



Behaviour Policy

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governor:	Full Governing Body
Ratified by Chair of Governors	September 2017
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Review date:	July 2019

SignedM Neale - Chair of Governors

Date...19 September 2018

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INTRODUCTION

At Penkford we have pupils with a wide range of statements relating to the category of Social, Emotional and Behavioural difficulties, some more challenging than others. It is our view that the needs of our pupils are best met in a fully integrated and inclusive system within year groups where possible. This means that all pupils are taught alongside their peers, rather than being segregated or isolated as a result of the difficulties they experience.

Although our pupils experience such difficulties, we strive to promote high standards and expectations of discipline and self-control in order to achieve success every day.

'Success Every Day'

(School Mission Statement)

OUR AIMS

In accordance with Section 89 (1a-e) of the Education and Inspections Act 2006, The Governing body and the Headteacher is required to set out measures in the Behaviour Policy that aim to promote high standards and expectations of positive behaviour, discipline and self-control, respect and conduct towards others and attitude towards learning.

The aim of this policy is to therefore reinforce these measures in order to develop a consistent approach to Behaviour Management, Rewards and Sanctions and Positive Handling throughout the school in order to foster **Success 'Every Day'**.

- To provide a stimulating curriculum.
- To develop structured Individual Behaviour Plans for pupils.
- To encourage pupils to develop positive 'work' strategies.
- To create a calm, safe and caring environment where pupils can learn.
- To develop self-discipline and responsibility.
- To help pupils to choose appropriate behaviours.
- To recognise positive behaviours through the use of daily points of and rewards.
- To provide a consistent approach to the management of negative behaviours.
- To develop the skills and desire for a successful return to mainstream school.
- To instil a safe environment for pupils when in crisis.

THE GOVERNING BODY'S ROLE

The Governing Body must agree a written statement of general principles for an overall behaviour and discipline policy. They must periodically review this statement, which should include:

- a) The ethos of Penkford, offering a clear and definable set of values and making clear the boundaries of acceptable behaviour
- b) Penkford's moral code
- c) Positive and constructive rules of conduct and
- d) The rewards and consequences to be fairly and consistently applied.

CORE VALUES

- To provide an inclusive approach to learning whilst encouraging participation in mainstream society through appropriate education, work placements and social interactions;
- To provide a holistic, safe, learning environment where pupils can accept challenges, risk take and make realistic life choices;
- To encourage a 'NO PUT DOWN ZONE' for all;
- A strong team commitment to enable everyone to reach his or her full potential;
- To promote a willingness to embrace new ideas and changes;
- A total commitment to pupil welfare and attainment;
- To develop shared values within Penkford's curriculum and its community life.

THE PRINCIPLES

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of School life is necessary. It seeks to create an inclusive caring, learning environment in Penkford by:

- Promoting desired behaviour and discipline.
- Provide opportunities for the development of emotional language and pro-social behaviour.
- Imaginative approaches to meeting individual needs.
- Creating a positive and stimulating learning environment.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Enabling each pupil to become a caring, useful and responsible member of the community.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention to minimise the influence of any emotional/behavioural difficulties on the individual's and other student's academic and social development.

- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship based on trust and respect with parents and carers to develop a shared approach which involves them in the procedures.
- Responding to the changing needs of the pupils and parents.
- Promoting a culture of praise and encouragement in which all students can achieve.
- Celebration of the individual and achievements.
- Being committed to raising aspirations and expectations for all.
- A commitment to CPD.

ROLES AND RESPONSIBILITIES

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support Penkford in maintaining high standards of desired behaviour of students and staff.

Deputy Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside Penkford. Penkford will encourage parents to work in partnership with Penkford to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with Penkford any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of Penkford policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

THE CODE OF CONDUCT

School Rules

Pupils at Penkford School are expected to:

- Be in the right place at the right time in uniform.
- Keeps hands, feet and hurtful comments to themselves.
- Do as adults ask first time.

These key rules underpin the values of promoting high standards and expectations of positive behaviour, discipline and self-control, respect and conduct towards others and attitude towards learning.

Classroom Rules

The following are behaviours that we try to foster as acceptable in both the classroom and the wider community as we see it, which will allow '**Success every Day**'. There are times however, when it may be necessary to change some rules or to give a greater focus in some areas when pupil's individual needs are to be considered.

