



Behaviour Policy

Date Adopted: September 2023

This policy incorporates the following information:

- *Care and Control*
- *Suspension and Exclusion*
- *Anti-Bullying and Anti-Harassment*

Mayfield is an all age special school, providing education for pupils, who have Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Autism (ASC) and Profound and Multiple Learning Difficulties (PMLD). Many of our pupils have additional needs and complex needs.

All members of the school community have rights and responsibilities. The fundamental rights of the child can be found at <https://www.unicef.org.uk/right-respecting-schools/>, but are based on the United Nations Convention on the Rights of the Child. The following articles in the UN convention on the Rights of the Child are especially relevant to this policy:

- Article 3 - The best interests of the child must be a top priority in all things that affect children
- Article 28 – Discipline in schools must respect children's dignity

1. Introduction:

As a school we have adopted the ethos that '**Better Never Ends**' as we continuously strive to improve the experiences that our pupils and their parents have on a daily basis.

These are the key principles that underpin our approach to promoting positive behaviour at Mayfield:

- We work to instil the key skills and core values all pupils need in order to prepare them for adulthood. This includes independence, resilience, positive co-operation, problem solving and respect.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

- We work with pride as a committed team to create a happy, safe and child-centred community, which promotes respect, honesty and dignity and demonstrates the academy values, pride, ambition, communication and teamwork.
- We want all pupils to keep themselves safe and healthy both physically and mentally and to support their long-term well-being.
- We all work as a team supporting our young people, with input from parents and external professionals to develop a consistency of approach tailored for individuals across our settings.
- We enable all pupils to develop their knowledge and skills; values and experiences with links to the local and wider community and we strive to work closely with families to create a culture where everyone is supported and challenged and treated with dignity and respect.

2. Whole School Approach

As staff, we recognise that there is an underlying reason for all behaviour and that behaviour is a method of communication.

We will make our expectations clear through explicit written and visual rules, role modelling the behaviours we expect from others, teaching good behaviour through the curriculum and through structured and unstructured social activities.

We recognise that the quality of teaching and inclusion support has an impact on the behaviour of our pupils and will ensure that lessons are well planned, engaging, differentiated and meet the needs of individual pupils.

We will make decisions in line with this policy with the best interests of all our pupils as our priority. For individuals or groups with particular needs we will strive for improvement in pupils' behaviour over time and will tailor inclusion support to prevent dysregulation.

Safeguarding

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

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

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

Please refer to our safeguarding policy for more information.

Within our whole school approach we strive to be proactive in these key areas:

Engagement of the child/young person

- The **structure** of the school day
- The **organisation** of the **classroom environment**

- Teaching **Strategies**

Structure of the day: We believe as a school that the structure of our school day and our curriculum are key to engage children. Our curriculum is based on 'real life' learning opportunities and functional skills. Within the school day, there is an emphasis on consistency and total communication to allow our children and young people to develop a understanding of what is happening, where it is happening, who is working with me and what will happen next.

Organisation of the classroom environment: Our school environment and the facilities that we have are organised taking into account individual needs and promoting an inclusive environment. A great deal of attention is given to managing transitions throughout the day. Visual resources, clear planning and appropriate use of language are the main strategies that are provided to ensure smooth transitions.

Relationships within the school

- Shared and **total communication** systems
- Developing strong **relationships**
- **Supportive** Class Teams

Supportive Class Teams: As a team and in the wider school community, we all work together to support our young people, our families and our staff. We will always work transparently with families and collaborate with other professionals. We strive to be reflective and deliver as much consistency as possible to our young people's lives.

We aim to empower our staff to consider the needs of the pupils to create individualised, personalised solutions.

Classroom teachers work closely with their teams to ensure consistent and effective behaviour strategies are in place. These will be regularly reviewed as new challenges arise. There is a responsibility with class teams to follow whole school approaches and to record behaviours of concern. CPD is provided to all staff as this is a key aspect of our work

Our Trust Key Values:

- to **Engage**
- to **Include**
- to **Apply**
- to work **Together**

- Feeling **safe**
- Feeling **respected**
- Feeling **included**

We strive for all our children and young people to be happy and calm. We want all our children and young people to **feel safe, feel respected and feel included.**

We aim for this to be evident throughout Mayfield and encourage this culture throughout our 'Get Real Curriculum'.

