

**Trinity School**  
**Behaviour & Physical Intervention Policy Addendum**  
**December 2022**

Trinity School is committed to ensuring that updates from the Department of Education are reflected in our school policy and practice. This Addendum should be read in conjunction with our Behaviour and Physical Intervention policy (June 2022) and its appendices, along with the documentation as stated below:

***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England - September 2022 Department of Education***

***Behaviour in Schools, Advice for Headteachers and School Staff - September 2022 Department of Education***

As a school we pride ourselves on being able to manage and support escalations in behaviour in a proactive and supportive way. Leaders across the school are dedicated to monitoring escalating concerns for pupils using the Behaviour Support Structures and HSBT Behaviour Support Structure documents (appendices one and eight of the policy). All pupils within the school have a disability therefore leaders recognise that it is our duty to make reasonable adjustments for our pupils in line with the Equality Act of 2010. Leaders are committed to using our best endeavours to ensure that pupils are supported to manage their behaviour in a proactive and positive way.

Trinity School does not adopt a 'no exclusion policy' as this can present safeguarding issues and expose staff and pupils to elevated risks. In cases where pupils have escalated to levels three or four of our behaviour structures and whereby positive behaviour support strategies have been exhausted, a suspension or permanent exclusion may be necessary as a last resort. As a school we reserve the right to judge the extent of any risks to the pupil involved, fellow pupils and members of staff. Decisions will be made swiftly and decisively when serious injuries have been sustained and the safety of others has been endangered.

When a pupil is suspended the Headteacher or Representative of the Headteacher will notify parents and/or carers. If the pupil is allocated a Social Worker they will also be informed along with the Virtual School Headteacher; if the pupil is Looked After (LAC). As all children and young people at Trinity School have an Education, Health and Care Plan, the resident Local Authority's EHC team will also be notified. Alternative provision will be provided no later than the sixth school day of the suspension in the form of remote learning. The Senior Leadership will work closely with the family to ensure that the remote learning is suitable for each pupil and their family circumstances. Governors and Leaders at Trinity School recognise the importance of multi-agency working with EHC partners to ensure that any emerging health or social care needs are being addressed during any suspension period.

Following a suspension, the school will organise an interim review of the pupils EHC Plan. This will be held as soon as possible. A Reintegration Meeting will also be scheduled to take place prior to a pupil returning to school. A written risk assessment will be completed by Senior Leaders to ensure that all risk factors are taken into consideration. Reintegration plans may include the use of part time timetables for the shortest amount of time necessary. This will be formally reviewed with parents and carers as necessary, with the aim of increasing the amount of time a pupil is attending on an individualised basis.

The decision to permanently exclude a pupil will only be taken in response to serious or persistent breaches of the school behaviour policy; or whereby allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others, including both staff and pupils in the school. Remote education will continue to be provided in these circumstances along with scheduled welfare calls to the family or care setting where the pupil is residing.

At Trinity School each pupil is treated as an individual. As a large all through special school there are not a fixed set of school rules. Each phase of the school has their own rewards systems. Sanctions are only used for pupils who demonstrate that they understand that actions have consequences. Consequences for pupils that understand them are never punitive punishments. All staff have high expectations of behaviour and are dedicated to ensuring that pupils needs are met in a meaningful way. It is recognised that behaviours that may challenge school staff indicate that a pupil is communicating that they have an unmet need. Sanctions and consequences are meaningless for a high percentage of pupils within the school.

The success of positive behaviour support is underpinned through partnership working with parents and/or carers, along with multi-disciplinary working between Health and Social Care partners. The school has devised a “Working Together Charter” (Appendix One to this Addendum) which clearly states the steps that the school community and Parents and/or Carers will take to ensure that there is collaborative and productive working relationship between both parties to improve outcomes for pupils and their wider families.

## Appendix 1

### Trinity School Working Together Charter

#### An agreement between the school and parents

##### The School Will:

- Value and care for each child as a unique individual
- Aim to provide the best possible education for every child, meeting their individual special needs in a meaningful way
- Share information and updates in relation to progress and individual achievements
- Share information each year in relation to the schools Behaviour & Physical Intervention Policy each year
- Work with each family in a transparent way to ensure that services and supports can be signposted as appropriate to each individual
- Facilitate open lines of communication between teachers and parents/carers using Dojo or another alternative method
- Follow up any unknown absences with communication with identified contacts and visit if contact cannot be made with a family

##### The Family Will:

- Ensure that their child attends school regularly and inform the school when their child is absent
- Ensure that their child is on time for their transport or at school by 9.15am
- Attend EHC Reviews and Open Evening to discuss their child's progress
- Work in partnership with the school to promote positive behaviour
- Share with the school any significant events at home that may affect their child's emotions and/or feelings
- Ensure that any medical treatment is organised and made available as soon as is reasonably possible including: GP, Dentist, supplying medication to the school if it is needed and when it is required
- Share relevant information with the school relating to health concerns including: changes in diet, a lack of sleep, a difficulty in accessing medical help

##### Together We Will:

- Enable every child or young person to develop to his or her full potential
- Help every pupil develop a sense of responsibility and respect for all other people in an age appropriate and meaningful way
- Encourage every child or young person to believe in themselves, raise their sense of self esteem and take pride in their environment
- Share any concerns or problems affecting a child or young person
- Discuss and deal with complaints in an open and transparent way
- Ensure close supportive liaison between home and school on any escalating issues for a child or young person

Signed: \_\_\_\_\_  
Sue Ball  
Headteacher  
December 2022

Signed: \_\_\_\_\_  
Name: \_\_\_\_\_  
Relation: \_\_\_\_\_  
December 2022