

# Falcons Learning Ltd

## Positive Relationships Policy



**Approved by:** Stephen Wash **Date:** 16/10/2025

**Last reviewed on:** 16/10/2025

**Reviewed By:** Stephen Wash

**Signature**

A handwritten signature in black ink, appearing to read "SW".

**Next review due by:** 16/10/2026

REVIEW EVERY 3 YEARS

REVIEW EVERY 2 YEARS

REVIEW YEARLY

<b>Title</b>	Behaviour Policy
<b>Author</b>	Principal
<b>Doc Ref</b>	Version 2.1
<b>Classification</b>	Live

<b>Change History</b>			
<b>Version</b>	<b>Date</b>	<b>Change Agent</b>	<b>Details of Change</b>
1.0	03/11/2021	Stephen Wash	Initial Issue
2.0	10/06/2022	Stephen Wash	Direction from Learner consultation
2.1	21/03/2023	Stephen Wash	<ul style="list-style-type: none"> <li>1. Change in title from 'Behaviour Policy' to 'Positive Relationships Policy' to more accurately reflect the restorative ethos of Falcons learning.</li> <li>2. Addition of explanatory paragraph in the policy statement.</li> <li>3. Removal of the section of policy around unofficial Suspensions to remove ambiguity.</li> <li>4. Change of terminology to Suspension from Exclusion.</li> <li>5. Update of guidance in relation to Suspension.</li> </ul>
2.2	23/02/2024	Stephen Wash	<ul style="list-style-type: none"> <li>1. Further ongoing consultation form learners in relation to bullying and support for both bullies and the bullied.</li> </ul>
2.3	03/12/2024	Jon Badman	<ul style="list-style-type: none"> <li>1. Change of punctuation and upper case to lower case</li> <li>2. Change of Appendix G to Appendix B and change of sanction to suspension on page 6</li> </ul>

			<p>3. Change Falcons Learning (North Lincolnshire) to Falcons Learning</p> <p>4. Change information on internal truancy from truancy policy to attendance policy</p>
3.0	03/06/2025	Stephen Wash	<p>A. Addition of acceptance that each learner is an individual and every case should be treated as such.</p> <p>B. Addition of statement that sanction based punitive measures are not effective with learners with Trauma.</p> <p>C. Addition of reward trip Appendix F</p>
4.0	16/10/2025	Sam Clare & Stephen Wash	<p>Inclusion of new appendices after review of behaviour and sanctions policy and practice.</p> <p>Update of sanctions system to bring further in line with ISS Compliance drive in school.</p> <p>Linked improvements connected the School Culture Plan.</p> <p>Updated rewards policy.</p> <p>Removal of appendix E.</p>

<b>Owner</b>	Principal		
<b>Overview</b>			
<p><i>Falcons Learning understands fully that learner behaviour is often a manifestation of underlying issues and problems over which the learner has no control. This has led to many learners facing Suspension and alienation from the mainstream school and wider community. Therefore, the Falcons Learning's positive relationships policy is constructed to help Falcons learners overcome those issues and access education. It is based around an individualised methodology where each case is considered on its individual merits and is constructive and restorative, not punitive, in its nature.</i></p>			
<b>Review Panel</b>			
Directors			
Principal			
Senior Leaders			
Student			
<b>External Input</b>			
<b>Review Date</b>	16/10/2025		
<b>Review Interval</b>	1 year		
Review Signature			
<b>Name</b>	Stephen Wash	Date	16/10/2025

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# Positive Relationships Policy

This policy is to be read in conjunction with Keeping Children Safe in Education (2025)

## Policy Statement

The purpose of Falcons Learning is to meet the diverse social, emotional and educational needs of pupils who have been, or who are at risk of being permanently excluded from mainstream secondary schools.

A rigid preset sanctions based punitive system is not effective in addressing unacceptable behaviours with traumatised children and in many cases the needs of SEND learners. The experiences they have had in their former education (particularly with sanctions imposed) often contribute to and trigger their traumas and lead directly to negative behaviour. As such, the Positive Relationships Policy can be taken in place of a 'Behaviour Policy' as referred to in point 9(a) in the Independent Schools Standards, and;

- i) Appendix A sets out the behaviours and related sanctions that are recognised and may be applied in given situations (these were agreed on by staff and learners in the school)
- ii) CPOMS is the chosen system for recording negative behaviours and related sanctions and actions taken in light of behaviours

Falcons Learning recognises the need for boundaries and behavioural guidelines to be set in place for the protection and growth of its students and staff. We therefore have a series of sanctions that reflect the needs of our students. These were set in place and agreed on with all students and staff.

Falcons Learning understands that the key element within our ethos is the restorative and calming approach to our relationships and our first duty to our learners is to help them regulate and remain calm, reflecting on behaviour. As such the staff body uses the phrases 'positive and negative behaviour choices' with learners. Learners and staff seek to work together as a team with a shared goal of raising achievement and improving behavioural and social skills. We place high value in reflective practice and learners will discuss behavioural choices with carefully nominated tutors and mentors amongst the staff body

Falcons Learning understands that the principal stakeholders within the school are the learners. This policy will be reviewed annually with input from the learners.

