



FIRST BRIDGE EDUCATION

# Behaviour and Exclusion Policy



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## **1. Aims**

First Bridge Education's work is set firmly in a framework of Applied Behaviour Analysis. Staff, therefore, are behaviour experts who are ready to address any challenging behaviour in which a child may engage in an appropriate and safe manner based on these principles.

Occasionally, pupils attending First Bridge Education may display challenging behaviour that poses a risk to themselves, others, or property. In such situations, staff may be required to implement positive handling procedures to maintain the safety and wellbeing of everyone involved. The use of positive handling will always adhere to guidelines on the use of reasonable force and will be proportionate, necessary, and in the best interests of the pupil.

## **2. Definitions**

"The Centre" and "The School" are represented by First Bridge Education and will be referred to as either First Bridge Centre or the nursery or First Bridge School or the school throughout this policy.

"Pupils" are represented by children attending First Bridge Education, both in the Early Years and School provisions.

"Parents" includes the parents, guardians, or carers of a pupil.

"Senior and Middle Management" refers to the Clinical Director, Clinical Lead and team of Clinical Supervisors

"Clinical Supervisor/ Board Certified Behaviour Analyst" refers to the Behaviour Analyst overseeing the pupil's progress at First Bridge Education.

"Staff" refers to all members of the clinical team, including therapists (those implementing the Individualised Educational Plans and Behaviour Support Plans), senior therapists (same reasonability as the therapists), room leads (managers of the classroom), clinical supervisors (see above).

"Clinical Director" refers to the Senior Board-Certified Behaviour Analyst overseeing the Clinical Lead team at First Bridge Education.

"Clinical Lead" refers to the senior Board-Certified Behaviour Analyst overseeing the Clinical Supervisors team at First Bridge Education.

"General Manager" refers to First Bridge Education's site managers

"Challenging behaviour" refers to any behaviour that is disruptive to learning or poses a risk to the safety (emotional or physical) of the person or another. This includes but is not limited to:

- Disruptive behaviours – hitting, biting, scratching, kicking, pulling hair, smearing, spitting, pushing, licking, swearing, motor stereotypy.
- Tantrums – yelling, crying, screaming, flopping, flailing.
- Property Destruction – throwing furniture, tearing books/stimuli, breaking items, defacing, throwing stimuli.
- Off-task behaviours – leaving the work area (eloping), wandering around the room, "staring off".

- Noncompliance – refusing to complete an activity, refusing to follow directions, refusing to respond in any way.
- Self-injurious behaviour – head-banging, hand-biting self, hitting self (slaps, punches, strikes), pinching/picking, rubbing/scratching, hair pulling, pica (mouthing inedible items).

“Functional Behaviour Assessment (FBA)” refers to the assessment conducted by a Board-Certified Behaviour Analyst (BCBA)/ Clinical Supervisor. This assessment:

- defines the behaviour of concern in observable and measurable terms
- identifies under what conditions the behaviour is more and less likely to occur
- analyses data collected to hypothesise the function of the behaviour (what purpose it serves the pupil)
- consists of records review (all data recorded on the Antecedent- Behaviour- Consequence data sheets) data collection, and interview.

Sometimes, an FBA will also include a Functional Analysis (FA), during which staff contrive opportunities for the behaviour to occur in order to assess how the pupil will respond to different scenarios. First Bridge will always request written consent from the Clinical Director and Parents/Carers before conducting an FBA or FA.

“Behaviour Support Plan (BSP)” refers to a highly individualised set of strategies and procedures that aims to minimise the occurrence of inappropriate or challenging behaviours.

- includes a plan to teach appropriate replacement behaviours, increase skill deficits and how to set the occasion for these using prevention strategies.
- addresses how to respond to inappropriate behaviours in a safe and dignified manner that will minimise future occurrences.

Every pupil at First Bridge has a written BSP that is specific to them and their needs and details the necessary and required antecedent and consequence strategies required to support the pupil’s learning and behaviour and to keep them safe, happy and engaged in effective learning.

