THE HOWARD PARTNERSHIP TRUST
RESPECTFUL RELATIONSHIPS AND BEHAVIOUR POLICY

Including Suspensions, Exclusions and Anti-Bullying Policy

Date of Review: June 2026 *(to be implemented from September 2026)*	**Responsible Body:** The Howard Partnership Trust
Review Period: Annually	**Trust Committee:** Standards & Performance
Next Due for Review: June 2027	**Executive Lead:** Strategic Lead for Inclusive Practice
Status: Statutory	**Publication:** Website

Key Legislation and Guidance
This policy has been developed with reference to, and is informed by, the following statutory guidance and key publications:

- Department for Education (DfE) (2024), *Behaviour in Schools: Advice for Headteachers and School Staff*
- Department for Education (DfE) (2026), *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (to be implemented from September 2026)
- Department for Education (DfE) (2026), *Keeping Children Safe in Education* (to be implemented from September 2026)
- Department for Education (DfE) (2026), *Working Together to Safeguard Children*
- Department for Education (DfE) (2015), *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- Department for Education (DfE) (2026), *Restrictive Interventions, Including the Use of Reasonable Force in Schools*
- Ofsted (2025), *Education Inspection Framework* (Behaviour and Attitudes)
- Department for Education (DfE) (2024), *Every Child Achieving and Thriving*
- Department for Education (DfE) (2017), *Preventing and Tackling Bullying*
- Department for Education (DfE) (2022), *Searching, Screening and Confiscation: Advice for Schools*
- Department for Education (DfE) (2024), *Working Together to Improve School Attendance*
- Department for Education (DfE) (2026), *Mobile Phones in Schools*

This policy should be read alongside relevant safeguarding and statutory requirements. It reflects the Trust's commitment to implementing evidence-informed approaches to behaviour, inclusion, and safeguarding.

1. Purpose

The THPT Respectful Relationships and Behaviour Policy sets out our ambition to ensure high standards and expectations in all aspects of behaviour. It sets out the Trust's shared principles for behaviour, respectful relationships, and conduct, and provides a clear and consistent framework through which all schools develop their local behaviour protocols. It is important that when talking to children and young people about their behaviour a shared and consistent language is used across the Trust, rooted in our values and underpinned by a clear, evidence-informed approach.

At the heart of this policy is the belief that positive, respectful relationships between all members of the school community are essential to wellbeing and to creating the conditions for learning. Schools play a significant part not only in the formal education of young people but also in developing and supporting their wellbeing. This policy supports staff to both build and maintain these relationships, whilst also establishing clear expectations for behaviour and conduct, recognising that all behaviour communicates need, but that all behaviour also has consequences.

All children and young people should understand how the policy is enacted in each Trust school. They should be clear about school behaviour procedures and approaches. These procedures will be clear, consistently applied, and developmentally appropriate, enabling all pupils to understand expectations and experience fairness.

All staff should know what the THPT policy and school behaviour procedures are and follow them when managing behaviour issues and in developing respectful relationships. Staff are expected to model the behaviours outlined in this policy, explicitly teach behaviour through the curriculum, and apply agreed approaches consistently so that pupils experience predictability, safety, and high expectations.

When behaviours are reported, parents, carers, pupils and staff should have confidence that incidents will be handled effectively and appropriately within fair, consistent, and well- established guidelines. All members of the school community should have confidence that behaviour will be addressed promptly, proportionately and consistently, with due consideration given to individual needs, safeguarding, and the wider context, alongside a clear understanding that serious or persistent behaviours may result in significant consequences, including suspension or permanent exclusion.

This policy reflects current and emerging national expectations, including the government's direction as set out in *Every Child Achieving and Thriving (DfE, 2026)*, which emphasises the importance of high expectations, clarity, and consistency in supporting all pupils to succeed.

2. THPT Values in Practice

THPT regards the Respectful Relationships and Behaviour Policy as underpinning all teaching and learning across its schools. This policy establishes a shared framework for how behaviour is understood, taught and supported, ensuring that all schools maintain environments that are safe, inclusive and conducive to learning, while upholding the rights of all pupils to access education.

At the heart of this policy are the values of The Howard Partnership Trust. These values are enacted through consistent adult practice, clear systems, and shared expectations across all schools. They define how we build relationships, how we respond to behaviour, and how we create environments in which all pupils can succeed.

We build each other up

Within our behaviour framework, we approach every interaction with pupils, families and colleagues with the intention of building them up. We believe that strong, respectful relationships underpin positive behaviour and effective learning.

In practice, this means:

- Adults consistently model positive behaviours, setting clear expectations that are understood by all pupils.
- Adults actively listen to pupils and seek to understand the meaning behind behaviour, recognising that behaviour is a form of communication.
- Positive behaviour is explicitly recognised and reinforced through praise and reward, promoting self-esteem, belonging and motivation.
- Pupils are supported to build and maintain respectful relationships and to understand what makes relationships effective.
- Low-level behaviours are addressed calmly, consistently and without disruption to learning.

We are determined to serve all

Within our behaviour framework, we ensure that all pupils, including those at risk of disadvantage or exclusion, are supported to succeed within a culture of high expectations.

In practice, this means:

- Staff seek to understand individual needs, including SEND, safeguarding and contextual factors, and provide appropriate support.
- A safe, secure and inclusive environment is maintained, free from disruption, bullying, discrimination and harassment.
- Reasonable adjustments and targeted support are used to remove barriers to engagement and learning.
- Pupils are supported to develop emotional regulation, resilience and positive engagement with education.
- Parents/carers are engaged as partners in supporting behaviour and wellbeing.
- Support is balanced with high expectations, and all pupils are expected to take responsibility for their behaviour.

We forge paths

Within our behaviour framework, we recognise the complexity of behaviour and support staff and pupils to navigate this with clarity, consistency and confidence.

In practice, this means:

- Clear behaviour systems are established and applied consistently across all schools.
- Behaviour is explicitly taught through the curriculum, including personal development.

- Pupil voice is valued, and pupils are supported to contribute positively to their school community.
- Consequences are applied fairly, proportionately and consistently when expectations are not met.
- Schools operate within a shared Trust approach while developing local protocols that reflect their context.

This policy applies at all times when pupils are the responsibility of school staff. Schools also have a statutory power to regulate the behaviour of pupils when off-site and not under the direct supervision of staff.

