

**Outcomes
First
Group.**



Crookhey Hall
School

Crookhey Hall School Behaviour Policy

Behaviour Policy

Introduction:

At Crookhey Hall School we seek to create a positive learning climate that allows pupils to develop socially, emotionally and academically as we believe that an inclusive, caring, learning environment in the school is essential. We aim to foster positive relationships between students and staff that are built on mutual respect.

Principles:

The behaviour policy seeks to support the school's aims by:

- Promoting good behaviour and discipline
- Promoting an environment in which every member of the school community feels valued and respected
- Ensuring that all member of the school community are treated fairly and in a consistent manner
- Promoting self-esteem, self-discipline, regard for authority and positive relationships
- Having a consistent approach to both negative and positive behaviour
- Providing a safe environment
- Ensuring a partnership with parents and carers is developed, in order to have consistence with regard to the implementation of the policy and its procedures
- Promoting a culture of praise and encouragement, fostering a positive attitude towards each individual's sense of self and what they can achieve
- Securing high quality specialist and targeted intervention and support for our young people

These principles are not primarily concerned with the enforcement of rules but rather a means of promoting positive relationships, allowing staff and pupils to work together with the common purpose of allowing everyone to achieve.

This policy is designed to promote good behaviour through an ethos of kindness, responsibility and co-operation.

Aim:

Crookhey Hall School has high expectations of both its staff and students as we aim to ensure that all members of the school community meet their full potential. The behaviour policy explains school expectations and protocols regarding the management of behaviour.

Objectives:

- To ensure all members of the school community are aware of the aims and expectations with regard to behaviour and consistency
- To promote a positive attitude to learning and provide students with an effective learning environment that allows them to reach their full potential
- To encourage good, orderly behaviour and respect for others, equipment and the environment

- To provide consistent and effective support for staff and students
- To provide clear guidelines for colleagues on the consistent use of rewards and sanctions
- To support students in achieving success and encourage patterns of good behaviour
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all students are treated equally and fairly with regard to rewards and sanctions
- To ensure that students, parents and carers are aware of the rewards and disciplinary referral routes

Responsibilities of Crookhey Hall School, Students and Parents/Carers

Crookhey Hall School

- The Head Teacher and Senior Leadership Team will be responsible for the implementation of the day to day management of the policy and procedures
- To ensure the whole school community is consulted about the principles of the school behaviour policy
- Staff including teachers, support staff and Mentors are responsible to ensuring the policy and procedures are followed consistently and are fairly applied
- To ensure the behaviour policy does not discriminate against any student, for example, grounds of race, gender, disability of sexual orientation and that it promotes good relations between different communities
- To ensure that staff are clear about the extent of their disciplinary authority and understand when and how to escalate issues should there be a need
- To support, praise and as appropriate, reward students' good behaviour
- To apply sanctions fairly, consistently, proportionately and reasonably considering the needs of SEND and the needs of vulnerable and Looked After Children and offering support as appropriate
- To make alternative provision for pupils within school where necessary and to arrange reintegration interviews for parents at the end of a fixed term exclusion
- To make reasonable measures to protect the safety and well-being of staff and students including the prevention of all forms of bullying and dealing effectively with reports of and complaints about bullying
- To ensure that staff model good behaviour and never denigrate students or colleagues
- To promote positive behaviour through active development of students social, emotional and behavioural skills
- To keep parents/carers informed of their child's behaviour, both positive and negative and to offer support to parents/carers in meeting their parental responsibilities
- To work with other agencies to promote community cohesion and safety

- To ensure that students have access to all the support they need, including therapy, to help them regulate their behaviour

Students:

- To follow reasonable instructions from school staff, to apply Crookhey Hall School standards and accept consequences in an appropriate way
- To not bring inappropriate or unlawful items to the school site
- To show respect to school staff, students, school property and the environment
- To not harm or bully students or staff
- To co-operate with and abide by the guidelines of Behaviour Support Plans or arrangements made through Learning Support Assistants

Parents/Carers:

- To respect Crookhey Hall School's behaviour policy and the disciplinary authority of staff
- To ensure that their child follows reasonable instructions from school staff and adheres to the school rules
- To send their children to Crookhey Hall School punctually and in appropriate uniform
- To ensure school staff are made aware, via school staff or office staff of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm
- To be prepared to work with the school to support their child's positive behaviour
- To attend meetings with school staff, if requested, to discuss their child's behaviour

Crookhey Hall School will encourage parents and carers to work in partnership with the school to assist it in maintaining high standards of good behaviour.

