Contents

Aims 2
Context 2
Roles and responsibilities 3
At Pace we believe that: 3
Our Enabling environment 4
The importance of facilitating and enabling communication 6
Sensory processing needs 7
Understanding self-injurious behaviour 7
The language of choice 9
Rewards 9
Consequences 9
Managing negative and challenging behaviours 10
Bullying 11
Unacceptability of physical punishment 13
Restricting liberties 14
Restrictive physical intervention 14
Recording and reporting of Injuries and accidents 15
Discriminatory language/incidents 16
Exclusion 16
Covid 19 ..... **Error! Bookmark not defined.**
Adherence to policy 17

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

Context

Challenging and unacceptable behaviour is not a regular occurrence amongst Pace students, but when it does occur, our response and processes are reflective of Pace values and habits, and in particular our specialist knowledge in field of neurodisability.

At Pace School we want our Positive Behaviour Policy to reflect our insight and understanding of the complex needs of our pupils and how this contributes to their ability to self-regulate and manage their behaviour in a positive manner so they can be ready to learn. We apply an integrated, transdisciplinary whole-person approach which aligns with our values and methodology.

Roles and responsibilities

The Board of Trustees

The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

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

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The school senior management team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

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

At Pace we believe that:

- Our children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all learners are supported to communicate their needs safely and appropriately using their preferred communication systems
- With the right support, facilitation and intervention, learners can learn to self-regulate and manage their own behaviour

It is fundamental for the effective development of children's personal, social and emotional development to set clear and developmentally appropriate expectations for behaviour within a safe and secure environment.

We actively encourage children to consider the views and feelings, needs and rights of others and the impact that their behaviour has on people, belongings, resources and living things through modelling positive language and behaviour at all times.

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop and plan their learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-confidence and self-esteem in an atmosphere of mutual respect and encouragement.

We believe that our learners are more likely to be engaged and behave well when their needs are understood and met in accordance with the Pace approach, which takes into account the child as a whole both via the delivery of our specialist integrated curriculum and by our curriculum drivers (see teaching and learning policy and curriculum statement).

We consider their communication styles, social interaction skills, sensory and emotional needs as well as the role we play in supporting them to develop these skills.

How learners behave gives us important information about how they are feeling. Our learners have a wide range of different communication styles and many of our learners are pre- or non-verbal using Augmentative and Alternative Communication (AAC) systems to communicate their physical and emotional needs. Supporting learners to effectively communicate is a very important way to promote them to self-regulate and behave in a positive manner.

Any learner at Pace who requires additional support to manage their behaviour will need a personalised approach to support them to manage their behaviour and consideration must be given to:

- Sensory and emotional needs, pain thresholds (particularly for those students with complex medial needs or who have recently undergone surgery)
- What self-injurious behaviour could be communicating
- Levels of stimulation and engagement

As a school we support class teams to develop their own emotional resilience. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond. Regular teacher-conductor meetings offer a weekly point of contact with colleagues for peer support and reflection.

Our Enabling Environment

At Pace, we:

- Actively build trust and rapport with all of our children and young people
- Treat learners with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate
- Consider the function of a child or young person's behaviour; why the learner is behaving in this way and what need does it serve?

- Identify the strengths of the learner – identify these with the learner where possible and build on it. If a learner is not able to do this, advocate for the learner within the team or professional group
- Quietly but firmly hold appropriate boundaries for the learners
- Seek support from wider professional networks to problem-solve behaviours that challenge
- We are always respectful to learners; we do not talk about them over their heads or in front of other learners
- Work jointly and plan with parents and carers to ensure consistency in our approaches between home and school
- Co-create positive behaviour management plans when required with Parents which are regularly reviewed
- Provide a positive model for the children with regard to friendliness, care, and courtesy
- Have communication systems in place and readily available when child or young person at all times, but especially during times of dysregulation or distress
- Know and understand each learner's sensory processing profile and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to deescalate and return to a state of better regulation (e.g., using 'Zones of regulation'
- Accurately assess and understand the learners' needs by referring back to their EHCPs, minutes from their Annual Reviews and Personal Learning Goals
- Support learners to develop high self- esteem, so that they believe that they can succeed
- Apply frequent positive reinforcement strategies when things are going well and offer minimal feedback for low level undesirable behaviours. We focus on what we want the learner to do
- Facilitate engagement and success using personalised motivators
- Plan and deliver a highly personalised integrated curriculum linked to EHCP outcomes and PLG goals (See teaching and learning policy and Planning and Assessment policy)
- Praise the learner for their specific achievements, i.e., descriptive praise and do this often
- Use positive language when interacting with all adults and children
- Consider children's ages and stages of development when identifying and implementing strategies to manage behaviour
- Involve children fully in the decisions that affect their daily lives and ensure that all children have effective communication strategies in order to express their feelings and views
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sharing achievements with parents, stickers, Diamond Diary, House Points
- Recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger or distress, which commonly present as tantrums, biting or snatching. Therefore, staff will respond calmly and sensitively when helping young children to manage these feelings
- Focus on ensuring a child's attachment figure, their key person, builds a strong relationship to provide security for the child
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour

- Recognise that it is normal for young children to explore aggression through their play and that such play offers healthy opportunities to support personal, social and emotional development and explore conflict resolution
- Help children to understand the effect their behaviour has on other children and adults; we do not force children to say sorry, but encourage children to apologise for their actions in a range of ways e.g. a hug, touch, fetching a tissue for a crying child, sharing a toy. We ensure that this behaviour is modelled by all adults in the setting
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting

In some school groups, it may be appropriate and useful for staff and learners to co-create a 'class contract'. 'Class contracts' to support positive behaviour should be:

- Few in number
- Where developmentally appropriate, agreed with learners
- Communicated in a way that the learners can understand, including visual cues, objects of reference, social stories etc
- Stated in the positive – things we are going to do
- Regularly referred to by class team
- Appropriate to the activity/lesson and developmental range of the learners

The importance of facilitating and enabling communication

Behaviour that challenges is often the result of a breakdown in communication. To support a learner that has become dysregulated or is in distress we should aim to understand the function of the behaviour e.g., what is causing the learner to become distressed.

Class teams need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively.

Class teams need to consider the following and how it can impact on our learners' ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our pupils to have a voice, make choices and express their needs
- That our children and young people often need time to process information
- Some of our children and young people have difficulty with verbal and non-verbal communication
- Difficulties in understanding facial expression and tone of voice
- Difficulty with understanding, or consistently remembering social rules and conventions
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling
- Difficulty in understanding other people's emotions
- Difficulty predicting what will/could happen next - this can cause anxiety
- Lack awareness of danger
- Needs to be prepared for changes and transitions

Class teams should use visual resources and other Augmentative and Alternative Communication systems as:

- Visuals are permanent – spoken words disappear
- Visuals allow time for language processing
- Visuals prepare students for transitions allowing them to feel less anxious and self-regulate better
- Visuals help build independence, confidence and self-esteem
- Visuals are transferable between environments and people e.g., between home and school, or when going on trips or visits off-site
- Visuals are helpful when children or young people have become dysregulated as it replaces verbal communication and social interaction which in time of distress can hinder de-escalation
- Visuals reduce anxiety which impacts on self-regulation and positive behaviour

Sensory processing needs

Sensory processing difficulties can impact on our learners' ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Class teams should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.)
- Speak clearly, slowly and calmly, and give pupils time to respond
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions
- Ensure learners' sensory needs are supported through embedding sensory diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy's, fidget toys, adapted seating, vibrating pillows, weighted vests, temperature of learner etc.)
- Teach learners to recognise when they are becoming dysregulated (label emotions and feelings), so they are able to learn to ask for a break or an appropriate self-regulatory strategy to support them in regulating better
- Take social demands of working with other learners into account
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010)

Understanding self-injurious behaviour

Self-injurious behaviour is when a learner physically harms themselves. It's sometimes called self-harm. Depending on the physical presentation of a Pace pupil, the extent to which they can harm themselves in this way will vary from one child to the next.

Self-injurious behaviour can include head banging on floors, walls or other surfaces, hand or arm biting, hair pulling, eye gouging, face or head slapping, skin picking, scratching or pinching, forceful head shaking. The learner may have no other way of telling us their needs, wants and feelings.

Head slapping, or banging the head on a hard surface, may be a way of telling us they are frustrated, a way of getting an object or activity they like, or a way of getting us to stop asking them to do something.

Hand biting might help a young person cope with anxiety or excitement. They might pick their skin or gouge their eyes because they are bored. Ear slapping or head banging might be their way of coping with discomfort or saying that something hurts.