Falcons Learning is committed to fulfilling its purpose by working in close partnership with parents, carers, schools, and outside agencies creating an appropriate culture for all stakeholders that reflects British Values

This policy recognises that challenging behaviour is often a means of communication and Falcons Learning staff therefore aim to:

- Empower learners to make good choices about the society that their school represents and direct the strategy of the school.
- Create and support learning environments which encourage and foster good behaviour.

- Raise individual standards of achievement.
- Promote self-discipline and positive relationships.
- Develop aspiring, confident, independent, and resilient young people.
- Prepare young people for a successful transition to the next phase in education, training or employment, and the wider demands of British society.
- Understand that each learner is an individual and each case should be treated as such.

To achieve these aims and in line with the SEND of our learners, Falcons Learning staff will provide pupils experiencing difficulties with their behaviour the support they need to gain control over their ability to communicate effectively and safely.

This policy considers the Equality Act (2010) which highlights actions and behaviours which are unlawful such as: direct / indirect discrimination, failing to make reasonable adjustments for disabled pupils or staff, harassment related to a protected characteristic, victimisation.

Falcons Learning recognises the term bullying to be a form of child-on-child abuse.

Falcons Learning recognises the following definition of bullying from the DfE guidance 'Preventing and tackling bullying' (2017);

*'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences' (page 8).*

Department for Education. (2017). *Preventing and tackling bullying*.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069688/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf)

## Links to other Policies

This policy recognises and is used in adherence with the following other policies;

1. Accessibility Policy
2. Attendance Policy
3. Careers Policy
4. Curriculum Development Strategy
5. Equality & Diversity Policy
6. Safeguarding and Child Protection
7. Safer Recruitment Policy
8. Supporting Learners with Medical Needs Policy

## Certificate of Compliance

Falcons Learning undertakes to comply with the East Riding of Yorkshire's guidance and policy on school suspensions.

Falcons Learning recognises that students not in education are at high risk for a variety of reasons. However, Falcons Learning will not tolerate actions that place staff or other learners in danger.

All decisions on suspensions will be carefully made according to the behaviour that the learner has displayed, balanced against the needs of that learner. As such, decisions about suspensions will be made on an individual and case by case basis. SLT will discuss all suspensions, but final decisions are the sole right of the Principal.

## Rights and Responsibilities

For all staff and pupils to work in a safe and effective learning environment, everyone at Falcons Learning has responsibilities to protect everyone else's rights, and to ensure that these rights and responsibilities are communicated effectively.

This ethos is regularly revisited with pupils and staff to ensure that all incidents of serious and challenging behaviours are dealt with through an understanding of this framework

Rights	Responsibilities
The right to be physically and emotionally safe	To keep myself and others safe
The right to be heard	To make myself heard in an appropriate way
The right to make choices and to contribute to decision making	To be willing to listen to advice and to consider the points of view of others
The right to learn	To be present and to be open to learning
The right to a school environment that is free of sexual harassment, racial discrimination, and discrimination of any sort on the grounds of colour, size, age, disability, culture, religion or sexual orientation and gender identity.	To uphold and promote the Equality Act (2010)
The right to be treated with respect and dignity	To treat all pupils and staff with respect

## Attendance Policy

We believe that regular, punctual school attendance is vital for high achievement in order that students can be the best that they can be. Regular attendance of students is closely related to their levels of achievement, and this makes the issue of regular attendance very important. Further information can be found in our attendance policy.

Though poor attendance will be challenged and addressed, because of the complex needs and contextual backgrounds of our learners, they will not be sanctioned directly for their attendance.

## OUR EXPECTATIONS

Good attendance and punctuality depend on a partnership between students, parents and carers, the academy and outside bodies. For its part, the school expects the following from students and parents and itself follows this practice:

Students expect that their school environment has a set of non-negotiable parameters as they have defined:

- Teamwork
- Have a laugh.
- Be respectful.
- Be supportive.
- Safety
- Pride
- Health

Staff members will adhere to these principles.

Students are expected to:

- Attend school regularly.
- Arrive at school in good time each morning.
- Attend all lessons promptly and remain in lessons until the end (not attending a lesson or leaving a lesson without permission will be considered **internal truancy** and recorded as such on Arbor).
- Internal truancy will be dealt with in line with the school's Attendance Policy.

## Rewards and Responses

Most students at Falcons Learning need support to motivate them in their learning. Falcons Learning understands that for some learners' life can be chaotic, and the support of school is essential to help them regulate effectively.

A weekly Friday afternoon whole school rewards assembly is held where learners receive rewards and praise from staff for their choices during the week. This allows learners to feel a sense of achievement and progress; despite the fact they may have made poor choices some of the time.