### **3. Scope**

This policy applies to all employees, casual and agency workers, contractors, and consultants. In addition, it applies to all pupils receiving education and therapy at the school and at home or elsewhere when a First Bridge staff members are present.

This policy is available on the First Bride Education website as well as be made available upon request

This policy is closely linked to the school’s/centre’s Safeguarding Policy, Positive Handling Policy, Admissions Policy and Anti-bullying Policy. These policies can also be found on the school website.

### **4. Legislation and Guidance**

First Bridge Education recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of each child.

This policy has due regard to statutory legislation including, but not limited to, the following:

- The Education Act 2011
- Equality Act 2010
- The Children Act 1989

This policy also has due regard to government guidance including, but not limited to, the following:

- DfE (2024) “Keeping children safe in education”
- DfE (2023) “Working together to safeguard children”
- DfE (2025) “Use of reasonable force and other restrictive interventions in school”

## **5. Roles and Responsibilities**

The following defines the roles and responsibilities of all who are involved in ensuring that

### **5.1. Senior and Middle Management Responsibilities**

First Bridge Education is responsible for the safety and well-being of all staff and pupils. As such all staff have a responsibility to work within this and other First Bridge Education policies.

The senior team at First Bridge are dedicated to ensuring a safe and supportive environment where each pupil can achieve their full potential. The Clinical Lead provides ongoing support and mentorship to the staff in the school on behaviour management. All staff will be aware of this policy, and it will be reviewed and updated, annually. The Clinical Lead is responsible for; creating a positive learning environment, appropriate interactions and use of items, actions and activities used to motivate the pupils and reinforce appropriate behaviours will be modelled regularly for all staff.

Not all pupils will engage in challenging behaviours that are to the level that warrant a formal Functional Behaviour Assessment (FBA); however, they will still need individualised strategies to help them learn. In these scenarios, Behaviour Support Plans for these pupils will focus on the antecedent strategies required to support them most effectively, and sequence-analysis data (Antecedent-Behaviour-Consequence- ABC) will be taken daily to continuously keep information on any potential environmental stimuli and behaviours that could evoke challenging or inappropriate behaviours, that may require an FBA/FA in the future. Staff will work with each pupil's family to determine what skills should be addressed to support this. Staff will model appropriate behaviours and facilitate positive social interactions.

If a pupil is engaging in inappropriate behaviours that are persistent (occur more than three times within a fortnight) or are severe in frequency or duration (pose a safety risk to the child or others), First Bridge Staff (therapists, senior therapists and/ or room lead) will notify the pupil's family and supervising BCBA, immediately, so that it can be determined if an FBA is needed. Staff will only collect behaviour data if the parents have consented to this.

BSP's are individualised to a pupil's needs and are written in a manner that scientifically explains the components that are controlling the behaviours; however, they are also designed to be easy to understand. BSP's will be reviewed with parents prior to implementation to gain consent. Data on the specified challenging behaviour will be collected each session and will be reviewed by the BCBA/Clinical Supervisor and/or Clinical Lead to ensure appropriate interventions are implemented. A plan for generalisation will be agreed which may include parent consultation as needed.

In the rarest of circumstances, a pupil's behaviour may present an imminent risk to their own safety or the safety of others. In such cases, staff may determine that the use of restrictive physical intervention is necessary as an emergency measure to maintain safety. Any use of positive handling involving restrictive physical intervention will always be reasonable, necessary, and proportionate to the level of risk presented.

All clinical staff at First Bridge Education—including therapists, senior therapists, room leads, clinical supervisors, and clinical leads—are trained in Team Teach strategies. However, only staff members who hold a valid Team Teach certificate are authorised to implement any Team Teach restrictive physical interventions

## **5.2. Therapy Team Responsibilities**

All staff are responsible for setting the tone and context for positive behaviour within the school. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Use Team Teach strategies to ensure safely handling of pupils (carrying c', specific hair pull releases) and only use Team Teach restraining physical intervention if team teach certified and specifically instructed by a consented Behaviour Support Plan for the pupil.
- Develop a positive relationship with pupils, which may include:
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using reinforcement-based strategies to promote pro-social behaviour

## **5.3. Children and Family Responsibilities**

Children are supported in maintaining safe and appropriate behaviour. If they demonstrate additional needs regarding behaviour management staff will provide reasonable support.

