



The Wildings

Communication Policy

Terminology

School

The term “school” is used throughout. The nature of school as defined by The Wildings is made clear in the published Visions, Aims, Values and Standards Documentation and website information. This will also be reflected consistently and coherently in The Wildings constitution as a Community Interest Company (CIC) as detailed in “Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 5: constitutional documents”.

Leadership and Governance

The terms “principal”, “governance” and “governance lead” are used throughout. The nature of leadership and governance for a Community Interest Company is detailed within the “Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 9: corporate governance”.

Reporting

The term “reporting” is used throughout. It is made clear in the policies whether reporting is internal or external, compliance or quality assurance. Reporting

obligations arising from being a CIC are detailed in “Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 8: statutory obligations”.

Date of last update: June 2023

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Smoking and controlled substances
4. Prohibited sexual harassment
5. Anti-bullying
6. Items banned from school
7. Search, screen and confiscation
8. Positive relationships and approach
9. The School Environment
10. Code of Conduct
11. Alternatives to rewards and Sanctions
12. De-escalation
13. Intervention
14. Recording Communication Incidents
15. Key Meetings Used to Support young people
16. Exclusions
17. Safeguarding
18. Reports and Notes
19. Training
20. Monitoring and Review

Appendices:

- Appendix 1:
Communication Management During the Coronavirus (COVID-19) Pandemic

1. Statement of intent

The Wildings believes that all behaviour is a form of communication and so cannot be described as good or bad. We refer to behaviour as communication in this policy.

Young people come to us from other settings which have not been able to meet their needs. Their academic levels and communication skills vary, spanning a wide range and they are often behind the age-related expectations of the mainstream education system.

Because all of our young people have additional learning, social, emotional and/or mental health needs our approach towards communication requires sensitivity, understanding, flexibility and for colleagues to know well and understand our young people and their ways of communicating. This is the primary reason that we use connection as one of four overarching values at The Wildings.

The Wildings ethos, values, principals and the intention for our work with young people do not fit with a typical reward/punishment system. We instead see having the opportunity to discuss different types of communication and the effects they have on the communicator and the community to be invaluable to us. Working with communication in this way enables us to deepen our connections with one-another and our young people and facilitate their growth in many positive ways. This approach forms part of our therapeutic work and goes a long way in supporting young people's wellbeing, mental health and development of self-esteem.

We do not use a reward/punishment system in the school as we believe discussing the positive and negative aspects of ways of communicating with young people to be more effective at helping them feel connected to us as colleagues, equal to us and accepted equally for who they are, regardless of how they have learned to communicate to have their needs met or how much they achieve academically or socially.

We are also aiming to equip our young people to become lifelong learners. In order to achieve this, we believe that motivation and thirst for learning and growth needs to be built internally. In building the skills and desire to learn, we feel that external motivating factors, in the form of rewards and sanctions, can interfere with growth in the right areas. We are playing the long game that we believe will last a lifetime.

We believe this will support a sense of responsibility for self and the ability to communicate in a more effective way. By developing communication skills and emotional literacy, young people have the opportunity to develop a more effective method of communicating their needs and recognising and respecting the needs of others.

The Wildings is committed to:

- A therapeutic approach when working with our young people.
- Colleagues using and modelling nonviolent communication.
- Colleagues working to build positive relationships with young people founded on considered communication and collaboration.
- Promoting open and honest relationships.
- Promoting and modelling Connection, Democracy, Equality and Self-Awareness in everything that we do.
- Supporting the personal, social, emotional, mental and physical health of all in the school community.
- Creating an environment where the rule of law is understood by the community and adhered to.
- Using considered communication in celebrating with young people as well as supporting them when things go wrong.
- Supporting our young people to improve their communication skills, self-awareness and emotional literacy.
- Building a safe and supportive community for our young people and their families to belong to.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Creating a stable environment for our community.
- Careful planning and preparation involving young people in a positive way so that dysregulated events can be minimised.
- Discussing, creating and establishing clearly defined and easily understood boundaries with young people's input.
- Within the context of their needs, supporting our young people to develop an understanding of risk/danger, for example risks associated with extremism, new technology, personal relationships, and personal safety.
- Creating and maintaining an atmosphere and ethos of tolerance, equality, diversity, respect and a sense of citizenship throughout the community in everyday practice.
- Using democratic processes within the school to:
 - support and facilitate communications with one another,
 - give young people a voice and sense of ownership
 - give young people the opportunity to affect change in a positive way.
 - promote equality and put it into practise
 - practise teamwork
 - experience tangible, real life cause and effect

1. Legal framework

- 1.1. *This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:*
- 1.1.1. Regulatory Requirements, Part 3, Paragraph 9, and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance record) (England) (Amendment) Regulations.
 - 1.1.2. Education Act 1996
 - 1.1.3. Education Act 2002
 - 1.1.4. Education Act 2011
 - 1.1.5. Equality Act 2010
 - 1.1.6. Educations and Inspections Act 2006
 - 1.1.7. Health Act 2006
 - 1.1.8. The School Information (England) Regulations 2008
 - 1.1.9. DfE (2022) 'Behaviour in schools'
 - 1.1.10. DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
 - 1.1.11. DfE (2018) 'Mental health and behaviour in schools'
 - 1.1.12. DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
 - 1.1.13. DfE (2013) 'Use of reasonable force'
 - 1.1.14. Voyeurism (Offences) Act 2019
 - 1.1.15. "Working Together to Safeguard Children (2018)" updated July 2022
 - 1.1.16. "Keeping Children Safe in Education (KCSIE) 2022"