The curriculum of learning is designed to empower learners to overcome the challenges which may manifest in them making poor choices. As well as the compulsory full time education curriculum stated in point 2(a) of the Independent School Standards, Falcons Learning aims to offer students vocational qualifications that link to their interests and future choices. Student voice and input dictates the direction of this in discussion with SLT. Students can choose to study for qualifications in motor mechanics, music, health and social, woodwork and many others.

We understand that learners with complex SEMH needs can often respond to situations with behaviour that may be construed as offensive and dangerous. However, our trauma informed

practice allows us to manage these situations and learners do not face sanctions for it. Instead, they are taught to reflect at an appropriate time, grow their communication skills and respond to these situations in a more appropriate way. Students will always have a reflective session if they display crisis behaviours.

As part of their curriculum, learners go on regular weekly visits. While it is not policy of the school to prevent and punish learners taking part in these curriculum based weekly visits, it may be that SLT deem a learner's choices of behaviour during the week have been sufficiently poor to prevent them going on a trip if this causes a risk factor to staff, other learners or the public.

(Appendix F).

### **Responses**

Our policy is not prescriptive in its detail, and we recognise that effective implementation will rely heavily on the professional judgement of staff (teams) and the needs of individual pupils. SLT meet daily and will have final say on sanctions in place with learners. It also relies on regular revisiting of our collective Rights and Responsibilities.

To assist in the decision-making process should suspension be the route chosen then please refer to Appendix B – for additional guidance. Note this does not replace the discretion or the professional judgement of staff. Where this is the case then an auditable joint decision will be arrived at. (SLT meeting).

**Negative Behavioural Incident Response**

Falcons Learning's approach to behaviour is one of contextual enquiry. Our aim is to explore the reason behind the behaviours, to support a pupil's needs and help them develop their self-regulation skills over time to prevent the behaviour reoccurring. Our sanctions are designed to help learners adapt their behaviours, understand the behavioural options that are available to them, and not to be an excessive punitive response.

**Relational Practice**

Relational practice is essential to promote clear boundaries and high expectations for behaviour, along with being sensitive, respectful and allowing for some flexibility. This is to ensure that we are not unintentionally adding or contributing to any feelings of shame, guilt, anxiety and/or fear pupils may already have owing to their current or past experiences.

The approach is a trauma informed one that is grounded in theory and research in areas of psychology, education and neuroscience and can improve outcomes in academic attainment, emotional regulation and higher levels of self-esteem.

**Flexible Consistency**

We strive to offer a consistent approach when supporting behaviour; calm, positive, caring, supportive and empathetic. However, individual learner needs and context will always be considered.

**Nurture Principles**

We strongly believe that following the six Nurture Principles will provide the greatest opportunities for our young people to learn/develop the skills to support positive behaviour:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing (Self-esteem)
4. The importance of nurture for the development of wellbeing (Self-esteem)
5. Language is a vital means of communication. All behaviour is communication
6. The importance of transition in children's lives

## **Celebrating Positive Behaviour & Social Norms**

It is important that young people are frequently reminded and shown what positive behaviour looks like, rather than always being told “what not to do”. Our practice is informed by Social Learning Theory and staff are trained to model expected behavioural responses and challenge negative responses in our school community. It is also important that pupils are clear that we have expectations and what those expectations are. We have developed distinct areas we focus on for all pupils, including their behaviour and conduct:

Respect

Responsibility

Relationships

Resilience

## **Quality First Teaching & Learning**

Falcons Learning recognises the importance of quality first teaching, and we have established core lesson expectations which include teaching being appropriately adapted to meet the needs of the individual. Each learner has a well-planned and engaging individual curriculum. This provides positive experiences and in turn has a positive impact on behaviour.

## **Emotional Wellbeing Matters**

Falcons Learning understands the importance of supporting young people with emotional wellbeing mental health related concerns. We consider the difficulties our young people face and seek to provide the most appropriate support for pupils. Our Mental Health and Wellbeing Interventions cover talking therapy, draw and talk, music therapy, ELSA (Emotional Literacy Support Assistants) and specialists in learners with EBSA (Emotionally Based School Avoidance).

Restorative practice will be used to help pupils to understand how their actions make others feel. This is used daily by all staff to support post incident learning and at the heart of how we support and encourage positive behaviour.

## **Physical Intervention**

### **Use of Physical Interventions**

Staff at Falcons Learning are trained to de-escalate behaviours which put any user of the school at risk. However, in some circumstances the use of force is unavoidable.

Any action to control a pupil's movement must be reasonable, proportionate, and necessary. The best interests of that pupil are the paramount consideration.

- (i) The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils.
- (ii) Sometimes force is used either to control or to restrain a pupil. This can cover a range of responses such as prompts, guides, break away techniques and restraint. This is a last resort for staff at Falcons Learning.
- (iii) 'Reasonable in the circumstances' means using no more force than is needed to reach a desired outcome of keeping the learner and staff safe.
- (iv) Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.
- (v) Staff at Falcons Learning always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil, and all stakeholders recognise that there may be side effects of physical contact, such as scratches and bruises. As such it is used as a last resort.

#### Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
- (iii) Where it is a foreseeable risk that the use of force may be necessary such pupils will require risk assessment.
- (iv) Staff at Falcons Learning receive the appropriate Team Teach Training and are trained to undertake dynamic risk assessments. All staff members are equipped with a radio that connects them to other staff, and the on-call member of SLT.

#### **When can reasonable force be used?**

The use of reasonable force guidance (2013) states that

- (i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes – to control pupils or to restrain them.
- (iii) The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Staff at Falcons Learning can use reasonable force to:

- Remove disruptive learners from the classroom where they have refused to follow an instruction to do so themselves, and their behaviours are intimidating and preventing others' right to learn.
- Prevent a learner behaving in a way that endangers themselves, other learners, staff or the publica school event or a school trip or visit.
- Prevent a learner leaving the classroom where allowing the pupil to leave would risk their safety or the safety of others, or lead to behaviour that disrupts others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
- Prevent damage to property.

Before staff at Falcons Learning decide to use force they will conduct a dynamic risk assessment. This means that staff will weigh up the situation on the spot, considering all the risk factors, and make a professional judgement.

**Staff cannot and will not:**

- **use force as a punishment – it is always unlawful to use force as a punishment.**

Falcons Learning's position is that force is the last resort and only used to prevent injury or significant damage.

All Physical interventions will be recorded as per the necessary system, and examined by Senior Leaders after the event.

### **Physical contact**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, giving due regard to the pupil's feelings and sensitivities, such as:

- Giving first aid.
- Comforting a distressed pupil.
- Praising or congratulating a pupil.
- Contingent touch is an important part of daily interaction and may be used where appropriate.
- Some learners may have touch as a part of their Individual Learning Plan.

### **Team Teach Training**

The management of Falcons Learning are responsible for the training of staff. All staff complete Team Teach training and are authorised to use Physical Intervention. However, there may be occasion where a new member of staff has not completed Team Teach training yet, or a staff member's training has lapsed. All effort is made to give staff appropriate and timely training.

A list of staff that have completed this training is held by the Principal. Once staff have successfully completed a Team Teach course, refresher training will take place when appropriate.

### **Power to search pupils without consent.**

In addition to the general power to use reasonable force described above, the Principal and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

**Any decision to search or use force to search for above items must be reasonable, proportionate and necessary, and in the best interests of that young person. If the situation presents critical risk the best course of action may be to phone the police.**

Force cannot be used to search for other items prohibited under the school rules.

**Post Incident recording, support and learning.**

As soon as is reasonably possible after an incident, staff will report to the Principal who will nominate a Senior leader to oversee the recording on the RPI framework and systems.

If the incident has resulted in a Fixed Term Suspension, a FTS letter will be completed and sent to the pupil's parent/carer, with a copy to the Falcons Learning file, and the home school if appropriate.

There is a full process that will take place following the incident following the RPI system

## Appendix A

## Home School Agreement

What do we expect from you when you are in Falcons Learning?

- I will treat everyone at my School with respect.
- I will keep myself and other Centre users safe.
- I will take responsibility for my learning.
- I will look after my own and others' property and respect my learning environment.
- I will use language that is acceptable for a positive learning environment.
- I will not use physical or aggressive behaviour in any circumstances. I will ask for help, and accept it, when I need it.
- I will take responsibility for my actions.

What can you expect from us when you are in Falcons Learning?