Parents are asked to support their child in adhering to First Bridge's policies. They should inform the school of any changes in circumstances that may affect their child's behaviour and discuss any behavioural concerns with the Clinical Supervisor promptly.

Families are encouraged to participate in their child's FBA and contribute to their BSP to the best of their ability. Families may be required to attend parent consultation sessions to ensure generalisation of client skills across people and settings

## **6. Staff Training**

All staff at First Bridge will receive training on general behaviour management, teaching replacement behaviours (i.e.: functional communication), and the use of general environmental/antecedent interventions as preventative measures.

Staff who support a child with a BSP will receive additional training on that child's individualised strategies. Data will be collected on the staff's fidelity of implementation of each component of the

treatment plan by the Clinical Supervisor and will be reviewed with the Clinical Lead and Clinical Director.

## **7. Malicious Allegations**

Where an individual (be it another member of staff or parent/ career giver) makes an accusation against a member of staff and that accusation is shown to have been malicious, the Clinical Director and General Manager will discipline the individual in accordance with our policies.

Please refer to our Allegations against Staff, Safeguarding and Whistleblowing Policies for dealing with allegations of abuse against staff, and Whistleblowing, for more information.

The Clinical Director and General Manager will also consider the pastoral needs of staff accused of misconduct.

## **8. Recording and Reporting of Incidents**

Only behaviours which are not addressed by a Behaviour Plan will be governed by the Incident Reporting policy.

If a serious behaviour occurs (that is not part of the pupil's current behavioural programme), the incident should be reported to the General Manager, the Clinical Supervisor, and the Clinical Lead. All staff involved or witnessing the incident will be involved in writing an incident report which will be recorded on the incident log and acknowledged by a member of the senior team. Incident reports will be shared with parents via our online platform, Famly.

All staff involved in an incident will receive a debrief from the General Manager and/or Clinical Lead where needed

## **9. Working with Parents**

Working in partnership with our parents/carers is integral to the success of this Behaviour Policy. For it to work in practice, their contribution is vital.

We will achieve this by:

- Sharing the expectations of behaviour at school, through informal and formal discussions with individuals and groups of parents/carers.
- Delivering parent training.
- Talking to individual parents/carers about all aspects of their child's behaviour daily, as well as at regular parent/carer meetings.
- Being fair, non-judgemental, and consistent when discussing children's behaviour with parents/carers.

## **10. Exclusion**

Whilst we have never suspended or excluded a child at First Bridge, we reserve the right to exercise exclusion or termination of services immediately dependent on the risk to staff and children.

In these circumstances, if required, First Bridge will work in collaboration with the parents and local authorities to develop a suitable and supportive transition plan of support. This could include but is

not limited to designing and delivering an interim programme of support within the home, offering transition support and training to another more appropriate setting. Exclusion of a child from our setting due to challenging behaviour will happen in only the rarest and most severe of circumstances (see Appendix 1).

### **10.1. Causes for Exclusion**

Exclusion, whether internal, fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the School's Behaviour Policy:

- Actions which put the pupil or others in serious danger.
- Repeated verbal abuse to staff and others
- Repeated verbal abuse to other pupils
- Repeated physical abuse to/attack on pupils
- Repeated physical abuse to/attack on staff/Indecent behaviour
- Repeated damage to property
- Deliberate discharging of Fire Alarms
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault

Unacceptable behaviour which has previously been reported and for which sanctions and other support interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Principal makes the judgment that exclusion is an appropriate sanction.

All efforts will be made to keep the child at First Bridge, to support his/her clinical intervention and education and it will only be in the most severe circumstances (or a repeat of earlier offences) that will lead to Fixed-Term or Permanent Exclusions.