Whilst it is rare that we see these behaviours at Pace, it is entirely possible. When it happens staff should work collaboratively with the learner, their parents or carers and other professionals to try to find ways to prevent or replace this behaviour:

- Respond quickly and consistently when a learner self-injures. Even if you think what the learner is doing is to get attention, it's never appropriate to ignore severe self-injurious behaviour
- Keep responses low key: Limit verbal comments, facial expressions and other displays of emotion. Try to speak calmly and clearly, in a neutral and steady tone of voice
- Reduce demands: The learner may be finding a task too difficult or overwhelming
- Remove physical and sensory discomforts – consider their sensory processing difficulties and diets
- Redirect: Tell them what they need to do instead of the self-injurious behaviour, e.g. "David, hands down". Use visual cues such as picture symbols to support instructions
- Provide light physical guidance: If the learner is having difficulty stopping the behaviour, provide light physical guidance, e.g., gently guide their hand away from their head, using as little force as possible. Immediately try to redirect their attention to another activity and be prepared to provide physical guidance again. This approach must be used with extreme caution as it may escalate the behaviour or cause the learner to target others
- Use barriers: Place a barrier between the learner and the object that is causing harm. For head slapping, place a pillow or cushion between the head and hand. For hand or arm biting, provide another object to bite down on like a chewy
- Consider physical restraints: If there is risk of serious harm, the class team will work with parents and carers and other professionals to use physical restraints such as arm restraints, gloves or helmets. These may also reduce the sensory experience and frequency of the behaviour. Physical restraints are very restrictive and should always be used under the guidance of a specialist/therapist to ensure they are used safely and appropriately, and with a plan to fade out their use over time
- Physical restraints do not address the cause of the behaviour, so they must never be used in isolation without teaching the learner new skills which address the reason for the behaviour

The language of choice

This is part of helping our learners to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both positive and negative.

We use specific descriptive praise when we see them making a good choice – we can never do too much of this.

We link consequences to the choices they make, to help them make the best choice.

This communication:

- Increases learners' sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Rewards

- Descriptive praise
- Symbolic rewards
- Communication with parents and carers to inform them of the behaviour or achievement
- Special responsibilities/privileges
- Preferred activities above and beyond the scheduled daily activities
- Are linked to positive choices and achievements. They focus on the specific behaviours
  we wish to improve

Consequences

We do not believe in sanctions or punishment. For example:

Behaviour Consequence

Learner disrupts activity or behaves in a way that makes other learners feel unsafe. Learner has a break.

- Learner is supported by an adult to consider their behaviour. Learner apologises to the group, for his/her specific actions and carries on with the activity
- It is important for our learners to clearly link a specific behaviour with its consequence
- The consequence needs to be a natural consequence, to support the learner's understanding of both positive and negative consequences

- It is also important for adults to review what has happened. Was there anything that could have been done differently to support this learner to manage?

Reparation
Reparation means repairing relationships, or 'making good' in some way. We believe that our learners should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the learner's mind on the punishment, rather than what s/he did. This frequently leads to learners feeling angry about the punishment, rather than thinking about the impact of their behaviour on others.

Staff need to reflect on their own practice, to consider if their actions may have escalated a situation and what they could do differently and proactively next time.

Where developmentally appropriate, we support learners to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Even learners with complex difficulties can be supported to repair; this will look different for each learner. We can't make assumptions about what learners feel. Unresolved difficulties can make learners very anxious, and this can cause behaviour to escalate or become habitual.

Descriptive Praise
If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, e.g.

"I like how you used your communication book to tell me how you are feeling"

"I liked that you asked for a break when you needed it"

"I noticed you were being a good friend by helping Sam"

"Thank you for coming back to your work so quickly"

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour. The use of descriptive praise is a feature of the school's language. Descriptive praise supports behaviour for learning.

Managing Negative and Challenging Behaviours

When addressing behaviour concerns we will always;

- Seek information from parents/carers and discuss with them behaviour issues, strategies and actions to promote positive behaviour, as concerns arise.
- With parental approval, we will seek advice as necessary from other agencies.

In instances of unacceptable or challenging behaviour:

- Physical punishment, such as smacking or shaking, will **NEVER** be used or threatened
- Children will never be sent out of the room by themselves

- Techniques intended to single out and humiliate individual children will not be used
- Children will not be withdrawn from any pre-planned excursion, treat, or education visit

The majority of learners at the school will respond positively when class teams and support staff work within these guidelines but some of our learners need additional support to learn to self-regulate and manage their behaviour in a positive manner.

In these cases, a Risk Assessment and Positive Behaviour Support Plan will be created in collaboration between school staff, Parents and any other relevant external agencies. This plan will detail action to be taken when the identified behaviour occurs. This will be shared with the learner, parent and other staff/professionals working with the learner.

