

### Rational for reducing restraint, restrictive intervention or exclusion

At Meadowfield Primary School there is a Positive Behaviour Policy which includes a range of strategies where pupils are recognised and rewarded to good behaviour. There are also strategies for children who have made poor behaviour choices and who need a warning and consequence. There are times when some children struggle to maintain good behaviour. A range of strategies are put in place to support the child and reduce the risk of exclusion.

For a child struggling with their behaviour or who has specific social, emotional and mental health (SEMH) needs Meadowfield Primary School puts into place a robust plan of support that aims to reduce the need to consider exclusion. The focus of these plans is to support the child to be happy, settle and able to learn in school.

School have adopted this guidance from the 2019 publication from HMI -

<https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention>

Following this guidance we always ask 'What is in the best interests of the child and/or those around them in view of the risks presented?' For further information please follow the link to read more.

At Meadowfield we look at a range of reduction, de-escalation and intervention strategies.

#### **Individual Behaviour Planning includes:**

- **Restorative practice** – this is a process which involves the child understanding the effects of their actions and making amends.
- **Internal Referral Process** – a referral for is completed by the class teacher, with consent from parents which begins a system of plan, do, assess, and review for the child and enables support from the Learning Mentors, SENCO and Behaviour Mentor based in school. Parent work closely with school from this point on.
- **Behaviour mentor support** – to provide support in lessons with a focus on confidence building and responsibility. Sometimes sessions are 1:1 if more in-depth learning about behaviour strategies and de-escalation is needed. Daily check-ins are carried out with all the children on this caseload.
- **The Green Room** – a specialist space in school for children to have time to calm and have time out away from a stressful situation or busy classroom
- **LEAP** – If the child is in KS1 they may be eligible for a place in LEAP the school's Nurture Provision which provides longer term support with qualified nurture practitioners.
- **A clear IBP** – where behaviour mentor support is given a child will have an IBP to ensure consistent support for the child and to re-establish boundaries and routines
- **Internal exclusion** – for a specified period of time where learning is set by the class teacher and completed away from the class environment in the leadership office.
- **After school learning** – at times it may be necessary to request that a child remains in school to make up the learning time that has been lost due to poor behaviour. This is always done with consent from parents and a restorative conversation is held at the end of the session.

- **Alternative timetable** – linked to the IBP, a child may have a change or reduction in timetable which allows integration into class where possible.
- **Further support** - from the cluster through Guidance and Support
- **Managed move** - to another class if there is significant evidence to suggest peer relationships are detrimental to the child learning in their classroom.
- **Preventative arrangements** through the AIP to an off-site provider such as Achieve to provide nurturing support for a set period of time. Re-integration to Meadowfield is always the aim.

Exclusion will occur only when the once the school has exhausted the above procedures and further serious incidents of behaviour occur which may require a fixed term or permanent exclusion. The behaviours which may require exclusion are laid down in guidance from the local authority and the school Positive Behaviour Policy. The rationale for such an exclusion would be that despite the robust support provided above, a child was still behaving in such a way that they were putting themselves or others at risk of injury, or that they were creating such disruption to learning that the progress and achievement of other pupils was put at serious risk.

If a child is externally excluded, then parent/carers and the authority are fully informed as is the Chair of Governors. A reintegration plan is put in place and children who are classed as vulnerable will receive home visits and a risk assessment during the exclusion.

The decision to exclude a child rests directly with the Headteacher. The Headteacher can choose to either impose a fixed term exclusion for a set number of days or a permanent exclusion.

Where a fixed term exclusion has been imposed for up to five days, the school should set and mark an appropriate amount of learning. If the fixed term exclusion is more than 5 days, the school must find a suitable full time educational place, for example at a pupil referral unit. School can exclude for up to 45 days in a school year.

The school will always seek alternatives to exclusion and has a range of strategies to explore to support children.