- 1.2. *This policy operates in conjunction with the following school policies:*

- 1.2.1. Young Person Code of Conduct
- 1.2.2. Anti-Bullying Policy
- 1.2.3. Social, Emotional and Mental Health (SEMH) Policy
- 1.2.4. Special Educational Needs and Disabilities (SEND) Policy
- 1.2.5. Child Protection and Safeguarding Policy
- 1.2.6. Exclusion Policy
- 1.2.7. Drug and Alcohol Policy
- 1.2.8. Positive Handling Policy
- 1.2.9. Complaints Procedures Policy
- 1.2.10. Searching, Screening and Confiscation Policy
- 1.2.11. Child on Child abuse Policy

2. Roles and Responsibilities

- 2.1. The principal has overall responsibility for:

- 2.1.1. Publishing this policy and making it available to colleagues, parents and young people at least once a year.
- 2.1.2. Reporting to governors on the implementation of this Communication Policy, including its effectiveness.

- 2.1.3. Supporting personal, social and emotional development including issues concerning communication.
- 2.1.4. Arranging support for colleagues faced with challenging communication.
- 2.1.5. Making provision for continuous professional development of colleagues with reference to physical intervention (the use of reasonable force) and anti-bullying procedures.
- 2.1.6. Providing access to relevant sources of expertise on promoting non-violent communication and emotional literacy within the curriculum for supporting personal, social and emotional development of those in the community.
- 2.1.7. Familiarising new colleagues with the school's communication policy and guidelines for communication.
- 2.1.8. Ensuring that colleagues are appropriately involved in supporting growth and understand the roles they are expected to fulfil.
- 2.1.9. Ensuring that all records are kept up to date, such as the racist incident log.
- 2.1.10. Monitoring the wellbeing, effort, and growth of young people.

2.2. All colleagues are responsible for:

- 2.2.1. Implementing this and The Wildings other policies.
- 2.2.2. Consistently use the school's vision, values and ethos.
- 2.2.3. Being aware of the needs, outcomes sought, and support provided to any young person with SEMH-related behavioural difficulties.
- 2.2.4. Planning and reviewing support for young people in collaboration with homes, other colleagues, the SENDCO team and, where appropriate, the young person themselves.
- 2.2.5. Being responsible and accountable for the progress and development of the young people they work with.
- 2.2.6. Sharing information about changes in communication, difficulties or concerns they might have about a young person, with the colleague team.
- 2.2.7. Establishing fair, trusting, supportive and constructive connections with young people.
- 2.2.8. Undertaking planning to provide challenging, interesting, and relevant experiences, which are appropriate to the age, ability, interests and individual needs of young people.
- 2.2.9. Recording communication incidents on CPOMs, by following the correct reporting procedure.
- 2.2.10. Being committed to collaboration and co-operative working where appropriate.
- 2.2.11. Keeping parents/carers informed, through a positive and supportive approach that recognises progress, of any communication issues concerning their child.
- 2.2.12. Working with and making referrals to external agencies where necessary, e.g. the behaviour support service.
- 2.2.13. Support other colleagues with communication issues involving individual young people or groups of young people.
- 2.2.14. Support children's communication constructively by establishing and maintaining a clear and positive framework, in line with the school's communication policy.

- 2.2.15. Use a range of graduated communication techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional, and communication skills.
- 2.3. Young people are responsible for:
 - 2.3.1. Their own behaviour and communication both inside school and out in the wider community.
 - 2.3.2. Reporting any unacceptable behaviour to an adult.
- 2.4. Parents/carers are asked to:
 - 2.4.1. Abide by the Home-School Agreement, supporting the attendance and punctuality of their child, as well as promptly reporting any absences.
 - 2.4.2. Encourage good communication and for their child to be an ambassador of the school in line with the Communication for Learning Policy, by reinforcing school code of conduct.
 - 2.4.3. Share any concerns they have regarding their child's education, welfare, communication and life at The Wildings and at home, with the young person's champion.
 - 2.4.4. Support their child's growth.
 - 2.4.5. Support the school's decisions in relation to communication issues, whilst having the right to question any decisions regarding their child's communication.
 - 2.4.6. Ensure that their child correctly presents themselves as a young person of The Wildings, in accordance with the school's Dress Code.
 - 2.4.7. Adults must, on arrival at the school, report immediately to the School Office. They may not wander around the school premises unaccompanied.
 - 2.4.8. Communication:
 - 2.4.8.1. Parents/Carers should attempt not to become angry publicly, and if they have a problem this should be dealt with in privacy with the person concerned and if necessary, with another colleague. Complaints should be handled according to the Complaints Procedure Policy.
 - 2.4.8.2. Parents are welcome to visit the school, during school hours, unannounced. We will always try to make a member of the school team available to them.
 - 2.4.8.3. Parents may not be able to meet specific colleagues during the school day and appointments should be made if a parent wishes to speak to a specific colleague.
 - 2.4.8.4. If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
 - 2.4.8.5. Parents should not use emails or social network posts that damage the reputation of the school/young people/colleagues.

3. Smoking and controlled substances

- 3.1. In accordance with part 1 of the Health Act 2006, The Wildings is a smoke-free environment. This includes all buildings, out-buildings, the grounds, fields and sheltered areas.
- 3.2. Parents, visitors and colleagues are instructed not to smoke on school grounds and should avoid smoking in front of young people and must not encourage young people to smoke.
- 3.3. Young people are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
- 3.4. In the interest of health and hygiene the school requests that people refrain from smoking on the outskirts of the school grounds.
- 3.5. The school has a zero-tolerance policy on illegal drugs and legal highs.
- 3.6. Following the identification and confiscation of a controlled substance, the colleague will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 3.7. The colleague will store the sample in the school office.
- 3.8. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 3.9. The school will not hesitate to name the young person from whom the drugs were taken to the police, and a full incident report will be completed.
- 3.10. Any further measures will be undertaken in line with the school's Child protection and Safeguarding Policy. Where controlled substances are found on school trips away from the school premises, the home of the young person, as well as the local police, will be notified.