Consequently, this policy also applies where behaviour outside of school has a clear and significant impact on the safety, welfare or reputation of the school community, including behaviour when travelling to and from school, on educational visits, or in other contexts where pupils can be identified as members of the school.

3. Principles of Behaviour

The Howard Partnership Trust recognises that behaviour is central to creating safe, calm and purposeful environments in which all pupils can learn and thrive. These principles underpin all aspects of practice across our schools and reflect both our values and current national guidance.

3.1 Behaviour as Communication

We recognise that behaviour is a form of communication. Pupils may use behaviour to express needs, emotions or experiences, particularly where they are unable to do so through other means. Staff will seek to understand what behaviour may be communicating and respond with appropriate support.

3.2 Dysregulation and Conduct

While behaviour may communicate need, it is also understood as conduct. Within this policy, a distinction is made between behaviour arising from dysregulation and behaviour that represents a conscious choice (conduct).

- Dysregulated behaviour requires support, understanding and, where appropriate, adaptation.
- Behaviour which is unsafe, disruptive or harmful requires a clear and consistent response, including the use of consequences.

In practice, both can be present at the same time, and staff must exercise professional judgement in responding appropriately.

3.3 High Expectations and Consistency

All pupils are expected to meet clear and consistent standards of behaviour. These expectations are explicitly taught, modelled by adults and reinforced through consistent application across the school.

Consistency is essential in ensuring that pupils experience fairness, predictability and security.

3.4 Relationships and Belonging

Positive, respectful relationships are fundamental to effective behaviour systems. Pupils are more likely to engage positively where they feel safe, understood and that they belong.

Staff are expected to prioritise the development of these relationships, whilst maintaining clear professional boundaries and high expectations.

3.5 Consequences and Accountability

Consequences are an essential part of supporting pupils to understand expectations and take responsibility for their behaviour.

All behaviour has consequences. These will be:

- proportionate
- consistent
- clearly understood
- applied within a fair and structured system

The use of consequences supports the safety and learning of all pupils and reinforces the standards expected within the school community.

3.6 Safety, Learning and the Rights of Others

All pupils have the right to learn in a safe, orderly environment free from disruption, bullying, harassment and discrimination.

Where behaviour significantly undermines the safety, welfare or learning of others, schools will take appropriate action to protect the community. This may include more serious consequences, including suspension or permanent exclusion.

3.7 Use of Mobile Phones and Smart Technology

In line with national guidance, THPT schools are expected to operate as mobile phone-free environments throughout the school day. This includes lessons, transitions, social times and all periods when pupils are on the school site or under the care of the school.

The use of mobile phones and other personal smart devices with similar functionality (including the ability to communicate, access the internet, or record audio/video) is not permitted during the school day unless explicitly authorised by the school.

This expectation supports the creation of calm, safe and focused environments, reducing distraction, supporting positive behaviour and minimising risks associated with online activity and peer interaction.

Schools will define, within their local protocols, how this expectation is implemented (for example, through secure storage, hand-in systems or other approved approaches), ensuring clarity and consistency for pupils, staff and parents/carers.

Reasonable adjustments will be made where required, including for pupils with specific medical needs, disabilities or safeguarding considerations, in line with statutory duties.

3.8 Inclusion and Support

THPT is committed to inclusive practice. Pupils will be supported to meet expectations through appropriate intervention, reasonable adjustments and, where appropriate, multi-agency support.

Support does not remove accountability, and expectations remain high for all pupils.

4. Response to Behaviour

4.1 Creating a Culture of Positive Behaviour

THPT schools create cultures in which positive behaviour is explicitly taught, consistently reinforced and supported through clear routines and relationships. In responding to behaviour, staff seek to understand what a pupil may be communicating, while maintaining clear expectations for conduct.

Staff recognise that some pupils may require additional support due to SEND, safeguarding needs or experiences such as trauma. A trauma-informed and developmentally appropriate approach is adopted where needed, ensuring barriers to learning are identified and addressed.

4.1.1 Universal Practice

All staff are expected to establish strong universal practice that supports positive behaviour for all pupils. This includes:

- Consistent use of praise and recognition to reinforce positive behaviour and promote motivation and belonging.
- Recognition of pupils' strengths and successes to enable all pupils to experience achievement.
- Clear routines and expectations which enable pupils to engage positively in learning.
- A classroom culture which promotes confidence, resilience and high expectations for all pupils.
- Calm, consistent responses to low-level disruption to minimise impact on learning.

4.1.2 Understanding and Support

Where pupils require additional support, staff will seek to understand individual needs and put in place appropriate strategies. This may include:

- The use of behaviour support plans or personalised approaches.
- Access to appropriate support or safe spaces when pupils are dysregulated.
- Identification and sharing of strategies that support individual pupils.
- Allocation of additional pastoral or key adult support where appropriate.
- Development of personalised support or safety plans where required.
- Involvement of pupils in understanding expectations and reflecting on their behaviour in an age-appropriate way.
- Adaptation of teaching and support strategies to meet need.

4.1.3 Targeted and Multi-Agency Support

- Use of multi-agency approaches where appropriate to support pupils with more complex needs.
- Use of observation and assessment to inform support strategies.
- Engagement with external services and resources where required.
- Consideration of reasonable adjustments, including timetable adaptations where appropriate.
- Use of alternative provision, where necessary and appropriate, to support access to education.

4.1.4 Safeguards and Boundaries

- Use of risk assessments and safety planning where behaviour presents risk to self or others.
- Adaptation of approaches where appropriate, while maintaining clear and consistent expectations across the school.

4.2 Rewards and Recognition

Rewards are a key component of promoting and reinforcing positive behaviour across THPT schools. They have a motivational role in helping children and young people to realise that good behaviour is valued and recognised consistently.

An effective rewards system includes both informal and formal recognition, with an emphasis on frequent, purposeful praise which reinforces expectations and supports pupils to feel a sense of belonging and success.

Each school will implement a clear and consistent rewards system through its local behaviour protocols, ensuring that positive behaviour is explicitly taught, recognised and celebrated.

4.3 Consequences

Consequences are an essential part of an effective behaviour system and schools have a statutory power to impose them. They ensure that expectations are upheld and that all pupils understand the boundaries required to maintain a safe and purposeful learning environment.

Consequences will be applied consistently, fairly and proportionately, taking into account the individual circumstances of the pupil, while maintaining high expectations for all.

