

Behaviour for Learning Policy

Approved by:	Governing Board		
Responsible department:	Behaviour Team		
Last review date:	August 2025	Last reviewed by:	H Fairbrother
Last updated:	August 2025	Last updated by:	H Fairbrother
Next review due:	August 2026		

Vision and Culture

At Colne Valley High School, our vision of “*Achieving Excellence Together*” guides everything we do. We believe that collaboration and shared goals lead to exceptional outcomes.

We foster a culture where both students and staff thrive. Every member of staff, regardless of role, shares responsibility for upholding this culture. All staff receive regular training, with new colleagues supported through a comprehensive induction to ensure consistency in applying behaviour expectations fairly.

Behaviour Expectations and Routines

Students are explicitly taught how to behave, understanding what is expected and what is not. Positive reinforcement and fair sanctions underpin our approach, helping to build a consistent, respectful environment.

Clear routines and shared language are used to promote our values and set behavioural norms—from entering classrooms and moving through corridors, to lunchtime conduct. Simplicity and repetition ensure everyone understands and follows expectations.

Student Development and Values

We are a child-centred, progress-focused school. We believe that to grow and succeed, students need self-discipline and the autonomy to make positive choices within a framework of high expectations.

Our values—**Respect, Integrity, Teamwork and Aspiration (RITA)**—are the foundation of everything we do – we invest in training and set high expectations.

- **Child-centred** – Students are involved in shaping our school life.
- **Sweat the small stuff** – Attention to detail builds high standards.
- **Excellent curriculums** – We provide rich, high-quality learning experiences.
- **Recognition-focused** – Success is celebrated to build pride and motivation.
- **Positive relationships** – Kindness and respect shape all interactions.
- **Certainty over severity** – Consequences are consistent and predictable.

Student Values and Professional Standards

From the first day at the school, students are expected to adopt and develop our RITA values and Professional Standards in everything they do. Our role is to provide a framework that students are expected to follow, see appendix 2.

We have high expectations of our students and will not compromise or accept excuses. We will however always listen and support the individual needs of every student in a child centred, progress focused way. Although we encourage and support all students to meet our expectations for RITA values 100% of the time, reasonable adjustments are made where required: This includes when students are:

- In learning
- Out of class during unstructured time (Corridor movement, break and lunchtime)

- Taking part in any school-organised or school-related activity.
- Travelling to and from the school.
- Whilst wearing School uniform in public.
- In some other way identifiable as a student at the school. (Including social media)

The school will challenge and sanction any student who fails to meet expectations to protect the learning, progress, and wellbeing of all.

Staff receive regular CPD and training on routines, behaviour management, and inclusive teaching strategies, including support for SEND students.

Roles & Responsibilities

The school community shares responsibility for promoting positive behaviour and attendance, grounded in our values of Respect, Integrity, Teamwork, and Aspiration.

School Leadership and Staff

- The principal oversees consistent application of rewards and sanctions.
- Staff implement the behaviour policy fairly and consistently.

Parents

- Respect the behaviour policy and staff authority.
- Ensure their child follows instructions, attends punctually, is prepared, and that staff are informed of any SEN or personal issues affecting behaviour.
- Support their child's positive behaviour and model it on school premises.
- Attend meetings regarding their child's behaviour as requested.
- Collect their child promptly if suspended and ensure they are not in public during suspension. Attend reintegration interviews after suspension.
- Keep contact details updated.
- Sign and adhere to the Contract of Expectations (Appendix 1).

Students

- Follow school rules and staff instructions promptly.
- Represent the school positively off-site.
- Do not bring inappropriate or illegal items to school.
- Respect staff, peers, property, and the environment.
- Avoid bullying or harming others.
- Engage in restorative practices and accept responsibility for their actions.

School Uniform Expectations

At Colne Valley High School, students must maintain the highest uniform standards, reflecting RITA values. Full uniform details are available on the school website and in the parent handbook.

As a parent, you are encouraged to contact the school before buying/sending your child to School with anything you feel may be deemed unacceptable due to the expectations stated above.

