

# Woodsetton School



## Positive Behaviour Policy

This policy was reviewed and updated in September 2025

The next anticipated review date will be September 2026

Approved by The Head teacher

c/o The Woodsetton School, Tipton Road, Dudley, West Midlands DY3 1BY  
Tel: 01384 818265 Email: [info@woodsetton.dudley.sch.uk](mailto:info@woodsetton.dudley.sch.uk)

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools Advice for headteachers and school staff – July 2022
- [Searching, screening and confiscation at school](#) – January 2018
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#) – July 2013
- [Supporting pupils with medical conditions at school](#) -December 2015

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2014.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

*'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young*

*people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally'.*

Behaviour in Schools Advice for headteachers and school staff – Feb 2024

## Overview

Woodsetton School is a safe, secure, caring and inclusive environment. Our school motto is “Every pupil matters...every moment counts” meaning that everyone should feel valued, respected and treated fairly. We encourage and promote good behaviour to ensure pupils are supported in becoming increasingly independent and prepare them for their next steps.

Our school ethos is AIM High and this reflected in our Behaviour Policy which is:

Ambitious – We have high behaviour expectations for all our pupils

Inclusive – Our approach is adapted to support the individual needs and circumstances of all pupils

Meaningful – Behaviour strategies are relevant, appropriate and effective in supporting our pupils

## Team Teach

At Woodsetton all staff are trained in Team Teach. Team Teach is a whole school approach to positive behaviour intervention strategies, including verbal and non-verbal communication, diversion and de-escalation and safe effective physical intervention where necessary.

Team Teach supports pupils to regulate their own behaviour and develop self-control and empowers adults to safeguard the best interests of the child. The approach focuses on de-escalation strategies to reduce risk and restraint.

Positive physical intervention is a last resort, and actions should be reasonable and proportionate to prevent a pupil from:

- Endangering themselves or being in crisis (including maintaining dignity)
- Causing harm or injury to others
- Damaging property
- Committing an offence
- Disrupting teaching and learning

*‘There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.*

(Behaviour in Schools Advice for headteachers and school staff – July 2022)

### De-escalation Strategies

Staff at Woodsetton are trained to use a range of de-escalation strategies to regulate pupils in our care and prevent them reaching crisis/displaying negative or challenging behaviour.

These include but are not limited to:

- Clear and consistent routines and expectations
- Reinforcing expectations (Now and Next)
- Total communication environment
- Timeout
- Distraction
- Rewards
- Positive phrasing
- Change of face
- Appropriate Reassuring touch
- Calm voice/stance
- Take a step back (to avoid overcrowding/over fussing)
- Allow time to process
- Listen
- Reset
- Negotiation

### Personalised Intervention Plans

At Woodsetton all pupils have an 'All About Me' document which summarises the information contained in individual EHC plans. This includes information about a pupil's social emotional and mental health including possible behaviour triggers and provision that should be in place on a daily basis.

When a pupil's behaviour can no longer be managed proactively within the classroom environment, presents a risk of harm to themselves, staff or peers or where additional support is required, then a Positive Intervention Plan (PIP) is put into place. Strategies are agreed with parents (and other professionals if required). Positive Intervention Plans are working documents and reviewed at least termly. A copy is kept in the classroom and shared with all staff working with the individual pupil.

### Communication

Many pupils at Woodsetton have speech, language and communication difficulties and we recognise that behaviour is a way of communicating their needs. We also understand the sensory needs of many pupils may result in challenging or unpredictable behaviour. Therefore, we promote a total communication environment to ensure every pupil has a voice. This includes the use of:

- How we communicate? Posters in every classroom

- Aided Language displays (ALDs)
- Communication books around school
- InPrint Symbols on lanyards
- Now and Next boards
- Visual timetables
- Makaton

Woodsetton 'Makaton Must Haves' consist of 30 everyday signs. This is the minimum expectation for all staff to know although some will know more. All staff attend a Makaton workshop every Friday, delivered by our Complex learner lead teacher.