All behaviour has consequences. These are used to:

- support pupils to understand expectations and take responsibility for their actions
- protect the learning, safety and wellbeing of all members of the school community
- reinforce clear and consistent standards across the school

Consequences may include a range of responses, from classroom-level interventions to more serious approaches, depending on the nature and persistence of the behaviour. In cases of serious or persistent behaviour, this may include suspension or permanent exclusion, in line with this policy.

This includes breaches of expectations relating to the use of mobile phones and personal devices, which will be addressed in line with school systems and may include confiscation or further sanctions.

Each school will set out a clear, graduated consequences system within its behaviour protocols, ensuring that staff, pupils and parents understand how behaviour will be responded to.

4.4 Graduated Response Model

THPT schools operate a clear and consistent graduated response to behaviour. This ensures that all behaviour is addressed appropriately, proportionately and predictably, while maintaining high expectations for all pupils.

The response to behaviour will always take into account:

- the nature and seriousness of the behaviour
- the context in which it has occurred
- the individual needs of the pupil
- the impact on others and the wider school community

4.4.1 Universal Response (Everyday Practice)

Low-level or first-time behaviours are addressed through consistent classroom practice.

This includes:

- reminders of expectations
- redirection and support
- use of established routines
- positive reinforcement

The aim at this stage is to support pupils to meet expectations without escalation and minimise disruption to learning.

4.4.2 Targeted Response

Where behaviour is repeated or does not improve through universal strategies, more targeted support and consequences will be applied.

This may include:

- structured consequences
- behaviour support plans
- parental engagement
- additional pastoral support

At this stage, the focus remains on supporting the pupil to improve behaviour while maintaining clear and consistent expectations.

4.4.3 Serious or Persistent Behaviour

Where behaviour is more serious, or persists despite support and intervention, a more formal response will be required.

This may include:

- removal from lessons or activities
- internal reflection or alternative provision within the school
- increased supervision or restrictions

These responses are used to protect the learning environment and ensure the safety and wellbeing of all.

4.4.4 Severe Behaviour and Thresholds for Suspension

In cases of serious behaviour, or where there is a significant risk to safety, learning or the wellbeing of others, suspension may be used.

Suspension is used as part of a graduated response where appropriate, or as an immediate response in more serious cases. Suspension will only be used when an alternative consequence that would achieve the same outcome is not possible.

Permanent exclusion will only be used in exceptional circumstances, and in line with statutory guidance.

More information relating to Suspensions and Exclusion is provided in Section 5.

5. Suspension and Permanent Exclusion

Suspension and permanent exclusion are used proportionately and appropriately to uphold standards, protect the school community and maintain an environment in which all pupils can succeed. Permanent exclusion will always be used as a last resort.

THPT recognises that behaviour may be influenced by a range of individual factors, including SEND, safeguarding needs and wider context. Schools will take all reasonable steps to support pupils and avoid exclusion where appropriate.

Suspension and permanent exclusion form part of a graduated response to behaviour, as outlined in this policy. They are not used in isolation from support, intervention and inclusive practice.

All decisions relating to suspension and permanent exclusion will be made in line with current statutory guidance.

5.1 Principles

- Suspension and permanent exclusion will only be used where it is necessary, proportionate and lawful.
- Schools will take all reasonable steps to avoid exclusion, particularly for pupils who are vulnerable.
- Decisions will be made fairly, consistently and based on the balance of probabilities.
- The safety, welfare and education of all pupils will be central to decision-making.

5.2 Authority to Exclude

Only the Principal has the legal authority to suspend or permanently exclude a pupil. Where the Principal is absent, this authority may be exercised by the most senior member of staff in their absence.

5.3 Preventative and Supportive Approaches

THPT schools will take all reasonable steps to avoid suspension or permanent exclusion by implementing appropriate support and intervention. This may include:

- Identification of SEND and appropriate adjustments
- Engagement with parents/carers
- Use of restorative and relational approaches where appropriate
- Use of proportionate consequences and structured responses
- Pastoral and targeted support

- Behaviour support plans
- Risk assessments and safety planning
- Use of alternative provision where appropriate
- Multi-agency support where appropriate

Schools may, where appropriate, use an Off-Site Direction as part of a planned package of support and intervention. Any Off-Site Direction will be implemented in accordance with the Trust's Off-Site Direction Protocol (appendix 3) and current statutory guidance.

5.4 When Suspension May Be Used

Suspension may be used where behaviour:

- significantly disrupts learning
- is abusive, discriminatory or harmful
- poses a risk to the safety or wellbeing of others
- represents a serious breach of behaviour expectations
- persists despite appropriate support and intervention

This is not an exhaustive list and decisions will always be based on professional judgement in alignment with this policy and DfE guidance.

5.5 When Permanent Exclusion May Be Used

Permanent exclusion will be used only in exceptional circumstances. It may be considered where:

- there has been a serious breach of the behaviour policy, and
- allowing the pupil to remain in school would seriously harm the education or welfare of others

This may include serious or repeated unsafe behaviour, significant harm to others, or persistent disruption despite support.

5.6 Decision-Making and Investigation

Before making a decision to suspend or permanently exclude, the Principal will:

- carry out a thorough investigation
- consider all available evidence
- allow the pupil to present their account
- consider any contributing factors, including potential provocation
- take account of safeguarding, SEND and equality considerations

Decisions will be made on the balance of probabilities.

5.7 Safeguarding, SEND and Equality

Particular consideration will be given to pupils with SEND, disabilities, safeguarding needs and those with protected characteristics. Schools will take reasonable steps to ensure pupils are not disadvantaged and will consider whether behaviour is linked to a pupil’s needs.

5.8 Behaviour Outside School

Schools may respond to behaviour outside of school where this has a clear and significant impact on the safety, welfare or reputation of the school community.

5.9 During Suspension

During a suspension:

- schools will set work for pupils where appropriate
- parents/carers are responsible for the supervision of the pupil during the school day
- pupils must not be present on the school site without permission

5.10 Reintegration

Reintegration following suspension is an essential part of the suspension process. Schools will work with pupils and families to support a successful return, including reviewing expectations and support strategies.

5.11 Recording and Monitoring

All suspensions and permanent exclusions will be formally recorded and monitored at school and Trust level.

