



# Policy for Inclusion and Behaviour for pupils in the SEMH Specialist Resource Base



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It is assumed that all of the children within the Specialist Resource Base (SRB) fall into at least one of the four categories of need of special educational needs (SEN). Their primary need will be Social, Emotional and Mental Health (SEMH).

### 1. Aims

#### 1.1 This policy aims to:

- Create a supportive and positive culture in which children feel safe to explore and understand their emotions and behaviours
- Create an environment in which pupils and staff feel safe and supported.
- Establish an approach that will maintain high standards of behaviour that reflect the values of the wider academy.
- Outline our behaviour expectations and how behaviour is managed
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define our behaviour escalation ladder.

#### 1.2 Rationale

Our Inclusion Policy is based upon the following approaches:

1. Three Base Values (drawn from the Five Academy Values)
2. Behaviour principles
3. Restorative Approaches
4. ELSA
5. Emotion Coaching
6. Zones of Regulation

The values and principles behind our inclusion and behaviour strategy are:

- All pupils, regardless of their background, ability or experiences, benefit from learning and developing in an environment that fosters and rewards good behaviour.
- All pupils have the opportunity to reflect upon their behaviour and develop the ability to make positive behaviour choices.
- Pupils who are striving to meet behaviour expectations are noticed and rewarded.
- Disruptive behaviour does not affect the opportunities and learning for other pupils.

### **1.3 Expectations**

- We strive to provide a caring ethos where everyone in the base community feels safe and valued.
- We promote an inclusive ethos in which everyone is supported.
- We promote respect, tolerance and positive behaviour choices.
- We have consistently high levels of belief in each individual and their ability to learn to manage their emotions and behaviours.
- We provide positive role models in order to develop a community of mutual respect and consideration.

## **2. Legislation, statutory requirements and statutory guidance**

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Behaviour in Schools \(2024\)](#)
- [Use of Reasonable Force in Schools \(2013\)](#)
- [Reducing the Need for Restraint and Restrictive Intervention \(June 2019\)](#)

In addition, this policy is based on:

- 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.
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.
- This policy complies with our funding agreement and articles of association.

### 3. Definitions

**Behaviour that challenges** is defined as:

- Stopping the learning of classmates and themselves.
- Not following instructions given by staff.
- Being disrespectful to others.

**Behaviours that harm** are defined as:

- Repeatedly stopping the learning of others
- Physical harm towards others
- Any form of bullying
- Harassment, meaning unwanted conduct, such as:
  - Unkind comments
  - Jokes or taunting
- Physical behaviour such as interfering with belongings
- Online harassment, such as unwanted comments and messages
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour

### 4. Roles and responsibilities

#### 4.1 The Academy Committee

The Academy Committee is responsible for: -

- Holding the Headteacher to account for its implementation.
- Approving the Inclusion and Behaviour policy.
- Monitoring the policy's effectiveness.

#### 4.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy.
- Supporting base staff in the implementation of this policy.
- Monitoring how staff implement this policy to ensure that it is applied consistently to all groups of pupils.
- Ensuring that all staff understand the expectations and the importance of maintaining a calm and respectful environment.
- Providing new staff with a clear induction into the bases' restorative culture to ensure they understand how best to support all pupils to participate fully.
- Providing appropriate training in the management of behaviour and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour (Step-On, de-escalation strategies, Restorative Approaches, Emotion Coaching, ELSA and Zones of Regulation).
- Ensuring this policy works alongside the Safeguarding Policy to offer pupils appropriate support and consequences as required.
- Ensuring that the information from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

#### 4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil conduct.
- Implementing the Inclusion and Behaviour policy consistently.
- Modelling the base values, expected behaviour and positive relationships.

- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents promptly using CPOMS and on child protection record sheets where the safeguarding responsibility falls to a different school.

The senior leadership team (SLT) will support staff in responding to behaviour incidents when necessary.

#### **4.4 Parents and carers**

Evidence shows that being inclusive and supporting children to access learning successfully in the mainstream classroom is only effective when parents and the academy work together in partnership. Communication is a two-way process, we are committed to ensuring that there is regular communication between the base and home.

