

Positive Behaviour Policy



**THE LADDER
SCHOOL**
Redefining alternative provision



Date for Review	As per agreed The Mercian Trust Policy Cycle
Date posted on website	
Policy updates and amendments	See Version Control in Appendix A
Member of staff responsible for the policy	Ruth Williams [Associate Principal]
Date adopted by the Local Governing Body	Adopted in principle; to be raised in Dec 2024
Signed by Associate Principal	Mrs R Williams
Signed by Chair of LGB	Ms N Walters



1. Statement of Purpose

1.1 The Ladder School priorities providing a safe and respectful space for all students, staff, visitors and the wider community. The Ladder School prides itself on our ability to deal with students that may have found mainstream education difficult, but in turn we will not settle for second best. We expect all of our staff, students and visitors to adhere to the guidelines set out in this policy, without question.

1.2 The Ladder School expects:

- Students, staff and visitors to behave respectfully always treating one another with dignity, kindness and respect;
- There is a focus on positivity throughout the school;
- That the school is safe, calm and orderly;
- Students become self-managers of their own behaviour and in turn support their peers on how to behave correctly; showing a readiness to learn and respect for other;
- Staff to find resolutions and solutions to negative behaviour in school.

2. Positive Behaviour

2.1 It is clear from extensive research into supporting behaviour management in schools, that the best strategies are the ones that focus on positivity. This should not be confused with a 'soft' approach when dealing with student behaviour. We aim to offer preventative strategies that reduce the need to challenge poor behaviour as they allow students to conform to a positive school culture. We encourage self-management, self-respect, responsibility and co-operation.






2.2 We want our students to feel they are part of The Ladder School family and whilst families sometimes fall out, they have a bond that unites them. We want students, staff and visitors to feel welcome at our school and see that our positivity is embedded into everything that we do. Praise and acknowledgement are a key foundation that will be evident throughout the school.

2.3 Students learn best when they are in a safe, secure and positive environment, it is important that they buy into this concept, so they can be effective learners. The Ladder School wants to develop young people into positive members of society.



3. Student Expectations

3.1 To ensure that students leave The Ladder School as well-rounded individuals that can contribute positively to society, we expect them to be polite and well mannered, working together to make The Ladder School community the best it can be:

 High Standards	<ul style="list-style-type: none"> • Wear uniform correctly in accordance with the school dress code • Use appropriate language and do not swear • Keep hands, feet, objects and personal comments to yourself • Look after the school, building, displays and equipment
 Daring to Dream	<ul style="list-style-type: none"> • Always try your best in everything that you do • Want to work towards your next destination in your education • Be prepared to show others how great we are
 Traditional Values	<ul style="list-style-type: none"> • Arrive on time to school and all lessons throughout the day • Hand in any mobile phones/contraband at the beginning of the day without question • Eat and drink in designated areas and clean up after yourself
 Success	<ul style="list-style-type: none"> • Aim for 100% attendance • Listen to others and in turn be listened to • Be safe and all follow instructions
 Personalised Support	<ul style="list-style-type: none"> • Ask for help if/when you need it • Remain in school for the whole day and be prepared to stay to rectify any mistakes you have made

4. Behaviour for Learning

4.1 The Ladder School has high expectations for students conduct and behaviour, which is commonly understood by staff and students and applied consistently and fairly to help create a calm and safe environment.

4.2 Staff at The Ladder School work together to role model high standards of behaviour and support students to do the same. The Associate Principal provides a comprehensive induction program to new staff and Senior Leaders support staff on a daily basis. The Associate Principal is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Associate Principal and SLT.



4.3 All staff, teaching and non-teaching, are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the SLT, for creating a high-quality learning environment, teaching positive behaviour, and implementing the agreed policies and procedures consistently. SLT are highly visible and always on rota, available to support students and staff in and out of classrooms.

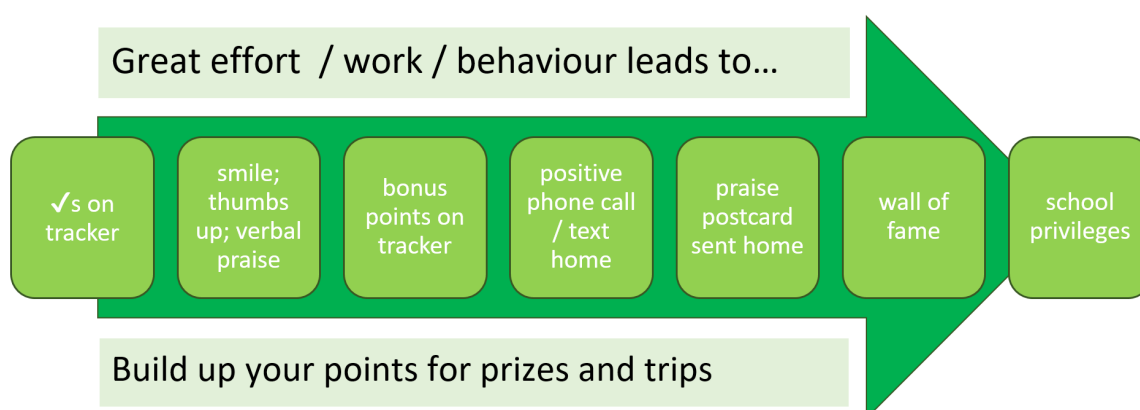
4.4 Staff briefings/ meetings and INSET is used for training on behaviour and any updates that may be necessary. Governors support the school in maintaining high standards of positive behaviour.

4.5 Students at The Ladder School will primarily be here because they have difficult or challenging behaviour. This is considered when dealing with students, but with the clear message – we are uncompromising on the school rules.

4.6 The Ladder School uses the methodology, ABC - **A**ctions **B**ring **C**onsequences. This can either be positive, negative or neutral.

4.7 There is a reward programme, but we work clearly on the assumption that The Ladder School is a second chance, gaining qualifications and getting an opportunity post sixteen is the reward for attending The Ladder School. However, our verbal praise, encouragement and tangible rewards, are the ways that students will be rewarded. This will be regularly communicated with parents. To support a positive learning environment, staff and students will work together to ensure that The Ladder School is a successful place, and everyone achieves their full potential.

4.8 At The Ladder School there is a focus on positivity to make our students successful. Praise at The Ladder School looks like this:



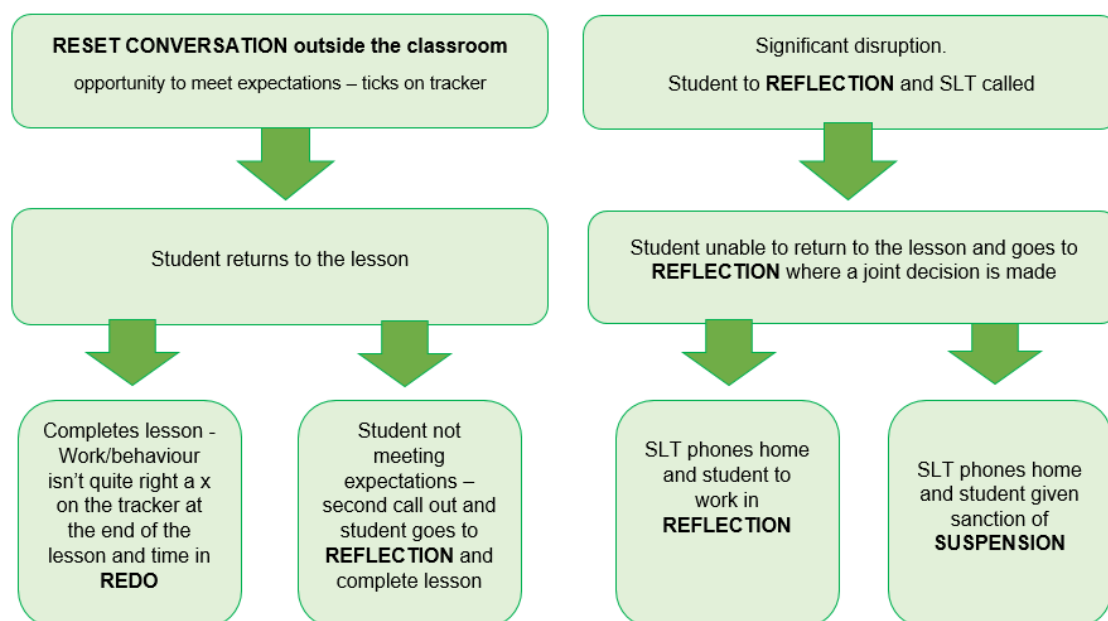
4.9 Behaviour in the classroom directly impacts on students' performance and their results. As a school we must always praise achievement and challenge poor behaviour in a proactive way, fairly and consistently.