### Expectations and non-negotiables

Staff at Woodsetton are expected to promote and encourage consistent standards of positive behaviour throughout school through:

- creating a safe, secure and engaging learning environment for all pupils
- implementing a curriculum which is adapted and personalised for individual pupils including meeting the sensory needs of our more complex learners
- a total communication approach to ensure every pupil has a voice
- embedding consistent structures, routines and transitions including the use of visual timetables
- using the whole school positive reward system

### Positive Phrases

Immediate feedback and positive praise are important for Woodsetton pupils to develop good habits. At Woodsetton we focus on positive phrasing when dealing with negative behaviour. For example, we use phrases such as kind words, kind hands and kind feet or good looking and good listening. We also say 'good walking' instead of 'don't run' and 'feet on floor' instead of 'get down' or 'no climbing'.

### British Values

All schools are required by law to promote fundamental British Values to ensure young people leave school prepared for life in modern Britain. At Woodsetton we see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community. This includes fostering a mutual respect for all pupils, staff and visitors in school with the intention to keep everyone safe, in a caring and nurturing environment.

British Values are defined as the following:

#### Democracy

A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.

### **The rule of law**

The need for rules to make a happy, safe and secure environment to live and work.

### **Individual liberty**

Protection of your rights and the rights of others around you.

### **Mutual respect & tolerance of different faiths and beliefs**

Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

## **Stonewall**

At Woodsetton we are committed to Equal opportunities and inclusion where all pupils are treated equally and fairly regardless of age, gender, race, ability or sexual orientation. As a member of Stonewall we pledge to:

- challenge bullying and celebrate diversity
- champion LGBTQ+ inclusion
- create a setting where children are free to be themselves and achieve their full potential
- support LGBTQ+ staff and pupils
- support mental health

## **Jigsaw Charter**

The Jigsaw programme is a whole school approach to the Primary PSHE curriculum. All pupils at Woodsetton agree to the Jigsaw Charter and pledge that:



### Positive Rewards

Woodsetton School has a whole school positive reward system in place to reinforce and praise good behaviour and choices. Pupils earn house points and prizes from the cabinet. There is also a weekly 'Celebration' assembly where pupils work, behaviour and attendance are recognised through the awarding of certificates.

### Nurture Approach

At Woodsetton we take a Nurture approach to behaviour and learning where we focus on pupils' emotional and development needs and try to understand what they need to help them thrive. Through this approach we aim to increase pupils' self-worth, promoting self-discipline and developing positive relationships. We encourage pupils to develop a sense of responsibility for the choices they make by supporting their understanding between actions and consequences. We have a nurture room where pupils with social, emotional and behavioural difficulties can develop their confidence and skills within a calm, supportive environment. Our Family support worker works closely with parents/carers for a holistic nurture approach to promote high standards of positive behaviour.

### Reporting and Recording

Woodsetton School uses the CPOMs system to record incidents of challenging behaviour. CPOMS is closely monitored to ensure appropriate actions and measures are put in place

including parental engagement and support from external agencies. Any use of physical intervention is documented on CPOMs and also in the red bound and numbered book.

When recording incidents on CPOMS, the following information is included:

- Description of incident
- Location
- Activity
- Time of Day
- Class Lead
- Behaviour Response
- Physical Intervention Details (When applicable)
- Physical Intervention Bound and Numbered Record

Incidents recorded in the bound and numbered book are shared with LAB members. Staff are also encouraged to keep ABCC (Antecedent, Behaviour, Consequence, Communication) logs to monitor patterns in behaviour for individual pupils.

**The safety of the pupils is paramount in all situations.**

(Please refer to Dudley Health and Safety Policy and the school's Safeguarding Policy and Child Protection Policy).