Students in breach of the school uniform expectations will have items confiscated and placed in reception. Students will be able to collect the items at the end of the day from the school's Student Reception from 3.10pm. Where items of non-school uniform cannot be removed, parents will be contacted to rectify. Where this is not possible, students will be placed in the reflection room until resolved.

Mobile Phones

Mobile phones are banned in school and if brought must be handed in to the designated year group zone. Phones must not be used, seen, or heard anywhere on the school premises during school hours (including break and lunch times). This applies to all students.

Expectations

Students should not bring mobile phones to school unless absolutely necessary.

If a mobile phone is brought to school, it must be **handed in upon arrival** at the designated **year group locker zone** before morning registration.

The phone will be placed inside a phone locker, inside a locked office and your child will be handed a ticket for their allocated locker.

The school accepts no liability for mobile phones.

Year Group Locker Zone Procedure

- Each year group has an assigned secure locker area supervised by a designated staff member during morning drop-off.
- Phones must be handed in between 08.15 and 08.35.
- Staff will ensure the phone is stored in the correct locker, logged and ticket given.
- Phones will be returned to students at the end of the school day by collecting at their year group locker zone between 3.10 and 3.30 (Bus users will be prioritised)
- Students must not attempt to access their phones during the school day.

Year Group Locker Zone locations

Year 7 – D Block (By reflection)

Year 8 – Student reception

Year 9 – D block main entrance

Year 10 – D Block main entrance

Year 11 – D Block main entrance

Consequences of Non-Compliance

If a student is found in possession of a phone during the school day or fails to hand it in:

Phone is confiscated and stored in the secure locker at reception and ticket issued; parents are informed.

Repeat offences: Phone is confiscated and must be collected by a parent/carer.

Refusal: Refusal to hand in phone will lead to time in reflection.

Emergencies

In case of an emergency, students should speak to a member of staff in their year team, and staff will ensure communication with home is facilitated. Parents should contact the school directly if they need to reach their child during the day.

Medical needs

Students requiring their mobile phone for medical purposes e.g checking insulin levels will be contacted separately by our wellbeing team to ensure suitable arrangements are in place.

Smoking and Vaping

Purchasing cigarettes, e-cigarettes, and vaping products under 18 is illegal in the UK. Smoking or vaping on school premises is prohibited. Possession or use of these items on site will result in sanctions, including possible suspension.

Evidence of illegal substance or prohibited item use on site will lead to serious sanctions pending investigation.

Bringing illegal or prohibited items (see section 4.0) onto school grounds may result in permanent exclusion.

The school may conduct random searches (see Appendix 3) to protect health and safety.

Smoking/vaping items will be confiscated and destroyed or handed to police and will not be returned.

Refusal to surrender smoking/vaping items will result in serious sanctions pending investigation.

4.0 Prohibited items

The school does not allow the following items on site (this list is not exhaustive):

- Knives and weapons
- Alcohol
- Illegal drugs
- Drug paraphernalia
- Stolen items
- Tobacco, cigarette papers and e-cigarettes/vapes
- Lighters
- Pornographic images
- Laser pens
- Fireworks
- Any article that is likely to cause / commit any offence, cause personal injury or damage

If there are suspicions that pupils have any of these items, searches may be undertaken to ensure the safety and well-being of all students and staff.

Bullying and Child-on-Child Abuse

Colne Valley High School takes all forms of bullying seriously. Our detailed approach and consequences are outlined in the Anti-Bullying Policy.

Child-on-child abuse includes bullying, online abuse, discriminatory language, and physical or sexual abuse. Further information is in the Child Protection Policy. The school has a zero-tolerance stance and will never dismiss such incidents as “banter” or “part of growing up.” Abuse can occur between any ages and will always be investigated by Senior Leaders and the Designated Safeguarding Lead. All incidents are recorded on CPOMS to ensure staff are informed and actions documented.

Attendance & Punctuality

Punctuality is vital for learning and progress, and lateness disrupts both the student and others. Students must arrive by 8:35 am (gates lock then) and be in tutor time by 8:40 am. Late arrivals enter via student reception. Two lates in a week trigger an after-school detention and a notification to parents.

Persistent lateness leads to parental contact and possible meetings. See the Attendance Policy for details.