4.10 The SENCO and Associate Principal, work closely together to ensure students are supported. In order for the behaviour policy to be effective, there are clear links with other policies including the Child Protection, Anti-Bullying, and Exclusions. The Ladder School works positively with external agencies to seek appropriate support to ensure that the needs of all students are met. This support is coordinated by the Designated Safeguarding Leader.



4.11 Sometimes a student's behaviour is not acceptable. In these circumstances staff will try to respond promptly, predictably and with confidence to maintain a calm, safe learning environment using de-escalation training. In these situations, we need to enforce the relevant sanction.

4.12 If behaviour and or work expectations are not being met a process is followed.



4.13 If a student needs to be given a formal warning for disruption of learning, please ensure you explain all of the points below when issuing the warning. This will ensure that the student clearly understands what the consequence of their behaviour is.

- Tell the student what they have done wrong
- Inform the student if they are spoken to again it will result in a reset conversation or a cross on their tracker
- Explain that if their behaviour does not improve, they could be removed from your lesson and work in reflection or further sanctions

4.14 Following all incidents, staff will support students to reflect and consider how such behaviour can be prevented from recurring. This may involve targeted discussion, phone call with parent / Virtual School Head for **Looked After Children** (LAC), enquiring into circumstances outside of school and class teachers/Learning Coach.

5. Student Support

5.1 If a parent feels their child is experiencing a difficulty or a barrier to learning, parents should contact their child's Learning Coach to discuss an appropriate course of action. Where additional support is identified, it will be put in place as soon as possible.

5.2 All staff in school are there to ensure that students succeed. All students will create a One Page Profile that will help advise staff on how best to support our students. The graduated approach is used to review the impact of the support being given.

5.3 All our staff are trained to support students that might be struggling for whatever reason. We encourage all students to talk about their problems, to ensure that we can deal with them and in turn help support them.

5.4 Learning Coaches in Years 9-11, and Pastoral Support Officers in KS5, will be a point of contact for parents and will deal with a variety of issues ranging from administering testing, supporting attendance issues, family liaison, safeguarding concerns and liaison with external agencies that may come in to support students.

5.5 Routines are really important at The Ladder School and adjustments where appropriate and reasonable will be made to ensure all students can meet behavioural expectations. These adjustments will be made by the Associate Principal and in consultation with the SENCO, they may be for a temporary period.

6. Expectations of Parents and Carers

6.1 All behaviour expectations are discussed with parents and students at admissions meetings prior to a student starting at The Ladder School and at appropriate times during the academic year. We expect our parents/carers to support the school behaviour policy and in turn our code of conduct.

6.2 We welcome feedback, advice and support from parents/carers, however; to change the lives of our young people we ask for parents/carers uncompromising support. Sometimes students may disagree with staff, but it is important that parents/carers support the school in order to educate our young people and support them in overcoming their difficulties.

6.3 Parents/carers must:

- Inform school of anything that could impact their child's behaviour;
- Follow our code of conduct on the telephone, on site and in meetings;
- Attend regular review meetings when requested by the school;
- Maintain regular contact with school;
- Be fully supportive of this policy.

7. Working in Partnership with Families

7.1 At The Ladder School we are fully aware that communication between home and school needs to be strong, to maintain discipline and good order. To ensure we achieve this we will:

- Meet regularly as a staff team to discuss behaviour;
- Communicate regularly with parents/carers, via text, e-mail, letter and telephone;
- Use our Schools Information Management System to track and record behaviour;
- Meet with parents/carers to try to prevent an issue or to deal with issues as and when they occur.



7.2 Every student is different and whilst we always aim to be consistent it is important to remember that not all students can be responded to in the same way. The Ladder School will never discuss other students (including their sanctions) with parents/carers. We will always ensure that praise and sanctions are applied fairly to everyone.

8. The Right to Search

8.1 The Ladder School has to maintain high levels of safety for staff, students and visitors; therefore we ask parents/carers to support us in ensuring that no dangerous items/harmful substances are brought onto the premises. We ask everyone to apply a common-sense approach to this, if it's not safe don't bring it to school.

8.2 As a school we will exercise our right to search a student or their belongings without consent. This will be completed by a member of SLT and one other member of staff. We have identified a list of prohibited items, they are:

- Smart phones and watches;
- Bladed items, including craft knives and pen knives and sharp implements such as razors and any item that has been deliberately sharpened;
- Guns of any kind, including replicas and BB guns;
- Alcohol;
- Illegal drugs and 'legal highs';
- Stolen items, whether known to be or not;
- Tobacco and cigarette papers;
- Vapes or e-cigarettes;
- Fire lighting equipment or flammable liquids;
- Fireworks or explosives of any kind;
- Offensive material such as pornographic, racist or violent images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Laser pens or LED torches;
- Energy drinks containing high amounts of caffeine (Red Bull, Monster, etc.);
- Any item deemed to be inappropriate or unsafe by a member of staff.

8.3 The decision of the Associate and/or Executive Principal is final.

8.4 If anything is found on a student's person or in their property, school will confiscate this item. If this is an illegal item, the matter will be referred to the police. If not, school will determine if, when and how the item will be returned. School also reserves the right to confiscate mobile phones and delete any images or recordings that are unauthorised.

8.5 In certain circumstances school will destroy any of the banned items that are listed, or anything else that might be linked to one of the items listed. Sanctions will be applied to any student found in the possession of any of these items



9. Behaviour Incidents Online

9.1 The Ladder School expects the same high standard of behaviour between students online as it does in the school building. All students should treat each other with kindness, respect and dignity. If inappropriate online behaviour occurs, such as bullying, the use of inappropriate language, **the creation**, soliciting and sharing **of child abuse** (nude or semi-nude images/videos) and sexual harassment and is made known to staff, it will be dealt with in the same manner as if it was done offline. Where appropriate staff will follow the safeguarding policy and the DSL will take the lead.

9.2 All students have the right to an education, however students are not in a position to compromise this right for themselves or in a way that may affect others in school. We take breaches of the behaviour policy very seriously and will deal with this lawfully by the powers issued to us from the government.

10. Malicious Allegations against Staff

10.1 Our aim is to build positive and secure relationships between staff and students. However there may be an exceptional case where a student makes an allegation against a member of staff. If this does occur, it will be fully investigated. If it is deemed that the allegation was a deliberate act to deceive, serious sanctions will be applied to the student including suspension **and possible termination of their place**.

11. Drugs and Other Prohibited Substances

11.1 The Ladder School wants its students to be able to take their place safely in the world where a wide range of drugs exists. We recognise that some drugs have beneficial medicinal effects, but also that every drug has potential harm. For this reason, all drugs need appropriate and responsible care and management. To be able to make informed choices, staff and students need to understand the nature of drugs, their social and legal status, their uses, and effects.