3. Staff Responsibility

Every effort will be made to ensure that staff will:

- Understand their responsibilities in the context of their duty of care to keep children and adults safe.
- Understand that the consideration of the welfare of the individual child is paramount.
- Understand that 'reasonable' force means that any physical intervention is proportionate and absolutely necessary in the circumstances.
- Be provided with appropriate training to manage risk and ensure this training is maintained at an appropriate level.

We recognise the right of every person to be provided with a healthy and safe working environment and understands that there are circumstances when staff may be at risk whilst managing behaviour.

4. Managing Behaviour

We have high aspirations for our pupils. We strive for them to be independent, well rounded members of the school and wider community and as regulated as possible. A key principle to this is to set boundaries and respond to these as consistently as possible.

Rewards

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

Praise and rewards are determined on an individual level. Where possible we use symbols such as 'good' which are effective in supporting our teaching of good behaviour. Food/drink will not be used as a reward.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Dojos awarded
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be an active learner, engaged in all lessons.

- Develop a positive relationship with pupils, which will include:
 - Greeting pupils by name and by signing where appropriate to the pupil
 - Establishing clear routines
 - Communicating expectations of behaviour using variety of mediums
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement through verbal praise, awarding dojos, positive phone calls, email or letter home.

At Mayfield, dojos are awarded in recognition of behaviour. Parents, staff and pupils can access the record of dojos so that they can keep up with and celebrate personal success.

Use of Behaviour Support Plans and Risk Reduction Plans (BSP and RRP)

These documents explicitly set out the types of behaviours and sensory needs that individual pupils may exhibit and provide strategies to effectively manage them. We work vigorously to ensure de-escalation techniques are in place and that a child's high interest activities are used to motivate and engage them. Parents have copies of the BSP and RRP and it is an expectation that they are seen by parents/carers and that parent's and carers are given the opportunity to be involved in the co-production of personal plans involving their child.

Our BSP's focus on what may be seen at each stage and identify consistent strategies which help the individual pupil to be 'just right' to prevent dysregulation. We plan proactively for each individual pupil at each stage to respond in the most effective manner. We look for behaviour triggers and analyse patterns in order to improve behaviour.

Over alert	<ul style="list-style-type: none"> • Non-negotiables: Strategies to help pupils throughout their day. • What you may notice ... Behaviours and sensory needs in their different stages. • Strategies to help: Things to put in place to get the pupils back to just right.
Becoming over alert	
Just right: Best place for me	
Becoming under alert	
Under alert	

Proactive and De-Escalation

All classroom-based staff will use a range of de-escalation techniques to manage pupil behaviour positively and prevent serious behavioural incidents through use of personalised and consistent strategies.

We use a range of proactive strategies in school in line with good practise. This includes the use of visual support and adapted pedagogies.

De-escalation techniques may include:

Verbal advice and support	Reassurance	Withdrawal and re-directed
Firm, clear directions	Planned ignoring	Change of face
Negotiation	Calm talking	Reminders about consequences
Limited choices	Calm stance	Success reminders
Distraction	Patience	Restorative conversations
Diversion	Withdrawal offered	Humour

We also encourage our staff to follow these principles when managing behaviour.

These include:

- **Reduce the audience:** We strive to uphold our pupil's dignity at all times and acknowledge when pupils are in crisis, they can exhibit a wide range of behaviours that challenge . Therefore, we may need to remove other pupils from the environment when we are supporting the de-escalation of behaviours that challenge . We also acknowledge that some behaviours can be driven by staff responses and therefore limit wherever possible the number of staff needed to support and manage behaviours.
- **Reduce the language:** We reduce the language we are using with our pupils when they are in crisis and increase our visual use.
- **Change the face:** Pupils may target staff members due to a number of triggers and environmental factors. We will always aim to 'change the face' of the staff members that have been initially involved in incidents if appropriate in order to calm the pupils as swiftly as possible.

Behaviour is recorded by the staff electronically on the whole school system. All staff receive training on how to record both low level behaviours' and use of intervention and physical restraint.