4. Prohibited sexual harassment

- 4.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 4.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
 - 4.2.1. Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity.
 - 4.2.2. Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names.
 - 4.2.3. Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
 - 4.2.4. Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
 - 4.2.5. Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body.
 - 4.2.6. Taking, displaying, or pressuring individuals into taking photos of a sexual nature.
 - 4.2.7. Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means

- including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing.
- 4.2.8. Purposefully cornering or hindering an individual’s normal movements.
 - 4.2.9. Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - 4.2.9.1. Accessing, downloading or uploading pornography.
 - 4.2.9.2. Sharing pornography via the internet or email.
 - 4.2.9.3. Creating or maintaining websites with sexual content.
 - 4.2.9.4. Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication.
 - 4.2.10. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
 - 4.2.11. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
 - 4.2.12. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance as well as support for perpetrators.

5. Anti-Bullying, including child on child abuse

- 5.1. For information of how we deal with incidents of bullying, please see our Anti-Bullying Policy and Child on Child abuse policy
- 5.2. At The Wildings we are committed to creating a culture in which bullying of any kind is not accepted by anyone. As seen in our Anti-bullying Policy, we believe that individuals have the right to live in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims.
- 5.3. The school believes that young people should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. We are strongly committed to the avoidance of bullying in all its forms.
- 5.4. The school will promote anti-bullying using educational elements such as table discussions, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language.
- 5.5. The school will deliver, through PSHE, RSE and Religious education (with appropriate permissions from parent/carer) a curriculum that will support the Communication Policy and Anti-Bullying Policy. It will aim to develop:

- 5.5.1. high expectations, both in work and in play, to create a positive attitude to learning for life.
- 5.5.2. the belief that all have a right to attend school without the fear of being bullied.
- 5.5.3. Non-violent communication as the norm.

6. Items banned from the school premises

6.1. The following items are banned from the school premises:

6.1.1. Fire lighting equipment:

6.1.1.1. Matches, lighters, etc.

6.1.2. Drugs and smoking equipment:

6.1.2.1. Cigarettes

6.1.2.2. Tobacco

6.1.2.3. Cigarette papers

6.1.2.4. Electronic cigarettes (e-cigs)

6.1.3. Alcohol

6.1.4. Solvents

6.1.5. Any form of illegal drugs

6.1.6. Any other drugs, except medicines covered by the prescribed medicines procedure

6.1.7. Weapons and other dangerous implements or substances:

6.1.7.1. Knives

6.1.7.2. Razors

6.1.7.3. Catapults

6.1.7.4. Guns (including replicas and BB guns)

6.1.7.5. Laser pens

6.1.7.6. Knuckle dusters and studded arm bands

6.1.7.7. Whips or similar items

6.1.7.8. Pepper sprays and gas canisters

6.1.8. Fireworks

6.1.9. Dangerous chemicals

6.1.10. Other items:

6.1.10.1. Liquid correction fluid

6.1.10.2. Caffeinated energy drinks

6.1.10.3. Offensive materials (i.e. pornographic, homophobic, racist, etc.)

6.1.10.4. Aerosols including deodorant and hair spray

7. Searching, Screening and Confiscation

7.1. All colleagues can use their power to search without consent for any of the items listed above in 'Items banned from the school premises'.

- 7.2. Searches will be conducted by a same-sex colleague, with another same-sex colleague as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another colleague.
- 7.3. Colleagues may instruct a young person to remove outer clothing, including hats, scarves, boots and coats.
- 7.4. A young person's possessions will only be searched in the presence of the young person and another colleague, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another colleague.
- 7.5. A colleague carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 7.6. The school is not liable for any damage to, or loss of, any confiscated item.
- 7.7. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a colleague.
- 7.8. For all other items, it is at the discretion of the colleague to decide if, and when, an item will be returned to a young person. Home will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 7.9. The Principal will always be notified when any item is confiscated.

8. Positive Relationships and Approach

- 8.1. We believe that young people grow best when:
 - 8.1.1. They feel safe, and feel valued.
 - 8.1.2. Have the skills to be able to communicate non-violently.
 - 8.1.3. Everyone enjoys school, feels valued and respected.
 - 8.1.4. Their efforts and achievements are recognised, and celebrated.
 - 8.1.5. The needs and views of the individual drives curriculum planning and activities.
 - 8.1.6. There are accessible, flexible, and stimulating strategies responding to young people's learning styles.
 - 8.1.7. Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained.
 - 8.1.8. They are confident within a supportive, secure, structured, well-resourced, and well managed environment.
 - 8.1.9. There are clear, achievable but challenging expectations.
 - 8.1.10. They are actively encouraged to express themselves appropriately and make choices and decisions.
 - 8.1.11. Non-violent communication is valued by all.
 - 8.1.12. Colleagues consistently encourage young people to achieve their best.
 - 8.1.13. We coordinate the advice of all the disciplines involved with the child.
- 8.2. We believe that people should communicate with one another in ways that show respect for all.
- 8.3. We believe that children flourish best when their personal, social, and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their communication. To this end, we encourage all members of The Wildings to consider the

- feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership.
- 8.4. We aim to support young people to develop the ability to manage their own communications in effective, non-violent ways. The principle guiding management of communication exists within the programme for supporting personal, social, and emotional development. Whilst we would expect all colleagues to provide mutual support, there is a hierarchy of referral via champion through to the school team.
 - 8.5. In serious cases, colleagues should enlist the support of colleagues, whilst maintaining their involvement and responsibility.
 - 8.6. Our values and ethos will be demonstrated by:
 - 8.6.1. Respect for the individuality of our young people.
 - 8.6.2. The way we relate and speak to young people and to one another each day.
 - 8.6.3. As we believe that all social, emotional and communication skills are learned, colleagues are asked to use non-violent communication when interacting with others.
 - 8.6.4. We create a framework for achieving positive communication, rather than deter anti-social behaviour/communication. The framework is directly related to the social, physical and emotional intelligence and well-being of everyone and will be consistently applied across the school, in line with the school's Communication Policy.
 - 8.6.5. Our approach is therapeutic, non-aversive and positive and the school communications policy is therefore designed to help all members of the school to live and work together in a way that is conducive to learning by creating a stable and secure environment that models and encourages respect for others while acknowledging the particular difficulties this represents for our young people.
 - 8.6.6. We believe that in order to achieve the aspirations of The Wildings and to enable effective teaching and learning to take place, effective communication in all aspects of life is necessary.
 - 8.6.7. We use connection as a foundation for all of the work we do with our young people and one another. All of our approaches are developed with these connections in mind. We find that this focus on relationships as well as the investments we make to develop our connections with one another act as a preventative measure with regard to many negative communications.
 - 8.7. Whilst we cannot prevent all negative communication, we very much work in a way that supports young people with their understanding of themselves and their communications, the impacts of their, and others, actions and importantly working to explore more positive ways of communicating. We help to do this by involving young people in democratic processes such as the school meeting and by giving young people the choice, where appropriate, to develop the following skills with the necessary therapeutic support appropriate to their level of understanding:
 - 8.7.1. Emotional literacy
 - 8.7.2. Self-awareness
 - 8.7.3. Communication skills
 - 8.7.4. Friendship skills

- 8.8. The School ethos is based on democracy, connection, equality and self-awareness. We feel they promote a sense of community and collective responsibility within the school.
- 8.9. We believe children flourish best when their personal, social, and emotional needs are met.
- 8.10. We aim to provide a secure and stable environment for the community, having clear and developmentally appropriate expectations and consequences for young people is key.
- 8.11. Careful planning and preparation involving young people in a positive way is important so that dysregulated events can be minimised.
- 8.12. We plan to discuss, create and establish clearly defined and easily understood boundaries with young people's input.
- 8.13. We have high expectations for young people including a commitment to ensuring that they can achieve their full educational potential.
- 8.14. Communication for learning:
 - 8.14.1. Rather than focussing on unwanted communication, the communication for learning approach puts value on non-violent communication, which will enable and maximise growth. This approach helps young people understand the communication skills they need and why this will help them to grow.
 - 8.14.2. The phrase 'communication for learning' conceptualises the following three relationships experienced by a young person:
 - 8.14.2.1. Their relationship with themselves, e.g. their self-awareness and self-confidence as a person.
 - 8.14.2.2. Their relationship with others, e.g. how they socially connect and interact.
 - 8.14.2.3. Their relationship with the curriculum, e.g. how best they learn.
 - 8.14.2.4. In order to foster a positive learning environment at The Wildings, these relationships must be developed and supported.
- 8.15. Our approach is therapeutic, non-aversive and positive and the school communications policy is therefore designed to help all members of the school to live and work together in a way that is conducive to learning by creating a stable and secure environment that models and encourages respect for others while acknowledging the particular difficulties this represents for our young people.

9. The School Environment and Facilities

- 9.1. Our school site offers a variety of environments for our community to enjoy and we want our young people to use the whole school site in a way that is safe and beneficial to them and their growth.
- 9.2. Whilst we assess risk within the school to keep the community safe from harm, we believe that 'child-proofing' the school environment to be counterintuitive when young people experiencing cause, effect and consequence is something we focus on as a key part of young people's emotional and cognitive development. Husbandry with the natural environment is fundamental within our principles.

- 9.3. We want our school environment to offer a sense of belonging to our young people and for them to feel they have shared ownership of it. We believe with those things in place within young people they are much more likely to have better self-esteem and confidence and more positive relationships and communications with the school environment and others in the community.
- 9.4. We are aware of the impact that different types of environments can have on people's wellbeing and the communications people use. When creating spaces for our young people to learn, work, play, rest and recover we try to ensure those environments are comfortable, inviting and not overly stimulating. This is particularly important for those with sensory needs as well distressed or emotionally dysregulated individuals.
- 9.5. We believe that the appearance of the school has the potential to raise self-esteem and demonstrate the value of each individual member of the community.
- 9.6. We carefully and sensitively display young people's work throughout the school and believe this to radically increase feelings of belonging, ownership and welcome for all.
- 9.7. We make clear the responsibility shared by all members of the school community to care for and protect facilities in order to maintain a safe and positive learning and working environment. We believe this way of sharing the responsibility of the school environment to be valuable in helping young people to develop:
 - 9.7.1. Team Working skills
 - 9.7.2. Community Spirit
 - 9.7.3. Care and respect for others and the school site
 - 9.7.4. Responsibility
 - 9.7.5. A sense of purpose
 - 9.7.6. Ownership
 - 9.7.7. Skills required in adulthood.
- 9.8. Any issues or decisions to be made about the use of, rules on and development of the school site will be made following democratic discussion open to the whole school community and, where necessary in deciding an outcome, a vote system.
- 9.9. We wish to promote a school environment where:
 - 9.9.1. People feel safe and supported.
 - 9.9.2. People can work and play in a calm, undisturbed and purposeful atmosphere.
 - 9.9.3. Self-Awareness is encouraged.
 - 9.9.4. Young people are equal to colleagues.
 - 9.9.5. Spiritual, Moral, Social and Cultural matters (SMSC) are discussed and explored as the norm.
 - 9.9.6. The opinions our young people have about the school environment are heard and effect change within the school.