11.2 As a statutory duty, to promote students' wellbeing, The Ladder School has a clear role to play in preventing drugs misuse as part of its pastoral responsibilities. To support this, the Government's Drug Strategy 2010 ensures that school staff have the information, advice, and power to:

- Provide accurate information on drugs and alcohol through education and targeted information, including via the FRANK service.
- Tackle problem behaviour in schools, with wider powers of search and confiscation.
- Work with local voluntary organisations, health partners, the police, and others, to prevent drug or alcohol misuse.

11.3 The Ladder School has a safeguarding duty in respect of all its students, regarding safe and appropriate use of drugs as per the Keeping Children Safe in Education statutory guidance. Schools will share relevant data with the Local Authority and other relevant professionals as required. Please read this policy alongside the Behaviour, Health and Safety and Safeguarding policies.

11.4 Please refer to Appendix B for further information.

11.5 Our aims at The Ladder School

11.5.1 To acknowledge and clarify the school's role in drug prevention and drug education and ensure it is appropriate to students' needs. This policy will provide information about



procedures in response to any drug-related incident and provide guidance to teachers, support staff and outside visitors.

11.5.2 To have clear procedures for responding to drug-related incidents, consistent with our Behaviour Policy.

11.5.3 To ensure that The Ladder School takes a whole school approach on the issue of drugs; as part of its commitment to being a healthy school.

11.6 Drugs on The Ladder School Premises

11.6.1 The legal definition of premises of a school includes everything within the property boundaries including buildings, outbuildings, playgrounds, fields and extends to include other settings such as vehicles, boats, marquees, or any venue managed by the school at the time e.g., premises of a school trip or visit.

11.6.2 Definition of a drug: a substance that affects the way in which the body functions physically, emotionally, or mentally. This definition includes illegal substances and legal substances such as: alcohol & tobacco, volatile substances, over the counter & prescription medicines. By drug paraphernalia we mean items such as cannabis grinders, rolling papers filters, matches, lighters and pipes etc (This is not an exhaustive list).

11.7 Medicines

11.7.1 The Ladder School has a procedure for the administration of medicines that must be followed for everyone's safety. Please refer to the Medical Policy for more specific information.

11.8 Alcohol

11.8.1 No alcohol will be consumed during a normal school day. Students and visitors under the effects of alcohol will be asked to leave the premises and return later for the safety of the whole school. Parents will be asked to collect their children and consequences will be issued in line with the school's Behaviour Policy.

11.9 Smoking and Vaping

11.9.1 The Ladder School is a non-smoking site, always. Students are not permitted to bring to school smoking materials, including matches, lighters, or electronic devices. In the interests of health and safety, should a student be found in possession of any of these on school premises, they will be confiscated, and parents requested to collect the items. Should the items not be collected by a specified date then The Ladder School will dispose of them appropriately. Consequences will be issued in line with the school's Behaviour Policy.

11.10 Illegal drugs

11.10.1 No illegal drugs are allowed to be brought on to or used on The Ladder School premises.

11.11 Solvents

11.11.1 The Ladder School will ensure that potentially hazardous substances are stored safely, and students will be supervised if it is necessary that they encounter them in the course of their work. Students are not permitted to be in possession of sniff-able products.



11.12 New Psychoactive Substances

11.12.1 (NPSs or 'legal highs') The Ladder School does not allow NPSs on site. These are now either under the control of the Misuse of Drugs Act 1971 or subject to the Psychoactive Substances Act 2016 (PS Act) and as such, have no place in a school setting.

11.13 The Management of Drug Related Incidents

11.13.1 The Ladder School is committed to tackling drug misuse among students. Instances of possession, use, or supply of drugs, on school premises will be regarded with utmost seriousness and depending upon circumstances, **may lead to permanent exclusion from the school.**

11.13.2 In managing any incidents, the following tenets must apply:

- The welfare of all the students in the school is paramount.
- Parent/Guardian involvement is necessary.
- The requirements of the Law and Trust policy will be upheld.

11.13.2 Responses to drug related incidents. A drug related incident may be any of the following:

- Finding drugs, or related paraphernalia, on school premises.
- Possession of drugs by an individual on school premises.
- Use of drugs by an individual on school premises.
- Supply of drugs on school premises.
- Individuals disclosing information about their drug use.
- Rumours of parents, staff or students using drugs; or
- Reports of parents, staff or students using drugs.

11.13.3 Where there is a possibility that a student may have drugs in their possession, staff at a The Ladder School, under the general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enabling a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

11.13.4 Where the member of staff finds other substances, which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it will be treated as a controlled drug, although the police may be called to support in that situation.

11.13.4 The Ladder School staff are not required to inform parents before a search takes place or to seek parental consent to search a student. Whilst there is no legal requirement to make or keep a record of a search, The Ladder School staff will do so on a secure system.

11.13.5 The Ladder School staff will normally inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

11.13.6 Complaints about searching should be dealt with through the normal school complaints procedure.

11.13.7 Complete confidentiality can never be promised to a student, though information given in confidence will not generally be disclosed to anyone else. If a student chooses to disclose that they are using a drug without medical authorisation, this information will not be used against them. However, action will be taken to ensure the student comes to no serious harm if this is considered a risk. Regarding disclosures, staff need to carefully define and communicate the boundaries of confidentiality offered.



11.14 Legal Drugs

11.14.1 Staff at The Ladder School will not normally involve the police for incidents involving legal drugs. However, staff may decide to inform trading standards or police about the inappropriate sale or supply of tobacco, alcohol, or volatile substances to students in the local area.

11.14.2 NPSs, although labelled as legal, are not always safe to use and often contain controlled drugs making them illegal to possess. The Ladder School will treat the possession of NPSs as unauthorised substances. If there is uncertainty about what the substance is, it should be treated as a controlled drug.

11.15 Controlled Drugs

11.15.1 In taking temporary possession and disposing of suspected controlled drugs The Ladder School staff will:

- ensure that a second adult witness is present throughout.
- seal the sample in a plastic bag and include details of the date and time of the seizure/find and witness present.
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff.
- notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the student from whom the drugs were taken but it is advisable to do so.
- record full details of the incident, including the police incident reference number.
- inform parents/carers, unless this is not in the best interests of the student.
- identify any safeguarding concerns and develop a support and disciplinary response.

11.15.2 If a student is suspected of being under the influence of drugs or alcohol on The Ladder School premises, the staff will prioritise the safety of the young person and those around them. If necessary, it will be dealt with as a medical emergency, administering First Aid, and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted. If the child is felt to be at risk the Safeguarding Policy will come into effect and social services may need to be contacted.

11.16 Early Intervention

11.16.1 Early intervention regarding drug misuse can be provided through thorough drugs education that is age and developmentally appropriate. The Ladder School has a drugs education programme.

11.17 Students whose parents/carers or family members misuse drugs

11.17.1 The Ladder School staff will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. Staff will all be pro-active in the early identification of children's and young people's needs and in safeguarding the children in their care. Where problems are observed or suspected, or if a child chooses to disclose that there are difficulties at home then advice will be sought as per the safeguarding policy.



11.18 Standard Procedures

11.18.1 The Principal will retain the responsibility for deciding how to respond to particular incidents involving illegal drugs. The Principal will consider each incident individually and recognise that a variety of responses may be necessary. The implications of any action taken will be considered carefully.

11.18.2 The following has been provided and will contribute to, but not constrain, the Principal of school's decision making. Whether,

- the substance is known/admitted.
- the substance is legal. If not, into which category does it fall?
- there is any intention to supply to others.
- the quantity is such that it could only be for personal use by the possessor.
- the possessor has previous good conduct, or proven involvement in drug incidents in school.