If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and stops the pupil from taking part for a fixed time or for the rest of that session (if deemed unsuitable to return to the task). If a pupil repeatedly acts in a way that disrupts or upsets others, the Head teacher or Deputy is informed and the pupil's behavioural incidents recorded and analysed by using, for example, the STAR or ABCC approach. A decision may then be made to contact parents, and if necessary, seek additional support for the pupil and staff team involved.

**The school does not tolerate bullying or 'child on child abuse' of any kind including sexual violence or harassment (refer to the Anti – Bullying Policy).**

If we discover that an act of bullying, harassment or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate all bullying, we do everything in our power to ensure that all pupils attend school are free from fear. If such an act takes place, pupils involved receive on-going support appropriate to the type of bullying experienced. The child accused of bullying will also receive help and guidance. We may refer to the Respectful School Communities Toolkit to support at this point. It is essential that all children feel reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward.

## **Behaviour Incidents online**

Negative interactions online can threaten to damage the culture in school and could lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of 5 anonymity, and online incidents occur both on and off the school premises. However, at The Brier School we are clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the sharing of inappropriate images and videos will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. For this purpose, the Designated Safeguarding Lead for the school is Mrs Sarah Allen (Head Teacher).

## **Mobile Phones**

The Brier School have made the decision that Mobile Phones are not to be used during the school day. Many pupils, especially as they get older, will have one of their own and we fully understand that developing skills to keep themselves safe as they move into adulthood includes the use of these devices. However, allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. The use of mobile phones is discussed as part of PSHE and E-Safety lessons in order to support the development of skills. Pupils are not allowed to use mobile phones to photograph or film offensive material or violent conduct. The use of mobile phones and social media for such purposes could result in exclusion, both fixed term and permanent. All adults should not use personal mobile 'phones for recording or filming purposes but use school equipment instead.

## **Reasonable Force / Restraint:**

'There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Behaviour in Schools Advice for headteachers and school staff – February 2024 Staff are trained through Team Teach. All members of staff are aware of the regulations regarding the use of de-escalation strategies, force or restraint by teachers and other staff. Wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges. (Reducing the Need for Restraint and Restrictive Intervention June 2019).

Staff will only intervene physically in order to prevent injury to a pupil, if a pupil is in danger of hurting him/herself, to prevent damage to property and to stop severe disruption in

school, maintaining good order and discipline. Staff may lead a pupil by the hand or forearm away from a situation where they are displaying persistent disruptive behaviour.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that we reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules. If there has been a need for physical intervention in the form of restraint, this will be recorded on CPOMs and the Bound Numbered book.

### **Parental Engagement**

Parental engagement is a strength of the school, and we work collaboratively with parents/carers to support them with effective positive behaviour strategies as well as sharing concerns about pupil welfare. It is important for pupils to have consistent expectations and boundaries both at home and school and therefore regular communication and dialogue is key.

Staff liaise with parents and carers in a variety of ways, including conversations at the school gate, through pupil 'Home-School' diaries, via email or over the phone. Behaviour concerns can also be discussed at termly parents' evenings or at pupil's annual review meetings. If necessary, ad-hoc meetings may be called with parents/carers to discuss changes in a pupil's behaviour

### **The role of the class teacher**

*'By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour can be managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust'.*

The class teachers in our school have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability. The class teacher treats pupils fairly, showing respect and understanding at all times.

Teachers and staff do not rely solely on verbal communication but use a range of communication strategies and resources to maintain good order and discipline. In seeking to meet pupils' individual needs, photographs, pictures, symbols and signing may be used to reinforce the classroom rules. In addition, a pupil with specific sensory challenges may require a fidget key ring, sensory toy or object of reference for support.

