Overley Hall School

Suspension, Exclusion and

Termination of Placement Policy

Approved by: Support & Scrutiny Board

Approval date: September 11.09.2026

Next review due: September 2027

Policy owner: Headteacher

Overall accountability: Proprietor / Support & Scrutiny Board

Contents

1. Introduction
2. Aims
3. Scope and principles
4. Legal and regulatory framework
5. Definitions
6. Overley Hall's non-exclusion approach
7. Prevention and early intervention
8. Immediate safety and protective measures
9. Time out, supervised separation and seclusion
10. Reintegration and return to learning
11. Meeting of Concern / Placement Support Review
12. Pupils with SEND, disabilities and EHC plans
13. Equality and reasonable adjustments
14. Looked-after and previously looked-after children
15. Notice to Quit / Termination of Placement
16. Exceptional circumstances and immediate safeguarding action
17. Decision-making process
18. Informing parents/carers and the learner
19. Local authority and multi-agency involvement
20. Transition to another placement
21. Admission and attendance registers
22. Off rolling and pupil movement
23. Managed moves and transfers
24. Roles and responsibilities
25. Governance, monitoring and assurance
26. Record keeping and data analysis
27. Complaints and review
28. Links with other policies
29. Policy review

1. Introduction

Overley Hall School recognises that the learners attending the school have complex special educational needs and/or disabilities and may, at times, present with behaviours that are challenging, distressed, disruptive or potentially dangerous to themselves or others.

The school is committed to providing a safe, nurturing, inclusive and therapeutic educational environment in which learners are supported to understand and regulate their behaviour and are enabled to participate in education as fully as possible.

Overley Hall has a strong **non-exclusion ethos**. The school will work proactively and collaboratively with learners, parents/carers, local authorities and other professionals to prevent the use of suspension, exclusion or termination of placement wherever reasonably possible.

The school recognises that behaviour is often a form of communication and may indicate unmet need, distress, sensory overload, communication difficulty, changes in circumstances, trauma, anxiety, mental health needs or other factors.

Where behaviour becomes increasingly difficult or unsafe, the school will seek to understand the underlying causes and review whether additional support, reasonable adjustments, changes to the environment, staffing, specialist advice or amendments to provision are required.

Where, despite appropriate and proportionate intervention, the school considers that it may no longer be able to safely meet a learner's needs, the school will work openly and constructively with parents/carers, the placing local authority and relevant professionals to identify the most appropriate way forward.

The welfare, safety, dignity, education and best interests of the learner remain central to all decisions.

2. Aims

Overley Hall School aims to:

- Keep learners safe, happy, valued and able to learn;
- Maintain a calm, predictable and supportive educational environment;
- Understand and respond to the underlying causes of behaviour;
- Prevent unnecessary suspension, exclusion and termination of placement;
- Use positive and preventative approaches before considering more restrictive or significant interventions;
- Ensure that behaviour management is proportionate and individualised;
- Make reasonable adjustments for disabled learners;
- Take account of learners' special educational needs and/or disabilities;
- Listen to and involve learners wherever possible, and their parents/carers;
- Work effectively with local authorities, social care, health services and other agencies;
- Ensure that learners with EHC plans receive the provision specified in their plans, subject to the responsibilities of the relevant local authority and other agencies;
- Avoid avoidable gaps in education;
- Support learners to remain in education, employment or training appropriate to their age, needs and circumstances;
- Ensure that decisions are consistent, transparent, evidence-based and properly recorded;
- Ensure that there is no unlawful discrimination or off rolling; and
- Learn from incidents, patterns and data to improve provision.

3. Scope and principles

This policy applies to all learners attending Overley Hall School.

The policy should be read alongside the school's Behaviour Policy, Positive Support Policy, Child Protection and Safeguarding Policy, SEND Policy and other relevant policies.

The following principles apply:

1. Prevention is preferable to reaction.
2. Behaviour should be understood in the context of the individual learner.
3. Safety is paramount, but safety must be balanced with dignity, rights and wellbeing.
4. Restrictive interventions should be avoided wherever possible and used only, when necessary, lawful and proportionate.
5. Disability or SEND is not a reason for suspension, exclusion or termination of placement.
6. Reasonable adjustments must be considered where a learner is disabled.
7. The learner's views, wishes and feelings should be sought and considered in an age- and developmentally appropriate way.
8. Parents/carers should be involved at the earliest appropriate stage.
9. Where an EHC plan is in place, the school and local authority should consider whether an early review is required if the placement is becoming difficult to sustain.
10. Termination of a placement will be an exceptional last resort and will not be used to avoid meeting a learner's needs.
11. The school will not use informal exclusion, part-time timetables or other arrangements to remove learners from education without a lawful and properly recorded basis**.**

4. Legal and regulatory framework

Overley Hall School is an independent school. The statutory suspension and permanent exclusion framework applicable to maintained schools, academies and pupil referral units does **not** form the school's statutory exclusion procedure.