11.18.3 Summary of responses available:

- Confiscation of the substance MUST take place.
- Parents asked to come in to school to discuss the incident.
- Inform the police of any relevant information.
- Institute disciplinary procedures
- Offering counselling/initiation of intensive drug education programme
- Referral to Health Education Coordinator

11.18.4 Taking into consideration the above and the circumstances of each case the school will institute disciplinary proceedings within the context of:

- Legal requirements
- Positive Behaviour Policy
- Exclusion from School: Education Service Procedures: Oct 2011

11.18.5 Accordingly, infringement of the school standards by involvement in a drug-related incident will be regarded as a serious breach of the school's Behaviour Policy. With such infringements, unless circumstances are truly exceptional, the school will seek to implement permanent exclusion – even for “one off” events. Revised guidance of Circular 10/99 Social Inclusion: pupil support indicates that permanent exclusion is normally appropriate for cases of drug dealing/supplying (including selling, offering, and distributing to other pupils) even on the first occasion and for repeated instances of possession.

12. Use of Reasonable Force

12.1 The Ladder School staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property. All trained staff can use reasonable force depending on the circumstances if the dynamic risk assessment will mean that an incident can be prevented. Staff have Team Teach training and follow the Reasonable Force Policy / Restrictive Intervention Policy.

12.2 Context and Rationale

12.2.1 The Ladder School recognises its duty under the [Education Act 2002](#) to make arrangements to ensure that functions are carried out with a view to safeguarding and promoting the welfare of children and complies with [The Education \(Independent School](#)



[Standards\) Regulations 2014.](#)

12.2.2 The Ladder School acknowledges the obligations associated with the [Children Act 1989](#), the [Human Rights Act 1998](#), the [Equality Act 2010](#) and the [UN Convention on the Rights of the Child](#). We also have regard to HM Government guidance '[Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings](#)' (June 2019).

12.2.3 We follow current DfE guidance [Keeping children safe in education 2023 - part one \(publishing.service.gov.uk\)](#) '[Working together to safeguard children](#)' (2018)¹, HM Government advice '[What to do if you're worried a child is being abused](#)' (2015) and the Local Safeguarding Children Partnership's policies, procedures, guidance and protocols.

12.2.4 We also recognise the importance of effective health and safety management in compliance with the [Health & Safety at Work etc. Act 1974](#) and [The Management of Health and Safety at Work Regulations 1992](#); and acknowledge our responsibility for ensuring the health, safety and welfare of all those we work with especially our employees, children and visitors to our premises.

12.2.5 We will take immediate action, where we believe an individual may be at risk, or it is alleged that a child is suspected of being abused. Our primary concern, at all times, is the welfare and safety of all members of The Ladder School community, including children, staff and visitors.

12.2.6 This section of [the Positive Behaviour Policy](#) and all associated procedures apply to all staff (including consultants, agency staff, volunteers, students on placement and any other individual working for, or on behalf of The Ladder School) and children.

12.2.7 Failure to comply with these policies and procedures may result in disciplinary action, which might include summary dismissal (and referral to the [Disclosure and Barring Service](#) and the [Teacher Regulation Agency \(TRA\)](#), where appropriate) or termination of agreement or contract.

12.3 Roles and responsibilities

12.3.1 The Chief Executive Officer (CEO) of The Mercian Trust has approved this policy; and has delegated responsibility for its effective operation to the Principal.

12.3.2 Restrictive physical interventions are always an act of last resort; and must only be used when there is no other way of stopping a child from doing themselves or others significant harm, or causing serious damage.

12.3.3 Where an RPI is used children will always be treated with compassion, dignity and respect before, during and after the incident. A member of staff should communicate with the child throughout the restraint (RPI) in order to continually de-escalate the situation and monitor their physical and emotional well-being.

12.3.4 However, where communication with the child is known or found to escalate a particular situation, staff must adjust their level of interaction accordingly whilst continuing to monitor the child's well-being. A record of any such strategy must be recorded in the child's behaviour management plan and details recorded as part of the restrictive physical intervention record. If the child's physical or emotional condition gives rise to any concern, the restraint (RPI) must stop immediately and all appropriate steps must be taken to safeguard the child's physical and emotional well-being.

12.3.5 All relevant staff must follow the procedures outlined in this policy and report any safeguarding concerns to a senior member of staff ***as a matter of utmost urgency*** and submit any written documentation ***within 2 hours, or by the end of the working day, whichever is sooner.***



12.4 The legal context

12.4.1 The use of force increases risks to the safety of children and staff and inevitably affects personal freedom and choice. We are committed to ensuring that all restrictive interventions are used in a transparent, legal and ethical manner.

12.5 Duty to make reasonable adjustments

12.5.1 We recognise our obligations under the [Equality Act 2010](#) and acknowledge our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

12.5.2 We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled child and/or a child with special educational needs (SEN), as far as is reasonable.

12.6 Team teach

12.6.1 Team teach is a national organisation, which has developed approved methods of dealing with situations in which restrictive physical intervention might be required. For further information, visit www.teamteach.co.uk.

12.7 Prevention of restrictive physical intervention

12.7.1 The Ladder School is committed to improving the quality of life for the children attending our school by increasing the use of proactive, preventative, non-restrictive approaches in response to behaviour of concern (challenging behaviour) while at the same time, reducing the use of restraint and other restrictive practices wherever possible.

12.7.2 It is The Ladder School policy to identify, train and support staff to promote the systematic introduction and development of Positive Behaviour Support across the school.

12.7.3 In adopting the Team teach approach to behaviour management, we are fully committed to the key expectation that 95% of Team teach is about risk and restraint reduction. Positive handling techniques center upon calm communication, diversion and de-escalation.

12.7.4 Staff must have the skills and confidence to communicate easily and understand the importance of listening to, involving and responding to the children in their care. Staff should understand that they have a responsibility to observe, notice and respond to children who are expressing their views, acknowledging that it is not the sole responsibility of the child to 'tell'. They should also understand how children might communicate their feelings through their behaviour.

12.7.5 Staff must use appropriate de-escalation techniques and creative alternative strategies that are effective and specific to the needs of each child and designed in consultation with them, where possible.

12.8 Risk assessments and behaviour management plans

12.8.1 Some children at The Ladder School have an individual risk assessment and behaviour management plan. The designated member of staff with overall responsibility for ensuring individual risk assessments and behaviour management plans are devised, monitored, reviewed and updated (if necessary), in accordance with expectations of The Ladder School.

12.8.2 These documents are initially created using information generated via referral and admission procedures, including discussions with parents, carers, any other adult with



parental responsibility (e.g. social worker), other local authority representatives and medical practitioners (where appropriate). Additional evidence associated with early observations, experiences and conversations with the individual child, is incorporated as soon as possible.

12.8.3 When developing these documents, The Ladder School must use the 'six stages of crisis' model, as depicted in the individual behaviour management plan to help the child identify what their behaviours might look like at different stages, useful distraction and de-escalation techniques and unhelpful strategies.

12.8.4 Where new information is brought to the attention of a member of the Senior Leadership Team, including the development or cessation of risk-taking behaviours, details will be communicated to relevant staff as soon as reasonably possible; and the individual risk assessment and/or behaviour management plan will normally be reviewed, updated and redistributed (where appropriate), within 72 hours.

12.8.5 *All relevant staff are expected to familiarise themselves with the current risk assessment and behaviour management plan for every child they are likely to have responsibility for educating, engaging, supporting or supervising.*

12.8.6 All risk assessments and behaviour management plans are developed and then reviewed and updated on a regular basis in consultation with children. The period of review will vary from child to child depending on changes in their behaviour, responses to particular strategies and/or other matters of concern. However, every risk assessment and behaviour management plan **must be reviewed in full and updated regularly. Parents, carers, and any other adult with parental responsibility (e.g. social worker) must be informed of any significant updates.**

12.8.7 Any health-related conditions that may have implications for how staff (and the child) manage their risk-taking behaviour and specifically in relation to the use of restrictive physical interventions, must always be referred to a medical practitioner as soon as reasonably possible and preferably before admission. **It is not appropriate to rely solely on the views of parents, carers or any other adult with parental responsibility (e.g. social worker) or other local authority representatives when considering health-related matters.** Any relevant details will be recorded in the individual risk assessment and behaviour management plan and circulated to all relevant staff.