10. Code of Conduct:

- 10.1. In order to maintain a safe and secure school in which colleagues and young people can thrive, we ask all members of our school community to adhere to the following code of conduct. This will be further developed with young people having input.

- 10.2. Further details can be found in the separate document: Code of Conduct.
- 10.3. We do not accept any type of discrimination, bullying, harassment or intimidation, including physical, sexual and verbal abuse. Please don't do this to any member of our community.
- 10.4. Please report any incident of bullying to an adult immediately (see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for those involved.
- 10.5. We ask all members of our school to refrain from overly physical contact with one another.
- 10.6. The school community is asked to adhere to UK law and school code of conduct.
- 10.7. Smoking and the use of any controlled substances is not allowed on site, outside or around the school gates or during any school activity away from the site or in the school vehicles.
- 10.8. We encourage all members of The Wildings community to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care irrespective of its ownership.

11. Alternatives to Rewards and Sanctions

11.1. Rewards

- 11.1.1. The Wildings believes that it is important to acknowledge positives in a non-materialistic way. Our aim is to work with young people in such a way that their motivation to work and succeed is internal, rather than for extrinsic reward, which we believe can impact developing young people undesirably. To that end we do not use a rewards system at The Wildings.
- 11.1.2. Instead of using 'rewards' we celebrate success, effort and progress with our young people by:
 - 11.1.2.1. Displaying work around the School
 - 11.1.2.2. Colleagues congratulating young people
 - 11.1.2.3. Creating opportunities for, and supporting with, self-reflection
 - 11.1.2.4. Encouraging peer evaluation
 - 11.1.2.5. Welcoming visitors to share experiences with young people
 - 11.1.2.6. Hosting community events and celebrations.
 - 11.1.2.7. Keeping reflective journals.
- 11.1.3. Support our young people when they perceive their efforts do not result in success.
- 11.1.4. Acknowledge positive actions and attitudes in young people by using considered language to praise and encourage.
- 11.1.5. Acknowledge when appropriate and socially acceptable communication is used using considered language to praise and encourage.

11.2. Sanctions

- 11.2.1. Our approach to working with young people at The Wildings is therapeutic, non-aversive and positive.
- 11.2.2. We do not use sanctions for poor or negative communications as we find doing so to be a barrier to building and maintaining connections with young people and that punishment of this kind increases feelings of shame and decreases self-esteem in individuals, the exact opposite of what we aim to achieve with our young people.
- 11.2.3. We use incidents of poor/negative/undesirable communication from young people as experience which can help us as colleagues to help the young person which in turn often helps their peers and the whole community. We aim to do this by using incidents to:
 - 11.2.3.1. Attempt to understand the young person and their communication.
 - 11.2.3.2. Explore with the young person, what happened and why.
 - 11.2.3.3. Talk with the young person about the impact(s) of their communication.
 - 11.2.3.4. Discuss with the young person ideas about alternative ways of communicating that could be more positive.
 - 11.2.3.5. Facilitate young people in self-directed problem solving or strategizing, with support, with regard to communicating and having needs met.
 - 11.2.3.6. Inform our working practice and the strategies we use with young people.
 - 11.2.3.7. Inform our decisions about whether further support for the young person is needed from external agencies.
 - 11.2.3.8. Demonstrate Equality in the school by engaging the community in democratic discussion, problem solving and teamwork through raising issues in the school meeting.
- 11.3. When incidents of communication have a negative impact on others in the community and an individual is upset about something that happened, that individual is supported by colleagues to consider and/or discuss their thoughts and feelings with the hope that their upset will be resolved or more manageable after receiving support. If this does not happen and the individual remains upset, colleagues will explore, with the young person, potential ways of resolving their upset. This may include:
 - 11.3.1. The young person talking informally, with or without support from colleagues, with the person whose communication has upset them.
 - 11.3.2. The young person talking with the person whose communication has upset them more formally with support from colleagues.
 - 11.3.3. The communication incident and upset about this are discussed in the school meeting-raised either by the young person themselves or a colleague on their behalf. The purpose of this would be to make the community aware of what happened and the impact an incident had, to seek support from community members and to decide whether any further action is necessary related to the incident. Suggested further action may include:
 - 11.3.3.1. Restorative Justice being implemented
 - 11.3.3.2. Apologies being made

- 11.3.3.3. An intervention being implemented to support the upset young person and/or the perpetrator of the negative communication which caused the upset
- 11.3.4. Appropriate forms such as bullying reports or incident report forms being completed.
- 11.3.5. A complaint being made.
- 11.4. These options for resolving upset or concerns are also available to colleagues.
- 11.5. If ever a young person is excluded from The Wildings, this will only ever be because we can't meet the young person's needs and/or cannot keep them or other community members safe whilst they are present.