This policy is based on the school's responsibilities under the following legislation, standards and guidance:

- Education (Independent School Standards) Regulations 2014, as amended;
- Education and Skills Act 2008;
- Equality Act 2010;
- Children and Families Act 2014;
- SEND Code of Practice: 0 to 25 years;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Working Together to Improve School Attendance;
- Keeping Children Safe in Education 2026;
- Working Together to Safeguard Children 2026;
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025;
- Department for Education guidance, Restrictive interventions, including use of reasonable force, in schools, effective from April 2026;
- Human Rights Act 1998, where applicable;
- The school's contractual arrangements and terms and conditions;
- Relevant EHC plans, placement agreements and commissioning arrangements; and

The school will also have regard to relevant Department for Education and Ofsted guidance concerning behaviour, attendance, safeguarding, SEND, restrictive interventions and pupil movement.

The DfE statutory guidance on suspension and permanent exclusion from maintained schools, academies and pupil referral units is not the statutory procedural framework for Overley Hall School. The school may have regard to relevant principles where useful, but this policy is specifically designed for an independent school.

5. Definitions

Learner

The term "learner" is used throughout this policy and means any child or young person registered at Overley Hall School.

Parent/carer

"Parent/carer" means a person who has parental responsibility or care of the learner, as applicable. Where a local authority provides accommodation for a learner, the local authority may also have responsibilities relevant to the learner's welfare and education.

Suspension

For the purposes of this policy, suspension means a temporary period during which a learner is required not to attend school.

Overley Hall's normal approach is not to use suspension as a disciplinary response. Any decision requiring a learner not to attend school must have a clear lawful, safeguarding or contractual basis, be recorded accurately and be communicated to the relevant parties.

Permanent exclusion

Permanent exclusion is the permanent removal of a learner from a school through an exclusion process.

Overley Hall does not normally use permanent exclusion as a disciplinary sanction. Where the school considers that the placement cannot safely continue, the school will normally use the contractual **Termination of Placement** process described in this policy, subject to the learner's individual circumstances and any applicable statutory arrangements.

Termination of Placement

‘Termination of placement’ is Overley Hall's term for formal notice that the learner's contractual placement at the school is proposed to end.

A *Termination of Placement* is not a substitute for a suspension or exclusion and will not be used to circumvent legal, safeguarding, attendance, SEND or equality duties.

The school's standard contractual notice period is nine weeks where this is provided for in the applicable terms and conditions or placement agreement.

Managed move

A managed move is a consensual move to another educational setting. It must not be used as a disguised exclusion or as a means of placing pressure on parents/carers to remove a learner.

Reasonable adjustment

A reasonable adjustment is a change to a provision, criterion, practice, policy, environment or support arrangement that the school is required to consider to prevent a disabled learner being placed at a substantial disadvantage.

Restrictive intervention

A restrictive intervention is an intervention intended to prevent, restrict or subdue a learner's movement.

Restraint

For the purposes of the applicable regulations, restraint or immobilisation includes restricting a learner's movement other than as a disciplinary penalty.

Seclusion

Seclusion occurs where a learner is detained alone in a place apart from other people, other than staff supervising them, and is prevented from leaving by physical obstruction, securing the space or causing the learner to believe they will be punished if they leave.

Seclusion is a non-disciplinary safety intervention and must never be used as punishment.

6. Overley Hall's non-exclusion approach

Overley Hall is committed to maintaining a culture in which suspension and exclusion are avoided wherever reasonably possible.

The school recognises that learners with complex needs may display behaviour that would be considered highly challenging in other settings.

The school will therefore consider:

- The learner's communication needs;
- Sensory needs;
- Developmental level;
- Cognitive understanding;
- Emotional and mental health;
- Trauma and adverse experiences;
- Medical needs;
- Physical environment;
- Changes in routine;
- Transitions;
- Relationships with staff;
- Staffing levels;
- Curriculum demands;
- Social and communication demands;
- Triggers and antecedents;
- Previous interventions;
- The effectiveness of the learner's Positive Support Plan;
- Reasonable adjustments;
- The provision specified in an EHC plan;
- Advice from specialist professionals; and

- The views of the learner and their family.