Opportunity will be provided to review the incident(s) talk with the pupil and assess whether additional support strategies/adjustments are appropriate.

Parents will be informed of the reasons for the exclusion and the school's response. Where appropriate an interim/emergency annual review may be called.

A Risk Assessment and Behaviour Management Plan will be written/reviewed.

The objective is to re-establish the child back in class once current support and strategies have been reviewed/actioned followed by a re-integration interview.

### **10.2. Fixed- term exclusion**

A Fixed Term Exclusion is of short duration and may be necessary if a pupil makes behaviour decisions which are considered so serious, that it would not be appropriate to place him/her in a classroom.



In the case of Fixed-Term Exclusions, the Department for Education allows the Principal to exclude a pupil for one or more fixed periods not exceeding 45 School days in any one academic year. Children on fixed term exclusion will not be allowed to attend or be in the vicinity of School for the term of their exclusion. Under current legislation, parents/carers are obliged to take responsibility for their child if s/he is excluded and ensure that they are not in a public place without good reason during School hours within the first five School days of any exclusion. If they do not adhere to this, the School or Local Authority may issue a penalty sanction. Parents/carers must also ensure that their child attends the suitable full-time education provided by the governing body or the local authority from the sixth day of exclusion where a risk assessment deems this to be an appropriate environment.

The school will send work home for pupils who are excluded, which will be marked. First Bridge will inform parents/carers immediately by phone call when the decision has been taken to 'Fixed term Exclude' a pupil. This will be followed, subsequently by a letter in which the terms of the Exclusion are set out, together with the time and date of the re-integration meeting.

Parents/carers are also informed that they have a right to make representations to the Principal if they wish to challenge the terms of the exclusion.

First Bridge will always maintain contact with and support parents with the arrangements described above. Reasonable adjustments will be considered on a case-by-case basis where a fixed term exclusion, involving sending a pupil home, will place the family unit and the child at risk.

### **10.3. Managed move**

A 'Managed Move' may be resorted to in order to avoid danger of permanent exclusion. It may be used as the culmination of behaviour interventions, when no other has succeeded or, in exceptional circumstances, for a serious 'one off' incident.

'Managed Moves' are arranged via the SEN Team of the Local Authority commissioning a place at School during an interim/emergency annual review.

Discussion around a managed move takes place between the pupil, the pupil's parents, a representative from the school (likely the child's Clinical Supervisor and Clinical Lead for the provision) and the Commissioning Local Authority at the interim/emergency annual review.

At the interim review, the pupil's details will be shared.

Depending on the seriousness of the referral there may be one of three outcomes:

- Referral for additional staffing support
- 'Managed Move' to another provision
- Additional Fixed Term/Permanent exclusion

### **10.4. Exclusion procedure (permanent exclusion)**

The decision to exclude a pupil permanently is a serious one and will never be taken lightly. In doing so, the School and the Board of Directors recognises that a permanent exclusion may have a serious impact upon a pupil's life chances. In addition, Permanent Exclusion will not be sought, unless there is an immediate threat to the safety of others in the school or to the pupil concerned.

There are two main types of situations in which permanent exclusion may be considered.

1. A final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies (including 'Managed Move'). It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

This would include persistent and high-risk behaviour choices including bullying, physical/verbal assault, damage to property, significant risk to the health, well-being and safeguarding of other pupils and staff,

2. Where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
  - Serious actual or threatened violence against another pupil or a member of staff.
  - Sexual abuse or assault

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline, good order and well-being of the school.

Before deciding whether to exclude a pupil either permanently or for a fixed period the Principal will ensure that:

- Appropriate investigations have been carried out. All evidence available to support the allegations have been collated, taking into account the School's Behaviour Policies.
- The pupil (where possible) has been allowed to give her/his version of events.
- There is no evidence which may indicate that the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Principal is satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done, exclusion will be the outcome.

## **10.5. Exercise of discretion**

In reaching a decision on fixed term or permanent exclusion, the Principal will always look at each case on its own merits.