12.8.8 In conducting dynamic risk assessments in response to specific incidents:

- Staff are not permitted to engage the support of members of the public in the management of children's behaviour under any circumstances particularly in the use of restrictive physical intervention. This includes parents, carers or any other adult with parental responsibility (e.g. social worker).
- Staff must not assist parents, carers or any other adult with parental responsibility (e.g. social worker) in using a restrictive physical intervention to manage a child's behaviour. Where such circumstances arise while the child is on The Ladder School premises, staff should ask the parent/carer etc. to withdraw from the situation and allow staff to manage the incident in accordance with this Restrictive Physical Intervention (RPI) Policy. If the parent/carer etc. refuses to withdraw and the child is suffering, or is likely to suffer significant harm, a member of staff must call the police immediately.
- Where parents, carers or any other responsible adult (e.g. social worker) instigate a restrictive physical intervention, in the presence of a member of staff, when the child is considered to be in their care (i.e. off-site), staff should monitor the situation and inform the police and/or children's social care if they have any concerns.

12.9 Staircases and steps

12.9.1 Staff must not, under any circumstances, use restrictive physical interventions to escort children up or down a staircase containing three or more steps.



12.9.2 Given the potential risk of a slip, trip or fall, any decision to move a child up or down one or two steps must be based on a dynamic risk assessment where the potential risk of **not** escorting the child away from the area is greater.

12.10 Response to unauthorised climbing

12.10.1 Given the potential risk of serious injury and death associated with falling from height it is important to emphasise that there is no such thing as a 'safe climbing height' for children.

12.10.2 The Ladder School will do everything possible to identify, educate and support children at risk while at the same time minimising access to roofs, balconies and temporary works, such as scaffolding; and planning internal and external environments with a view to reducing opportunities for unauthorised climbing. However, it is imperative that all staff with a responsibility for educating, engaging, supporting or supervising children, are vigilant and proactive in preventing them climbing on fixtures, fittings, furniture and other objects, both inside and outside buildings.

12.10.3 In the event that a child is attempting to climb above ground/floor level, staff must conduct a dynamic risk assessment to establish whether it is safer to either support the child verbally, and encourage them to return to ground/floor level or, where the risk is deemed unacceptably high, to physically manoeuvre the child back to ground/floor level. In all cases, the desired outcome is prevent access to an area of height and therefore prevent a risk of clear and present danger arising.

12.10.4 Any such decision, must be based on the principles of best interests (of the child) and duty of care. Failure to intervene in a situation, where clear and present danger exists, may result in disciplinary action.

12.10.5 If the child has succeeded in climbing out of reach of staff it is imperative not to do anything that may increase the risk of harm either to the child or to staff involved in seeking to de-escalate the situation. Ideally, a member of staff with a good relationship with the child should engage and negotiate with the child to either climb down themselves or if they are unable to do so, accept the offer of support from The Ladder School staff, or in high-risk situations rescue by the emergency services.

12.10.6 If a child has managed to gain access to the roof of a building, **staff must not, under any circumstances** follow a child onto the roof. Staff should safeguard themselves and others from the risk of contact with items thrown or dislodged from the roof while again, seeking to engage and negotiate a safe resolution to the situation. Following such events, steps must be taken to close off the identified access route to the roof, as soon as possible.

12.10.7 Staff should not engage in any restrictive physical interventions in a 1-to-1 situation with a child, unless there is an immediate, foreseeable and significant risk to the child, other children or the staff member present (unauthorised climbing, being one such example).

12.10.8 Staff should not attempt any physical contact (whether or not such contact would qualify as a restraint (RPI) in incidents where they are outnumbered by the number of children involved; and there is a risk that the personal safety of staff will be compromised, due to the actions of other children present.

12.10.9 Staff should not attempt to remove a child's shoes or any other item of outer clothing

e.g. jumper or jacket during a restrictive physical intervention, when to do so may place the child or any member of staff at risk of greater injury.

12.10.10 However, where there is an immediate, foreseeable and significant risk to staff members involved in a seated or kneeling position from a child deliberately kicking staff **and** it is not (RPIs) including Team teach holds and escorts. Trained members of staff must



immediately help and enable such a person to physically withdraw from the situation with a child who is displaying physically aggressive behaviour **without undermining the member of staff concerned**. The untrained member of staff must contribute to the reporting and recording of the incident in accordance with the procedures outlined in this policy document.

12.11 The use of withdrawal

12.11.1 HM Government guidance '[Reducing the Need for Restraint and Restrictive Intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings](#)' (June 2019), differentiates between 'imposed withdrawal' and 'autonomous withdrawal' as follows:

- **Imposed withdrawal** involves removing a child **involuntarily** from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves.
- Where withdrawal is against the individual's will, it is a form of restraint carried out under a setting's duty of care to protect the child from harm, or risk of harm to themselves and/or others.
- **Autonomous withdrawal** occurs when a child or young person actively chooses to move to a quiet space for a period, for example when their anxiety levels rise and they become agitated, in order to calm down and 'self-regulate' their behaviour, averting the need for restraint.

12.11.2 Staff must take care to ensure that their use of language is clear regarding when withdrawal is autonomous or imposed.

12.12 Reporting and recording incidents of restrictive physical intervention

12.12.1 All incidents involving the positive application of force by staff to overcome **moderate or rigorous resistance** where staff **guide, direct, decide** or **control** a person's free movement, must be regarded as a restrictive physical intervention. This includes, but is not limited to, all recognised Team teach holds and escorts.

12.12.2 All incidents of restrictive physical intervention must be reported to senior staff and recorded in a clear, accurate and comprehensive manner on a 'Restrictive Physical Intervention Record' as soon as is reasonably possible (and normally within 24 hours of the incident).

12.12.3 In addition, staff witnesses who saw whole, or part of a restraint (RPI) must also make a record of their observations on a 'Supplementary RPI Record', if:

- a child was marked or injured as a direct consequence of staff decision making and/or the RPI strategy used;
- there is any chance that an allegation or complaint will be made in relation to the incident against a child or member of staff;
- a senior member of staff deems it necessary in order to safeguard a child or member of staff.

12.12.4 Where there is a common antecedent/causal link between separate RPIs for the same child, on the same day, these may be recorded as part of the same incident on the same RPI record. However, it must be evident, both in practice and on paper, that the behaviours described are consistent with the transitions identified in the 6 stages of crisis model advocated by Team teach.

12.12.5 Entries in all records must be complete, legible, clearly expressed, non-stigmatising and distinguish, as far as possible, between fact, opinion and third party information.



12.12.6 Responsibility for ensuring all documentation is completed in full, rests with both the member of staff who instigated the physical intervention; **and** the most senior/experienced staff member present during the physical intervention.

12.12.7 Injuries to any individuals involved must be reported and recorded on an **Accident and Injury Record** in accordance with the 'Health and Safety Policy'. All reportable incidents will be reported in accordance with [RIDDOR \(Reporting of Injuries, Diseases and Dangerous Occurrences Regulations, 2013\)](#).

12.12.8 All use of reasonable force must be reported to parents/carers (where appropriate) and relevant authorities by a nominated member of staff within 24 hours. The nature of communication may include email, telephone, voicemail, or face-to-face conversation.

12.12.8 Where an individual cannot be contacted within 24 hours, the details of the restrictive physical intervention must be communicated as soon as is reasonably possible. All such communications must be recorded in accordance with The Ladder School's procedures.

12.12.9 *In the event that a child is marked or injured during an incident of restrictive physical intervention please inform the **Designated Safeguarding Lead (Gina Cooke), the Associate Principal (Ruth Williams) and the LADO.***

12.12.10 Any person physically involved in an incident of restrictive physical intervention **MUST NOT** be responsible for monitoring, evaluating or 'signing off' the incident.