Successes will be celebrated and shared with parents regularly. This is done via Class Dojo, daily Zones of Regulation logs, phone calls and face-to-face when necessary.

If a child is experiencing challenging times, parents will be made aware of support and strategies available and discussion will take place around their role in supporting the base and their child. We look at offering a solution focused plan which may include discussions with our base advisor and/ or linked Educational Psychologist.

Parents and carers, where possible, should:

- Get to know the base's Inclusion and Behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the policy.
- Inform the base of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the base staff promptly.
- Take part in any pastoral work and plans to support their child with their behaviour.
- Raise any concerns about the management of behaviour with the base staff directly, while continuing to work in partnership with them.

The base will endeavour to build a positive relationship with parents and carers by keeping them informed about any changes in their child and working in collaboration with them to tackle behavioural issues.

#### **4.5 Pupils**

Pupils will be taught about:

- The base values.
- The expected standard of behaviour they should be displaying whilst at the base and within their home schools.
- The base routines and expectations.
- How to recognise and manage their emotions, feelings and related behaviours.
- How to repair harm using a restorative conversation.
- What support they can have if they are finding things difficult.

### **5. Setting the culture for positive behaviour choices**

We aim to provide a happy, safe, fair and inclusive environment where all pupils have the opportunity to explore and understand their feelings and emotions, learn and make progress. In order for this to happen we must ensure that the social, emotional and mental health needs of children are adequately met, making reasonable adjustments where necessary.

We use a range of approaches: -

1. Base values
2. Restorative Approaches (Appendix 2) – this is used to build a sense of community and to teach children how to repair harm.
3. ELSA
4. Emotion Coaching
5. Zones of Regulation
6. Relationships, Sex and Health Education (RSHE) curriculum

As part of the RSHE curriculum, a set of class expectations are drawn up at the start of each academic year. The children are involved in creating their class expectations and these are displayed in each base. These will be based upon our ethos of being 'safe, kind, happy, ready and respectful'.

Base staff develop a positive relationship with pupils by:

- Greeting pupils each day.
- Establishing clear routines.
- Teaching pupils about self-control, self-esteem and emotional awareness.
- Teaching and supporting pupils with problem-solving skills, social skills and how to make and keep friendships.
- Highlighting and promoting positive behaviour.
- Starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

### Base values

The base takes its three core values from the academy's 'Famous Five'. They are:

- Co-operation
- Resilience
- Respect

Teachers celebrate good behaviour and learning choices through praise, stickers and certificates.

## **6. Responding to behaviours**

### **6.1 Classroom management**

Staff are responsible for setting the tone and context for positive behaviour within the bases. They will: -

- Create and maintain a calm environment that encourages pupils to be engaged.
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines and expectations.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Embedding the base values and using them as a reference point when discussing behaviour with pupils.
  - Using positive reinforcement and unconditional positive regard.

## 6.2 Safeguarding

The academy recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's behaviour choices may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy. Each base lead is Designated Safeguarding Lead and any incident will be reported to the child's home school. Please refer to our Safeguarding and Child Protection policy for more information.

## 6.3 Responding to positive behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. Positive reinforcements and rewards will be applied clearly and fairly.

## 6.4 Responding to behaviours that challenge

Each child in the base will have a Positive Behaviour Support Plan (PBSP) which will allow staff to better understand them and tailor the support to their individual needs. As such, responses to behaviour will be based upon those agreed within their PBSP.

Any bullying, harassment or discrimination is dealt with as laid out in section 7.3 of this policy.

Staff will endeavour to create a predictable environment by identifying behaviour that is unacceptable and by responding in a consistent, fair and proportionate manner. De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

### Stages

- Verbal reminder
- Adherence to individual's positive behaviour support plan.
- Time to regulate in the sensory or outdoor space
- Time to regulate in a space away from the main classroom.

Discussions will take place with parents where behaviour has not been able to be resolved using a restorative approach and/or where behaviour is of an extreme nature. When a pupil's behaviour is deemed unsafe, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of behaviours that challenge. This may include use of restrictive intervention in accordance with Norfolk Steps (see 6.6).

All pupils will be treated equitably under this policy, with any factors that contributed to the incident identified and taken into account. Staff will consider what support could be offered to a pupil to help them to make safe and socially appropriate behaviour choices in the future.