Expectations of ALL Members of Our School Community:

- Be polite and respectful to others
- When moving around site and between buildings, walk quietly and sensibly – running and shouting is not acceptable
- Be on time to lessons
- Respect your environment
- Full uniform must always be worn. If there are issues with uniform these needs to be raised with Learning Support Assistants at the start of the school day

Members of the School Community are NOT Expected To:

- Use obscene, racist, homophobic, sexist or transphobic language
- Behave in a manner that may be perceived as threatening or aggressive
- Truant or abscond from school
- Vandalise and damage property
- Bully others

The Following Are NOT Permitted On The School Premises:

- Controlled substances
- Children under the age of 18 are not permitted to bring cigarettes, electronic cigarettes or other smoking paraphernalia into school – if they do these items will be confiscated
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or to cause injury to another person

Pupils are Expected to Abide by the Following:

- To not be in possession of, or smoke cigarettes and electronic cigarettes
- To not bring into school matches, lighters, illegal substances and smoking paraphernalia
- To show respect to the school environment and not to cause damage to it, whether that be inside the buildings or outside
- To show respect to adults and young people in our community, additionally to not threaten or cause harm to others
- To remain within lessons and within the school grounds during the day

Procedures:

All staff are expected to follow procedures and protocols set out by the Head Teacher to ensure that the policy is consistently applied.

Crookhey Hall School's primary aim is to ensure that all members of the school community feel valued

and respected and that each person is treated fairly.

Rewards, Sanctions and Strategies:

The principle reward and encouragement for any young person is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of children and young people principally rely on the positive relationships they develop with significant adults in their lives.

Crookhey Hall encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between children and young people, and between staff and children and young people.

Children and young people will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/student relationship. Empathy, trust and consistency are all important in building relationships and influencing children and young people in making appropriate choices about their life and development. Consistent, calm adult behaviour promotes and models desired outcomes.

Staff have been trained in Safety Interventions (SI) using the Crisis development model as below, that supports and threads through all out interactions and levels of support with our young ‘Pupil Risk Assessments’

The CPI Crisis Development ModelSM



Crisis Development/Behaviour Levels	Staff Attitudes/Approaches
1. Anxiety	1. Supportive
2. Defensive	2. Directive
3. Risk Behaviour	3. Safety Interventions
4. Tension Reduction	4. Therapeutic Rapport

With this integrated Experience, the concept is that behaviours and attitudes of others have an impact on our behaviours and attitudes. The one side of the model the staff at Crookhey Hall can control initially is the staff attitude/approach as this is our consistent, calm adult behaviour, this calm approach will hopefully have a positive impact upon they young person given the integrated experience.

Equally important is the expectations adults have of children and young people, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Rewards:

Crookhey Hall School employs a points system, closely linked to pupil attitude to learning and behaviour. Pupils have the opportunity to earn points during the course of their timetabled lessons – these points allow pupils to access tangible rewards which are distributed as enrichment activities or yearly trip to an outward bound centre.

Students can earn points in curriculum lessons for the following:

- Arriving on time and remaining in class
- Completing all work set
- Following staff instructions
- By not swearing or using offensive language
- Showing respect to each other and property
- Achieving their personal target point (these targets are set by the student's form tutor each morning during registration)

Pupils can also earn points during Form time for the following:

- Being on time to registration
- Wearing the correct uniform
- Following staff instruction
- Not bringing any prohibited items into school

A Maximum of nine points can be earned during the course of the lesson. The points are separated into three different sections and are awarded on the effort, the behaviour and the attainment of the personal target.