12.13 Post-incident support for children

12.13.1 Talking to children about incidents of restrictive physical intervention and the behaviour that led to it is fundamental to empowering them to understand and manage their own behaviour.

12.13.2 Should they request or require first aid, this will be provided.

12.14 Post-incident support for staff

12.14.1 First aid/medical assistance must be summoned immediately if there are any specific health concerns for staff arising from a restraint (RPI) incident and/or the antecedents.

12.14.2 The process of reflecting on an incident of restrictive physical intervention with staff can serve a number of purposes. For example, it provides an opportunity to:

- establish, monitor and promote the physical and emotional well-being of staff; express and/or address any thoughts, feelings or behaviours associated with the specific incident;
- reflect on the nature and sequence of events, in order to identify what led to the incident and what, if anything, could have been done differently;
- determine whether alternatives, including less restrictive interventions, such as autonomous withdrawal, were considered;
- • review and update the child's risk assessment and behaviour management plan, to ensure that any new behaviours, useful de-escalation techniques and unhelpful strategies are included, where appropriate;
- determine whether barriers or constraints within policy, procedure or practice make it difficult to avoid the same course of action in the future;
- recommend, where appropriate, changes or updates to the policies, procedures, practice, environment or staff training within the setting;



12.14. 3 All staff physically involved in an incident of restrictive physical intervention should normally be debriefed within 24 hours by a member of staff nominated by the Principal and notes of any discussion recorded.

12.14.4 In addition, all staff and children must be given an opportunity to discuss incidents of physical intervention they have witnessed or been affected by, with an appropriate member of staff, who, if they were physically involved in the incident, must be accompanied by someone who was not.

12.15 Monitoring incidents of restrictive physical intervention

12.15.1 The Chief Executive Officer (CEO) of the Mercian Trust has delegated responsibility for the regular monitoring and evaluation of restrictive physical interventions on a daily, weekly and monthly basis to the Principal. Information generated during this process is shared, as appropriate, with:

- Members of the Senior Leadership Team;
- Learning coaches;
- The Mercian Trust Safeguarding Lead;
- LGB regularly reviewing specific incidents and general trends.

12.15.2 The use of positive handling and restrictive physical interventions, is regularly discussed in staff briefings

12.16 Individual welfare support

12.16.1 Where a child's behaviour generates an individual risk assessment with a high likelihood of harm, for example drug abuse or self-harming, steps will be taken to communicate such information to parents, carers, any other adult with parental responsibility (e.g. social worker) or other local authority representatives, as soon as is reasonably possible (and in any event within 24 hours).

12.16.2 Where it is agreed that The Ladder School are still able to meet the needs of the child, pro-active strategies will be adopted to reduce the likelihood, and therefore risk of harm, by identifying a member of staff with the necessary knowledge, understanding, skills and relationship to work with the child on a one-to-one basis over a period of no longer than 48 hours.

12.16.3 The sole focus of individual welfare support is to engage with the child in order to identify and address (where possible) any underlying issues or concerns whilst keeping them safe from harm. The process and outcome of any such work will be recorded and shared with parents, carers and any other adult with parental responsibility (e.g. social worker) or other local authority representatives, in accordance with our policies and procedures.

12.16.4 We also work in partnership with other agencies such as hospitals, general practitioners, and the Child and Adolescent Mental Health Service (CAMHS), where appropriate.

12.17 Designated Senior Leader for RPI

12.17.1 The designated senior member of staff with overall responsibility for the 'Restrictive Physical Intervention' at The Ladder School is the Principal.

12.17.2 The role of the Designated Person is to:

- ensure that a written policy on the use of reasonable force/restrictive physical intervention (RPI) is in place and reviewed every 12 months;
- ensure that all relevant staff are aware of and follow current legislation, regulations and



statutory guidance on the use of reasonable force and restrictive physical interventions (RPI);

- ☐ • ensure a sufficient number of suitably qualified, skilled and experienced persons are employed; and that the number of staff deployed and their level of competence corresponds to the needs of children; ensure that all staff receive appropriate training, in accordance with their roles and responsibilities;
- ☐ • establish effective systems to record, monitor and analyse RPI incidents, in such a way as to be able to use this information to inform future actions; and report these findings to The Ladder School Safeguarding Committee;
- ☐ • provide advice, guidance and support to staff involved in/affected by incidents of restrictive physical intervention;
- ☐ • provide advice, guidance and support to children involved in/affected by incidents of restrictive physical intervention;
- ☐ • notify The Mercian Trust's Safeguarding Lead about ALL child protection concerns that warrant discussion with parents, carers or an external agency/professional, including the local multi-agency safeguarding hub (or equivalent), Designated Officer, police or children's social care including the allocated social worker, within 24 hours of the concern being reported; and record all relevant information on The Ladder School's Safeguarding Return document;
- ☐ • maintain a record of all 'cause for concern' issues and child protection concerns in accordance with requirements set down by The Mercian Safeguarding Policy and forward to the Mercian Trust Safeguarding Lead every week; and
- ☐ • liaise with Team Teach on all issues associated with restrictive physical intervention, including, Team teach policy, practice and training.

13. The use of medication

13.1 It is not our normal policy to administer Ritalin or any other similar form of medication as a means of managing behaviour. However, if parents, carers, and any other adult with parental responsibility (e.g. social worker) or other local authority representatives or specialists wish a child, already taking the medication to continue with it while at The Ladder School - this is open to discussion and may be agreed under very controlled conditions.

14. Recording and Monitoring of Positive and Negative Behaviour

14.1 All information relating to behaviour will be recorded on SIMS. This will allow school staff to monitor what has been going on daily and weekly and beyond with students to determine how resolutions to their behaviour can be identified.

14.2 The school uses the mantra 'ABC – Actions Bring Consequences' whilst being aware that these can be positive or negative.

14.3 Each student will earn achievement points in each lesson. Every lesson students will be able to earn 5 points by simply meeting the school's code of conduct. They will earn a point for each of the following:

- Arriving on time;
- Making valid contributions;
- Completing work to the best of their ability;



- Not disrupting learning in anyway, including remaining in their lesson;
- Being polite and well mannered.

14.4 Staff may choose to issue bonus points for students that complete a particular task, contribute something exceptional to the lesson, support another student with their learning or complete an outstanding piece of work.

14.5 A negative behaviour incident will be recorded under one of the drop-down headings on SIMS. Staff will then record the following:

- A. Action – What did the student do?
- B. Bring – What strategy did the member of staff bring to the situation to prevent it escalating.
- C. Consequence – What consequence was the student given?

14.6 Points will be assigned to the incident for monitoring purposes only. Staff and students will be able to see the number of incidents that that student has had. A member of staff will only record an incident when a sanction has been applied.

Students will complete Redo minutes from 2:30pm with their Learning Coach. This time is used to reflect on what went wrong, who was affected and how to prevent it happening again.

14.7 All behaviour information will be re-set weekly, but the history of the incidents and all data will be available for monitoring and analytical purposes.

14.8 Learning Coaches and Associate Principal will monitor this weekly, it will be presented in staff meetings and at SLT to explore patterns and trends and to see what preventative action can be put in place to support the student.

14.9 Each week students that have had 100% attendance will be rewarded.

15. Removal from Lessons

15.1 If a student is causing a disruption to a lesson and it is preventing them or others from learning, staff will intervene early with a **RESET** conversation.

15.2 If a student continues to disrupt learning a member of staff will remove the student from the lesson and they will be in **REFLECTION** (a designated classroom) while a decision is being made to bring about a solution.

15.3 A sanction will be applied to the student depending on the reason for their removal from class. Whilst we will always try to prevent a removal from lessons, sometimes we will have no other option. Learning can continue in reflection with a member of staff.