Personal circumstances of the pupil will be taken into account when choosing next steps and decisions will be made on a case-by-case basis.

## 6.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Members of staff will use reasonable force as a last resort to prevent a pupil from hurting themselves or others. If reasonable force has been used, it will be applied in line with our Physical Intervention policy and in accordance with Norfolk Steps training.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Any physical intervention should be reasonable, proportionate and necessary.

## 7. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

## 7.2 Signs and Symptoms

A pupil may indicate by signs or behaviour that they are being bullied these include if the pupil:

- is frightened of arriving at school.
- doesn't want to go into vulnerable areas of the school e.g. toilets.
- is unwilling to go to school becomes withdrawn, anxious, or lacking changes their behaviours .

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## 7.3 Procedures

Incidents of bullying should be reported to a teacher or SLT and recorded where appropriate. In certain cases, parents will be informed and asked to come in to a meeting to discuss the problem. If necessary and appropriate, the police will be consulted.

The bullying behaviour or threats of bullying must be investigated and stopped quickly. An attempt will be made to help the bully/bullies change their behavior.

#### **7.4 Outcomes**

The academy Inclusion and Behaviour policy will be applied consistently. External agencies will be involved where applicable.

#### **8. Mobile phones**

At Reffley Academy mobile phones, smart watches and any communication device brought from home are not permitted. If there are exceptional circumstances parents can discuss and agree with the Headteacher that the phone/device is stored in the office for safe keeping and locked until the end of the day when the child can collect it. The academy will have no liability in case of loss or damage.

#### **9. Consequences of serious behaviours**

##### **9.1 Suspension and permanent exclusion**

Base lead teachers can withdraw or pause the placement for a short period of time in response to a particularly challenging or persistent challenging behaviour which has not improved following the level of support put in place. The decision to withdraw or pause the placement will be made by the Lead Teacher in conjunction with the guidance issued by Norfolk County Council (Appendix 4).

Our aim is to avoid the use of this however, if we are unable to modify the behaviour choices presented, and a pupil is significantly impacting on the learning and safety of other pupils using the strategies above, a pause of the placement will be used as a first stage until more appropriate strategies have been discussed and implemented

Persistent and unmodified behaviour are:

- Physical violence towards other children.
- Physical violence towards staff (includes kicking, punching, spitting).
- Abusive swearing towards adults and children (including racial intolerance).
- Refusal to follow safety instructions so that the individual, other children and/or staff are put at risk.
- Damage to school property (broken windows, classrooms).
- Bullying, intimidation and threatening behaviour towards other children (including discrimination and harassment).
- Persistently preventing the learning of other children in the classroom.

#### **10. Responding to behaviour that challenges from pupils with SEND**

##### **10.1 Recognising the impact of SEND on behaviour**

The academy recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). The resource base specialises in supporting children for whom Social, Emotional and Mental Health (SEMH) is their primary need. SEMH is one of the four areas of need according to the SEN Code of Practise (2015). Pupil's within the SRB may well have additional SEND needs.

When incidents of unsafe or inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When dealing with behaviours that challenge or harm from pupils with SEND, especially where a pupil has Social, Emotional and Mental Health challenges, leaders will balance their legal duties when making decisions about enforcing the Inclusion and Behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, leaders will anticipate, as far as possible, all likely triggers and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

## **10.2 Adapting the Inclusion and Behaviour policy for pupils with SEND**

When considering how to respond to behaviour choices a pupil with SEND, the base will take into account:

- Was the pupil unable to understand what they have been asked to do?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', leaders will assess whether any further reasonable adjustments need to be made.

## **10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

Through observation, assessment and working with the pupils, further SEND needs may be identified by staff working within the bases. In this case, further support will be put in place and this will be communicated with the home sSchool SENCo and relevant members of the local authority SRB and Inclusion teams.

## **10.4 Pupils with an education, health and care (EHC) plan**

Leaders will ensure that the provisions set out in the EHC plan are put in place. Leaders will liaise closely with the Local Authority if they are concerned about the behaviour choices of a pupil with an EHCP. If appropriate, leaders may request an emergency review of the EHC plan.