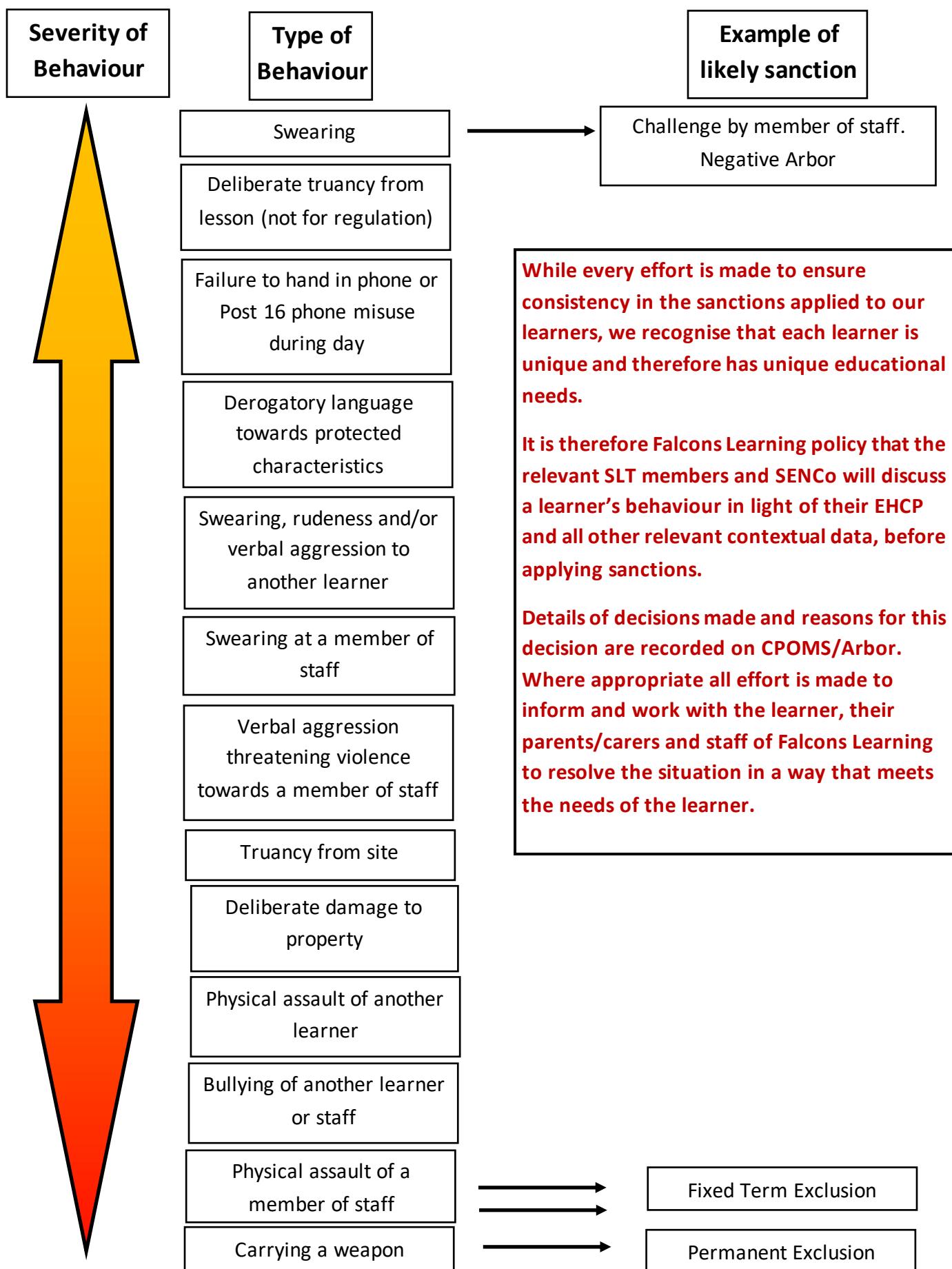
- Well prepared lessons
- Individual and group work
- Feedback on how well you are doing
- Work marked and returned punctually.
- Help to improve your learning skills.
- Support to develop your personal and life skills.
- Information, advice and guidance

I accept this agreement and will make every effort to follow it

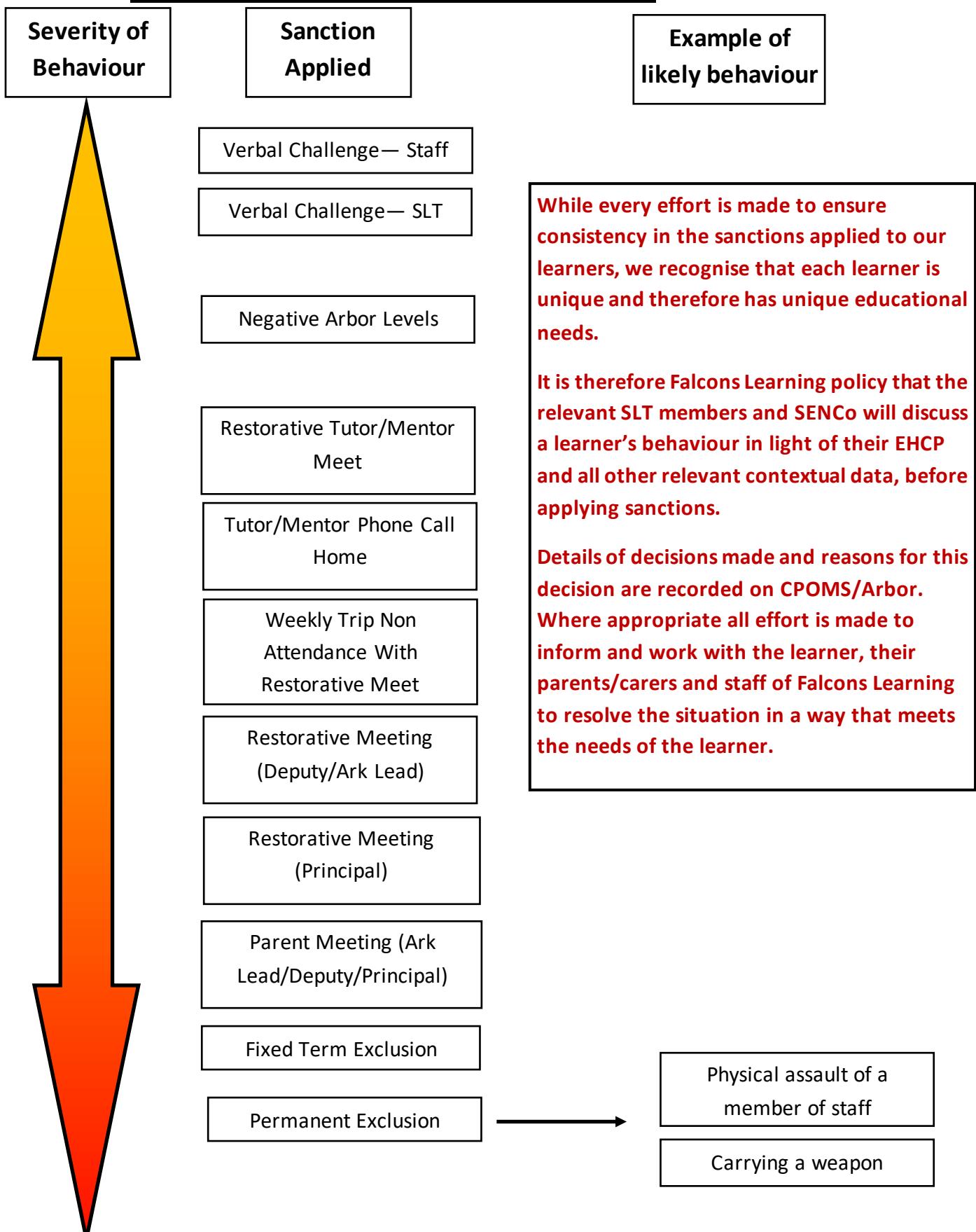
Signed..... Date.....