15.4 Reflection is used to: maintain the safety of all students and to restore stability following an unreasonably high level of disruption:

- enable disruptive students to be taken to a place where education can be continued in a managed environment;
- allow the student to regain calm in a safe space.

16. Detaining Students

16.1 The school has the right to detain any student at the end of the day for up to **60 minutes** without notification to parents. Students will be placed in this session for failing to meet school expectations during the day. If students get a cross on their tracker, they stay in redo for 5 mins per cross to reflect on what went wrong, who was affected and how to move forward.



16.2 Failure to complete a re-do session properly will result in further sanctions, this will include a student not staying when instructed to do so.

16.3 The Ladder School will also reserve the right to detain a student for a longer period of time depending on the nature of their behaviour. For example, for a serious breach of the behaviour policy the school may decide to make the student complete the school day again and they will be issued a 5 hour re-do session to be completed after 3:00pm. In this instance we will telephone parents/carers to arrange the logistics.

17. Suspension and Exclusion

17.1 Legislation and statutory guidance

17.1.1 This part of **the Positive Behaviour** Policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion-guidance) and [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024) It is based on the following legislation, which outline schools' powers to exclude pupils:

- Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- In addition, the policy is based on:
- Education and Inspections Act 2006,
- Education Act 1996,
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
- [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2024)

17.1.2 At The Ladder School we promote, among students, self-discipline, and proper regard for authority. We encourage good behaviour and respect for others and in particular preventing all forms of bullying among students. We aim to secure that the standard of behaviour of students is acceptable.

17.1.3 This policy complies with our funding agreement and articles of association.

17.2 The decision to exclude or suspend

17.2.1 Only the **Executive Headteacher or Associate Principal**, can exclude or suspend a student from school. A student may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A student's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of the Executive Headteacher or Associate Principal including suspension or permanent exclusion, will be made in line with the principles of administrative law, reasonable, fair and proportionate. A permanent exclusion will be taken as a last resort and in exceptional circumstances.

17.2.2 Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from



the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

17.2.3 We are committed to following all statutory exclusions procedures to ensure that every student receives an education in a safe and caring environment.

17.2.4 A decision to permanently exclude a student will be taken only:

- In response to serious or persistent breaches of the school’s behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others or cause damage to the school building

17.2.4 Before deciding whether to exclude a student, permanently or to suspend a student, the Executive Headteacher or Associate Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked;
- Allow the student to give their version of events;
- Consider if the student has additional needs including special educational needs (SEND), is Pupil Premium (PP) and or has a social worker;
- Support the student’s home school to ensure appropriate action was taken to either reintegrate the student in their home school or support a permanent exclusion.

17.3 Definition

17.3.1 For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

17.4 Roles and responsibilities with regard to suspension and exclusion

17.4.1 *Informing parents*

17.4.1.1 The Executive Headteacher or Associate Principal, or nominated person, will immediately provide the following information, via a telephone call and then in writing, to the parents/carers of a suspended or excluded student:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents’ right to make representations about the suspension or exclusion to the governing board and how the student may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a student, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

17.4.1.2 The Executive Headteacher or Associate Principal, or nominated person, will also notify parents by the end of the afternoon session on the day their child is suspended or excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

17.4.1.3 If the student has a social worker, or if the student is looked-after, the Executive Headteacher or Associate Principal will, without delay after the decision has been made, notify the social worker and/or VSH, as applicable.



17.4.1.4 The Executive Headteacher or Associate Principal will notify any affected Alternative Provision.

17.4.1.5 When notifying parents about a suspension or permanent exclusion, the Executive Headteacher or Associate Principal will draw attention to relevant sources of free and impartial information. This will include:

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here <https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

17.4.2 Informing the governing board and local authority

17.4.2.1 The Executive Headteacher or Associate Principal will immediately notify the governing board and the local authority (LA) of:

- A suspension
- A permanent exclusion, including when a suspension is made permanent
- Exclusions which would result in the student being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the student missing a public examination

17.4.2.2 For a permanent exclusion, if the student lives outside the LA in which the school is located, the Executive Headteacher or Associate Principal will also immediately inform the student's 'home authority' of the exclusion and the reason(s) for it without delay.

17.4.2.3 For all other exclusions, the Executive Headteacher or Associate Principal will notify the governing board at each meeting.

17.4.3 Informing social workers and Virtual School Heads

17.4.3.1 Information sharing is vital in safeguarding children and promoting their welfare, including their educational outcomes. The Ladder School is proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. Keeping Children Safe in Education [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) and Working Together to Safeguard Children (2023) [Working together to safeguard children: statutory framework \(publishing.service.gov.uk\)](#) are documents that we follow closely.

17.4.3.2 If the Executive Headteacher or Associate Principal suspends or permanently excludes a student they will, without delay, after their decision, also notify the social worker, if a student has one, and the VSH, if the student is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it.



17.4.3.4 Both the social worker and/or VSH will be informed when the LGB meeting is taking place, in order to share information.

17.4.4 *The local governing board (LGB)*

17.4.4.1 Responsibilities regarding exclusions is delegated to the LGB.

17.4.4.2 The Ladder School reports half termly to the LGB all data on suspensions and exclusions. The LGB challenges and evaluates the school data. They carefully consider the levels of suspensions and permanent exclusions and the characteristics of these students to ensure the sanction is only used when necessary as a last resort.

17.4.4.3 The LGB will form an adhoc committee with 3 members which would include chair/vice chair and 2 others. This group has a duty to consider the reinstatement of an excluded student (see section 6).

17.4.4.4 Within 14 days of receipt of a request, the governing board will provide the Secretary of State with information about any exclusions in the last 12 months.

17.4.4.5 For a suspension of more than 5 school days, the governing board will arrange suitable full-time education for the student. This provision will begin no later than the sixth day of the exclusion. Where required The Ladder School would acquire a tutor or an agency member of staff to provide tuition for the student.

17.4.4.6 Provision does not have to be arranged for students in the final year of compulsory education who do not have any further public examinations to sit.

17.4.5 *The Local Authority (LA)*

17.4.5.1 For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

17.5 Cancelling (otherwise known as withdrawing / rescinding) an exclusion.

17.5.1 The Executive Headteacher or Associate Principal may cancel an exclusion that has not been reviewed by the LGB. If this occurs, parents, the LGB and the Local Authority will be notified and, if relevant, the social worker and VSH. Parents will be offered the opportunity to meet with the Executive Headteacher or Associate Principal to discuss the circumstances that led to the suspension/exclusion being cancelled. The student will be allowed back to school.

17.6 Considering the reinstatement of a student

17.6.1 The LGB will consider the reinstatement of an excluded student within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the student's total number of school days of suspension to more than 15 in a term
- It would result in a student missing a public examination

17.6.2 If requested to do so by parents, the committee will consider the reinstatement of an excluded student within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than 5 school days, but less than 15, in a single term.

17.6.3 Where an exclusion would result in a student missing a public examination, the LGB sub committee will consider the reinstatement of the student before the date of the



examination. If this is not practical, the LGB sub committee will consider the exclusion and decide whether or not to reinstate the student. The LGB sub committee can either:

- Decline to reinstate the student, or
- Direct the reinstatement of the student immediately, or on a particular date

17.6.4 In reaching a decision, the LGB sub committee will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the Executive Headteacher or Associate Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

17.6.5 Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the student's educational record.

17.6.6 The LGB sub committee will notify, in writing, the Executive Headteacher or Associate Principal, parents and the LA of its decision, along with reasons for its decision, without delay.

17.6.7 Where an exclusion is permanent, the LGB sub committee decision will also include the following:

- The fact that it is permanent.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the student's SEND are considered to be relevant to the exclusion
 - That, regardless of whether the excluded student has recognised SEND, parents have a right to require the Mercian Trust to appoint a SEND expert to attend the review
 - Details of the role of the SEND expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for a SEND expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
 - That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place



17.7 An independent review

17.7.1 If parents apply for an independent review, the Mercian Trust will arrange for an independent panel to review the decision of the governing board not to reinstate a permanently excluded student.