5.12 Governance and Appeals

The decision to permanently exclude is delegated from the THPT Trust Board to senior trust leaders. The decision as to whether to reinstate a permanently excluded student rests with the THPT Exclusion Panel, under THPT's Scheme of Delegation. The panel does not have the right to reinstate a student who has been suspended but can consider any representations made regarding a suspension, provide guidance to the school's Principal and attach any formal response/guidance to the student's record.

The Exclusion Panel consists of three people; all panels will include a combination of Partnership (Executive Leaders, Partnership Leaders, Phase Leaders) or School Leaders (Principals, Senior Leaders) and Local Board Members or Trustees. This ensures objectivity alongside professional knowledge and experience.

THPT will provide regular training for all members of Exclusion Panels but accepts that there will be exceptional circumstances when untrained members will be asked to join or clerk for the panel. Clerks will not be from the child's school but may be administrative staff members from a nearby school.

A parent/carer can make representation to the Exclusion Panel or consideration of any Suspension / Permanent Exclusion by emailing: exclusions@thpt.org.uk. Parents or carers have a legal right to request an Independent Review Panel (within the legal timeframe) to review the decision of an Exclusion Panel not to reinstate a permanently excluded pupil. Parents also have the right to make a claim of discrimination in relation to the exclusion to the first-tier tribunal (Special Educational Needs and Disability) or County Court.

6. Anti Bullying

6.1 Aims and Approach

Across THPT schools, our approach to bullying and child-on-child behaviour is underpinned by the Trust's values and behaviour framework.

Our aims are to ensure that all pupils experience a safe, inclusive and respectful environment, that bullying is not tolerated, and that incidents are addressed consistently, proportionately and effectively.

6.2 Culture and Prevention

THPT schools create cultures in which respectful relationships are explicitly taught, consistently reinforced and supported. Early identification and intervention are central to addressing bullying and preventing patterns of harmful behaviour from becoming established.

6.3 Reporting and 'Speaking Up Culture'

Bullying of any kind is unacceptable. All members of the school community are expected to be vigilant and proactive in reporting concerns. THPT schools promote a strong 'reporting and speaking up culture', ensuring that pupils, staff and parents/carers feel confident that concerns will be taken seriously and acted upon.

6.4 Definition of Bullying

Bullying is deliberately hurtful behaviour, which may be physical, verbal or indirect. It is typically repeated over time and often involves an imbalance of power, making it difficult for the victim to defend themselves. Bullying may occur between individuals or groups and may take place in person or online.

6.5 Forms of Bullying

Bullying may include physical behaviour (e.g. hitting, pushing, taking belongings), verbal behaviour (e.g. name-calling, discriminatory language), indirect behaviour (e.g. exclusion, spreading rumours) and online behaviour (cyberbullying).

6.6 Vulnerable Groups

Some pupils may be more vulnerable to bullying, including those with SEND or disabilities, looked after and previously looked after children, young carers, pupils from minority ethnic or faith groups, and pupils who are or are perceived to be LGBTQ+.

6.7 Specific Types of Bullying

Specific forms of bullying may include racist, homophobic, biphobic or transphobic bullying, faith-based bullying, sexist or sexual bullying, bullying related to disability or SEND, and cyberbullying. These behaviours are taken seriously and may also constitute safeguarding concerns.

6.8 Indicators of Bullying

Indicators may include changes in behaviour, emotional wellbeing or physical presentation, including withdrawal, anxiety, unexplained injuries, reluctance to attend school, or changes in engagement and attainment.

6.9 Reporting Systems

Clear systems must be in place to enable concerns to be reported easily. All members of the school

community share responsibility for reporting and addressing bullying.

Failure to report concerns may allow bullying to continue; therefore, all members of the community are expected to take responsibility for raising concerns.

6.10 Response to Bullying

All reports of bullying will be taken seriously and addressed promptly, with appropriate support provided **to** those affected.

6.11 Preventative Measures

Preventative measures include curriculum teaching, effective supervision, and opportunities for pupils to develop social understanding and empathy.

6.12 Intervention and Resolution

Where bullying occurs, schools will follow clear procedures to investigate and respond. A restorative approach may be used where appropriate, but this will not replace the application of consequences where required.

6.13 Consequences and Escalation

If behaviour persists or is serious, consequences will be applied in line with the behaviour framework. This may include removal from activities, internal arrangements, suspension or, in exceptional cases, permanent exclusion.

6.14 Support for Pupils

Pupils affected by bullying will be offered appropriate pastoral support and ongoing monitoring.

6.15 Monitoring of Bullying Incidents

All incidents and actions taken will be recorded and monitored. Schools and the Trust will review patterns, trends and stakeholder voice to ensure that bullying is addressed effectively and that practice continues to improve.

7. Safeguarding and Harmful Behaviour, including Child-on-Child

7.1 Safeguarding and Behaviour

Behaviour and safeguarding are closely linked. Some behaviours may indicate that a pupil is at risk of harm or may pose a risk to others. Where this is the case, responses will follow both this policy and the Trust Safeguarding and Child Protection Policy.

All staff must be aware that behaviour may be a manifestation of abuse, neglect or other safeguarding concerns and must respond in line with statutory safeguarding requirements.

7.2 Harmful Sexual Behaviour

Children's sexual behaviours exist on a continuum, from developmentally expected through to inappropriate, problematic, abusive and violent behaviours. Problematic, abusive and violent behaviours are developmentally inappropriate and may cause harm. Where identified, these behaviours will be recorded and monitored in line with school systems to ensure appropriate tracking and response.

Schools will consider harmful sexual behaviours within a safeguarding context, taking into account age, stage of development and any imbalance of power. Behaviours may occur online or offline, or across both contexts, and will be assessed carefully to determine the appropriate response.

Early identification and response to inappropriate behaviour is essential in preventing escalation into more serious behaviours.

Schools will teach pupils about healthy and appropriate relationships and behaviours through the curriculum, including PSHE.

7.3 Response to Sexual Violence and Harassment

Reports of sexual violence and sexual harassment are serious and complex and will be responded to promptly, appropriately and in line with safeguarding procedures. Schools will ensure that staff are trained and supported to respond calmly and effectively.

All responses will be managed on a case-by-case basis, led by a Designated Safeguarding Lead (DSL) and in line with the Trust Safeguarding and Child Protection Policy. Where appropriate, external agencies, including Children's Services and the police, will be involved.