Students must arrive on time to lessons via the shortest route. Three unexcused late arrivals to lessons in a week result in a 30-minute detention at lunch the next day. Missing this leads to a 45-minute Senior Leader detention, and further non-attendance results in a full-day reflection room placement.

Recognition and Reward

At Colne Valley, we celebrate student success in all areas and consistently recognise personal commitment and achievement, reinforcing our core values:

- Respect
- Integrity
- Teamwork
- Aspiration

Praise and recognition motivate students, build confidence, and support engagement. We reward students:

- Formally and informally
- Publicly and privately
- Regularly and consistently

Rewards are applied consistently across all year groups and staff.

Rewards are based on:

- Attitude to learning
- Academic progress and attainment
- Consistent demonstration of RITA values
- High attendance (97% or above)

Our rewards strategy is developed with students and staff and aims to:

- Support the school's vision and ethos
- Promote progress, positive behaviour, and engagement

- Recognise a wide range of achievements
- Encourage personal growth and motivation
- Be applied fairly and consistently by all staff

The school uses 'RITA/Engagement for Learning Points' to reward students in three key areas:

1. Attendance
2. Behaviour
3. Engagement for Learning (see Appendix 8)

Student Conduct

Aims & Overview

Staff respond promptly, consistently, and proportionately to any student misbehaviour or failure to uphold school values, ensuring safety and restoring calm. De-escalation techniques and scripted interventions may be used to prevent further issues.

The main aims of behaviour responses are to uphold the school's culture, maintain a safe learning environment, and prevent repeat incidents.

Responses to misbehaviour serve to:

- **Deter:** Discourage misbehaviour in the individual and others.
- **Protect:** Ensure pupil safety, which may involve immediate removal from lessons.
- **Improve:** Help students understand expectations and re-engage through sanctions, reflection, or pastoral support.

Staff will consider contributing factors—such as bereavement, SEND, abuse, or home difficulties—when responding to behaviour incidents, ensuring fair and supportive actions.

Induction Process

- All students complete an induction outlining behaviour expectations.
- Parents and students sign a Home-School Agreement at the start of enrolment.
- Reminders are given through the form time programme each term to ensure continued focus on demonstrating RITA values
- Students returning from suspension or extended absence receive a re-induction/reintegration meeting and a standards session, reminding them of expectations.
- New starters joining mid-year also complete an induction programme.

Student Conduct During Lessons

- The behaviour system is designed to support learning by addressing low-level disruption.
- Teachers issue a warning, giving students the chance to correct behaviour.
- Continued disruption results in removal from the lesson (red line) and appropriate sanctions.
- Behaviour interventions are supported by the pastoral team to address root causes.

Student Conduct During Unstructured Time

Corridor Conduct:

- Walk on the left, avoid large groups and physical contact.
- Use appropriate language and inside voices.
- Follow staff instructions and move with pace and purpose.

Break and Lunchtime Expectations:

- Stay in permitted areas and remain on site unless authorised.
- Eat and drink only in the dining room.
- Clear up after eating; maintain cleanliness.
- Take opportunity to go to the toilet.
- Ball games on the courts only.
- Use the benches for group social interaction, do not move the benches to other areas.

Expectations Beyond the School Gate

At Colne Valley, students are expected to uphold the school's values within the community. The school may take disciplinary action for behaviour outside of school hours if a student:

- Is involved in a school-organised activity
- Is travelling to or from school
- Is wearing uniform or otherwise identifiable as a Colne Valley student
- Engages in child-on-child abuse, including online bullying or misuse of social media

Disciplinary action may also be taken for behaviour at any time that:

- Disrupts the orderly running of the school
- Poses a risk to others
- Damages the school's reputation

Managing behaviour during lessons

To support students with positive behaviour choices the school has in place the following measures:

Routines for learning	All teachers should explicitly teach and rehearse key routines to engineer efficiency in their lessons. Classroom routines should be rigorous, well-rehearsed and habitual for all. For example, entry to lessons, formatting desks, exit of a lesson.
Pre-emptive behaviour management	All teachers should pre-empt any off-task behaviour in lessons by predicting key transition opportunities within their lesson plans where misbehaviour is most likely to occur. They must ensure 100% of pupils follow all instructions. Prompts should be specific, concrete, observable and sequential. Pupils with SEND may have reasonable adjustments and personalised strategies to support behaviour on their passport or behaviour support plan, teachers should use these consistently.