Print Name .....

## Appendix B: Falcons Learning—Behaviour Glossary



## Falcons Learning—Sanctions Glossary



## Appendix C

## Suspension Guidance

### Reasons for Suspension

Suspensions can happen:

- Within the context of persistent disruptive behaviour. (Before Suspension it would be expected that a wide range of interventions have been used over time to address behaviour issues).
- In exceptional circumstances, following a serious first or 'one-off' incident.

The serious one-off incidents might include (DfE Suspension Guidance Part 2, para 6):

- Serious or actual or threatened violence (against another student or member of staff).
- Sexual abuse or assault.
- Supplying or possessing an illegal drug.
- Carrying an offensive weapon.

### DfE Guidance

All decisions about FTSSs, must by law, be made in reference to the statutory DfE Suspension Guidance (known as Improving Behaviour and Attendance: Guidance on Suspension from Schools and Pupil Referral Units), which was published in 2008, and has been updated with slight changes and published on the DfE website, at:

[DfE Suspension Guidance](#)

## Procedures for Fixed-Term Suspension

### Key points about Fixed-Term Suspension

- Students cannot be suspended for more than 45 days in any one school year.
- Decision made by the Principal or his designated person only.
- Inform parent(s)/carer(s) immediately, send the fixed term suspension letter to the parent(s)/carer(s).
- Inform the Home School if the student has one.
- Set work for the student.
- Plan the reintegration interview.
- A Falcons Learning Management Discipline Committee is required for all suspensions of 16+ days in total for the term, and for 6-15 days where parent requests it. Consideration by management committee members is also needed where suspension includes the day of a public examination or a National Curriculum Key Stage terminal test.

### Length of Fixed-Term Suspensions

Short-term suspensions should be as short as possible. (Evidence from Ofsted is that '1-3 days are often long enough to secure the benefits of Suspension without adverse educational consequences'). Fixed-term suspensions of more than 15 days in a school term do not happen very often and are automatically subject to review by the Management Committee.

A student cannot be suspended for more than 45 school days in any one school year.

Suspensions must not be given for an unspecified period, for example, until a meeting can be arranged.

### Reintegration Interview

When must the reintegration interview be held?

- If possible, on the day of the student's return. But it must be from first day of suspension to within 15 days of return to school. The school should try to find a date and time convenient to the parent(s)/carer(s) where possible.

Who should attend?

- At least one of the student's parent(s)/carer(s) is expected to attend the meeting. (Schools must keep records of the failure to attend a reintegration interview.)

Where should the reintegration interview be held?

- Must be on school premises, where practicable.

Who conducts the interview?

- Either Principal or designated other decision maker.

This may be supported by a member of staff, Pastoral Team and/or external agency representative.

- What is the purpose of the reintegration interview?
- To assist reintegration
- Identify ways of improving behaviour,
- Consider any issues that led to the suspension.
- Determine any underlying factors that may have contributed.

### **Discrimination and Vulnerable Groups**

Falcons Learning should note the importance of having regard to the Equality Act (for example, in considering disability discrimination) and also of taking particular measures for Looked After Children.

Vulnerable groups given particular protection in the DfE Suspension Guidance include: young people with SEND, young people with a disability, BME groups and looked after children.