Effort

- 3 – Task Completed
- 2 – Task partially completed
- 1 – Insufficient amount of work
- 0 – No work completed

Behaviour

- 5 – Well Done
- 4 – Reminder
- 3 – 1 Warning issued
- 2 – 2 Warning's issued
- 1 – 3 Warning's issued
- 0 – Removal/ non attendance/ in class removal

Personal Targets

- 1 – Target met
- 0 – Target not met

Additional points can be earned for special contributions to school life. Points can also be deducted due to behaviour.

Points are a logged by LSAs and every week pupils with over 80% achievement will be invited to choose a reward option. The reward trips generally include trips to the cinema, laser quest, bowling, swimming and a number of other activities.

Certificates will be awarded at the end of the week for the pupil of the week and the most improved pupil in both key stages. This is determined in the staff morning briefing whereby a general consensus is agreed.

There is potential for those students who earn the most points across the term and those who are most improved to be rewarded with a trip or activity of their choice. This reward will only be accessible for the students during the school day.

Consequences:

A consequence can be given for the following:

- Persistent disruption to learning
- Smoking
- Assault (Verbal & Physical)
- Damage to property
- Leaving the school site

This list is not exhaustive.

The consequence system is only effective when it is implemented consistently across the school. Staff must be mindful when deciding on appropriate sanctions that they are in line with approved behaviour policy and consider the specific and individual needs of the pupils at Crookhey Hall School.

Sanctions will be imposed for the breaking of any of the above rules:

Sanctions include:

Reflection	<p>Pupils will attend Reflection as soon as they arrive on site the following day to:</p> <ul style="list-style-type: none"> • Catch up on missed/incomplete work • Discuss incidents or inappropriate behaviours • Reflect upon their actions and make decisions about what they need to do next
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Damages	Where damage has wilfully been caused, a letter requesting the reimbursement for the damage will be sent to the pupils' parents/carers
Form Tutor Report	Pupils whose negative behaviour has escalated or with whom the above-mentioned sanctions are proving ineffective; may be required to go on a Form Tutor Report. This allows pupils to work towards specified targets and creates an opportunity for staff to monitor an individual's behaviour and attitude to learning. Pupils will be 'grounded' to school and during the course of their report period would engage with restorative tasks which will focus on the behaviour that led to the issuing of the report.
Assistant Head Report	Pupils, with whom the Form Tutor Report has proven ineffective, will be escalated to a Senior Staff Report: most likely with an Assistant Head Teacher. Their parents and social workers will be invited to attend a meeting regarding the pupil's behaviour and the school's concerns.
Deputy Head Report	Pupils who have failed to comply with the above mentioned reports and where exclusions of any kind have proven ineffective, will be escalated to a Head Teacher Report. At this point a pupil's placement at Crookhey Hall School is at risk and an alternative provision will be being discussed with parents/carers and the Local Authority.
Internal Exclusion	Pupils will be closely supervised within school away from the school population. They will have access to the curriculum for the duration of their period in internal exclusion.
Fixed Term Exclusion	Pupils whose behaviour has been extreme or with whom the internal learning opportunities have been unsuccessful will be given a Fixed Term Exclusion for no longer than ten school days. This will allow pupils to reflect on the issues/incident that led to the exclusion. A meeting will be held with the Head Teacher, Deputy Head, pupil and parent/carer regarding re-integration
Managed Move	As a last resort, the Head Teacher along with relevant parties may consider that a managed move to another school will be in that students' best interests.
Permanent Exclusion	Permanent exclusion will be used only if no alternative is available.

Training:

The Leadership team will ensure that appropriate high-quality training on various aspects of behaviour management is provided in support of this policy. Training also includes specialist SEN training to ensure staff are fully versed in challenging behaviours, strategies and good practice in meeting the complex needs of pupils.

Educational staff are trained in de-escalation using CPI Safety Intervention techniques. Physical intervention is used as a **last resort** for more serious, risk taking behaviours.

Specialist Support and Intervention for Pupils:

The pupils that attend Crookhey Hall School, each experience emotional and behavioural difficulties and most have complex education and social needs. Crookhey Hall School offers therapeutic and

academic interventions from a range of internal and external specialists to all our young people. The staff will always seek to help a student to regulate their own behaviours through high quality support and intervention.

