we:

- Encourage the pupils to support each other especially when travelling to and from school using public transport.
- Encourage pupils not to 'suffer in silence'
- Ensure we have good communications with the transport drivers, bus drivers etc.
- Follow up incidents that are reported

## **Monitoring, evaluation and review**

Ridge Hill School will review this policy every year and assess its implementation and effectiveness. This will be done through positive action based on Incident Reports and through ongoing feedback from staff and pupils.

The policy will be promoted and implemented throughout the school and training will be given to staff as part of their induction package to ensure that all staff are aware of their responsibilities and how to implement them.

## **Equal opportunities**

Diversity of cultures is represented in the books, display materials and equipment used within Ridge Hill. Activities are organised to give pupils the opportunity to share in, respect and appreciate a wide range of cultures and activities. Each child's culture is recognised and treated with respect across the curriculum and where possible children are given the opportunity to share experiences and knowledge in order to raise self-esteem. If a child's culture or race might be a factor in an occurrence of bullying, staff should refer to Procedures for Dealing with and Reporting Racial Incidents.

## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: <https://carers.org/about-us/about-young-carers>
- The Restorative Justice Council: <https://restorativejustice.org.uk/restorative-practice-schools>  
SEND
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to25](http://www.gov.uk/government/publications/send-code-of-practice-0-to25)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE 'Cyberbullying: advice for headteacher/principals and school/college staff': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE 'Advice for parents and carers on cyberbullying': [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) Race, religion and nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: <https://www.kickitout.org/take-action/resources>
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: <http://www.theredcard.org/> LGBT
- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- School/colleges Out: <http://www.schools-out.org.uk/> Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

- Disrespect No Body: <https://www.gov.uk/government/publications/disrespect-nobodycampaign-posters>
- Anti-bullying Alliance: advice for school/college staff and professionals about developing effective anti-bullying practice in relation to sexual bullying:  
<https://antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying> Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) DfE research into anti-bullying practices: <https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying>

# Exclusion Policy

---

**Policy Number:**

**02d**

**Policy Date:**

**04/01/2026**

**Policy Created By:**

**Andy Hargreaves**  
Director of Education

**Date Policy Updated:**

**Created 04/01/2026**

## Contents

|                                                   |   |
|---------------------------------------------------|---|
| 1. Aims .....                                     | 2 |
| 2. Legislation and statutory guidance .....       | 2 |
| 3. The decision to exclude .....                  | 3 |
| 4. Definition .....                               | 3 |
| 5. Roles and responsibilities .....               | 3 |
| 6. Considering the reinstatement of a pupil ..... | 5 |
| 7. An independent review .....                    | 6 |
| 8. School registers .....                         | 7 |
| 9. Returning from a fixed-term exclusion .....    | 7 |
| 10. Monitoring arrangements .....                 | 8 |
| 11. Links with other policies .....               | 8 |

---

### 1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

### 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

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

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

### 3. The decision to exclude

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

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

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

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

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 if the pupil has special educational needs (SEN)

### 4. 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.

### 5. Roles and responsibilities

#### 5.1 The headteacher

##### Informing parents

The headteacher 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
- How any representations should be made
- 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 headteacher 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 headteacher will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- 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 headteacher 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 headteacher will notify the governing board and LA once a term.

## **5.2 The governing board**

Responsibilities regarding exclusions are delegated to the full governing board.

The governing board has a duty to consider the reinstatement of an excluded pupil (see section 6). Within 14 days of receipt of a request, the governing board will provide the secretary of state 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.

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

### **5.3 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.

## **6. Considering the reinstatement of a pupil**

The governing board 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 or national curriculum test

If requested to do so by parents, the governing board 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.

Where an exclusion would result in a pupil missing a public examination, the governing board will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil.

The governing board 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 governing board will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher 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 governing board will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the governing board'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 exclusion
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the LA to appoint an SEN expert to 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

## **7. An independent review**

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

Applications for an independent review must be made within 15 school days of notice being given to the parents by the governing board of its decision to not reinstate 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 headteacher category.

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

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

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

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 reconsiders 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.

## **8. 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.

## **9. Returning from a fixed-term exclusion**

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Enhanced supervision

## **10. Monitoring arrangements**

Joanne Mullineux monitors the number of exclusions every term and reports back to the governors. She will also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by Joanne Mullineux every 3 years. At every review, the policy will be approved by the governing board.

## **11. Links with other policies**

This exclusions policy is linked to our

- Behaviour policy
- SEN policy