Correction	When a pupil's behaviour is disruptive to the learning of others, the teacher should deliver a warning in private to correct behaviour so that no learning time is lost.
Red line	If disruption or off task behaviour continues, the student should be issued with a red line.

The examples of support shown in the diagram are not exhaustive and other interventions will be considered by school staff from time to time on an individual student basis.



School Responses to Misbehaviour

The following strategies will be used by the school when student conduct does not meet the expectations as set out within this policy. Students will be supported to understand and follow the rules and expectations. This may include sanctions (as outlined below), reflective conversations or targeted pastoral support.

Detentions

Detentions at Colne Valley run after school each day from 3.10 – 3.40pm. In addition, there is a senior staff detention on a Friday from 3.10 until 4.10pm.

Senior leader detention

Senior leader detentions may be issued for the following reasons.

- 2 or more red lines issued in one day
- Truancy, inappropriate language, out of permitted areas and unsafe behaviour
- Failure to attend a 30-minute detention (Monday to Thursday)

Senior leader detentions will take place on a Friday and will last 1 hour. Failure to attend the escalated sanction will result in a half-day (including social time) in the Reflection Room.

It is stated in the Education Act of 1997 that the school does not require permission from parents/carers to keep students for a detention. "Detentions outside school hours are lawful despite absence of parental consent". However, they will be notified.

Parents/Carers must ensure they have logged on to their Child's Arbor and Class Charts account where they can monitor their child's progress, attendance and behaviour. Parents/Carers will be informed of detentions via Classcharts announcement.

If the detention conflicts with a medical appointment, parents/carers will need to inform the school so that the detention can be rescheduled.

If a student catches the school bus, alternative travel arrangements will need to be made so that the detention is not missed. If arrangements cannot be made for the day of the detention, this can be rescheduled by the school to an alternative day. If the detention conflicts with collection of younger siblings, alternative arrangements will need to be made so that the detention is not missed.

Report

Where there is a persistent breach of the school behaviour policy, Pastoral Staff and Senior Leaders will, alongside parents, use a report to closely monitor student behaviour.

The reports will be issued at 3 levels:

Green report – Form tutor

Yellow report – Achievement Coordinator

Red report – Senior leader

In the first instance, the setting of reports will be for a period of 2 weeks prior to a review.

If the students' behaviour does not improve following this initial 2-week period, a decision may be made to extend the report for a further period of 2 weeks or escalate to a higher level of report.

Reset referral

If a student receives a red line the following process will be followed.

The 4 R's

Remove – Sent to red line room (within department)

Reset – Completing reset task

Restore – Conversation with teacher around moving forward

Repair – Completing the repair task (missed work) before the next lesson to prevent a gap in learning.

Reflection Room

The Reflection room is used for more serious incidents or for persistent low-level disruption. The school day in reflection finishes at 3.40pm. The learning set will reflect the student's normal curriculum offer. The use of the reflection room as a sanction is a last resort before a fixed term suspension is issued. Where students refuse to enter the reflection room, an external isolation or suspension may be sanctioned.

Two instances of reflection in a single half term will result in a parental meeting.

Restorative practice

At Colne Valley we make learning the priority. We recognise that young people will make mistakes and we must encourage reflection and educate students on making good choices. Our restorative practices are an essential part of the programme when a pupil is given a red line. It involves the member of staff who made the referral and the pupil. The aim of the 4 R's is to avoid a repeat reset referral.

The member of staff who made the referral is expected to be self-aware in terms of their own emotions around the incident before attempting to rebuild the relationship and reframe the behaviour that led to the referral by:

- paying due regard to the zones of regulation
- actively listening
- asking empathetic questions
- being understanding
- supporting the young person to find a solution to their behaviour.

The restorative conversation is an opportunity to:

- rebuild the relationship and ensure there is no resentment
- help the pupil reflect on their behaviour (positive and negative)
- provide support for any underlying issues
- move the pupil on from that behaviour so that the pupil does not repeat the behaviour
- reinforce behavioural expectations and positive aspirations
- instil belief and confidence in the pupil
- provide additional support for positive behaviours.