7.4 Safeguarding Processes and Escalation

Where behaviour meets the threshold for a safeguarding concern:

- the Designated Safeguarding Lead (DSL) will be informed immediately
- appropriate records will be made in line with school systems
- a safeguarding response will be initiated, including referral to external agencies where required

This ensures that behaviour which presents risk is not managed solely through behaviour systems but through appropriate safeguarding processes.

Schools may implement temporary safeguarding arrangements, including alternative educational placements where necessary to safeguard pupils or others, in accordance with statutory guidance.

8. Use of Reasonable Force and Restrictive Interventions

THPT schools work in full compliance with current statutory guidance on restrictive interventions, including the use of reasonable force in schools.

- **Reasonable force:** Physical contact used by a member of staff to control or restrain a pupil. 'Reasonable' means using the minimum force necessary for the shortest period of time, based on the circumstances.
- **Restrictive interventions:** Any planned or reactive action that limits a pupil's movement, liberty or freedom to act independently. This may include the use of force, restraint, or other forms of restriction.
- **Restraint:** A form of restrictive intervention involving direct physical contact intended to prevent, restrict or subdue movement.

8.2 Legal Powers and Responsibilities

All members of school staff have a legal power to use reasonable force in certain circumstances. Staff who are likely to need to use reasonable force or restrictive interventions will be appropriately trained in prevention, de-escalation and safe application.

8.3 Principles for Use

The use of reasonable force and restrictive interventions must always be guided by the following principles:

Necessity: force should only be used where no suitable alternative is available.

Proportionality: the least restrictive intervention must be used for the shortest time necessary.

Welfare: the pupil's safety, needs, vulnerabilities and dignity must be central to decision-making.

Seclusion: THPT schools do not use seclusion as a disciplinary measure. Any situation where a child is prevented from leaving a room or area must be lawful, necessary, proportionate, time-limited and subject to immediate review and safeguarding oversight.

8.4 Prevention and De-escalation

Schools will prioritise prevention and de-escalation, using proactive strategies to reduce the likelihood of incidents requiring restrictive intervention.

Restrictive interventions must not be used as a substitute for appropriate behaviour support, or as a disciplinary response.

8.5 Recording and Reporting

Schools must record and report each significant incident involving the use of force or restrictive intervention. Records must be completed promptly and in line with statutory and Trust requirements.

8.6 Training and Oversight

All schools must ensure staff are trained in de-escalation strategies. Where restrictive interventions are anticipated, staff must receive enhanced training. The Trust benefits from internal PRICE Trainers who provide de-escalation and more bespoke packages of support on a half termly basis.

9. Searching, Screening and Confiscation

THPT schools will operate in accordance with current statutory guidance on searching, screening and confiscation.

9.1 Purpose

Searching plays an important role in maintaining safe environments for pupils and staff. It supports safeguarding, promotes welfare and helps maintain high standards of behaviour.

9.2 Legal Powers

The Principal, and staff authorised by them, have a statutory power to search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may be in possession of a prohibited item or an item identified in school rules/expectations.

9.3 Prohibited Items

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- e-cigarettes and vaping equipment
- any article that a member of staff reasonably suspects has been, or is likely to be used, to commit an offence, cause injury, or damage to property
- any item banned by school rules where searching is identified as a permitted response

Schools may identify mobile phones and similar devices as items that may be searched for where their use is prohibited within school rules.

9.4 Expectations for Practice

Searching will be carried out:

- lawfully and respectfully
- in line with safeguarding expectations
- with consideration for the dignity and needs of the pupil

Where appropriate, searches will be recorded in line with school procedures.

10. Roles and Responsibilities

10.1 Trustees

Trustees will ensure that the Respectful Relationships and Behaviour Policy reflects the ethos and values of THPT, is non-discriminatory, and that expectations are clear. The Board has delegated responsibility for reviewing the policy to the THPT Standards & Performance Committee, which will consider feedback on its effectiveness and report any concerns to the Trust Board.

10.2 Heads of Phase

Heads of Phase will monitor the implementation of the policy across schools and keep it under review. They will provide support and challenge to ensure high standards are maintained and will feed back recommended changes to the designated Trust Executive Leader, drawing upon Trust capacity where appropriate.

10.3 Principal

The Principal is responsible for the implementation of this policy within their school to ensure high standards of behaviour and conduct. They may delegate day-to-day management to the Senior Leadership Team (SLT) and other staff but remain accountable for ensuring that the policy is clearly communicated to pupils and parents/carers and applied consistently.

10.4 Staff

All staff, including teachers, support staff and volunteers, are responsible for implementing this policy consistently and fairly. Staff will:

- model the behaviours and expectations set out in this policy
- teach and reinforce positive behaviour through their practice and the curriculum

- apply consequences consistently and proportionately
- seek to understand behaviour as communication while maintaining clear expectations for conduct

Staff will receive appropriate training, including understanding behaviour, de-escalation and the application of the behaviour framework. They play a key role in maintaining a high-quality learning environment and in advising leaders on the effectiveness of the policy. Staff have statutory authority to impose consequences on behalf of the school.

10.5 Parents and Carers

Parents and carers are responsible for the behaviour of their child and are expected to work in partnership with the school to maintain high standards of behaviour. This includes supporting the school in implementing behaviour expectations and any agreed behaviour support plans. Parents/carers have the opportunity to raise concerns or queries regarding the operation of this policy. Appendix 2 provides a copy of the school's home-school agreement.

10.6 Pupils

Pupils are expected to take responsibility for their behaviour and to contribute to a safe and respectful environment. They will be supported to understand the expectations, procedures and consequences outlined in this policy. Pupils are also expected to report concerns, including incidents of disruption, bullying, harassment or unsafe behaviour.

11. Taking Account of Individual Student Needs

THPT school staff will consider the particular needs of more vulnerable children and young people, those with SEND (Special educational needs and/or disabilities) and/or different race, religion or culture.

The Trust recognises its legal duty under the Equality Act 2010 to ensure that children and young people with protected characteristics are not placed at a disadvantage.

Consequently, THPT's approach to behaviour may be differentiated to cater to the needs of the child.

All schools will:

- not discriminate against children and young people with protected characteristics in the application of this policy.
- support newly arrived children/young people in understanding and following the behaviour policy.
- make reasonable adjustments when required.
- plan proactively how the behaviour framework is applied to meet the needs of different groups of pupils, including those with SEND and other vulnerabilities.