12. De-escalation

- 12.1. We use Vital Relational Functions (VRF's) as the core to supporting our young people during periods of dysregulation.
 - 12.1.1. Attuning: Being alert to how the young person is feeling. Demonstrate attuning to their emotional state and 'catch' how they feel through facial expression and vocalising
 - 12.1.2. Validation: Being alert to the young person's experience, validating their perspective, experience and feelings.
 - 12.1.3. Containment: Showing the young person that we understand the intensity of their feelings and mood and that we can catch and contain them. They need to know that we can bear it and that it will not impact on our relationship with them. We can help them break the experience down by thinking about it with them and breaking it down with them into small manageable chunks. This aims to make the experience more bearable and manageable for them.
 - 12.1.4. Soothing: Soothe and calm their distress. They need to repeatedly experience being calmed before they can do it for themselves.
 - 12.1.5. Regulation: Model and demonstrate emotional regulation by catching an emotion, identifying and matching it and helping the young person to accept it and regulate it. We will be communicating the capacity to regulate emotional states by modelling how to do it.
- 12.2. We use the following techniques as a preventative measure of incidents of negative communication occurring and, in an effort to diffuse situations where it seems a young person is becoming dysregulated:
 - 12.2.1. Appearing calm and using a modulated, low tone of voice.
 - 12.2.2. Using simple, direct language.
 - 12.2.3. Avoiding being defensive, e.g. if comments or insults are directed at the colleague.
 - 12.2.4. Providing adequate personal space and not blocking a young person's escape route.
 - 12.2.5. Showing open, accepting body language, e.g. not standing with their arms crossed.
 - 12.2.6. Reassuring the young person.
 - 12.2.7. Identifying any points of agreement to build a rapport.
 - 12.2.8. Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

13. Intervention

- 13.11. The Wildings Communication Policy has been compiled with regards to the updated non-statutory advice from the DfE 31 May 2012 and specialist organisations such as British Institute of Learning Disabilities (BILD).
- 13.12. For the young people we work with physical and/or restrictive intervention may form, as a last resort, part of a range of planned strategies required to meet their needs and to ensure the safety of others.
- 13.13. Our interventions focus on wellbeing, recovery, stabilisation of communication and daily living skills.
- 13.14. In cases of young people dysregulating, regardless of how sustained and disruptive, the young person's out-of-school circumstances and special educational needs and disabilities must be taken into account.
- 13.15. We believe that employing the use of non-violent communication when a young person is communicating emotional dysregulation is infinitely preferable to responses about 'behaviour', as negative reinforcement can in fact be counterproductive.
- 13.16. As part of our school values and ethos we aim to use a 'Supportive' approach to all intervention first and then only use a 'Restrictive' intervention in emergency situations, where we may be left with no other option. This will always be for the least possible time and with the least possible level of restriction.
- 13.17. We comply fully with the Positive Handling Policy and colleagues are team Teach trained .
- 13.18. An individual's Safety Plan should detail clear strategies for proactive, active, reactive and relapse prevention of communications of individuals. In each of the sections of the plan we will define whether a supportive or restrictive intervention is required
- 13.19. Supportive interventions:
 - 13.19.1. Supportive intervention is any method or skill which guides and supports an individual without restriction, it may be verbal and/or physical and is part of a communication plan to encourage learning and self-management.
 - 13.19.2. Verbal intervention may include:
 - 13.19.2.1. supporting distressed or dysregulated young people by simply talking to them and helping them to begin to self-regulate.
 - 13.19.2.2. supporting young people to communicate with peers or other members of the community either face to face, in a group meeting or the school meeting.
 - 13.19.2.3. using the de-escalation techniques listed earlier in this policy.
- 13.20. A physical supportive intervention may include a LOW or MEDIUM Team Teach skill both of which can be applied with limited restrictions but gives the young person a level of comfort and security to enable them to be redirected.
- 13.21. Restrictive interventions:
 - 13.21.1. Restrictive Intervention is any method which restricts the individual's liberty, for example, by environmental means, physical means, including mechanical means, holding and physical restraint.
 - 13.21.2. We provide training and guidance to colleagues on the circumstances in which physical and restrictive intervention may be used.
 - 13.21.3. Restrictive physical intervention (RPI) may include a LOW or MEDIUM Team Teach skill both of which can be applied with limited restrictions

but gives the young person a level of comfort and security to enable them to be redirected.

- 13.21.4. RPI must only be used for these purposes when there is no alternative available.
- 13.22. Post-incident welfare:
 - 13.22.1. An immediate physical health check of people involved in any physical intervention will always take place.
 - 13.22.2. This is followed by colleagues either asking those involved about how they are feeling emotionally post-incident or, where it is more appropriate, colleagues will discretely assess the emotional state of those involved.
 - 13.22.3. If a young person communicates that they are or if they seem distressed, emotional support will be offered to them.
 - 13.22.4. When appropriate each student involved has an individualised debrief that they can access.
 - 13.22.5. People involved are encouraged, where appropriate, to reflect on their forms of communication.
 - 13.22.6. The aim of a 'reflection' is to support the young person to learn and grow.
 - 13.22.7. We will use 'visual conversation' techniques where needed to assist young people in processing information after an incident.
- 13.23. Recording interventions:
 - 13.23.1. It is important to ensure that the use of physical or restrictive intervention never becomes routine. We use the recording of incidents to learn from and inform changes to our practice where this will be beneficial. We use a restorative approach to debriefing to help with this.
 - 13.23.2. All incidents of physical intervention will be entered into the RPI Log and entered in the CPOMS database. This enables analysis of trends and patterns of communication.
 - 13.23.3. Colleagues involved in or witnessing physical intervention will complete an incident report as soon as they are reasonably able to. This will be entered into CPOMS.
 - 13.23.4. The DSL or deputy DSL will support young people to complete an incident report if and when this is appropriate.
 - 13.23.5. A reflection of strategies is carried out by the Champion of any young person involved in physical intervention or the DSL or Deputy DSL and the behaviour plan is updated and shared with colleagues.
 - 13.23.6. It is our aim to be extremely transparent in all of our recording and to make it clear in our recording that when offering a distressed young person, a level of physical support to reassure and calm but not restrict, that this in itself does not constitute an RPI. However, we recognise that there is a very thin line between supportive and restrictive intervention and as such we recognise the need to ensure that we remain accurate and factual in our recording. This requires vigilant overview from colleagues and regular training to all colleagues. We achieve our desired transparency by doing the following:
 - 13.23.6.1. Training and guidance in reporting and recording is given to colleagues.
 - 13.23.6.2. Information from Incident Manager, Report and Debrief will always confirm the nature of the intervention.