The Use of Restrictive Physical Intervention (RPI) at Crookhey Hall

This policy should be read in conjunction with OFG's - *The Use of Restrictive Practices and Restraint*

Terms of Reference

Many of the children and young people at Crookhey Hall display a variety of challenging behaviours which result in a range of strategies, including RPI being used in order to reduce risk. Staff are encouraged to adopt different methods of de-escalation via appropriate training and the promotion of positive relationships throughout the school and children's home. By doing this we wish to create an environment whereby all parties are kept safe but that also encourages children and young people to be involved in the process of being reflective about their behaviours.

The organisation uses, Crisis Prevention Institute Safety Interventions as a preferred method of RPI as approved by BILD and certified by the restraint reduction network (RRN). The definition of RPI for Holding as stated by safety interventions is:

The use of a physical intervention to restrict a person's liberty of movement.

As a company we adopt the approach and follow the guidance from *the HM Government: reducing the Need for Restraint and Restrictive Intervention Paper; Published: 27 June 2019.*

1.8 The terms restrictive intervention and restraint are used interchangeably in this guidance to refer to:

- *planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently*

1.10 In this guidance restrictive interventions and restraint can include, depending on the circumstances:

- *Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person*

RPI involves a range of techniques according to the level of risk children and young people are presenting to themselves or others. At Crookhey Hall the use of RPI is always a last resort, unless otherwise stated in a My Plan where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed.

The Decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The use of RPI as a strategy in event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the children and young person's behaviour.

Staff Authorisation to use restrictive physical intervention/staff training:

Crookhey Hall recognises that as employers we are responsible for ensuring that staff receive training, which is inclusive of updates and refresher courses appropriate to their role and responsibility.

Qualified instructors support staff with workshops where reflection and review of strategies can be undertaken. All staff working directly with children and young people at Crookhey Hall School will receive training in de-escalation and RPI techniques. The adopted method chosen by the organisation is that of 'Safety Interventions'. This is a framework that encompasses a range of approaches and methods to manage and reduce challenging behaviour.

By using Safety Interventions, we ensure that the positive handling strategies used with the young people have sufficient range and flexibility to be appropriate across the age and development range. Training provided by on site instructors enables the staff group as a whole to feel more confident and competent in their management of challenging behaviour.

The school aims to promote the least intrusive positive handling strategies with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies and disengagement skills being used and exhausted before RPI strategies are used, unless otherwise stated in a specific Pupil Risk Assessment.

Through regular training in line with Safety Interventions policy, staff are provided with open forums to discuss and develop their practice, as well as the initial and refresher training staff are provided with the opportunity for workshops from in house trainers.

Crookhey Hall maintains an in-house team of trainers at foundation and Advanced levels which meets all its training and support needs.

All SAFETY INTERVENTIONS principals and skills have been risk assessed independently taking into consideration risks to both the young person and staff on 5 different levels;

- Psychosocial
- Soft Tissue
- Articular or Bone
- Respiratory
- Cardiovascular

Justifications to use reasonable force where Restrictive physical intervention is required;

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Crookhey Hall act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual.

Therefore, we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practice. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

The staff will work within the following parameters:

*They should be able to show that any actions taken were in the young person's **BEST INTEREST** and that actions were **REASONABLE AND PROPORTIONATE**.*

RPI can be used for a number of positive outcomes:

- *To prevent injury to self or other children*
- *To prevent injury to staff members or any other person*
- *To prevent serious damage to property or to prevent a criminal offence from occurring*

The above justifications are applied both in care and education settings, however in education intervention can also be applied in the following instance:

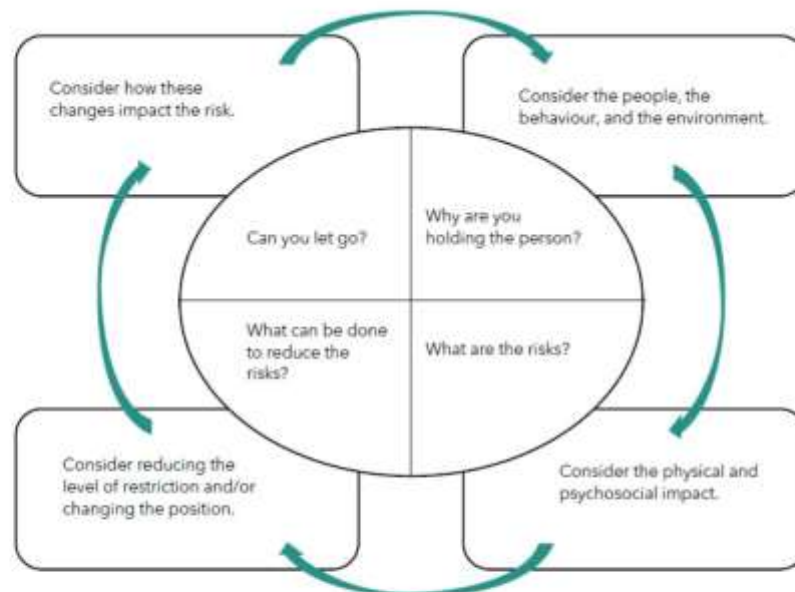
- *Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its students.*

As outlined in *The Use of Reasonable Force* some examples of situations where this could be implemented if all other strategies and skills have failed

- *Remove a disruptive child from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
- *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

The staff at Crookhey Hall have all been trained to use the Opt-Out sequence, as an active decision making framework this enables our staff to assess the continued risk in order to minimise the duration and take reasonable actions to prevent and seek alternative non-physical intervention strategies.

Figure 4: The Opt-Out SequenceSM



In order to ensure everybody's Care, Welfare, Safety and Security during a restraint, a number of key observations must be maintained throughout, as such events can quickly become medical emergencies.

It is important to note that behavioural strategies such as 'withdrawal', 'seclusion' and 'time out' can be viewed as forms of physical intervention. These are defined as followed;

- Withdrawal-involves removing a child or young person from a situation which causes anxiety or distress to a location where they can be continuously supported until they are ready to resume their activities
- Time out - involves restricting access to reinforcement as part of a planned behavioural programme, in consultation with the organisations Therapeutic service
- Seclusion-involves a child or young person being forced to spend time alone against their will.

(Crookhey Hall does not make use of seclusion as a planned response to behaviour management at any time)

It is an expectation that all staff will employ the following assessment of risk when making the decision to physically intervene:

- **Safe:** Does this approach minimise harm to everyone?
- **Effective:** Does the consistent application of principles enable staff to respond appropriately to a range of behaviour for different children/young people?
- **Acceptable:** Does the consistent application of principles enable staff to use touch/ physical interventions in keeping with the legal and professional guidelines? Would they feel confident explaining their decisions and actions to others?

- **Transferable:** Does this approach enable staff to generalise this learning to a wide range of workplace situations, early years, children/young people and typical crisis behaviours they experience?

De-escalation:

Through Safety Interventions training staff are encouraged to adopt a range of de-escalation techniques in order to avoid RPI.

These can include:

- **Use of space**
- **Knowledge of precipitating factors**
- **Changes to the environment**
- **Planned positive distraction**
- **Verbal/ Non-Verbal and/or visual advice/support**
- **Tactical Ignoring**

This list isn't exhaustive there are many more identified in individual Risk Assessments

All of the strategies and more are encouraged in order to use RPI as a last resort and more details on these techniques can be found within the Safety Interventions manual and in the young people's individual my plans.

Restorative Approaches & Therapeutic Rapport (staff/student):

Any challenging behaviour that may occur within Crookhey Hall can often be a result of a breakdown in communication. All Staff involved in supporting the children on a day to day basis should always aim to understand what function the behaviour serves and support and encourage the individual to learn more socially acceptable ways of expressing their need for help and support.

Staff and young people are offered the opportunity to discuss and review instances of RPI through a de-brief system. The organisation encourages all involved to participate in this process as we value the support this exchange can offer both the staff and the young people.

This may include dialogue in respect to re-establishing relationships, building relationships and assessing the effectiveness of RPI etc.

Through Safety Interventions training and on-going supports from the Safety Interventions Instructors, staff are encouraged to adopt the approach when offering de-brief of:

- Problem solving
- Empathy for others
- Repair and change

Ultimately de-brief offers the opportunity for reparation and reflection helping to inform future decision making and planning. Any discussions will be recorded as appropriate and uploaded to sleuth against the relevant incident to show a full chronology, if required, this will be followed up by a senior member of staff.