12. Procedures and Protocols

The procedures and protocols arising from this policy will be developed by the Principal of each THPT school, in consultation with staff, which:

- reflect the context and needs of its pupils
- set out clear expectations, routines and systems
- define how rewards and consequences are applied in practice
- are communicated clearly to staff, pupils and parents/carers

These procedures will promote the school's curriculum for behaviour.

These procedures will be clearly defined, consistently and fairly applied, and will promote personal responsibility, ensuring that all members of the school community understand their role in maintaining high standards of behaviour.

A community version of these protocols is available within appendix 1.

12.1 Trust Expectations

All THPT schools will develop behaviour procedures that:

- align with the principles and framework set out in this policy
- reflect the Trust's expectations around consistency, fairness and inclusion
- provide clarity for staff, pupils and parents/carers on how behaviour will be taught, supported and responded to
- clearly define expectations regarding mobile phones and personal devices, including how a mobile phone-free environment is achieved in practice

12.3 Consistency and Review

School procedures will be regularly reviewed to ensure they remain effective, consistent and aligned with this policy and statutory guidance.

13. Monitoring, Recording and Quality Assurance

THPT schools will monitor the implementation of this policy and report regularly to Executive Leadership on its effectiveness.

13.1 Monitoring and Evaluation

Monitoring will include:

- evaluation of how consistently the policy is applied across schools
- analysis of behaviour trends and patterns
- review of the effectiveness of support and intervention strategies

13.2 Recording and Data

Schools will ensure that behaviour-related incidents are recorded accurately and consistently. This includes:

- behaviour incidents and responses
- bullying incidents and outcomes
- use of suspension and permanent exclusion
- use of reasonable force and restrictive interventions, where applicable

13.3 Trust Oversight

The Trust will monitor behaviour across schools through:

- regular review of data and reporting from schools
- analysis of patterns and trends across the Trust
- consideration of pupil, parent/carer and staff voice

This supports consistency, identifies areas for improvement, and ensures accountability at all levels.

13.4 Review and Continuous Improvement

This policy will be reviewed annually, or sooner where required, to ensure that it remains effective, reflects current guidance, and continues to support high standards of behaviour and inclusion across THPT schools.

Appendix 1: School Protocols

1. Statement of Intent

- *At Linden Bridge, we implement the THPT Respectful Relationships and Behaviour Policy by* **implementing the use of PRICE techniques across the school. This ensures that staff implement primary and secondary strategies to support the various needs of students across the school and use proactive techniques to support students' individual needs. We use PBSS plans and triggers and strategies documents to ensure that staff know the students needs, build strong relationships and create an environment that students feel safe and secure.**
- *Our approach to behaviour is rooted in* ***the Trust's values of Integrity, Resilience, Respect, Collaboration, Aspiration and Inclusion.***
- *We aim to create a learning environment which is…* **safe, structured, predictable, and inclusive, where pupils feel understood, valued, and supported to achieve their full potential academically, socially, and emotionally.**

2. Behaviour Curriculum and Expectations

- *We explicitly teach behaviour through…* **clear modelling, direct instruction, visual supports, social stories, coaching, and regular opportunities to practise and reflect on expected behaviours in a range of contexts. Alongside these strategies we ensure that relationships are established with key adults to support behaviour effectively.**
- *Our expectations for behaviour in lessons include…* **being ready to learn, following instructions, communicating respectfully, engaging with learning activities, using agreed self-regulation strategies, and seeking support appropriately when needed. Staff are expected to support learners across this process and recognise when students are not ready to learn and support them appropriately to aid regulation.**
- *Around the school, pupils are expected to be safe.*
- *These expectations are reinforced through…* **consistent adult responses, positive relationships, visual reminders, regular praise and recognition, restorative conversations, explicit teaching of social and emotional skills, and close collaboration with families and carers.**

3. Universal Practice (Everyday Behaviour Management)

- *All staff consistently…***Understand that all behaviour is a form of communication of an unmet need. Staff use kindness to ascertain the function of the behaviour and support the young people with a range of strategies to regulate their behaviour.**
- *Low-level disruption is addressed by…* **proactive support, clear reminders of expectations, visual prompts, redirection, flexible adjustments, regulation strategies, and restorative conversations with the appropriate means of communication**
- *Positive behaviour is reinforced through…***Praise and encouragement and the use of personalised rewards that met the needs of the learners. These may be immediate rewards or rewards that are built over time. Staff model the behaviour they want to be seen to support the student's range of learning needs.**

- *Staff use consistent routines such as…***clear morning routines to support the students regulate when they enter the classroom, zones of regulation to gain an understanding of how the child is feeling and the use of TEACCH to enable students to understand the routine of the day and the expectations for the lessons.**

4. Rewards and Recognition

- *We recognise positive behaviour through…* **specific and meaningful praise, celebration of effort and achievement, acknowledgement of personal progress, positive relationships with staff, and recognition of pupils who demonstrate the school's values and expectations.**
- *Rewards are used to…* **motivate, encourage and reinforce positive behaviour, build self-esteem and confidence, support the development of positive habits, and celebrate individual success in a way that is meaningful to each pupil.**
- *Examples of rewards include…* **verbal praise, certificates, dojo points, preferred activities, classroom rewards, phone calls home, celebration assemblies, special responsibilities, and personalised rewards linked to individual interests and targets**.
- *Recognition is shared with parents/carers through…* **class charts, phone calls, emails, certificates, ShowProgress, celebration events, and regular discussions about pupils' achievements, progress and positive contributions to school life.**

5. Consequences

- *When behaviour does not meet expectations, staff will…* **respond calmly and consistently, provide clear reminders of expectations, seek to understand the reason behind the behaviour, offer appropriate support and adjustments, and help pupils to regulate and re-engage with learning.**
- *Consequences are applied consistently and may include…* **verbal reminders, restorative conversations, reflection activities, repairing any harm caused, the use of natural consequences, increased support from staff, or adapted interventions in line with an individual positive behaviour support plan.**
- *Repeated disruption is addressed through…* **careful analysis of triggers and patterns, collaboration with parents/carers, review of individual support strategies, targeted interventions, pastoral support, and, where appropriate, involvement from wider professionals and the school's behaviour team.**
- *All consequences aim to support pupils to…* **understand the impact of their behaviour, develop self-awareness and self-regulation skills, repair relationships, make positive choices, and successfully participate in school life and learning.**