If the member of staff who made the referral is not able to attend the restorative conversation, then the reflection or reset lead may do it on their behalf and relay the information back to the member of staff to ensure there are no further issues.

Alternative to exclusion

External isolation

Students will serve between 2-5 days at an alternative setting. A re-admission meeting will be held between parents, the pastoral team and/or a member of the senior leadership team upon the students' return to their usual timetabled lessons. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

Off-site direction

Governing boards of maintained schools may direct pupils to attend another educational setting to address behavioural issues. Academies can do the same under their general powers. Off-site direction is typically used after in-school interventions or targeted support have been unsuccessful and involves time-limited placements at alternative provision (AP) or another mainstream school. Pupils must be dual registered, and Code B applies if the provision is an approved educational activity without registration at another school.

Where possible, in-school interventions or support from AP should be the first step to meet behavioural or special educational needs.

Off-site placements can be full-time or part-time, alongside mainstream education, depending on the pupil's needs. A maximum placement period should be agreed upon during planning. Options after the placement, such as a managed move, should be considered during review.

Governing boards must comply with the Education (Educational Provision for Improving Behaviour) Regulations 2010 and consider the statutory guidance on alternative provision, which, while legally applying to maintained schools, should also guide academies.

The statutory guidance includes objectives, timelines, and progress monitoring. Governing boards must notify parents (or pupils aged 18+) and the local authority (if the pupil has an EHC plan) in writing no later than two school days before the off-site placement begins.

Parents, pupils (18+), or the local authority (for EHC plan holders) may request a review meeting in writing. The board must comply unless a review occurred in the previous 10 weeks.

The board must keep placements under review and hold meetings at appropriate intervals. Invitations to review meetings must be sent at least six days in advance, with efforts made to accommodate parents' availability. Written submissions can be provided in place of attendance.

After each review, the board must decide whether to continue the placement and for how long, outlining review frequency and participants.

Reviews should involve the school, parents, the pupil, and relevant agencies (e.g. social workers, CAMHS, MASH, Youth Justice Teams, local authority for EHC plans). Outcomes must be documented and occur often enough to assess progress effectively.

The board must inform parents in writing

Managed Moves

A managed move is used to initiate a process that leads to the permanent transfer of a pupil to another mainstream school. Managed moves should be voluntary and agreed upon with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then offsite direction should be used.

Managed moves are frequently used as an alternative to permanent exclusion; as a result, no exclusion is formally recorded on the pupil's education record.

A managed move is different to the power of a school to [direct a pupil off-site for the improvement of their behaviour](#). This is a particular power given to maintained schools under [Section 29\(3\) Education Act 2002](#) and is strictly time-limited. It is important that you clarify with the school the legal basis under which they are proposing that a child is sent to another premises for their education.

A managed move can only be with the consent of all of those involved, whereas direction off-site under [Section 29\(3\)](#) can be done without the consent of the parents.

Alternative provision

For some students, securing an alternative provision is an option. The school does not have an alternative provision on site, but may look for other appropriate centres.

Suspensions

Good discipline is essential for effective learning. The Government supports headteachers in using suspension when necessary (DfE guidance on suspensions in maintained schools, academies, and PRUs).

Suspension is a serious sanction and only used as a last resort. All decisions are lawful, reasonable, and fair, and comply with relevant legislation and DfE guidance, including:

- Education Act 1996 & 2011
- Education and Inspections Act 2006
- School Discipline Regulations 2012
- Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007 (as amended)

Suspension may be used for serious or repeated misconduct, including (but not limited to):

- Refusing reasonable requests from senior staff
- Failure in internal suspension
- Endangering self or others
- Violence or threats towards others
- Abusive or offensive language
- Alcohol or drug use
- Malicious activation of the fire alarm
- False accusations against staff
- Persistent bullying
- Serious theft

The school ensures decisions do not discriminate against pupils with SEND. These pupils may require additional support to meet behaviour expectations. The principal will follow the SEND Code of Practice, and reasonable adjustments will be made under SLT guidance. However, safety must not be compromised.