The fact that a learner's behaviour is difficult for the school to manage will not, by itself, be treated as evidence that the learner should leave the school.

7. Prevention and early intervention

Where concerns arise about a learner's behaviour, staff should consider whether there are identifiable causes or triggers.

The school will seek to:

- Identify patterns and antecedents;
- Review the learner's Positive Support Plan;
- Review risk assessments;
- Review environmental factors;
- Consider communication and sensory needs;
- Make reasonable adjustments where required;
- Increase or amend support where appropriate;
- Consider additional staffing;
- Seek specialist advice;
- Involve parents/carers;
- Involve the placing local authority;
- Involve social care and health professionals where appropriate;
- Consider whether an EHC plan requires review;
- Consider whether safeguarding concerns are present; and
- Monitor whether interventions are working.

For learners with autism or other sensory/communication needs, particular consideration may be given to:

- Those present;
- Volume;
- Lighting;

- Familiarity;
- Safety;
- Access;
- Transition;
- Stimulation;
- Activity;
- Seating;
- Staffing support levels;
- Health;
- Availability of resources;
- Predictability;
- Language and communication;
- Social expectations;
- Changes;
- Sensory needs and intolerances; and
- Trusted relationships with staff;
- Expectations;
- Tools to be able to express;
- Environment.

8. Immediate safety and protective measures

There may be occasions when immediate action is necessary because a learner presents a serious and immediate risk of harm to themselves or others.

In such circumstances, staff will:

- Follow the learner's Positive Support Plan and risk assessment where practicable;
- Use de-escalation strategies;
- Seek assistance from appropriately trained staff;
- Take proportionate protective action;
- Contact emergency services where necessary;

- Obtain medical assistance where required;
- Notify the Designated Safeguarding Lead where safeguarding concerns arise;
- Inform parents/carers as soon as practicable, subject to safeguarding considerations;
- Notify the placing local authority where appropriate; and
- Record the incident and actions taken.

The school will not use immediate safety measures as a means of circumventing this policy.

Where a learner is temporarily educated separately from peers because of an immediate risk, the school will continue to consider how education can be provided safely and appropriately.

9. Time out, supervised separation and seclusion

"Time out" may be used as a short-term positive support strategy to allow a learner to regulate, recover from distress or reduce stimulation.

Time out must not automatically be regarded as a sanction or exclusion.

Staff should distinguish between:

Supported regulation

The learner chooses or is supported to move to an agreed calm or low-stimulation space and remains free to leave.

Internal relocation

The learner is moved to another supervised area to reduce risk or disruption while remaining within the school's educational provision.

Supervised separation

The learner is temporarily educated separately from peers where this is necessary and proportionate to maintain safety or enable learning.

Seclusion

Where a learner is prevented from leaving a space, this may constitute seclusion and must be managed in accordance with the school's restrictive-intervention procedures and the applicable statutory requirements.

Seclusion must:

- **be used only as a safety measure**;
- **never** be used as punishment;
- be used only where necessary to **protect against serious harm**;
- be **always supervised**;
- take place in a **safe environment**;
- last no longer than necessary; and
- be recorded in accordance with the school's restrictive-intervention procedures.

Any seclusion or restraint incident must be recorded as soon as practicable.

Parents/carers will be informed as soon as practicable in accordance with the applicable requirements, subject to safeguarding exceptions.

10. Reintegration and return to learning

Following an incident, period of separation or other significant behaviour concern, the school will seek to return the learner to normal education as soon as it is safe and appropriate to do so.

Reintegration may include:

- a planned return;
- a familiar member of staff supporting the learner;
- reduced sensory or social demands;
- changes to the environment;
- a revised timetable for a short period where this is genuinely necessary and agreed appropriately;
- restorative work;
- review of the Positive Support Plan;
- review of the risk assessment;
- additional support;
- consultation with parents/carers; and
- involvement of external professionals.

Any temporary adjustment to a learner's timetable must not be used as an informal exclusion or to avoid recording absence accurately.

11. Meeting of Concern / Placement Support Review

Where behaviour continues or escalates despite appropriate intervention, the Headteacher may convene a **Meeting of Concern / Placement Support Review**.

The meeting should normally include, as appropriate:

- The learner;
- Parent/carer;
- Headteacher or delegated senior leader;
- SENCO;
- Relevant education and care staff;
- Placing local authority;
- EHC/SEND representative;
- Social worker;
- Virtual School representative where appropriate;
- Health professionals;

- Clinical psychologist;
- Speech and Language Therapist;
- Occupational Therapist;
- Clinical Psychologist;
- Other relevant professionals.