6. Graduated Response Pathway

Our graduated response includes the following stages…

- *At the universal level, staff will…***Support learners using the triggers and strategies document focusing on primary and secondary strategies to meet the needs of the learners. Understand that each child is an individual and that all behaviour is a form of communication and enable the learners to communicate their needs.**
- *Where behaviour persists, the school will…***engage with the school's behaviour team by completing a behaviour form. Complete ABC forms to look for functions of behaviour and any potential patterns that may allow staff to adapt the day to support the needs of the learner. Create a PBSS plan to offer a greater level of support for the learner and get more professionals and parents involved.**

7. Removal from Lessons and Internal Provision

- *Removal from lessons may be used when…***a student's behaviour is at a high level of risk, and students or staff may be hurt or injured. When the classroom is not the best environment for learning or regulation for a young person and a better environment has been established**
- *Pupils will be placed in…***a different environment across the school to support regulation. This may be internal or external spaces that support the learner to regulate and feel safe.**
- *Return to lessons will be supported through* ***ensuring that the child is fully regulated and is ready to return to the classroom environment. The use of restorative conversations if needed and any visuals or manipulatives that may support reintegration and regulation.***

8. Suspension and Permanent Exclusion

- *Suspension may be considered where… the above strategies have not been successful in keeping students and staff safe, despite reasonable adjustments. This will only every be a last resort and where we feel there is a benefit to the student, ie a learning opportunity as a natural consequence.*
- *The decision to suspend will involve… careful consideration of robust evidence and will be made by the Principal.*
- *Following suspension, the school will… support the student with a non judgemental reintegration, with further consideration for adaptations and adjustments to prevent recurrence.*
- *Permanent exclusion will be considered in line with… the THPT Suspensions and Exclusions Policy*

9. Behaviour Outside the Classroom

Expectations during social times include…

- Be safe.
- Be kind.
- Be respectful.
- Use calm words and actions.
- Respect personal space.
- Ask for help when we need it.
- Follow adult instructions.
- Look after our environment and equipment.

10. Bullying and Child-on-Child Behaviour

- *Bullying can be reported through…* speaking to a trusted member of staff, parent/carer, safeguarding lead, or by using the school's reporting and communication systems.
- *When bullying is identified, the school will…* listen carefully to everyone involved, investigate promptly, record concerns, support those affected, and take appropriate action to stop the bullying. Students will be supported with social stories, comic book conversations and this will be shared with parents where necessary

- *Support for pupils affected will include…* access to a trusted adult, emotional wellbeing support, regular check-ins, restorative conversations where appropriate, and adjustments to help them feel safe and included. Visuals and communication aids that support their level of need that be accessed when needed.
- *Repeated or serious incidents may result in…* increased supervision, parental involvement, implementation of a PBSS plan, an adjustment to students' timetables, fixed-term suspension, or other actions in line with the school's behaviour and anti-bullying policies.

11. Support for Pupils (Inclusion in Practice)

- *Pupils requiring additional support may…*
- *The school will provide:*

- Provides personalised learning tailored to individual needs.
- Uses adapted teaching methods so all students can access lessons.
- Employ specialist staff, including SEN teachers and teaching assistants.
- Creates a safe, supportive, and nurturing learning environment.
- Uses visual aids, communication tools, and assistive technology.
- Offers sensory spaces and calm areas for emotional regulation.
- Promote positive behaviour support and restorative approaches.
- Encourage independence and the development of life skills.
- Works closely with families and external professionals.
- Ensures all students can participate in school trips and enrichment activities

- *Adjustments may include:*

- Extra adult support (1:1 or small-group assistance).
- Adapted lessons to match individual learning needs.
- Visual timetables and visual learning aids.
- Extra time for tasks, tests, and exams.
- Sensory breaks and access to calm spaces.
- Assistive technology, such as laptops or AAC's.
- Simplified instructions and chunked tasks.
- Flexible seating arrangements and quiet work areas.
- Personalised behaviour and emotional-regulation support.

- *Support plans are reviewed…*Students PBSS plans are reviewed:
    - every term
    - after a significant incident
    - when behaviour changes

12. Recording, Monitoring and Communication

- *Behaviour incidents are recorded using…*the school's behaviour Microsoft forms. This will then be shared with the schools behaviour team who analyse forms weekly.

- *Parents/carers are informed when the child may have been injured or injured another child, when adaptations to their day need to made to keep them or others safe, when their PBSS plan needs updating.*

- *The school reviews behaviour data through…*weekly meetings and termly data analysis sessions

13. Staff Training and Development

- *Staff receive training on…*

  - PRICE training to support positive behaviour support
  - PBSS training on how to write inclusive and concise behaviour support plans
  - Trauma informed training to support students who have or may have experienced trauma

- *New staff are inducted through…a full day PRICE training on supporting distressed behaviour*

- *Ongoing professional development includes…*

  - *Regular PRICE training to support the everchanging needs within the school*
  - *Team meetings with PRICE team to support specific behaviour support*
  - *Staff meetings and briefings for ongoing training*

Appendix 2: Home School Agreement

Home-School Partnership Agreement (Special Phase)

Linden Bridge School

Linden Bridge School's aims and values focus on ensuring that every pupil is understood, supported, and empowered to achieve their potential within a safe, inclusive, and aspirational environment. As a specialist school for pupils with complex social communication needs, including autism, the school promotes both academic achievement and personal development.

Key Aims

- To provide a high-quality specialist education tailored to the individual needs of every pupil.
- To help pupils achieve their full potential academically, socially, and emotionally.
- To develop confidence, independence, resilience, and life skills that prepare young people for adulthood.
- To work collaboratively with families and professionals to support positive outcomes for pupils.
- To create an environment where pupils feel safe, valued, respected, and able to thrive.

Core Values

While embedded throughout the school's provision rather than expressed as a simple list, Linden Bridge's values can be summarised as:

- Respect for the individuality and uniqueness of every learner.
- Inclusion, ensuring all pupils can participate fully in school life.
- Aspiration, maintaining high expectations and encouraging pupils to achieve their best.
- Collaboration, working closely with families, staff, and external agencies.