We encourage;

- Following instructions
- Self-correcting
- Good listening
- Respect to staff and others
- Positive comments to others
- On task for the whole lesson
- Being Helpful to others.

These are displayed in all rooms and points for rewards are given.

Behaviour

Behaviour Expectation in areas other than in class There are other areas in school where it is important for pupils to recognise the need to adhere to a set of standards that keep them safe.

Break/Lunch time

Pupils are expected to stay on school grounds and where possible within view of staff at all times. Upon the ringing of the bell, pupils are expected to return to class promptly. Not doing so may result in loss of break/lunch time.

In assembly

Pupils are expected to attend and respect the act of community worship and or join in as appropriate.

Moving around school

Pupils are asked to co-operate by moving calmly around the building and to avoid physical contact with others.

The dining hall

Pupils are requested to use the dining hall in an appropriate way, using good table manners whilst respecting the needs of others to have a peaceful lunch.

Specialist teaching areas

Areas such as, science, food technology, heavy craft, information technology, music and art rooms each have their codes of acceptable behaviour to ensure pupil safety. Pupils will be taught these and expected to follow them.

Off-site visits

Staff will plan and prepare visits to support the curriculum. They will ensure that they take every measure to ensure pupil safety and prepare Risk Assessments for the visit. Pupils are expected to follow the codes of behaviour laid down by staff to be able to take part in off site visits. The Head and or Deputy Head will have the final say about which pupils may go off site as well as determining the staff/pupil ratio.

Mini Bus

It is essential to be able to transport children safely. Pupils are expected to behave within the guidelines set by members of staff in the mini-bus. These are designed to keep children safe. Where a child constantly breaches these safety rules, it may be necessary to prevent him/her from travelling in the mini-bus.

RECOGNISING POSITIVE BEHAVIOURS

As teachers and indeed parents, we cannot force our children to behave appropriately. Good practice demonstrates that the best results are achieved by modelling good behaviour and demonstrating how people should interact with each other in sharing successes and in resolving conflicts appropriately.

Pupils need to be encouraged to make 'good choices' and to manage their 'own' behaviour whilst feeling good for doing so. We encourage pupils to be their 'best self'

Our 'holistic' approach to the management of Challenging Behaviour supports this idea and promotes '**Success every Day**'.

All staff at school will let pupils know when they demonstrate positive behaviours and manage conflicts in appropriate ways.

Pupils are encouraged to develop and use positive behaviours because 'they feel and know it is right' rather than doing so for a reward.

There are times when it is appropriate to provide tangible rewards where pupils have made good progress or have successfully met a challenging behaviour target. Such rewards can inspire pupils to want to experience success again. Usually, as pupils move into KS4 such rewards are not necessary.

Showing Progress in behaviour

Demonstrating progress in behaviour is more complex than passing a test or getting spellings correct in literacy. For this reason, we draw upon information from several sources.

At Penkford we review;

- Attendance
- Individual target-sheets
- Individual behaviour plan
- Incident-sheet records
- Physical Intervention records
- Pupil Personal Behaviour Analysis
- Discussion with pupils/parents/carers/outside agencies
- Achievement maps.

Information is reviewed and linked to targeted intervention based on individual needs.

Rewards and Sanctions

Rewards

Staff at Penkford are encouraged to recognise high standards of positive behaviour, discipline and self-control, respect and conduct towards others and attitude towards learning and award 'extra' points where appropriate as identified in section 1.2 of this policy.

Pupils also carry around a reward card which is marked each lesson, tutor time and at breaks. Pupils receive ticks for achieving 4 targets. 3 of these are related to the three school rules and one is a personalised target which is informed by SNAP B.

Rewards include

- Daily rewards e.g. credit at tuck shop
- Half Termly Reward trips
- Praise cards
- Vouchers earned through achievements and handed out at end of term awards assembly.

These rewards are offered to pupils as recognition for their efforts towards achieving '**success every day**'

Sanctions/Consequences and Responsibilities of staff

It is important for pupils to know that there is a consequence to their actions. It is however sometimes appropriate to vary consequences for similar actions depending on the circumstances. However as a general guide, in consultation with staff we have produced a list of options of consequences for various actions and a guide for who should be supporting at

different levels (See Appendix 3 – Responses to Inappropriate Behaviour)

Positive Handling/Physical Interventions

Positive handling describes the full range of Team-Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children.