In considering whether permanent exclusion is the most appropriate sanction, the Principal will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Behaviour Policy.
- The effect that the pupil remaining in the School would have on the education, safeguarding and welfare of other pupils and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Board of Directors Exclusion Panel when it meets to consider the Principal's decision to permanently exclude a pupil. The Board will require the Principal to explain the reasons

for the decision and will look at appropriate evidence, such as the child's record, witness statements and the strategies used by the School to support the Pupil prior to permanent exclusion.

- The School will inform parents immediately by phone call when the decision has been taken to seek 'Permanent Exclusion' for a pupil. This will be followed, subsequently by a letter in which the terms of the Exclusion are set out.
- Parents/Carers are also informed of their rights regarding an appeal of the terms of the exclusion (see below)

First Bridge School recognises that all pupils at the School have a special educational need and disability (SEND) and so have the right to request the presence of a SEND expert at an independent review panel. The SEND expert's role is to provide impartial advice to the panel about how SEND could be relevant to the exclusion; for example, whether the School acted reasonably in relation to its legal duties when excluding the pupil.

### **10.6.     Appealing a permanent exclusion**

Where parents dispute the decision of the Board of Directors not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel.

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). An independent review panel does not have the power to direct a Board to reinstate an excluded pupil.

However, where a panel decides that a Board's decision is flawed when considered in the light of the principles applicable on an application for judicial review it can direct the Board to reconsider its decision. If the Board does not subsequently offer to reinstate a pupil, the panel will be expected to order that the School makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

Where parents request access to their child's information file and data, this request must be confirmed in writing to the Board of Directors as a 'Subject Access Request'. The School will provide an anonymised file where reference to other pupils is removed within 40 calendar days.

There will be a flat rate fee for meeting this request that reflects the administration time and School resources used.

### **10.7.     Alternatives to permanent exclusion**

As described earlier in this document, alternative strategies to permanent exclusion are always used if possible and the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another School.

### **10.8.     Review of Exclusion**

The school's clinical and educational team review all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a School term or missing a public examination.

The Senior Management Team review fixed term exclusions which would lead to a Pupil being excluded for over five days but not over 15 days in a School term where a parent/carer has expressed a wish to make representations

## 10.9. Re-admission meetings and re-integration

Following a Fixed-Term Exclusion, parents/carers are invited into School to attend a re-integration meeting. Under current legislation, parents/carers are expected to attend a re-integration interview following any fixed period exclusion of more than five days. Failure to attend may make it more likely that the court will impose a parenting order if the School or local authority apply for one. At the meeting, the pupil will be set specific goals to help him/her avoid the behaviour that led to exclusion.

## 11. Version History

This is version three of First Bridge Education Behaviour and Exclusion Policy. This policy will be reviewed annually by the Clinical Lead.

## 12. Links to Legislation and Guidance

Document	Location
Equality Act 2010	<a href="https://www.legislation.gov.uk/ukpga/2010/15/contents">https://www.legislation.gov.uk/ukpga/2010/15/contents</a>
The Education Act 2011	<a href="https://www.legislation.gov.uk/ukpga/2011/21/contents">https://www.legislation.gov.uk/ukpga/2011/21/contents</a>
The Children Act 1989	<a href="https://www.legislation.gov.uk/ukpga/1989/41/contents">https://www.legislation.gov.uk/ukpga/1989/41/contents</a>
DfE (2024) Keeping children safe in education	<a href="https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf">https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf</a>
DfE (2023) Working together to Safeguard Children	<a href="https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf">https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf</a>
DfE (2025) "Use of reasonable force and other restrictive interventions in school"	<a href="https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use_of_reasonable_force_and_other_restrictive_interventions_guidance.pdf">https://consult.education.gov.uk/behaviour-unit/revised-use-of-reasonable-force-guidance/supporting_documents/Use_of_reasonable_force_and_other_restrictive_interventions_guidance.pdf</a>