The meeting will consider:

- The learner's needs;
- What has happened; Chronology;
- Triggers and patterns;
- Risk to the learner and others;
- Interventions already attempted;
- Reasonable adjustments;
- The Positive Support Plan;
- Risk assessments;
- Staffing;
- Environmental changes;
- Specialist advice;
- EHC plan provision;
- Safeguarding concerns;
- Mental health;
- Whether additional funding or resources are required;
- Whether an early EHC review is required;
- Whether the placement remains appropriate; and
- What further actions should be taken.

The meeting will produce an action plan identifying:

- Actions;
- Responsible persons;
- Timescales;
- Review dates; and
- The evidence that will be used to determine whether the plan is effective.

The learner's views, wishes and feelings should be sought and recorded.

12. Pupils with SEND, disabilities and EHC plans

Overley Hall recognises its legal responsibilities under the Equality Act 2010 and the SEND framework.

A learner will not be suspended, excluded or required to leave simply because:

- They have SEND;
- They have a disability;
- They have an EHC plan;
- Their behaviour is related to their disability;
- The school finds their needs challenging; or
- The school believes that it cannot meet their needs without first considering appropriate support and reasonable adjustments.

This does not prevent the school from taking proportionate action where serious behaviour creates a genuine risk to the safety or welfare of the learner or others.

Where a learner has an EHC plan and the school considers that the placement may no longer be meeting their needs, the school will:

- Contact the parent/carer;
- Contact the responsible local authority;
- Provide evidence about the learner's needs and progress;
- Identify what provision has been tried;
- Identify what reasonable adjustments have been made;
- Identify any provision that may be required but is not currently available;
- Consider requesting an early review of the EHC plan;
- Contribute fully to any review;
- Consider whether changes to the provision or placement are required; and
- Support transition planning where a change of placement is agreed.

The school will not assume that termination of the placement is the only or preferred solution.

Where the school is named in an EHC plan or is otherwise subject to specific statutory arrangements concerning the learner's placement, those arrangements will be considered, and this policy will not be interpreted as overriding them.

13. Equality and reasonable adjustments

The school will comply with the Equality Act 2010.

Before making a decision that could disadvantage a disabled learner, the school will consider:

- Whether the behaviour may be connected to the learner's disability;
- Whether the learner has been provided with appropriate support;
- Whether reasonable adjustments have been made;
- Whether the school's expectations or sanctions place the learner at a particular disadvantage;
- Whether further reasonable adjustments could reduce the risk;
- Whether the proposed response is proportionate;
- The impact on other learners and staff; and
- Whether the proposed response is necessary to achieve a legitimate aim.

The school will monitor suspension, exclusion, restrictive intervention and termination data by relevant protected characteristics and SEND characteristics to identify possible patterns or disproportionality.

Where a pattern is identified, the school will investigate and act where appropriate.

14. Looked-after and previously looked-after children

Where a learner is looked after, the school will involve relevant professionals at the earliest appropriate stage.

This may include:

- The child's social worker;
- The Virtual School;
- The placing local authority;
- The Independent Reviewing Officer where appropriate;
- The SEND/EHC professional;
- Relevant health professionals.

The school will consider the learner's care plan, education plan, placement stability and wider circumstances when responding to significant behaviour.

The school will not use a ‘Termination of Placement’ to avoid or delay a local authority's responsibilities towards a looked-after child.

Where a learner is previously looked after, the school will take account of relevant information and support needs.

15. Termination of Placement

Overley Hall School’s preferred approach is always to maintain a learner's placement where this can be achieved safely and appropriately.

However, there may be exceptional circumstances in which the school concludes that continuing the placement is no longer reasonably sustainable.

A ‘Termination of Placement’ may only be considered where:

- The learner's behaviour presents a persistent and serious risk to the safety or welfare of themselves or others; or
- The school has reasonable evidence that, despite appropriate and proportionate support, adjustments, intervention and multi-agency work, the

learner's needs cannot safely and appropriately be met within the school's available provision; and

- All reasonably practicable alternatives have been explored; and
- Reasonable adjustments have been considered and implemented where appropriate; and
- Relevant SEND/EHC considerations have been addressed; and
- The decision is consistent with the school's contractual arrangements; and
- The decision is in the learner's best interests and is not primarily being taken for the convenience or interests of the school.

A learner's disability, diagnosis, SEND status or EHC plan will not, by itself, be grounds for termination.