### **Part-Time Timetables**

Schools may have in place a planned programme which includes a part-time timetable to support successful reintegration or in response to on-going behaviour difficulties. This should be short-term and must be part of an overall programme and must not be a sanction. While this is a lawful practice, schools need to have clear evidence that this is not an informal suspension as they may later be open to legal challenge. See DfES guidance on managing and eliminating unofficial suspension at:

[Suspension and Permanent Suspension from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/suspension-and-permanent-suspension-from-maintained-schools-academies-and-pupil-referral-units-in-england)

When students are put on a reduced timetable which only requires them to attend for the morning or Afternoon session, they need to be marked as authorised absence for the other session (attendance code C).

# Falcons Learning

## SUSPENSION CHECKLIST

### Requirements for Suspension

Decision to suspend taken by:

- The legal position is that only the Principal can exclude (or in their absence, the person with that delegated responsibility).

Decision should ONLY be taken:

- In response to serious breaches of the behaviour policy; AND
- If allowing student to remain would seriously harm the education/welfare of the individual or others in the centre.

Suspensions for persistent disruptive behaviour:

- Consider professional justification.
- Is this the last resort following a range of interventions (restorative justice, mediation, identification of individual need and interventions developed accordingly) that have been unsuccessful?
- Do you have evidence of the behaviour and the interventions used?

Suspensions for serious first offence or one-off incident, is the incident?

- Serious actual or threatened violence.
- Sexual assault or abuse.
- Supplying or possessing illegal drugs.
- Carrying offensive weapon.

Avoiding 'heat of the moment' suspensions unless immediate decision necessary:

- Immediate effect suspensions should not be imposed unless there is an immediate threat to the safety of the student concerned or others in the centre.

Investigation into suspension:

- Ensure investigation is undertaken.
- Record, sign and date interviews.
- Encourage student and others involved to give their version of events.
- Check whether incident may have been provoked to get a full picture.
- Try and determine any underlying factors that may have affected the incident.

Reintegration meeting:

- Include parent(s)/carer(s).
- Ensure FTS was not a pointless exercise by identifying interventions to improve behaviour.

### **Before making a decision**

Consider:

- The evidence in the light of the Behaviour Policy and the impact on the education/welfare of the student and others involved.
- Safeguarding or Child Protection issues, bearing in mind the life circumstances and vulnerability of the student involved (Children, families & Social Care/Police may become involved).
- Alternatives to Suspension.

Consult:

- With other staff at the centre, even those who were not present when the incident occurred, as they may have information which can help establish any underlying factors.
- If it is a drug related incident, refer to Drugs and Alcohol Policy and contact designated member of staff.
- Begin to think about long-term interventions for support and what external organisations/services can be of value.

### **Special considerations for specific groups**

Looked After Children:

- Have you worked in collaboration with the Falcons Learning Designated Person for LAC, Children, Families & Social Care and other agencies to explore ways of avoiding suspension?
- Is suspension the absolute last resort?
- Have arrangements been made for suitable provision to be in place from the first day of suspension?

Special Educational Needs

- Have the student's special educational needs been identified and addressed?
- If the student has a Statement/ Education Health Care Plan, has the situation been discussed with the relevant people within Falcons Learning and externally? Has an interim review been considered?
- For a student with a Statement/ Education Health Care Plan, is suspension undertaken only in exceptional circumstances?

Pupil with Disability ('substantial and long-term adverse effect' e.g. ASD, ADHD)

- They should not be suspended for behaviour relating to their disability (DfE Part 2, para 57)

- Have reasonable adjustments been made to ensure the student can fully participate and to ensure they are not placed at a disadvantage because of their disability?
- Where appropriate, has external advice been sought on effective interventions and staff training?

If Pupil is BME

- Has consideration been given to indirect or unintended discrimination? (see DfE Part 2, para 62-65) and Equality and Human Rights Commission Code of Practice for Schools (2002) (under review).

**Falcons Learning Permanent Suspension Guidance**

Falcons Learning reserves the right under statutory guidance to impose a permanent Suspension where appropriate. This measure is not taken lightly and is against the ethos of Falcons Learning. However, in some cases where there are significant welfare concerns and at the discretion of the Proprietor, Directors, or Principal it may be required.

- In the event of a proposed permanent Suspension the Provider will notify the Purchaser by telephone immediately.
- Written confirmation of such a proposed Suspension shall be provided within 3 working days.
- Falcons Learning will host a meeting within 15 working days to discuss the matter with parents, representatives of the placing authority, and with interested parties.
- Permanent Suspension of a Learner will not be confirmed until both the Purchaser and the Learner/Parents have been given an opportunity to attend a meeting with the Provider to discuss the matter within 15 working days.
- The Provider will take a further 5 working days to consider their representations and to determine whether the Suspension should be upheld
- The determination will be made in writing and maybe notified within three days of the determination period.