13.23.6.3. School Team to assess and sign off all incident reports within 24 hours.

13.24. Further detail around RPI can be found in our Positive Handling Policy.

14. Recording Behavioural Incidents

14.1. The school keeps a variety of records of incidents of problematic communication/behavioural incidents. These include:

14.1.1. Incident Forms on CPOMS

14.1.2. RPI Log

14.1.3. Bullying reports on CPOMS

14.1.4. School meeting minutes

15. Key Meetings to support young people.

15.1. A termly risk assessment is completed each term for all young people. This is a review of the communication that a young person has presented with over the previous term which poses a risk.

15.2. In the event of an RPI being required, a risk assessment review meeting will be held as soon as possible.

15.2.1. The aim of the meetings is to ensure that the whole team is aware of concerns and can implement robust plans and strategies for support and improvement.

15.2.2. Minutes are taken at the meeting and actions with time frames are set. These are then reviewed regularly and incorporate young people's views.

15.3. A Champions meeting will be held weekly and will be a discussion regarding strategies for young people.

15.3.1. A clinical psychiatrist, psychologist and school nurse may attend these meetings as well as other representatives from education and therapy.

15.3.2. The aim of the meetings is to discuss and implement strategies to provide a targeted and consistent approach in supporting young people.

15.3.3. Minutes are taken at the meeting and agreed strategies/guidelines implemented.

15.4. Annual Review of young person's EHCP.

15.5. Termly Looked After Child (LAC) meetings.

15.6. Post Incident debrief meeting.

15.7. Daily debrief.

15.8. Weekly school meeting.

15.9. Solution focused meetings for young people experiencing problems with peers.

16. Exclusions

16.1. The Wildings aims to be a non-excluding school. In the situation that an exclusion is to be considered, all colleagues will discuss and a vote will be taken related to any form of exclusion, whether it is internal, fixed term or permanent and the school's Exclusion Policy will always be followed.

16.2. We will always work with all forms of communication to find a supportive outcome for all involved.

- 16.3. In the event of any type of exclusion, the school will inform the young person's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.
- 16.4. For extreme breaches of school conduct, the school can place a young person on fixed-term exclusion, which will be completed by the young person from their home and can last up to 15 days.
- 16.5. Any colleague or young person can recommend that a young person is excluded; however, it is ultimately a collective school decision.
- 16.6. The school can permanently exclude a young person who has seriously breached the school's Code of Conduct, or who is a persistent offender.
- 16.7. Permanent exclusions can be appealed and considered by the governing body for authorisation.
- 16.8. The exclusion process outlined in the Exclusions Policy, will always be followed, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

17. Safeguarding

- 17.1. Concerns about the welfare of colleagues or children should be communicated to the Designated Safeguarding Lead, Melody Bond, or the Deputy Safeguarding Lead, Mike Rees-Lee, immediately.
- 17.2. We recognise safeguarding guidelines will protect colleagues, young people and the school. Failure to comply may well be interpreted by the school as misconduct. We recognise the importance of these measures and always adhere to them.
- 17.3. For further details on Safeguarding, please see the Child Protection and Safeguarding Policy

18. Reports and Notes

- 18.1. We will keep detailed records related to our young people and the processes used in the school. This will include, but is not limited to:
 - 18.1.1. Daily handovers/recording.
 - 18.1.2. Growth in class and care.
 - 18.1.3. Daily contact between the young person and their champion.
 - 18.1.4. Social development & progress.
 - 18.1.5. Recorded in home link / telephone records on CPOMS, Termly Report.
 - 18.1.6. Formative reports of growth.
 - 18.1.7. Annual Review; Summative document recording progress against statement; Annual invitation to key people

19. Training

- 19.1. Safeguarding updates will be delivered on a termly basis, at least six times per year.
- 19.2. We support our colleagues in encouraging non-violent communication through appropriate training and guidance to develop skills further.
- 19.3. We have detailed supporting documents and clear procedures which enable colleagues to feel confident in dealing with communications accordingly. These include, but are not limited to annual training related to:
 - 19.3.1. Team Teach
 - 19.3.2. Trauma informed practice
 - 19.3.3. Brain Development

- 19.3.4. Enquiry led learning
- 19.3.5. Child Development
- 19.3.6. Attachment theory

20. Monitoring and Review

- 20.1. This policy is monitored for effectiveness by the principal, colleagues and where appropriate, young people and will be reviewed every year.
- 20.2. Date of next review is: June 2024

Appendix 1

Communication Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Communication Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

21. Enforcing new rules

- 21.1. The school ensures that infection control and social distancing rules are communicated effectively to all young people.
- 21.2. Colleagues are informed about the measures in place so they can enforce these rules at all times.
- 21.3. The school informs homes of any changes to provision outlined in this policy.
- 21.4. The school expects young people to uphold these rules at all times, including on school transport, where practicable.
- 21.5. Where required, colleagues explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 21.6. The school recognises that young people may be supervised or taught by colleagues they have had no prior contact with; however, young people are asked to treat all colleagues with respect and work together to maintain a safe environment.