Positive handling is underpinned by documentation which, in addition to allowing access to education for all, supports the child and aims to provide security and safety, allowing for recovery, repair and reflection for all concerned.

All strategies to deal with challenging behaviour are based on providing the maximum amount of care, control and therapeutic support.

“I care enough about you to help you stay in control.”

Training

All staff are trained in positive handling led by Team-Teach trainers (www.team-teach.co.uk). All staff are entitled to this training and it is the responsibility of the management team of the school to provide it.

The purpose of 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.

It is about how adults show restraint rather than apply it!

The skills and techniques taught have been included as a result of an ongoing risk assessed review by Team Teach.

“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 - Director)

Additional Support

At this school the following support structures are in place:

- IEP's, Passports and Positive Handling plans kept on file to ensure all relevant information about each pupil is available to all members of staff working with them.
- Daily briefing sessions in the morning to update staff on current issues and share information.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Sleuth allows us to monitor behaviours and interventions and reflect upon these
- Termly refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by SMT to inform these.

Strategies suggested to avoid physical interventions

The following strategies are listed on Sleuth and should be considered before physical interventions unless otherwise suggested in a positive handling plan.

- Child Specific Strategies,
- Choices
- Distraction
- Diversion
- Firm clear directions
- Humour
- Makaton
- Negotiation
- Planned ignoring
- Reassurance
- Reminder of consequences
- Time-Out (Withdrawal)
- Transfer adult
- Verbal advice and support
- Visual aids
- C.A.L.M talking/stance
- Success reminders

Seclusion, Withdrawal and Time-out

Staff should be aware of the following definitions and use these strategies appropriately.

- Seclusion - Forced to spend time alone against will. Seclusion requires statutory powers other than in an emergency
- Time out - Restricting positive reinforcement as part of a planned behavioural programme (requires written agreed plan)
- Withdrawal - Removed from the situation but observed and supported until they are ready to resume

Positive Handling Plans

All pupils who have been identified as presenting a risk should have a Positive Handling Plan. The plan details any

- Behaviour triggers
- Effective strategies
- Preferred physical interventions
- Strategies to avoid

Positive handling plans result from multi-professional collaboration in association with parents and the child if appropriate. They are continually reviewed and altered depending on the child's changing needs. A review must take place at the child's annual review. The SLT will regularly review the list of children requiring a positive handling plan.

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 principals 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.**

The Post Incident Support Structure for Pupils and Staff

People take time to recover from a serious incident. Immediate action should be taken to ensure medical help is sought if necessary. All injuries should be reported and recorded using the school's system (injury in itself is not evidence of malpractice). Time needs to be found for both staff and students for recovery and for the possible depression that will follow a distressing incident as well as the time needed to repair relationships. ***The outcome of a serious incident can be learning, growth and strengthened relationships.***

Complaints

The school has a formal Complaints Procedure, which outlines how the staff, parents and young people can express their concerns appropriately, and includes complaints regarding inappropriate physical interventions. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

Recording

Whenever a physical intervention is used the incident must be recorded using established school procedures which include an electronic form and a bound and numbered book. All staff involved in an incident should contribute to the record which should if possible be completed within 24 hours. Sleuth is a secure online incident recording system. Data entered is time stamped and kept indefinitely in case it forms part of an investigation.

Monitoring and Evaluation

The SLT will ensure that each incident is reviewed and instigate further action as required. They will also carry out a termly analysis of physical intervention incidents and issues which will be reported to governors. School incident data is open to external monitoring and evaluation.

Incidents and Exclusion

The headteacher's power to exclude A guide to the law

1. The headteacher of a school can exclude a pupil on disciplinary grounds. The behaviour of pupils outside school may be relevant and can be considered as grounds for an exclusion decision.
 2. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may, in effect, be "extended" by issuing a permanent exclusion may be issued. It would, however, be unlawful to impose a fixed period exclusion for an indefinite period of time.
 3. A fixed period exclusion does not have to be for a continuous period; for example, where pupils attend more than one school then the exclusion could relate only to the days on which they attend the school at which an incident occurred. A fixed period exclusion can also involve a part of the school day; for example, if pupils' behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the headteacher's duty to notify parents, apply in all cases. Lunchtime exclusions are considered as half a school day for statistical purposes and also in determining whether a governing body meeting is triggered.
 4. Any decision of a school, including exclusion, must be made in line with the principles of administrative law,
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i.e. the decision must be: lawful (with respect wider legal duties, including under the European Convention on Human Rights and the Equality Act 2010);

rational; reasonable; fair and proportionate.