**Appendix D - Reintegration Planning Meeting**

Pupil Name:	Date of Birth:	
School on roll:	Centre:	
Present:		
Previous suspension history* (see note below)	Days this term	Days this year

Summary of Discussions	Next Actions	By whom?
Preparing pupil:		
Preparing parents/carers:		
Preparing receiving staff:		
Arrangements for arrival:		
Transition timetable:		
<b>Additional information/comments:</b>		
<b>Date of follow-up reintegration review meeting:</b>		

**\*Statutory guidance: Maximum allowable is 5 days single Suspension; 15 days per term; 45 days per school year (even if the child has moved schools)**

### Appendix E - Reintegration Review Meeting

Pupil Name:	Date of Birth:
School on roll:	Centre:
Present:	

#### Has the pupil settled?

School:	Signed:   Date:
Centre:	Signed:   Date:
Pupil views:	Signed:   Date:
Parent Views:	Signed:   Date:
<b>Changes/additions to reintegration plan and additional support arrangements agreed:</b>	
<b>Other information/comments:</b>	

**Date of next reintegration review:**

## Appendix F

### Falcons Learning: Behaviour and Celebration Framework Proposal

Proposed Start Date: 3 November 2025

#### 1. Vision and Rationale

At Falcons Learning, our vision is to create a culture where positive behaviour, emotional regulation, and community belonging are recognised and celebrated consistently. This framework builds upon our existing reward systems, ensuring they are meaningful, inclusive, and rooted in SEMH (Social, Emotional and Mental Health) practice.

The revised Behaviour and Celebration Framework aims to:

- Promote intrinsic motivation and self-regulation.
- Foster a sense of pride, belonging, and teamwork.
- Recognise effort and growth, not just compliance.
- Embed celebration and reflection into our weekly routine.

#### 2. Weekly Structure

##### Wednesday: Morrisons Café Visit

Learners who have avoided receiving negative Arbors during the week will visit Morrisons Café for a hot chocolate and social time. This serves as a midweek motivator and an opportunity to practise social skills and reward positive regulation.

##### Friday Morning: PE and Exercise in Nature

The current Friday reward trip will be formalised into a structured PE session, focused on exercise in nature. Activities may include local walks, outdoor games, or reflective wellbeing sessions. This approach embeds physical regulation and promotes healthy routines within the curriculum.

##### Friday Afternoon: Falcons Celebration Time

The final 30 minutes of each Friday will be dedicated to Falcons Celebration Time — a whole-school moment of recognition and togetherness.

Activities include:

- Class-based celebration of learners demonstrating school values.
- Presentation of certificates and small gifts for effort, progress, or attitude.
- Student and staff shout-outs.
- Shared treat (e.g., cake baked by the school chef) to reinforce community spirit.

This consistent, ritualised time will conclude the week positively, promoting reflection and connection.

### 3. Half-Termly Premium Reward Trip

At the end of each half term, Falcons Learning will host a Premium Reward Trip for learners who have demonstrated consistent positive behaviour, engagement, and effort across the term. Examples may include go-karting, laser quest, trampoline parks, or theme parks.

#### Eligibility (Flexible Example Framework)

A hybrid system combining points and conduct data will determine eligibility:

- 60+ positive points (earned through effort, kindness, and engagement)
- Fewer than 10 negative Arbors
- No serious behaviour incidents

Thresholds can be adjusted following SLT review or pilot feedback to ensure fairness and accessibility.

#### Inclusivity Measures

- A reset mechanism will allow students to rejoin eligibility mid-term if improvement is demonstrated.
- Individualised goals can support learners with high SEMH needs to experience success.
- Tiered recognition model:
  - Gold: Premium trip eligibility
  - Silver: Local reward activity
  - Bronze: Recognition and certificate during Falcons Celebration Time

This structure ensures that all students have a path to celebration and inclusion.

### 4. Building a Culture of Belonging

#### Staff Culture

- Management and colleagues will celebrate staff achievements during Falcons Celebration Time.
- Staff shout-outs and shared cake encourage teamwork and morale.
- Opportunities for student-led recognition of staff will promote mutual respect.

#### Student Voice

- Students will help nominate peers for celebration certificates.
- Learners may contribute ideas for the next premium trip.
- A termly Student Rewards Panel may review and feedback on the system.

#### Community Visibility

- A 'Wall of Pride' will display photos and certificates of weekly and termly achievers.
- Positive news will be shared with parents through Feedback Friday.

### 5. Implementation and Review

- Launch Date: 3 November 2025
- Initial Review: End of Autumn Term (December 2025)
- Lead Staff: James Clark and SLT Behaviour Lead

Actions:

1. Staff briefing and training on framework language and rationale.
2. Set up of tracking system (positive points, Arbor monitoring – collating Danni's reports into termly points, celebration nominations).
3. Communication to parents and students explaining the new system.
4. Half-termly review meetings to assess engagement, inclusivity, and impact.

## **6. Summary**

This framework reframes behaviour management as a process of growth, recognition, and community. By blending consistency, inclusion, and aspiration, Falcons Learning will strengthen its culture of belonging and celebration — ensuring every learner and staff member feels valued, connected, and motivated to succeed.