Pupils may be suspended for up to 45 days in an academic year, either in full or part days. Lunchtime suspensions may also be applied. If a suspension exceeds five days, the school must provide alternative education. Repeat offences may result in escalating sanctions.

The school may apply sanctions for misbehaviour outside school where appropriate, including online behaviour and incidents:

- During school activities or trips
- When travelling to/from school
- When in uniform or otherwise identifiable as a pupil
- If it impacts school order, pupil safety, or the school's reputation

Roles and Responsibilities of All Parties with Regards to Suspensions

The Principal

Only the Principal has the power to suspend a student and this is only on disciplinary grounds. When establishing facts, the Principal must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Principal has the right to direct a child to off-site education. Parents will be informed initially by telephone. This will be followed up with a letter.

The Parent/Carer or any person with parental responsibility

The parents have a duty to ensure their children are not in a public place at any time during the school day. Failure to comply with this could lead to a fixed penalty notice or prosecution. The parent may write to the Advisory Group to ask them to review a suspension, although the Advisory Group does not have the power to overturn such a decision if it is less than five days. In the case of a permanent exclusion, a meeting will be arranged and the parent may arrange representation and/or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

Reintegration

Following any fixed-term suspension, the school will take reasonable steps to meet with parents and students to ensure there is clarity around the reasons for the action and also to discuss the student's reintegration. This meeting will be chaired by a member of the pastoral team and/or AC/senior leadership team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

The Decision to Permanently Exclude

A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the School's Behaviour for Learning Policy.
- Where allowing the student to remain in the School would seriously harm the education or welfare of the students or others in the School'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2015 guidance)

The principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against another student or a member of staff;
- Bringing onto School site illegal substances with or without an intent to supply;
- Carrying an offensive weapon;
- Potentially placing members of the public in significant danger or at risk of significant harm.
- Persistent disruption and/or breaches of the school behaviour policy despite interventions
- These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

Advisor Intervention

Under DfE Guidance 'Exclusion from maintained schools, Academies and pupil referral units in England', a meeting of the Local School Council Behaviour Committee must be convened by the Local School Council Behaviour Committee when:

- A student has received over 15 days' exclusion in one term;
- Recommendation of permanent exclusion is made by the principal for a one-off incident, or through the Consequences system.

The Behaviour Committee will comprise of 3 members who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

After 45 days of exclusion in any one academic year, the Advisors recognise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these students. In addition, the Advisors recognise that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support.

Behaviour Expectations and Pupils with Special Educational Needs (SEND)

The school's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will always be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires the school to balance a number of duties, ensuring that they have a bearing on the behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- Reasonable Adjustments Under the Code of Practice (2014) schools have a duty to ensure that for students with SEND, reasonable adjustments are offered. Reasonable adjustments ensures that the barrier to a students need is reduced/ removed. For the school this could include but is not limited to: As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with medically/clinically evidenced sensory issues or who has severe eczema;
- The use of a brain break
- Key worker access to a safe space, ensuring that they have a champion and advocate within the school
- Intervention from a Social Emotional Mental Health Learning Support Assistant where the school feels it is appropriate.
- Training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Roles and Responsibilities of Designated Staff Supporting SEND Students

Deputy Principal for Inclusion

- Leads the strategic development of SEND support within the whole school setting.
- Works with the Assistant Principal: Additional needs to monitor, track and evaluate current provision and develop best practice.
- Leads Inclusion Consultation and panel meetings, an inclusive school meeting in which concerns, needs and the appropriate provision/ solution for a student is considered and acted upon to ensure a graduated and well-rounded response to the needs of a student.
- Leads work with external agencies.
- Advises staff on support and reasonable adjustments for identified pupils.
- Liaises with the Assistant Principal: Additional needs to identify students requiring Alternative Provision and both internal and external providers.
- Has responsibility for overseeing and implementing the provision.
- Supports with liaising with SEMH agencies and parents/ carers to support the mental health of students.
- Has responsibility for overseeing and implementing interventions within the school's intervention provisions.
- Acts as first responder for students who the school has identified as having complex SEMH needs.
- Supports SEMH students in lessons and oversees small group interventions and 1:1 intervention depending on the need of the student.