Discipline within the classroom is the responsibility of the class teacher and part of the Teacher Standards. If a pupil presents with challenging behaviour repeatedly in class, the class teacher logs all such incidents in an attempt to ascertain why a pupil is behaving in a challenging manner, using, for example an ABCC or STAR analysis chart. A positive intervention plan is formulated with details of strategies to manage the pupil's behaviour,

thus facilitating a consistent team response. However, if the challenging behaviour continues following behaviour strategies and reasonable adjustments, the class teacher can seek help and advice from a member of the senior leadership team.

The class teacher reports to parents about the progress of their child, in line with the whole school policy. The class teacher, after monitoring a pupil's behaviour may also contact a parent if there are concerns about the behaviour or welfare of a pupil. Occasionally, safeguarding or child protection issues may override this, and official procedures will have to take precedence.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, if appropriate, discuss the needs of a pupil with an education social worker, CAMHS, occupational therapist or Educational Psychologist.

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to LAB members and Trustees on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the behaviour policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

### **The Role of the LAB members and Trustees**

The LAB Members and Trustees have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The LAB Members and Trustees support the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but LAB Members and Trustees may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

LAB Members and Trustees must ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary and as a last resort.

### **Fixed term and Permanent Exclusions**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability The Head Teacher may also exclude a pupil permanently.

It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

If the Head Teacher excludes a pupil, in line with Dudley LA guidance, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the LAB Members and Trustees. The school informs the parents how to make any such appeal. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable. Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

The Head Teacher informs the LA and the LAB / Trustees about any permanent exclusion, and about any fixed-term exclusions in the Head Teacher's termly report to the LAB / Trustees.

The LAB Members and Trustees itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The LAB/ Trustees have a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the LAB Members and Trustees.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the LAB Members and Trustees' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling. For further information see the School Exclusion Policy.

### **Monitoring & Review**

The Head Teacher monitors the effectiveness of this policy on a regular basis. He also informs the LAB Members and Trustees on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps detailed incident records of challenging behaviour through the use of CPOMS and the Red Bound Numbered book. If a significant concern arises, class teachers and teaching assistants record and analyse a pupil's behaviour. A resulting positive intervention plan or behaviour plan aims to enhance consistency of approach and employ appropriate management strategies which can be regularly reviewed. In addition, the class teacher records incidents where a pupil is sent to the Head Teacher on account of unacceptable, negative behaviour.

The Head Teacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded. Exclusions are reported to the LAB / Trustees and LA.

It is the responsibility of the LAB/ Trustees to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Headteachers may cancel an exclusion that has not been reviewed by the LAB / Trustees. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the LAB / Trustees and the local authority should be notified, and if relevant, the social worker and VSH.

### **Penalty Notices**

Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that exclusion.

- Should their child take any Leave of Absence or holiday if they have not requested this, in writing, to the Head teacher detailing the 'exceptional circumstances' they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed and authorised.
- Should any Leave of Absence be taken without any Application/Request being made.

Parents/Carers should ensure that any Request/Application is made in advance of any Leave of Absence to be taken.

Parents/Carers should consider ensuring that they know if any Leave of absence requested can be Authorised by the Head teacher before planning, booking or paying for any part of a Leave of Absence.

Legislation dictates that a Leave of Absence Requests/Application can only be considered if it is from a Parent/Carer with whom the pupil normally lives.

Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with or from any other family member cannot be considered under any circumstances.

## Terminology

### **Suspension and Permanent Exclusion**

The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period. A 'fixed period' means that a suspension on disciplinary grounds can't be open-ended but must have a defined end date that is fixed at the time when the suspension is first imposed. A suspension can be for a fixed number of days or can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the headteacher's duty to notify parents, apply in all cases. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and 11
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### **Seclusion / Time Out**

Removal from the classroom is considered to be a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other children for a limited period (no longer than necessary), in what is often referred to as isolation or seclusion. This time should be used as constructively as possible and should also allow children to eat and use the toilet.

Removal/timeout seclusion should be distinguished from the use of separation spaces (sensory room, soft play or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

**Part-time timetable** should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

**Reintegration** Schools should have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.