Independence, helping young people develop the skills and confidence needed for their future lives

Bridge

Respect

Independence

Diversity

Growth

Enjoyment

Building Relationships

Regulating Emotions

Increasing Independence

Developing Communication skills

Growing and learning together

Engaging and Enjoying

As a school we will aim to:

- Make clear our aims, values, and behaviour expectations in line with the THPT Respectful Relationships and Behaviour Policy
- Act in line with our values and statutory frameworks at all times
- Support children and families to ensure high attendance for all
- Provide a safe and secure , calm and inclusive environment in which our children flourish and where bullying or discrimination is not tolerated
- Have an appropriate uniform policy which is practical and meets individual needs
- Follow statutory guidelines in relation to our pupils' learning and storage of data
- Provide high quality learning with access and challenge for all pupils
- Have clear lines of communication and welcome and encourage parents' involvement in the school
- Celebrate diversity and difference so that everyone feels valued
- Give pupils and parents regular feedback on learning
- Work in partnership with families to understand and respond to individual needs, ensuring our approach is always child-centred
- Act swiftly and appropriately within safeguarding guidance should any concerns arise
- Support parents to understand their child's learning journey and how they can appropriately support
- Support your child to become an active and involved member of our community and help them see how they have an impact on the world around them
- Promote a culture of safety, respect and communication, so that pupils feel supported to express their needs and concerns in a way that is appropriate for them

As parents and carers, we will aim to:

- Have a clear understanding of the school aims and values and support them
- Uphold the core values of the school in all interactions and communications, including the use of publicly available material or social media
- Ensure our child attends school regularly, punctually, and well rested, reporting absence in a timely way
- Support the school policies and guidelines to ensure bullying and discrimination are not tolerated
- Help our child to have the correct school uniform and equipment
- Carefully monitor our child's use of IT to ensure that they are kept safe at all times
- Communicate clearly with the school keeping them informed of any medical needs or changes in circumstances or details which may affect our child whilst at home or school
- Work in partnership with the school to address any concerns, ensuring a consistent and child-centred approach
- Follow school expectations regarding the use of mobile devices and personal technology on the school site
- Respect and follow safeguarding expectations and procedures to help keep all members of the community safe
- Support our child's learning journey in the best possible way and encourage them to be an active member of the community
- Support our child in developing independence, communication skills and positive behaviour, in line with their individual needs

As a pupil, I will aim to:

- Wear the right uniform or clothes for school
- Come to school every day ready for learning
- Support the school values
- Show 'ready to learn' behaviours and try to make positive choices
- Try my best and let an adult know if I need help
- Show respect to each other and our school
- Be kind and helpful to everyone
- Let an adult know when I am upset, worried, or need support
- Use technology safely and help to keep myself and others safe online
- Follow adult support and guidance to help me stay safe and learn well

By signing below, I confirm that I understand this home-school agreement and will act in accordance with it:

Stakeholder	Name	Signature	Date
Student			
School Representative			
Parent/Carer			

Appendix 3: Off Site Direction Protocol

1. Purpose

The Howard Partnership Trust is committed to supporting all pupils to succeed within their school wherever possible.

In some circumstances, a temporary placement at another setting may support a pupil to:

- improve behaviour and engagement;
- maintain access to education;
- reduce the risk of suspension or permanent exclusion;
- support safeguarding, welfare or educational needs; or
- facilitate assessment and intervention.

An Off-Site Direction may be used only where it is in the best interests of the pupil and in accordance with current statutory guidance.

2. Principles

Any Off-Site Direction must:

- be lawful, proportionate and time limited;
- be in the best interests of the pupil;
- have a clear intended outcome;
- not be used as a form of exclusion;
- not be used for the purpose of off-rolling;
- maintain access to suitable full-time education;
- be regularly reviewed;
- involve parents/carers throughout the process; and
- consider SEND, safeguarding and equality duties.

3. Circumstances Where an Off-Site Direction May Be Considered

An Off-Site Direction may be considered where:

- additional support is required to improve behaviour or engagement;
- a pupil is at significant risk of suspension or permanent exclusion;
- a temporary alternative placement would support assessment or intervention;
- safeguarding concerns require alternative arrangements;
- a pupil's needs cannot currently be met through existing school-based support alone.

The use of an Off-Site Direction will normally form part of a wider package of support and intervention.

4. Decision Making

The decision to direct a pupil off-site can only be made by the Principal.

Before making this decision, the Principal will consider:

- the pupil's individual circumstances;
- any SEND or disability-related needs;
- safeguarding considerations;
- previous support and intervention;
- the views of parents/carers;
- the likely impact on the pupil's education and wellbeing.

The rationale for the decision will be formally recorded. Whilst Multi Academy Trusts now have specific responsibilities relating to reviewing Off Site Direction provisions, THPT schools are expected to continue to share any Local Authority paperwork with the Local Authority; available here (if this link has expired, please contact Surrey's Inclusion Service or THPT's Strategic Lead for Inclusive Practice).

5. Parental Engagement

Parents/carers will be involved as early as possible.

The school will provide:

- the reason for the Off-Site Direction;
- details of the placement;
- the intended outcomes;
- the proposed duration;
- review arrangements; and
- contact details for key staff.

Parents/carers will normally receive at least two school days' notice before the placement begins unless exceptional circumstances apply.

6. Educational Provision

The school remains responsible for the pupil's education while an Off-Site Direction is in place.

Provision must:

- be appropriate to the pupil's age, aptitude and needs;
- support progress in learning;
- promote positive behaviour and engagement;
- safeguard the welfare of the pupil.

The school will maintain oversight of attendance, engagement and progress throughout the placement.

7. Review Arrangements

All Off-Site Directions must be reviewed regularly.

Reviews will consider:

- attendance and engagement;
- behaviour and wellbeing;
- progress towards intended outcomes;
- safeguarding and welfare considerations;
- next steps and planned reintegration.

The review process will include:

- the Principal (or delegated senior leader);
- parents/carers;
- the pupil, where appropriate;
- relevant professionals; and
- a representative nominated on behalf of the Trust Board.

8. End of Placement

An Off-Site Direction will not automatically lead to a managed move. At the conclusion of the Off-Site Direction, the school will determine whether:

- the pupil should return to their original provision;
- additional support is required;
- a managed move should be explored;
- an alternative placement is required through appropriate legal processes.

Any managed move must be considered separately and in accordance with relevant admissions and statutory requirements.

9. Recording and Monitoring

Schools will maintain records of:

- the reason for the Off-Site Direction;
- parental communication;
- review meetings;
- outcomes and progress;
- safeguarding considerations;
- reintegration arrangements.
-

The Trust will monitor Off-Site Directions through regular reporting and quality assurance processes.