Standard notice period

Where provided for in the applicable contractual arrangements, the standard notice period will be **nine weeks**.

The nine-week period is a contractual notice period and is not a statutory exclusion period.

The school will not use the notice period to require a learner to remain away from education unless there is a lawful, safeguarding or contractual basis for doing so.

During the notice period, Overley Hall will continue to provide appropriate education and support to the extent that this can safely and reasonably be achieved.

Contractual Notice Period

The standard notice period applied by Overley Hall School is **nine weeks**.

However, where a placement agreement, commissioning agreement, framework contract, service contract, or any other legally binding agreement with the responsible or placing local authority specifies an alternative notice period, the school will comply with the notice requirements set out in that agreement.

For example, where the relevant agreement requires **six weeks' notice**, the school will provide six weeks' notice rather than the standard nine weeks.

Before issuing a **Termination of Placement**, or any equivalent notice ending a placement, the school will review the relevant contractual documentation to ensure compliance with the agreed notice period and any associated contractual requirements. Where more than one agreement applies, the school will follow the notice provisions set out in the agreement governing the placement.

The school will ensure that any decision to end a placement is made in accordance with its safeguarding responsibilities, the requirements of the **Children and Families Act 2014**, any relevant statutory guidance, and its contractual obligations to the placing authority. All learners attending school have an **Education, Health and Care (EHC) Plan**, therefore the school will always work collaboratively with the responsible local authority and other relevant professionals to consider the impact of the proposed termination and support appropriate transition and continuity arrangements.

16. Exceptional circumstances and immediate safeguarding action

The school recognises that there may be exceptional circumstances where immediate safeguarding action is necessary.

Examples may include:

- Sustained serious injury to learners or staff;
- An immediate and serious risk of significant harm;
- Serious and persistent violence;
- Circumstances presenting an immediate and serious safeguarding risk; or
- Serious risk of self-harm or other life-threatening behaviour.

In such circumstances, the school may need to implement immediate protective measures while the longer-term placement arrangements are considered.

Any decision to shorten the contractual notice period will only be made where this is permitted by the applicable contractual arrangements or agreed by the relevant parties.

Immediate safeguarding measures are separate from the contractual termination process.

The school will contact relevant agencies, including emergency services where necessary, where the risk cannot safely be managed within school.

17. Decision-making process

Before a termination of placement is issued, the Headteacher, Managing Director, and Proprietor should be satisfied that the following questions have been considered:

A. What is the risk?

- What has happened?
- Who is at risk?
- How serious is the risk?
- Is the risk immediate or persistent?
- Is there evidence of escalating risk?

B. What is driving the behaviour?

- Have triggers been identified?
- Have communication needs been considered?
- Have sensory needs been considered?
- Have health and mental health factors been considered?
- Have trauma and safeguarding factors been considered?

C. What support has been provided?

- Has the Positive Support Plan been implemented?

- Have risk assessments been reviewed?
- Have reasonable adjustments been considered?
- Has staffing been reviewed?
- Has specialist advice been sought?
- Have parents/carers been involved?

D. What SEND/EHC considerations apply?

- Does the learner have an EHC plan?
- Is the provision being delivered?
- Is the current provision sufficient?
- Should an early review be requested?
- Does the local authority need to consider the placement?

E. Have alternatives been explored?

- Additional staffing?
- Environmental changes?
- Curriculum changes?
- Communication support?
- Sensory adaptations?
- Specialist advice?
- Multi-agency support?
- Additional therapeutic support?
- Alternative internal arrangements?

F. Is termination proportionate?

- Is continuing the placement genuinely unsafe or unsuitable?
- Could the risk reasonably be managed?
- Is termination in the learner's best interests?
- Is the decision free from unlawful discrimination?
- Is the decision consistent with the contract?
- Is there a clear plan for continuity of education?

The Headteacher will record the rationale for the decision.

18. Informing parents/carers and the learner

Where the learner is at risk of a Termination of Placement, the Headteacher will inform the parent/carer at the earliest appropriate stage.

The school will seek to ensure that parents/carers understand:

- The concerns;
- The evidence;
- The risks;
- The support already provided;
- Proposed further actions;
- The potential implications for the placement;
- The contractual notice arrangements; and
- How they can raise concerns or make a complaint.

The learner will be informed and supported to understand the situation in a manner appropriate to their cognitive ability, development, communication needs and understanding.

The school will seek and record the learner's views, wishes and feelings.

19. Local authority and multi-agency involvement

The school will work openly with the relevant local authority.