17.7.2 Applications for an independent review must be made within 15 school days of notice being given to the parents by the LGB sub-committee clerk of its decision to not reinstate a student.

17.7.3 A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the Executive Headteacher / Associate Principal category:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Executive Headteacher or Associate Principals during this time
- Executive Headteacher or Associate Principals or individuals who have been a Executive Headteacher or Associate Principal within the last 5 years

17.7.4 A person may not serve as a member of a review panel if they:

- Are a member/director of the Mercian Trust, or governing board of the excluding school
- Are the Executive Headteacher or Associate Principal of the excluding school, or have held this position in the last 5 years
- Are an employee of the Mercian Trust, or the governing board, of the excluding school (unless they are employed as an Executive Headteacher or Associate Principal at another school)
- Have, or at any time have had, any connection with the Mercian Trust, school, governing board, parents or student, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

17.7.5 A clerk will be appointed to the panel.

- The independent panel will decide one of the following:
- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

17.7.6 The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.



17.8 School registers

17.8.1 A student's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the student and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

17.8.2 Where an application for an independent review has been made, the governing board will wait until that review has concluded before removing a student's name from the register.

17.8.3 Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

17.8.4 Where excluded students are not attending alternative provision, code E (absent) will be used.

17.9 Returning from a suspension

17.9.1 Following a suspension, a re-integration meeting will be held involving the student, parents, a member of senior staff and other staff, where appropriate to allow the student to reintegrate successfully into school life and full-time education with a fresh start. The reintegration process helps the student understand the impact of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community and builds engagement with learning.

17.9.2 The following measures may be implemented when a student returns from a suspension:

- Back to school meeting and agreeing behaviour expectations
- Keyworking session
- Mental Health Nurse referral
- Additional reparation measures
- Putting a student 'on report'
- Internal reflection
- Working with external agencies where appropriate

18. Collective Responsibility

18.1 At The Ladder School we aim to develop a culture of mutual respect for one another. To do this we will upskill students to be self-managers and self-regulators of their behaviour. In turn they should be able to support one another with this. By holding students to account collaboratively this will support staff to employ the behaviour policy fairly.

18.2 For example, if students do not clean up after themselves at breaktime, no food/drinks will be issued the following day. As a school we will use this as a learning experience for the students to enable students to see the importance of working together.

18.3 This policy has been implemented using information from [Education and Inspections Act 2006](#) and [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#)



We will consider whether poor behaviour gives cause to suspect that a student is suffering, or is likely to suffer, harm. Where this might be the case, staff will follow the safeguarding policy.

18.4 This policy links to our Safeguarding, SEND and Equality policies. We make particular reference to the Equalities Act 2010, to ensure we consider information covered by this law.

Appendix A

Version Control

Version	Author	Date	Changes Made
1.0	CB	Sept 2018	First Edition
1.1	RW	May 2020	Changes to present tense
1.2	RW	Sept 2020	Formatting and logos
1.3	RW	Sept 2021	Review, add links to other policies
1.4	RW	Apr 2022	Change to behaviour system
1.5	RW	Sept 2022	Review and changes to exclusion information
1.6	RW	Sept 2023	Review
1.7	RW	Sept 2024	Review and updated links

Appendix B

The Government defines “Drug Misuse” as the non-medical use of drugs that are only intended for use in medical treatment, and the use of drugs that have no accepted medical purpose. Such drugs are controlled under the Misuse of Drugs Act 1971. (The Act does not cover solvent misuse).

Classification of Drugs

Class A	Class B	Class C
Heroin	Amphetamines	Benzodiazepines (Tranquillisers)
Cocaine (including Crack)	Barbiturates	GHB/GBL
LSD	Codeine	Ketamine
Methadone	Cannabis	Anabolic Steroids
Ecstasy (MDMA)	Cathinones (including mephedrone)	Benzylpiperazines (BZP)
Magic Mushrooms	Synthetic Cannabinoids	



The Government's overall drugs strategy focuses on illegal drugs only and a clear distinction must be maintained between illegal drugs and others, e.g., alcohol, Ritalin, and tobacco, even though these "other" substances may raise common issues.

The Law on Drugs

It is an offence under the Misuse of Drugs Act 1971:

- To supply or offer to supply a controlled drug to another in contravention of the Act.
- To be in possession of, or to possess with the intent to supply another, a controlled drug in contravention of the Act; it is a defence to the offence of possession that, knowing or suspecting it to be a controlled drug, the accused took possession of it for the purpose of preventing another from committing or continuing to commit an offence and that as soon as possible after taking possession of it he/she took all such steps as were reasonably open to him/her to destroy the drug or to deliver it into the custody of a person lawfully entitled to take custody of it;
- For the occupier or someone concerned in the management of any premises knowingly to permit or suffer on those premises: the smoking of cannabis, or the production, attempted production, supply, attempted supply, or offering to supply any controlled drug.

Warning signs in individuals

Some of the main signs which **may** be associated with drug misuse are summarised below. The presence of these signs alone is not conclusive proof of drug or solvent misuse; many of them are part of normal adolescence.

- Changes in attendance and being unwilling to take part in school activities.
- Decline in performance in schoolwork.
- Unusual outbreaks of temper marked swings of mood, restlessness, or irritability.
- Reports from parents that more time is being spent away from home, possibly with new friends or with friends in older age groups.
- Excessive spending or borrowing of money.
- Stealing money or goods.
- Excessive tiredness without obvious cause.
- No interest in physical appearance.
- Sores or rashes especially on the mouth or nose.
- Lack of appetite.
- Heavy use of scents, colognes etc., to disguise the smell of drugs.
- Wearing sunglasses at inappropriate times (to hide dilated or constricted pupils).

Warning Signs in Groups

- Regular absence on certain days.
- Keeping at a distance from other pupils, away from supervision points
- Being the subject of rumours about drug taking.
- Talking to strangers on or near the premises.



- Stealing which appears to be the work of several individuals rather than one person (e.g., perhaps to shoplift solvents).
- Use of drug takers' slang.
- Exchanging money or other objects in unusual circumstances.
- Associating briefly with one person who is much older and not normally part of the peer group.

Objects that may indicate Drug Misuse

- Foil containers or cup shapes made from silver foil, perhaps discoloured by heat.
- Metal tins.
- Spoons discoloured by heat.
- Pill boxes.
- Plastic, cellophane, or metal foil wrappers.
- Small plastic or glass phials or bottles.
- Twists of paper.
- Straws.
- Sugar lumps.
- Syringes and needles.
- Cigarette papers and lighters.
- Spent matches.
- Plastic bags or butane gas containers (solvent abuse).
- Cardboard or other tubes (heroin).
- Stamps, stickers, transfers, or similar items.
- Shredded cigarettes, home-rolled cigarettes, and pipes (cannabis).
- Paper (about 2 inches square) folded to form an envelope (heroin)

DRUGS EDUCATION WITHIN THE CURRICULUM

Aim:

The Ladder School has a drugs awareness education within the curriculum to enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes, and developing and practising skills.

This is achieved by:

- Providing age appropriate but accurate information about drugs.
- Widening understanding about related health and social issues, e.g., sex and sexuality, crime, HIV and AIDS.
- Seeking to minimise the risks that users and potential users face.
- Enabling young people to identify sources of appropriate personal support.
- Drugs Education is age appropriate and can be delivered via the Science curriculum offer, RSHE lessons, assemblies or during drop-down days, or a combination of the above. The aims of these programmes are to develop the pupils' knowledge, inherent dangers understanding, skills and attitudes towards drugs and drug taking.



Links to Guidance Documents

Drug Strategy 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628148/Drug_strategy_2017.PDF

Last Accessed 10/11/2021

DfE and ACPO Drugs advice for Schools

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