## **11. Supporting pupils following a pause in placement.**

Following a placement pause, staff will consider strategies to help the pupil to understand how to improve the behaviour choices and reflect on the reason for the pause in placement. This will include a reintegration meeting.

## **12. Pupil transition**

### **12.1 Inducting incoming pupils**

The base will support incoming pupils through a structured induction including visits to the home school and to the base.

### **12.2 Preparing outgoing pupils for transition**

A clear programme for transition will be agreed with the home school and parents at the beginning of a placement and altered as necessary throughout the placement. Pupils will be made aware of this transition through visual resources and supported accordingly.

## **13. Training**

As part of our induction process, staff are provided with training on inclusion and the management of behaviour, including training on:

- De-escalation strategies (Step-on)
- Restorative methods (Step-On)
- Restrictive intervention (Step- Up)

- Attachment and Trauma
- Emotion Coaching
- Zones of Regulation
- ELSA

Classroom management techniques will be reviewed as part of our monitoring cycle where staff receive constructive feedback.

#### **14. Monitoring arrangements**

##### **14.1 Monitoring and evaluating behaviour**

Leaders collect data on the following:

- Daily Zones of Regulation tracking
- Incidents of behaviour that challenges
- Attendance
- Placement
- Perceptions and experiences of the base through surveys for pupils, staff and parents.

The data is analysed half termly and reported to the Academy Committee.

Leaders will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, leaders will review our policies and procedures.

##### **14.2 Monitoring this policy**

This policy will be reviewed by the base leads, headteacher and Board of Directors on an annual basis, or more frequently, if required.

#### **15. Links with other policies**

- Safeguarding and Child Protection Policy
- Physical Intervention Policy

## **Appendix 1: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort. Section 8.3 outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions and put things right through Restorative Approaches.
- Families and carers are involved in managing any behavior difficulties to foster good relationships between the school and pupils' home life

The Board of Directors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## **Appendix 2: Restorative Approaches**

At Reffley Academy, we believe that every human being has intrinsic value, deserves to be treated with respect, is capable of changing and growing, and is inherently motivated to learn. We also believe that learning occurs best within a learning community where children are actively engaged in their own learning and interacting with their fellow class mates, and that learning should not only build capacity for the future, but should address current problems and challenges facing individuals and society.

Our aim is for children to leave Reffley Academy being thoughtful learners who are ready for their next stage of learning and who are committed to developing their own skills through habits of exploration and reflection. We strive for children to be effective communicators and have a well-developed capacity to engage in life-long inquiry and learning. We aim for children to have an understanding of healthy interpersonal and organisational relationships and are able to work well with others in responding to new and unexpected challenges that arise in their school and home life.

Through this approach, we endeavour to: -

- Improve the emotional and social skills of staff and young people
- Develop a sense of community and belonging
- Encourage children to be accountable and take responsibility for any harm caused.
- Resolve problems amongst groups of young people and/or staff
- Address bullying, racism and gang conflicts with confidence
- Reduce exclusions
- Run effective re-integration meetings

### Appendix 3: High risk management plan

There are occasions when children and/or their parents struggle with their emotions and quickly accelerate their behaviour. This plan will be applied for behaviour as follows:

- Disruptive behaviour where there is one or more child (inside the classroom, in the shared areas and outside).
- Children climbing on/damaging furniture and property.
- Adults (parents/family members) behaving in an aggressive, threatening or violent manner.

The following strategy will be used:

Step	Action to take
1	In this situation, a Lead Teacher will take the lead. In the absence of this team, another member of base staff will take the lead. Other available staff will support. Vital Relationship Functions (VRFs) will be used to attune, validate and contain.
2	Supporting staff will be directed to do the following (as required): <ul style="list-style-type: none"> <li>• Deflect onlookers – take them to their classroom/outside/another area.</li> <li>• Provide a presence (stairwells, doors and open areas) to minimise impact to other children and learning.</li> <li>• Monitor safety by observing from a distance.</li> <li>• Use a calm voice to discourage the child/adult from causing damage to themselves, others or property.</li> <li>• In the event of more than one child/adult getting together – if possible, the group will be divided into small groups to de-escalate.</li> <li>• Containment strategies – access to zones will be managed to minimise the impact on other children and learning (hall, corridor areas, and doors near the toilets).</li> <li>• Use of the de-escalation script - use the child’s name; I can see something’s wrong/happened; I’m here to help; Talk and I’ll listen; Come with me and.....(note, this is less successful where there is a group of children – in this situation it is better not to speak as this inflames the situation)</li> <li>• If the situation does not calm down, parents/police will be contacted and a suspension given</li> </ul>
3	If a child is behaving in a dangerous way in the classroom (throwing tables and chairs) the following strategies will be used: <ul style="list-style-type: none"> <li>• De-escalation script (calm, quiet voice essential)</li> <li>• Use Step-Up strategies to remove the child from the room.</li> <li>• If the child refuses to leave the room, the other children will be moved by the adult in the classroom to another room.</li> <li>• An adult will remain with the child and either encouraged to help re-sort the classroom or will monitor safety from a distance. If the child leaves the room they will be monitored from a distance and the strategies in 1-3 above will be used.</li> </ul>
4	Meetings with potentially volatile parents must take place in the meeting room (near the main entrance) with more than one member of staff present.

## Process for making adaptations to placements for pupils

### Temporarily withdrawing/pausing placements

Due to pupils being on roll at their home schools we are unable to suspend. However, in exceptional circumstances we may withdraw the placement or pause the placement for a short period of time.

This would need to be completed by informing the home school and parents of the decision.

An instance of the placement pausing would trigger the Interim/Emergency Placement Review process on the next page.

### Prior to withdrawing/pausing placement temporarily

The SEMH base will have a current and updated Positive Behaviour Support Plan (PBSP) for the pupil, which may well have additional adaptations to the one that the home school uses. This may include the use of Norfolk Steps approaches planned in to keep a child safe whilst at the SEMH base.

Staff at the SEMH base will have attempted to implement all strategies in the PBSP and additional adaptations such as change of adults, additional support, change in expectation and routine, 1-1 supervision with trusted adult and informing/requesting support from SLT.

### Withdrawing/pausing placement Temporarily

There may be exceptional circumstances where the implementation of the strategies prior to the decision have been unsuccessful, and the decision has been made to withdraw/pause placement temporarily.

These situations may include repeated or lengthy requirement of Restrictive Physical Intervention or behaviours that lead to the decision that the staff at the SEMH base are unable to currently keep the child safe.

SEMH base staff would inform the home school of the decision and provide a concise account of the pupil's actions and what has been implemented to support.

SEMH base staff would inform the parents of the decision and discuss how the child will be collected. (This will also be discussed as part of the placement planning meeting prior to placements.)

Following the discussion with the home school, the home school would decide what the next action for the headteacher would be and whether they suspend the pupil, or the parent and pupil are entitled to attend the home school.

If the home school decides to issue a suspension, then the home school and SEMH base will agree who is in the most suitable position to provide work to complete at home.

## Step 1: pupil-based discussion

SRB lead teacher to approach Link adviser for discussion about the placement. The meeting will discuss current concerns rising from the placement.



## Step 2: placement overview

Adviser and lead teacher complete revised plans for the pupil. This will include reviewing Positive Behaviour Support Plan, incident reports, completing behaviour tracking and recording the voice of the child.

This will be recorded with assigned action plan and shared with the home school and inclusion team.



## Step 3: placement review meeting

Review meeting of actions and outcomes related to the changes made in step 2. This will take place between 2-6 weeks

This information will be shared with the home schools. Pupils' views recorded as part of the review.



## Step 4: placement adaptations and support plan

This may include adaptations to the placement if not planned in previous review meetings. Considerations of cohort, days and length of the placement.

This will be recorded with assigned action plan and shared with the home school and inclusion team and where appropriate the Virtual School. Ensure EHCP Needs assessment process is in place if required.



## Step 5: review of placement adaptations

Meeting with home school, lead teacher and link adviser to discuss outcomes of the adaptations made to the placement. Discussion of outcomes to focus on continuation of the current plan or further adaptations with the focus of returning to step 2 of the process.

This will be recorded with assigned action plan and shared with the home school and inclusion team.