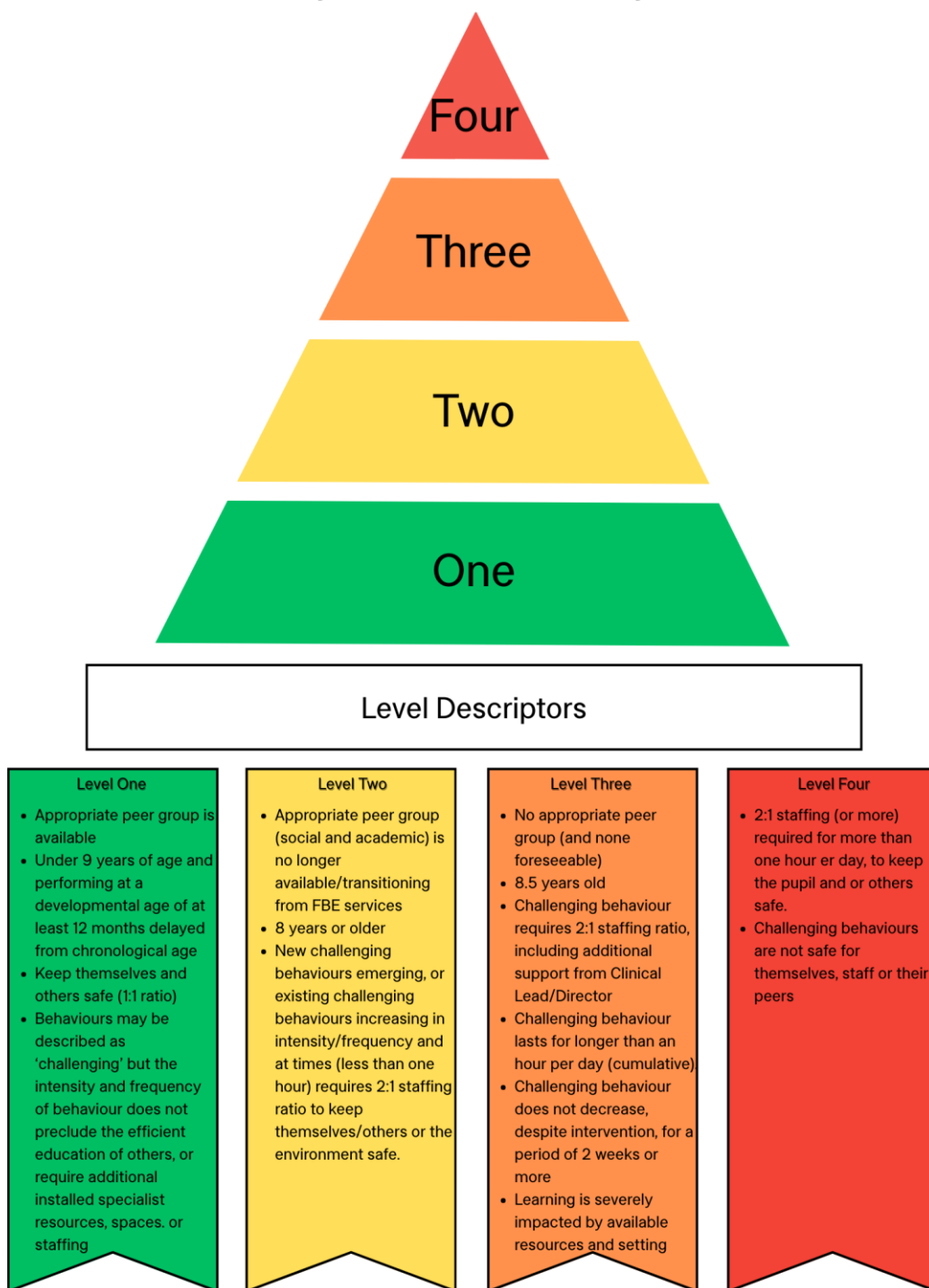
## 13. Related Policies

Behaviour and Exclusion Policy
Safeguarding Policy
Admissions Policy
Anti-bullying Policy



## Appendix 1

### Pyramid of Suitability





## Appendix 2