Where a placement is at risk of ending, the school will notify the responsible local authority as soon as reasonably practicable and will share relevant evidence.

The school will work with the local authority to:

- Consider whether the learner's EHC plan should be reviewed;
- Identify alternative provision where appropriate;
- Plan transition;
- Prevent an avoidable gap in education;

- Address safeguarding and care arrangements;
- Consider transport;
- Consider health provision;
- Where appropriate and needed to consider social care arrangements; and
- Ensure that the learner's needs remain central to planning.

The school will not assume that responsibility for identifying the next placement rests solely with the local authority or solely with the school. Responsibilities will be determined according to the learner's circumstances, statutory arrangements and contractual/commissioning arrangements.

20. Transition to another placement

Where a move to another setting is agreed or becomes necessary, Overley Hall will support a planned and sensitive transition.

Where appropriate, transition planning will include:

- Learner visits;
- Staff-to-staff communication;
- Sharing relevant records;
- Sharing Positive Support Plans and risk assessments;
- Sharing communication strategies;
- Sharing sensory information;
- Sharing safeguarding information appropriately;
- Transition meetings;
- Phased introductions;
- Transport arrangements;
- Medication and health information;
- Social care arrangements where appropriate;
- Residential arrangements where applicable; and
- Clear arrangements for the final day at Overley Hall.

The learner's emotional wellbeing and sense of security will be considered throughout the process.

21. Admission and attendance registers

Overley Hall will maintain its admission and attendance registers in accordance with the School Admission and Attendance (Pupil Registration) (England) Regulations 2024 and Policy.

A learner's name will only be removed from the admission register when one of the statutory grounds for deletion is met and all associated requirements have been fulfilled.

The school will not retrospectively remove a learner from the register to conceal absence or avoid the proper recording of a placement breakdown.

Where a learner is absent because of behaviour, safeguarding concerns, placement difficulties or any other reason, the absence will be recorded accurately using the appropriate attendance arrangements.

22. Off-rolling and pupil movement

Overley Hall School recognises that off rolling is unacceptable.

The school will not:

- remove a learner from the roll without a proper basis;
- pressure parents/carers to withdraw their learner;
- ask parents/carers to home educate simply because the learner's behaviour is challenging;
- prevent a learner from attending school normally without an appropriate basis;
- use an inappropriate part-time timetable to manage behaviour;

- require a learner to remain at home without properly recording the arrangement;
- encourage a learner to leave post-16 education because of behaviour; or
- use a managed move to circumvent the school's responsibilities.

Where a learner leaves the school in accordance with the school's contractual arrangements and the published policy, the school will record the destination and the reason for leaving accurately.

The school will maintain evidence demonstrating that decisions concerning pupil movement are made in the learner's interests and not primarily in the interests of the school.

23. Managed moves and transfers

A managed move or transfer to another educational setting will only take place where it is genuinely appropriate and agreed by the relevant parties.

The school will not present a managed move as a mandatory alternative to exclusion.

Where a managed move is considered, the school will seek:

- parental/carer agreement;
- learner involvement;
- agreement of the receiving setting;
- local authority involvement where appropriate;
- a clear transition plan; and
- confirmation of education arrangements.

Transfers between rooms, classes or areas of the school will not be treated as managed moves.

24. Roles and responsibilities

Headteacher

The Headteacher will:

- implement this policy;
- ensure that staff understand the policy;
- ensure that behaviour and safeguarding concerns are addressed promptly;
- ensure that reasonable adjustments are considered;
- ensure that SEND/EHC considerations are addressed;
- make or authorise decisions under this policy;
- ensure parents/carers and relevant agencies are informed;
- ensure accurate records are maintained;
- ensure that restrictive interventions are properly recorded and reported;
- issue a Termination of Placement only as an exceptional last resort and in accordance with contractual arrangements;
- report relevant matters to the Support & Scrutiny Board; and
- ensure that the policy is implemented consistently.

SENCO

The SENCO will:

- advise on SEND and reasonable adjustments;
- review SEN provision;
- contribute to Positive Support Plans and risk assessments;
- support EHC review processes;
- liaise with the local authority where appropriate; and
- ensure the learner's special educational needs are considered.

DSL

The Designated Safeguarding Lead will:

- consider safeguarding implications;

- ensure safeguarding concerns are referred appropriately;
- advise on whether a learner's behaviour may be linked to safeguarding concerns;
- ensure safeguarding records are maintained; and
- ensure KCSIE procedures are followed.