Some learners may need very specific and detailed planning, which could include a shortened day, off-site education or home-based learning. When significant adaptations are made to a learner's school day, we plan jointly with the parents and carers, the Local Education Authority and external agencies.

Bullying

See also – Anti Bullying Policy

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Type of bullying	Definition
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particul characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gesture unwanted physical attention, comments about sexual reputatio 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 networki sites, messaging apps or gaming sites

Bullying of any kind is unacceptable at Pace whether between staff, parents or children, and any incidences will be dealt with promptly and effectively.

In the event of any suspicion of bullying the following steps should be taken:

- Any incident should be dealt with immediately by the member of staff or informed
- A clear account of the incident should be recorded and given to the Headteacher
- The Headteacher will talk to all concerned and record the incident
- Other staff involved with the child / children involved will be informed
- Parents will be kept informed
- Any sanctions will be used as appropriate and take into account the special educational needs or disabilities of the pupil, in consultation with all parties concerned.

Sanctions may include:

The perpetrator will be required to make a genuine apology.

The pupil who bullies will be offered support to help them from continuing bullying in line with Pace's Behaviour Policy.

A child who may have been bullied will be supported by:

- Offering an immediate opportunity to discuss what has happened with a trusted member of staff
- Reassuring the child
- Offering ongoing support

- Restoring self esteem and confidence

Due to the age and specific needs of the children at Pace, occurrences of genuine bullying are extremely unlikely. However, there are methods, which can be adapted according to the age and ability of children, which can be used to prevent and/or deal with bullying type behaviour. These include:

- Having discussions, reading stories and drawing pictures about bullying and its effects.
- Writing a set of class "rules"
- Asking children who may have upset others why they did so and to make a sincere apology
- Carefully monitor any differences between children within group and take positive measures to ensure mutual respect and courtesy
- Discussions with parents to help change attitude and behaviour of the child involved

Curriculum activities will be used to educate children about bullying at a level appropriate to children's age and understanding.

Children will be encouraged to discuss issues related to their emotional well-being during class lessons and at Pace House meeting activities.

Children, parents and staff should feel confident in The Centre's strategies for dealing with bullying and all children and staff should feel safe and free from harassment.

Pace will monitor the implementation of the Policy and will seek the views of children, staff and parents.

Further information on Bullying and Strategies to be used can be found in the document "Preventing and Tackling Bullying' (July 2017 DfE).

Unacceptability of Physical Punishment

Corporal punishment is illegal and is never used at the school.

We will not accept and will actively challenge any adults in the setting who;

- Use negative labels such as 'naughty' or 'silly'
- Use physical punishment, such as smacking or shaking
- Use approaches intended to single out and humiliate children
- Shout or use raised voices in a threatening way in response to children's negative behaviour

Pupils at Pace, due to their specific special educational needs require physical facilitation in order to help them gain motor skills. The children are generally very well behaved and the need for physical intervention for behaviour reasons is rare. However, should physical intervention be required it should be used as a last resort in line with DfE advice and ensuring minimal risk of injury to pupils and staff.

Restricting Liberties

At Pace School learners must never be:

- Locked in a room alone, without support and supervision
- Deprived of food/drink
- Denied access to a toilet
- Isolated in ways that they are unable to express or communicate needs including nonverbal cues

In exceptional circumstances a learner may be secluded in a safe space to reduce overall risk to him/ herself or others. There must always be at least two adults present, and a senior member of staff must be notified immediately.

Whilst this is extremely unlikely within the Pace School environment, it is important to specify this detail in the context of this policy.

If a pupil is secluded the incident must be fully recorded, and it must be shared with parents or carers, notified to the Local Education Authority and Safeguarding and Social Care.

A multi-agency planning and strategy meeting must be arranged at the earliest opportunity following an incident of seclusion. The learner's risk assessment must be updated to reflect the exceptional use of seclusion.

Class teams should be mindful that some of our learners' equipment may restrict their liberties for example adapted chairs which straps or gators and helmets. Equipment like this should only be used according to the guidance offered by specialist or therapist for example as part of a Postural Management Plan.

In exceptional circumstances some pupils may require specialist equipment that has the function of restraint – this would include gaiters, specialist seating or protective helmets.

These pupils will have had specific recommendation from the relevant therapists before school-based use.

Any incidents of seclusion must also be shared with appropriate members of the Board of Trustees.

Restrictive Physical Intervention

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a learner does not cause injury either to him/herself, a member of staff, another child or young person, or significant property damage.