22. Arrival and departure

- 22.1. The school expects young people to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 22.2. young people are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 22.3. The school expects young people to move immediately to their classrooms after washing their hands upon arrival.

23. Hygiene and infection control

- 23.1. The school ensures a risk assessment is conducted prior to reopening to more young people in order to enforce adequate and practical measures to safeguard the health and safety of both colleagues and young people.
- 23.2. The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- 23.3. Younger children should stick to their class groups and avoid mixing as much as possible – colleagues reinforce this behaviour through teaching, rewards and supervision.
- 23.4. Young people are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - 23.4.1. Upon arrival at and departure from the school.
 - 23.4.2. Before and after consuming food.

- 23.4.3. After using the toilet.
- 23.4.4. After coughing or sneezing.
- 23.5. Young people are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 23.6. Young people are expected to dispose of tissues using the litter bins provided.
- 23.7. Young people are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 23.8. Young people are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 23.9. The school discourages young people from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 23.10. Young people whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 23.11. Young people who are deemed unable to fully adhere to infection control rules, e.g. some young people with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 23.12. Colleagues encourage young people who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

24. Social distancing

- 24.1. General:
 - 24.1.1. Young people are encouraged to follow all social distancing expectations.
 - 24.1.2. Young people form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
 - 24.1.3. Young people are expected to:
 - 24.1.3.1. Refrain from close contact with people who display symptoms of coronavirus.
 - 24.1.3.2. Remain at least two metres apart from other people, where practicable.
 - 24.1.3.3. Remain within their assigned groups.
 - 24.1.4. Where it is not practicable for young people to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
 - 24.1.5. Young people are placed into classes of no more than 4 and they are not permitted to mix with other young people outside this class, unless instructed to do so by a colleague.
 - 24.1.6. Young people who are deemed unable to fully adhere to social distancing measures, e.g. some young people with SEND or younger young people, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
 - 24.1.7. Colleagues encourage young people who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

- 24.2. In the dining room:
 - 24.2.1. The school expects young people to respect the health and safety of catering and canteen colleagues and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 24.3. During sports and exercise activities:
 - 24.3.1. The school expects young people to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
 - 24.3.2. Young people are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.
 - 24.3.3. The school does not permit close-contact sports, play or activities at this time.
 - 24.3.4. Young people who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
 - 24.3.5. Young people who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a colleague.
- 24.4. During gatherings/school meetings:
 - 24.4.1. Young people are expected to follow all social distancing and infection control rules during assemblies and gatherings.

25. Moving around the school

- 25.1. The school expects all young people to move around the school following the school's arrangements, e.g. using one-way systems.
- 25.2. The school prohibits young people from lingering in walkways, including stairs, and other communal areas without good cause.
- 25.3. Young people are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the dining area.
- 25.4. Young people may leave the classroom to use the toilets or other sanitary facilities one at a time.
- 25.5. Young people who purposefully and continuously linger in walkways and communal areas without good will be asked to act in line with this policy.

26. Ill health and infection

- 26.1. The school expects young people to report to a colleague as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 26.2. Any bullying or harassment towards young people who have had, currently have, or are suspected to have coronavirus is discouraged – this communication is addressed in line with this policy and the Anti-Bullying Policy.
- 26.3. The school allocates suitable areas that can be used to isolate young people who show symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.

- 26.4. Young people who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

27. The school premises

- 27.1. Young people are asked not to enter areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

28. Breaktime and lunchtime arrangements

- 28.1. The school expects the school community to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and break times.

29. Managing the behaviour of remote learners

- 29.1. Young people who are learning remotely off-site are expected to adhere to this policy and the Young Person Remote Learning Policy where applicable.
- 29.2. The school expects young people who are learning remotely to uphold good communication at all times and to:
 - 29.2.1. Attend remote classes or group sessions on time.
 - 29.2.2. Complete the work that has been set and return it on time, to the best of their ability.
 - 29.2.3. Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - 29.2.4. Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - 29.2.5. Report any issues, including harassment or bullying from their peers, to a colleague.

30. Exclusions

- 30.1. All communication is addressed in line with this policy.
- 30.2. Persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the young person being educated away from school in the interests of the health and safety of the young person and others.
- 30.3. The principal retains the power to exclude young people – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable. This will be avoided as much as possible.
- 30.4. If a young person is excluded, the principal liaises with the LA and the young person's home as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the young person's safety and the safety of others.
- 30.5. The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 30.6. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 30.7. The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

31. SEMH Needs

- 31.1. Where the school recognises that a young person's SEMH needs may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

32. Close contact communication management

- 32.1. Communication management which requires the use of reasonable force or restrictive physical intervention (RPI) as a last resort is carried out in line with the Positive Handling Policy.
- 32.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising RPI on a young person to control their behaviour to prevent them posing a significant risk to themselves or others.
- 32.3. Once a young person no longer needs to be restrained for the safety of others or themselves, colleagues continue to adhere to the social distancing and infection control measures put in place.
- 32.4. If a colleague develops coronavirus symptoms after using RPI or reasonable force, they are sent home immediately and advised to test for coronavirus.

33. Monitoring and review

- 33.1. This appendix is reviewed in reaction to any new government advice by the Principal.
- 33.2. The date of the next review is February 2024.
- 33.3. Once the school resumes regular activity, and if deemed appropriate by the Principal, all sections within this appendix will expire.