Registered Manager

Where applicable, the Registered Manager will:

- contribute to risk assessment;
- ensure care and education arrangements are coordinated;
- support learners in crisis;
- contribute to transition planning; and
- ensure residential safeguarding considerations are addressed.

Staff

All staff will:

- follow the Behaviour Policy and Positive Support Plans;
- use preventative and de-escalation strategies;
- understand individual learner needs;
- make reasonable adjustments as appropriate;
- record significant incidents accurately;
- report concerns promptly; and
- seek assistance when risk escalates.

Support & Scrutiny Board

The Support & Scrutiny Board will:

- Monitor the school's use of suspension, exclusion and termination of placement;
- Challenge patterns and trends;
- Review anonymised or appropriate case information;

- Consider equality and disproportionality;
- Review attendance and pupil movement data;
- Scrutinise use of restrictive interventions;
- Ensure that the policy is implemented consistently;
- Ensure that leaders have appropriate knowledge and skills; and
- Satisfy itself that the school is meeting its regulatory responsibilities.

25. Governance, monitoring and assurance

The Headteacher will report to the Support & Scrutiny Board at least termly on:

- Termination of Placements;
- Suspension or exclusion, if any;
- Significant behaviour incidents;
- Use of internal separation;
- Seclusion;
- Restraint;
- Managed moves;
- Transfers;
- Attendance;
- Learners taken off roll;
- Learners at risk of becoming NEET;
- Complaints;
- Safeguarding concerns connected to behaviour; and
- Equality data.

The Support & Scrutiny Board will challenge and evaluate:

- The Behaviour Policy is being implemented consistently, whether;
- Interventions are effective;
- Whether reasonable adjustments are being made;
- EHC plans are being appropriately considered;
- Learners and parents/carers are being involved;
- There are patterns by protected characteristic or SEND status;
- Decisions are genuinely being made in learners' interests;

- The school is avoiding off-rolling;
- Education is being interrupted unnecessarily; and
- Lessons are being learned from incidents.

26. Record keeping and data analysis

The school will maintain appropriate records of:

- Behaviour incidents;
- Sanctions for serious misbehaviour;
- Natural consequences for serious misbehaviour;
- Suspension/exclusion, if any;
- Termination of Placement decisions;
- Managed moves;
- Transfers;
- Internal separation;
- Seclusion;
- Restraint;
- Attendance;
- Learner movement;
- Complaints;
- Safeguarding concerns; and
- Interventions and support provided.

Data will be analysed at least termly.

Where appropriate, analysis will consider:

- class;
- learners views captured using appropriate tools or observable indicators
- age;
- sex;
- disability;

- SEND status;
- EHC plan status;
- ethnicity;
- other protected characteristics;
- looked-after status;
- time of day;
- day of week;
- term;
- length of placement;
- type of behaviour;
- type of intervention;
- staff involved;
- location;
- frequency;
- duration; and
- outcome.

Where patterns or disparities are identified, the school will investigate the reasons and take appropriate action.

The purpose of data analysis is improvement, not simply compliance.

27. Complaints and review

Parents/carers who disagree with a decision under this policy should first raise their concerns with the Headteacher.

Where a Termination of Placement has been issued, the parent/carer may request an internal review of the decision within **10 working days** of receiving the notice.

The review should, wherever reasonably possible, be conducted by a senior person who was not the original decision-maker.

The review will consider whether:

- The policy was followed;
- The decision was supported by evidence;
- Reasonable adjustments were considered;
- SEND/EHC matters were considered;
- The learner's views were considered;
- Relevant professionals were involved;
- Alternatives were explored; and
- The decision was proportionate.

The outcome of the internal review will be provided in writing.

The school's formal Complaints Policy remains available to parents/carers.

Nothing in this policy prevents a parent/carer from exercising any statutory right or remedy available to them.

28 Post Admission - Initial Placement Period

The first 12 weeks following admission will be regarded as an initial settling and assessment period, during which Overley Hall School will work with the learner, family and relevant professionals to ensure that the placement is meeting the learner's needs. If, during this period, it becomes evident that the school is unable to meet the learner's needs safely and appropriately, despite reasonable adjustments and appropriate support being considered and implemented, the school may consider termination of the placement in accordance with the applicable contractual arrangements and this policy.

29. Links with other policies

This policy should be read alongside:

- Behaviour Policy;
- Positive Support Policy;
- Restrictive Interventions / Use of Reasonable Force Policy;
- Child Protection and Safeguarding Policy;

- SEND Policy and Information Report;
- Attendance Policy;
- Risk Assessment Policy;
- Health and Safety Policy;
- Counter Bullying Policy;
- Complaints Policy;
- Equality Policy;
- EHC Plan procedures;
- Care Policy;
- Residential Policy, where applicable;
- Missing Child Policy, where applicable; and
- Admissions and Terms and Conditions / Placement Agreement.