- Restraint should only be used as a last resort once all other options have been exhausted
- Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary

- Restraint should only be used if the learner is putting himself/herself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the school's incident recording system CPOMS
- If used, an Individual Risk Assessment and Positive Behaviour Support Plan will need to be carried out
- If restraint is used, parents/carers need to be contacted before the learner arrives home
- Once the incident has been de-escalated and the learner is regulating well again (could only be the next day), the class team need to consider which appropriate repair work needs to be done to offer a debrief for staff, and maintain a positive relationship with the learner

Holding
Holding may be used appropriately e.g. the learner is led away by hand/arm/around shoulder or for very young learners it may mean more direct physical support – cradling or hugging. Learners with complex sensory needs may also request squeezing or deep pressure. This will be documented in sensory profiles and form part of their sensory diets.

Holding, for security and to reduce anxiety where there is a potential for damage or danger, even if the pupil is not yet out of control nor a particular source of danger to themselves or others at that time.

This approach may be appropriate when the child is anxious or confused. There may be situations when holding in this way defuses or prevents an escalation to a more serious confrontation. It is important, therefore, to ensure that this approach is not interpreted as initiating aggression.

Other than in the most extreme circumstances, where emergency action is needed to prevent the risk of serious injury or loss of life (for example a pupil running into a busy road or an extremely violent assault by one pupil on another), staff **must** avoid the following:

- Holding a pupil around the neck, or by the collar, or in any way that might restrict the pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding a pupil by the hair or ear; and
- Holding a pupil face down on the ground

Recording and Reporting of Injuries and Accidents

Injuries or accidents e.g., bites or scratches will always be reported to parents and recorded in the accident/incident books. (See Health and Safety Policy).

Discriminatory Language/Incidents

• Although rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are not acceptable within our Pace community

• They should be dealt with in line with this Policy with further advice and a coordinated response from the School Senior Management Team

• They MUST be recorded appropriately on CPOMS, including all follow-up action

•In the event that some learners use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach learners how to be respectful to each other

• Depending on the nature of the incident a Prevent referral might need to be made to MASH, who may feel that a 'Channel Panel' referral will be necessary

Further guidance is available in the school's Equalities Policy

Exclusion

Temporary or fixed term Exclusion

We do not believe that exclusions are the most effective way to support learners with SEND, and we will always try to adapt and personalise provision for all of our learners in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a learner for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to:

- Incidents where the safety of the learner, other learners or staff is seriously
- compromised
- Incidents of knife crime or the deliberate use of weapons in school
- Incidents of sexual violence
- Incidents of significant deliberate damage to property

Decisions to exclude learners are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the learner.

Exclusions can also be managed internally and a learner may be removed from class for a fixed period of time.

If a child's behaviour is persistently challenging and presents a significant and consistent risk to themselves or others, we may discuss with parents/carers the possibility of keeping the child at home for a short period.

This will allow time for staff and parents/carers to make reasonable adjustments to manage the child's behaviour in accordance with the Disability Discrimination Act.

We will consult the relevant Local Authority Inclusion Team before taking this action. We will consider fully the views of the parents/carers and child on developing approaches and strategies to manage the child's behaviour and plan for the child's return to school.

Permanent exclusion
It is extremely rare for us to permanently exclude a learner at Pace. In the event that Pace School is not able to meet the needs of an individual learner, we will always aim to work with the learner's family and the Local Education Authority to identify a suitable alternative placement for a managed move.

When all other reasonable steps have been taken and it's our judgement that allowing the child to remain in school would be seriously detrimental to the welfare of others, then a pupil may be permanently excluded.
If the decision is made to exclude, we will inform the pupil's parents immediately. We will explain:

- Why the student is to be excluded
- The steps that have been taken to try to avoid it
- Arrangements to allow the pupil to continue their education during the exclusion period
- The date and time of the review meeting, which must be held before the child can return to school

While a pupil is excluded from school the Teacher or Conductor will maintain contact with the family and undertake a home visit prior to the review meeting.

For permanent exclusion, we will also notify parents of their Right of Appeal, which will be overseen by an Independent Appeal Panel. All exclusions will always be reported to the Board of Trustees, Local Authority and, where appropriate, the allocated social worker.

Adherence to Policy

The responsibility of all staff, volunteers, students and parents is to:

- Recognise that social interactions vary between cultures and families and acknowledge and respect each child's individual background

- Provide a positive model of behaviour by treating one another with respect, care and courtesy at all times

- Record and report all injuries and accidents appropriately e.g. bites

Date: October 2026
Review Date: October 2027
To be reviewed by: Headteacher

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.