5. Headteachers must take account of their legal duty of care to a pupil when taking a decision to send a pupil home following an exclusion.

6. When establishing the facts in relation to an exclusion the headteacher must apply the civil standard of proof and not the criminal standard of "beyond reasonable doubt". This means that if something is more likely than not to have occurred ("on the balance of probabilities") then the standard is met

7. Under the Equality Act 2010 ("the Equality Act"), schools must not discriminate against, harass or victimise pupils because of their: gender, race, disability, religion or belief, or sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

8. The public sector equality duty means that, in carrying out their functions, schools must also have due regard to the need to:

Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act; Advance equality of opportunity between people who share a protected characteristic and people who do not; and foster good relations between people who share a protected characteristic and people who do not; in particular by having due regard to the need to tackle prejudice and promote understanding.

9. These duties must be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not indirectly discriminate against pupils by unfairly placing them at a greater risk of exclusion than others. Provisions within the Equality Act allow schools to take action to deal with particular disadvantages that may affect a specific group, where this can be shown to be a reasonable and proportionate way of dealing with such issues.

10. Headteachers and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

11. It is unlawful to exclude a pupil for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because he or she has additional needs or a disability that the school considers it is unable to

meet, or for a reason such as: academic attainment/ ability; the action of 's parents; or the failure pupil to meet specific conditions before reinstatement, such as attend a reintegration meeting. Repeatedly disobeying a teacher's instructions to do school work could provide grounds for an exclusion decision.

12. Exclusion legislation does not provide for 'informal' or 'unofficial' exclusions, such as sending pupils home to 'cool off'. Pupils of compulsory school age are entitled to a full-time education. Removing a pupil from the school without a legal basis is unlawful, regardless of whether it occurs with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded. Formally arranged part-time timetables may be necessary as a temporary measure in exceptional circumstances to meet pupils' needs but must not be used as a disciplinary sanction.

13. Schools have powers to direct pupils off-site for education to improve their behaviour.

14. A pupil can also transfer to another school as part of a 'managed move'. Where this occurs with the consent of the parties involved, including the parents. The threat of exclusion must never be used to influence parents to remove their child from the school. Non-statutory advice from the Department of Education.

Exclusion –fixed term or permanent

The consequence of a very serious incident will be an exclusion. We always exclude for an assault on a member of staff or on another pupil.

Return from exclusion

Following an exclusion, a re-admit meeting will take place before the pupil returns to the wider school community. Preferably a parent/carer will be present at the meeting although the meeting will still take place if this is not possible. Pupils are expected to apologise for their behaviour and give assurances of future safe behaviour. The details of the meeting will always be recorded and shared with parents/carers.

Strategies for those most at risk of exclusion.

Some pupils may struggle despite the support that has been offered. A number of strategies will be identified and used to attempt to reverse this trend.

They would include: -

- Behaviour target sheets
- High levels of praise for positive behaviour
- Personalised Pathway
- Vocational placement
- High Priority Pupils Programme
- Review of EHCP
- Counselling

Involvement of: -

- Parents / Carers
- Educational Psychologist
- Child and Mental Health Services
- Education Welfare Officer
- Social Services
- LA representatives
- Drug counsellor
- Youth Offending Service + YIP + PAYP

These strategies are put in place in order to support pupils in our school community and are implemented to encourage **Success 'every Day'**

Recording of Incidents

In accordance with best practice all incidents at Penkford are recorded in order to identify patterns of behaviour might inform either some level of intervention or good practice.

Any incident that relates to Physical assault, Criminal damage or the trashing of classrooms is deemed to be 'serious'. All incidents are recorded on SIMS. Serious incidents are reported to SLT via email or a written account. These are then kept on the pupil's individual file. Any incidents where a physical intervention is necessary is reported on the appropriate form and checked through with one of our Advance trained Team Teach tutors within 48 hours in order to learn from each situation and reduce the risk of future incidents.

The data collected from the reporting of incidents is logged and tracked by the Behaviour Working Group led by the Deputy Head. This analysis is used to inform future interventions.

PUPIL'S CLASSLEAVING AND/OR PENKFORF WITHOUT PERMISSION.