Once information is recorded it allows us to analyse data and identify trends and target interventions. We also use an ABC model to understand behaviour. This examines behaviour through;

- Antecedent
- Behaviour
- Consequence (recovery)

Our recording system enables us to be pro-active and to use data to support our strategies.

Definitions

Behaviours that challenge: Our children and young people can exhibit behaviours that challenge for a number of underlying reasons and as a school we view all behaviour as communication.

Behaviours that challenge is any behaviour that someone displays that is a challenge for others to manage and/or puts the young person or others at risk. Lots of young people with learning disabilities display behaviours that challenge such as hurting others, self-injurious behaviour, sensory seeking or avoiding behaviours and destructive behaviours.

Problematic Sexual Behaviours: Sexual behaviour, which may be pleasurable for the individual but problematic for others. There are also times when the sexual behaviour can be difficult or frustrating for the person themselves (Challenging Behaviour Foundation, 2021).

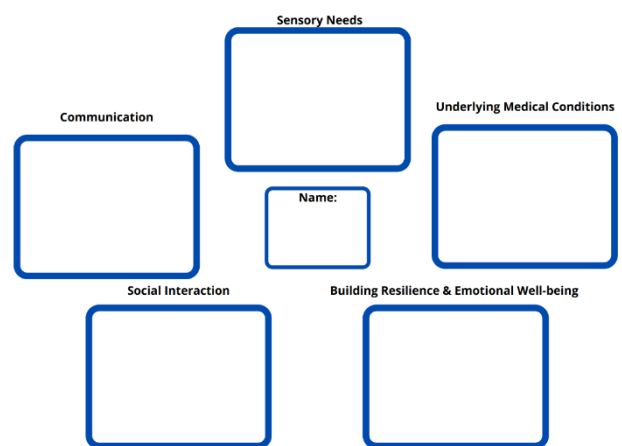
Managing Sexual Behaviour: When managing Problematic Sexual Behaviour we firstly need to understand what triggers this behaviour. In the majority of our pupils these behaviours are either due to hypo sensitive sensory seeking or due to a lack of social understanding or awareness.

Our Relationships and Sex Education and Relationships and Health Education curriculum is a multi-layered acquisition of skills, knowledge and understanding developing a understanding of **self, bodies** and **relationships**. We will support families and teach pupils about public and private spaces, parts of the body and appropriate skills using social stories, visual support and resources.

Inquiry Based Practice to Support Regulation:

As a school we understand that all behaviour is communication. When behaviour that challenges occurs, we always seek to understand the underlying causes as they are not always obvious. We work closely in staff teams to understand and explore the behaviour and we focus on providing our pupils with the tools to self-regulate.

We use a behaviour investigation template to help staff to 'pick apart' these behaviours and build an inquiry-based approach.



Inquiry Based Template for staff

5. Use of Physical Intervention and Restrictive Physical Intervention

- As a school we use the Team Teach Approach to enhance behaviour management. We have a number of staff across the trust trained as Team Teach Trainers. All our staff receive initial training and regular refreshers in Team Teach strategies.
- This supports the philosophy that approximately 95% of all so-called behaviours that challenge can be addressed using positive non-physical intervention and the use of a whole school proactive approach.

- As a school we will always aim to act in the best interest of the child. This means in principle any decisions that are made by staff must take into paramount consideration the child's welfare and this should take precedence over all other possible actions. For that reason, staff need to carefully consider what is in the best interest of the child, both in the short term and the longer term.
- Team Teach trained staff are trained in the use of Restrictive Physical Intervention in line with Team Teach. This is only used when pupils are putting themselves or others at risk of harm or there is a risk of serious damage to the environment. Any intervention needs to be **reasonable, proportionate** and used as a **last resort**. The Education and Inspections Act 2006 gives examples of the types of circumstances in which use of reasonable force may be legally defensible such as self-injurious behaviours, causing injury to other children, staff, parents and visitors and causing significant damage to property.
- It is not always possible to predict all risks relating to a specific behaviour of a child. When an unforeseeable risk presents itself a "dynamic risk assessment" can be undertaken. This means that staff make decisions that are **reasonable and proportionate** and then act in the best interests of the child. When this occurs a debrief will occur and all supporting BSP, RRP and risk assessments are updated accordingly.
- Team Teach techniques seek to avoid injury to our children and young people, but it is possible that bruising and scratching may occur accidentally. These are not necessarily a failure of professional technique, but a regrettable and infrequent 'side effect' of ensuring that our children and young people remain safe.
- Any intervention is recorded on Behaviour Support and Risk Reduction Plans that are signed by all parties supporting the child/young person.