30. Policy review

This policy will be reviewed annually by the Headteacher and relevant senior leaders.

The policy will also be reviewed earlier if there are:

- Changes to legislation;
- Changes to the Independent School Standards;
- Changes to DfE guidance;
- Changes to Ofsted inspection arrangements;
- Changes to restrictive intervention requirements;
- Significant incidents;
- Emerging patterns in data; or
- Recommendations arising from inspection, complaints or governance review.

The Support & Scrutiny Board will approve the policy following each formal review.

Appendix 1 – Decision-making flow

Concern about behaviour

1. Is there an immediate risk of serious harm?

- Yes → take immediate proportionate safeguarding action → record → notify relevant people → review.
- No → proceed to assessment and support.

2. Understand the behaviour

- Identify triggers.
- Review communication.
- Review sensory/environmental factors.
- Review health and mental health.
- Review safeguarding.
- Seek learner's views.

3. Review support

- Positive Support Plan.
- Risk assessment.
- Reasonable adjustments.
- Staffing.
- Curriculum/environment.
- Specialist advice.

4. Multi-agency support

- Parent/carer.
- SENCO.
- Local authority.
- Social care.
- Health.
- Other relevant professionals.

5. Meeting of Concern / Placement Support Review

- Agree actions.
- Identify responsibilities.
- Set timescale.
- Review impact.

6. If risk remains serious

Consider whether:

- further reasonable adjustments are possible;
- additional resources could reduce risk;
- an early EHC review is required;
- alternative provision within the school is possible;
- additional specialist support is available.

7. Exceptional last resort

If the school concludes that the placement cannot safely or appropriately continue:

- Headteacher and Proprietor consider the evidence.
- Contractual arrangements are checked.
- Equality/SEND/EHC considerations are documented.
- Parent/carer and learner are informed.
- Local authority and relevant agencies are involved.
- Termination of Placement is issued where appropriate.
- Transition plan is agreed.
- Education is maintained wherever reasonably possible.
- Board oversight is provided.

Appendix 2 – Minimum information to consider before termination of placement

The following evidence should normally be available before a Termination of Placement is issued:

- chronology of significant incidents;
- current Positive Support Plan;
- current risk assessment;
- behaviour data;
- attendance data;
- record of interventions;
- evidence of reasonable adjustments;
- specialist reports/advice where relevant;
- EHC plan and current provision, where applicable;
- evidence of parental/carer involvement;
- learner's views;
- local authority correspondence;
- safeguarding assessment where applicable;
- alternatives considered;
- proposed transition arrangements;
- contractual terms; and
- written rationale for the decision.

Where some evidence cannot reasonably be obtained because of the urgency of the situation, the reason should be recorded.

Appendix 3 – Restrictive intervention recording

For every relevant incident, staff should record, as applicable:

- learner's name;
- staff involved;
- date;
- time;
- location;
- duration;
- learner's relevant SEND/disability and needs;
- what happened immediately before the incident;
- known or possible triggers;
- de-escalation strategies attempted;
- why intervention was considered necessary;
- type of intervention;
- degree of force, where applicable;
- injuries;
- medical treatment;
- post-incident support;
- whether the Positive Support Plan was followed;
- whether the risk assessment requires review;
- whether parents/carers were informed;
- any safeguarding referral; and
- any follow-up actions.

Records should be completed as soon as practicable and normally on the same day.

Parents/carers should be informed as soon as practicable in accordance with the applicable requirements, unless doing so would be likely to cause significant harm to the learner or another applicable exception applies.

Appendix 4 – Statement for parents/carers

Overley Hall School is committed to a non-exclusion approach.

We recognise that our learners may experience significant difficulties with communication, sensory regulation, emotional regulation and behaviour. We therefore seek to understand behaviour and provide appropriate support rather than relying on exclusionary sanctions.

However, there may be exceptional circumstances where the school considers that a placement can no longer safely or appropriately continue. In such circumstances, the school will work with the learner, family, local authority and relevant professionals to identify the safest and most appropriate way forward.

The school will not ask parents/carers to withdraw their learner simply because their behaviour is challenging or because they have SEND or a disability.

Where a placement is proposed to end, the school will follow this policy, consider reasonable adjustments and relevant SEND/EHC arrangements, and support an appropriate transition wherever possible.