Teachers should arrive at their classroom before the class and wait outside on the corridor for their class to arrive. Teacher should stay vigilant on the corridor to stop incident of poor behaviour. All pupils must be escorted between lessons. Teachers must have prepared the work for the lesson. All material should be ready so that no time is wasted. On no account should a group of pupils be left in a room without any supervision. This is a situation full of potential danger. If a pupil walks out of class, you must inform On Call immediately.

WHAT HAPPENS IF A CHILD ABSCONDS FROM PENKFORF PREMISES?

Immediately report the absence to the staff in the main office. The **office staff** will notify the **parents or legal guardian** and inform a **member of SLT** this action has been taken.

If the child has not returned to Penkford within 15 minutes, a member of SLT will request the school police deal with the incident.

The Deputy and lead for safeguarding will speak to the Police and make a formal report of the incident, after double-checking the child has not returned to his or her class.

In the absence of **The Deputy** and **Lead for safeguarding**, J McKune will undertake this role. Communication lines must be kept open with the parents or guardians.

Power to Search

There are occasions when it might be necessary to determine whether or not a pupil is in possession of a substance or object which might be harmful to themselves or others, illegal or which has been obtained in an unlawful manner. In such circumstances this search policy may be applied.

This policy has been developed to support the schools Behaviour Management and Physical Intervention policies. It has been introduced primarily in order to safeguard pupils, but also to protect staff and others as well.

The policy is based on advice and guidance on powers available to Head teachers and their staff conferred by several pieces of legislation, including the Education and Inspections Act 2006, the Violent Crime Reduction Act 2006, the Criminal Justice Act 1988 and the most recent guidance issued by the Department for Education.

At Penkford School screening and searches are carried out by the Head teacher, or other senior members of staff who have been authorised by the Head teacher to do so. There will always be at least two members of staff present, with at least one being of the same sex as the pupil.

Being found in possession of an illegal object could mean fixed period or permanent exclusion from school. In some circumstances the police might also be contacted.

APPENDIX 1**Damage caused by student**

Day:	
Date:	
Time:	
Student Name:	
Details:	
Witnessed by:	

Action Taken:	
Cost of Repair	
Repayment method	
Report prepared by:	
SIMS updated:	
Additional information:	

APPENDIX 2

St Helens Council

PUPIL EXCLUSION NOTIFICATION FORM

This form should be completed by the school in respect of ALL exclusions, including those of 5 days or less. Completed forms should be sent to the NIROFTE Manager at the Atlas House, Corporation Street, St Helens, Merseyside, WA9 1LD along with a copy of the letter sent to the parent/guardian. In the case of permanent exclusion, the letter should ALWAYS be sent by first class post not in the black bag.

1. **School Details**

School Name:

Name of Staff Contact:

2. **Pupils Details**

Name of Pupil:

Date of Birth:

Does the pupil have a Child Protection Plan? Yes No

Is the pupil a Looked After Child? Yes No

SEN

Please indicate if the child is on SEN Code of Practice Stage: Please note DfE guidance advises that every effort should be made to avoid excluding pupils being assessed for a statement.

SEN Support

Education, Health & Care Plan

Please note DfE guidance indicates that an interim review of the Statement should be made before any decision to permanently exclude.

Primary Need

- Communication and Interaction
- Sensory and/or Physical Needs
- Behaviour, Emotional and Social Development
- Cognition and Learning

Exclusion Details

a) Type of Exclusion

- FIXED TERM PERMANENT

b) If FIXED TERM: inclusive dates of exclusion -

1st day: Final day:

Number of school days:

c) IF PERMANENT date of first day of exclusion

d) Please define main type of behaviour which finally precipitated exclusion.

- Physical assault against pupil Theft

- Physical assault against adult Alcohol related

- Verbal abuse/threatening behaviour against pupil Damage

- Verbal abuse/threatening behaviour against adult

- Bullying Drug related

- Persistent disruptive behaviour Possession first offence

- Sexual misconduct Subsequent possession

- Racist abuse Consumption

Dealing

Other (Please specify)

Support Service Assistance Prior to Exclusion

Please indicate whether assistance was obtained from support services below: -

Learning Mentor	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Inclusion Officer	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
BIIS	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Has the pupil a Pastoral Support Programme?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Educational Psychology Service	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Social Services Department	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Do you intend to involve any of the above?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

If yes, which service? _____

Signed:Date: ... Headteacher