Care and Control

Who can use restraint – authorised staff?

Section 93 of the Education and Inspections Act 2006 provides all school staff, including non-teaching staff, with the power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing harm.

At Mayfield school, on any occasion when reasonable force is needed, a Team Teach member of staff, if present, will respond first. All members of staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property or causing harm. A list is maintained of those who have been trained in Team Teach. The leadership team are responsible for making sure that appropriate numbers of staff are trained, and training is refreshed according to Team Teach guidelines.

Circumstances under which restraint can be used

Before restraint is used every effort should be made to de-escalate the situation. There should be a distinction between emergency intervention and anticipated intervention. This should be identified in the individual behaviour support plan and linked to EHCPs.

Authorised physical intervention may be used:

- where action is necessary because there is imminent danger of risk or injury
- where there is a developing risk of injury, or significant damage to property
- where a child is behaving in a way that is causing distress for themselves and those around them

This provision applies when a member of staff is on the school premises and when he/she has lawful control eg; on a school trip.

6. Use of Time Out, Withdrawal and Seclusion

As a school, we work with children and young people to ensure their timetable and daily structure suits and supports their regulation and learning. This may mean pupils use areas of the school as other learning spaces or as planned **time out** or **withdrawal** areas to help them calm or to provide sensory regulation strategies. We use this proactively and in a planned manner.

As a school, we aim not to use seclusion as a strategy, but acknowledge that this may have to be employed in an absolute emergency for the shortest time possible. If this is every used it will be reviewed by the SLT team and strategies put into place immediately and accordingly.

Definitions

<p>Time Out Used as a planned approach with written agreement to manage behaviours that challenge and to allow us to regulate and re-engage as successfully and as reasonably possible.</p>	<p>Withdrawal Removing a child or young person from a situation but actively monitoring and supporting them to regulate and re-engage as successfully and as reasonably possible.</p>	<p>Seclusion/Isolation Forcing a child or young person to spend time alone against their will. This requires statutory powers other than in a emergency when it is the most reasonable, proportion and last resort and is used for the shortest period of time possible.</p>
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7. Anti-Bullying and Anti-Harassment

All children have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. There is a zero-tolerance policy in place at Mayfield School and a zero tolerance to discrimination in all its forms.

Bullying of any kind is unacceptable at our schools. If bullying does occur, all pupils and staff should be able to tell and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a staff member or a member of the Senior Leadership Team. At our schools, staff take a proactive approach to supporting young people who may be having difficulties with their peers. Developing social communication and interaction skills are a focused and integral part of our curriculum.

All children and young people at Mayfield School are entitled to learn in a safe and supportive environment. This means they should be free from all forms of bullying behaviour.

We teach tolerance and positive relationships at Mayfield School, and this is embedded in our “Get Real Curriculum”, which aims to promote an inclusive, tolerant and supportive ethos at the school.

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

Bullying is, therefore:

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

Bullying can include:

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

Any instances of bullying will be dealt with by the school and the strategies put in place to prevent occurrences of bullying.

All reports of bullying or discriminatory language are recorded swiftly by CPOMS and data collected by the DSL's and Associate Heads of School. Incidents will be investigated, and appropriate actions or sanctions put into place in a timely fashion.

Procedures

1. Report bullying incidents to teaching staff/LT via CPOMS.
2. Parents should be informed and will be asked to come in to a meeting to discuss the incident.
4. In very serious cases and where deemed necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. Work will be done where possible and appropriate to help the bully (bullies) to recognise and change their behaviour.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, our school must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school.

We recognise that because some of our pupils may have persistent difficulties with social interaction, social communication and understanding emotions, peer difficulties may be more prevalent in this setting. We will tackle all issues of alleged bullying taking into account the additional needs of our pupil cohort and working closely with parents and other professionals to provide appropriate interventions to protect all our pupils.

8. Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Searching

Authorised staff can search a pupil for any item if the pupil agrees. The ability to give consent may be influenced by the child's age or other factors such as learning difficulties. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

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

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

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

The staff member who carried out the search should inform the DSL ,without delay, of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.

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

Informing parents/carers

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

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

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

9. Exclusions and Suspension (previously referred to as fixed term exclusion)

The word 'suspension' is used to refer to what legislation calls an exclusion for a fixed period. Suspensions and permanent exclusions are both types of exclusion, and where this guidance uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

- The Executive Headteacher can exclude a pupil for serious incidents of misbehaviour in or outside of school. Pupils will only be excluded for incidents that have happened outside of school in exceptional circumstances or where the impact has continued into the school day.
- The school may suspend a pupil for one incident of serious misbehaviour or repeated incidents of less serious behaviour.
- If a pupil is suspended, the parent, carer will be informed as soon as possible. They will receive a letter explaining why the child has been suspended and how long they have been suspended for. The letter will also tell them how to challenge the suspension should they wish to.
- It is the parent or carer's responsibility to ensure that their child is not in a public place during school hours whilst they are suspended from school.
- A parent or carer can challenge suspension if it is longer than five days or if their suspension means they will miss a public examination.

Suspension

A suspension is where the child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school.

If a child has been suspended for a fixed period, the school will set and mark work for the first 5 school days. If the suspension is longer than 5 school days, the school will arrange suitable full-time education from the sixth school day.

At Mayfield School, suspension is not used as a "punishment", it is used to protect the pupil, other pupils and staff. It will be used for the shortest time necessary to enable

the school to organise assessments, make adaptations to the environment and hold strategy discussions.

The school recognises that it is unlawful to suspend or exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as, academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

Mayfield School will not carry out unlawful exclusions and nor will the school delete a pupil's name from the register without instruction and agreement from SENAR.

The school will never send a pupil home 'to cool off' following an incident regardless of whether this arrangement is requested by or has the agreement of parents.

In an instance where a pupil is sent home for reasons related to behaviour the Head Teacher will formally record and specify the length of the suspension. This should ensure that:

- The school is meeting the legal duty of care towards pupils.
- Parents are formally notified of the exclusion.
- CP issues are considered – bearing in mind the child's age and vulnerability that a parent/carer is at home and the child is not at risk.

Permanent Exclusion

The school may permanently exclude a child if they pose a significant and unmanageable risk to others. The school will write to parents or carers giving full details of the reasons for exclusion. At Mayfield, permanent exclusions will only be used as a last resort after all other resolutions have been exhausted. The school will work with SENAR, parents and other professionals to avoid permanent exclusions wherever possible. The governing body must review all permanent exclusions.

For permanent exclusions, the pupil's 'home' local authority must provide alternative education to be in place no later than the sixth day of the exclusion.

Upon the decision being made to permanently exclude, the parents will be informed. A disciplinary panel meeting of the directors will be arranged with the relevant personnel:

- Parents
- Head Teacher/Senior Leadership Team member
- 3 members of the Governing Body
- A LA representative

Part Time Timetables

Part time timetables will not be used as a behaviour management tool. Every young person is legally entitled to a full-time education and we are committed to securing this entitlement for every pupil.

Executive Head Teachers Role

Several factors will have been considered before making an exclusion decision:

- A thorough investigation will have been carried out.
- All evidence to support the allegations, taking account of relevant policies, and where applicable the Equality Act 2010, will have been considered.
- Where possible/practical in our setting, the pupil will have been encouraged to give his/her version of events and be involved in any meetings.
- The school will check whether the incident may have been provoked.

If necessary, others will be consulted, for example a member of the local governing body. Written records of the actions taken, including statements from the pupil and witnesses will be kept. They will be signed and dated.

The decision to either use a suspension or a Permanent Exclusion is a decision made only as a last resort, and where possible Mayfield School will pursue other possibilities of resolving any difficulties.

Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Complaints

The availability of this policy should reduce the likelihood of complaints but may not eliminate them. All allegations will be investigated thoroughly; however, it is the responsibility of the person making the allegation/complaint to prove any inappropriate actions by the staff member.

This policy should be used in conjunction with: Safeguarding Policy.