Onsite support is aided by staff trained in counselling skills that can have further input should young people/staff feel they need further assistance.

Complaints

Following an RPI incident or any positive behaviour management strategy all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with.

Crookhey Hall has a complaints policy that young people are informed of when they first arrive and can be directed to in order to aid them with staff support to view their feelings. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

Recording & Reporting

Following any incident or RPI, staff must record and report all details before leaving shift on SLEUTH (our online behaviour recording system). In the event of the internet going down for a prolonged period of time, staff will write the RPI on a word document and share this with a member of SLT, this will then support with taking the next steps. Once the internet is working the log is to be added to SLEUTH as soon as possible.

Only ever in other extreme circumstances (a member of staff taken to hospital for example) would the log not be entered in a timely manner, this must be discussed with a member of SLT first.

Staff will ensure their reports are factual and concise following the ABC method of Antecedent, Behaviour & Consequences. Recording and reporting training is completed with all staff annually, however support and guidance is available at all times for staff.

Following a Physical intervention, the following processes will be taken and recorded against the RPI log on sleuth:

- Medical checks, initial and 24hr after
- Debriefs for staff and young people
- Phone calls to parents where applicable
- Notifications to social services and local authority
- Evaluations and quality assurance

Confiscation of Inappropriate items

School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions without consent where they suspect the pupil has prohibited items. The items that can be searched

for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching Pupils with their consent

School staff have the right to search pupils with their consent for any such item. Refusal by the pupil constitutes the same situation as when he/she refuses to obey any other kind of instruction, and an appropriate disciplinary sanction will be applied. Pupils/students can be searched without giving their permission for knives, weapons, illegal drugs and stolen items.

An authorised member of staff of the same sex as the pupil will carry out the search and there must be another staff member present, preferably again the same sex as the pupil, as a witness.

Pupils will be searched with a metal detector wand every morning on arrival to school. This will be carried out by an authorised member of staff with another staff member present. Any pupil who refuses to be searched using the Metal detector wand can be stopped from coming into school.

Searching Pupils without their consent

The power to search without consent allows a personal search involving the removal of outer clothing, but not an intimate search (Intimate searches may only be carried out by someone with more extensive powers such as a police officer).

Weapons, illegal drugs and stolen items will be handed to the police. In the case of alcohol, non-controlled substances and very low value stolen items, the members of staff involved will consider all relevant circumstances and use their professional judgment to determine whether they can safely dispose of a seized item.

Informing Parents

Crookhey Hall School is not required to inform parents/carers before a search takes place or to seek their consent to search their child. Nor is there any legal requirement for the school to inform pupils'/students' parents/carers when alcohol, illegal drugs or potentially harmful substances are found in the course of a search, but the recommendation is that it will be good practice to do so if circumstances permit

Monitoring and Review of the Behaviour Policy:

- The Head Teacher will ensure the policy is renewed annually
- The SLT will monitor the effectiveness of this policy
- Daily records of pupil behaviour and engagement, both positive and negative
- Serious incidents will be reported using the Incident Report forms, which are monitored and reviewed by the Senior Leadership Team.

NB. Welfare concerns must be reported to the Form Tutor and Designated Safeguarding Lead.

Reporting and Recording Protocols:

The reporting staff member must complete the incident form, ensuring that all sections are fully completed.

- Copies sent to Assistant Head for checking with Deputy Head copied in for information at this stage and Head Teacher if an RPI is included in the incident
- Assistant Head signs the incident report after ensuring any consequence has been completed
- Completed form is forwarded to Deputy Head for monitoring purposes and data tracking
- The relevant Learning Support Assistant ensures completed report is in student's file and scanned onto the school's database.

Delegated Decision-Making Model

Internal Exclusion: Head Teacher or Deputy Head

Alternative Curriculum: Deputy Head (all Alternative Curriculum Programmes must permit 10 school sessions per week and must be time limited).

Fixed Term Exclusion: Head Teacher

Exclusion: Head Teacher

Managed Move: Head Teacher

Permanent Exclusion: Head Teacher

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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